



Promising Practices to Improve Schools and Communities:

A Survey of Highly Collaborative and Comprehensive Education Reform Efforts

**The Center for Cities & Schools
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I. SUMMARY/OVERVIEW

The notion that children cannot achieve academic excellence without good health, a supportive social circle, and a safe environment seems common sense to families and educational policy makers alike. Yet, for many years, society has portioned out the care of children to different stakeholders. Schools were responsible for educating, doctors and nurses for promoting health, parents and extended families for providing nurture, and a variety of government agencies for regulating and improving the physical environment.

On a parallel course, governments have portioned out to different agencies responsibility for different tasks: schools educate, social services help the needy, urban planning develops good housing, and so on. Quite often, the right hand does not know what the left hand was doing, so that agencies might be working at cross-purposes, for example, a school board closing schools in an area targeted for redevelopment. In addition, common efforts at the city, county, state, and federal level might lack coordination.

In recent years, there have been signs of a more holistic approach across all areas. Understanding that the “whole child” must be educated, schools have been extending their mission to a range of supportive services. Often, they have collaborated with other government and community agencies to accomplish this. At the same time, government units have been looking more and more toward collaboration across governmental boundaries.

Highly collaborative and comprehensive education reform is a term attached to efforts grounded in this thinking. Such reform efforts use partnerships to address a broad array of student needs with the goal of ensuring academic, social, and emotional success for students. The underlying assumption is that if “non-school” factors such as housing and health care contribute to children’s learning outcomes, they must be included in any meaningful effort to improve schools.

This is not brand new territory. The Coalition for Community Schools has become a hub of resources and information on the community schools movement, which creates partnerships between the school and other community resources. In such schools, academic goals are integrated with family support, health and social services, and youth and community development. Schools are resources not only for students and their parents but for anyone in the community, and the doors are open evenings and weekends as well as school days. Community-based organizations or public institutions are often involved in the provision of services.

Another strategy is Beacon Centers. Started in New York several decades ago, Beacons are school based community centers that offer resources and support to students and families. Under such programs, school buildings are generally available for student and community use after school, on weekends, and during the summer. The goal of the program is to offer integrated services and activities for positive youth development and to develop a sense of community linked to the school and home. Various community based organizations and agencies use school facilities to offer educational services, job training, parenting workshops, and counseling to families in need of such services.

Most recently, statewide education reform efforts have focused on the P-16 framework, compact, initiative, or council, where the “P” stands for preschool and the “16” stands for completion of college. These groups strive to be student-focused, comprehensive, integrated systems that form a continuum of all education levels by

linking programs and aligning curricula and education policies. Some 30 states now have P-16s in various forms.

In this context, the Center for Cities & Schools (CC&S), with support from the Fannie Mae Foundation, set out in the summer of 2006 to take a preliminary look at American models of highly collaborative and comprehensive education reforms as an answer to America's educational achievement struggles and gaps. While the community schools, Beacon Center, and P-16 programs are widespread, we knew that other efforts had evolved idiosyncratically with largely the same goals. Using a literature review and interviews with leaders in education and government, we were able to identify a broad spectrum of approaches to addressing the complex needs of America's youngsters and the communities that they call home.

CC&S conducted dozens of interviews with city governments, school districts, foundations, and national, regional, and local non-profits and community-based organizations to provide a concise summary of innovative efforts that draw on resources from many stakeholders to achieve optimal outcomes for students and to put education in the center of a broader program of community change, particularly regarding low-income communities and their schools. The following report represents the result of this work.

Projects Reviewed

While some of the efforts described here are connected to one degree or another with the community schools movement, beacon centers, or the P-16 framework, nearly all have adapted the model to suit the context and needs of their own communities. One or two projects are completed or near completion, while another handful are just getting under way. These efforts include community initiatives and redevelopment plans, non-profit organizations, and formal inter-governmental agency collaborations.

By showing a variety of strategies, a range of large and small communities, and different stages of implementation, our goal was to offer a broad view of what's happening across the nation in the arena of highly collaborative and comprehensive education reform. Similarly, we report on efforts rooted in different levels of government: neighborhood, city, county, and state. Our hope is to provide a range of potential stakeholders—from policymakers and foundations to school and community leaders—an overview of what's going on in this crucial area.

This section provides short summaries of the programs described at greater length in the complete report. Tables 1, 2, and 3 summarize key indicators in the areas of Basic Characteristics, Funding, and Educational Agenda.

Neighborhood

Harlem Children's Zone, Inc. [New York, New York]. A champion of a joint neighborhood revitalization and educational reform, this pioneering, non-profit, community-based organization works to enhance the quality of life for children and families in Harlem with the goal of keeping families together and children out of foster care. One the best-documented efforts in terms of formal evaluations and the media, HCZ has attracted particular attention for focusing efforts on a 60-block zone in Harlem. Besides its broader services, HCZ offers education at all levels from preschool to adult, and it has founded two public charter schools.

The San Diego Model School Development Agency [California]. A collaboration between the city and the school district operates under a joint powers agreement¹ with the goal of designing and building a new school at the center of an urban village. While the project is still in the planning stages, the process itself has brought together a variety of city, school, and community stakeholders, with benefits in terms of understanding each other's needs.

The Vashon Education Compact [St. Louis, Missouri]. This non-profit organization was a spinoff of a more comprehensive neighborhood redevelopment initiative that was supported by a foundation and implemented in large part by developers. The initiative was sparked by the need to renovate a high school in a rundown neighborhood of St. Louis, Missouri, and the Compact focused on schools. Over its five-year life span, the Compact completed the high school project and generated significant improvements at six of the ten schools in its target area.

City

The Berkeley Alliance [California]. A non-profit organization, the Alliance brings together representatives of the University of California at Berkeley, the mayor's office, the school district, and the broader community to harness resources and expertise to better the community. The Alliance's focus is on not creating programs but building partnerships that will lead to positive outcomes for children and youth.

The Emeryville Center of Community Life [California]. The school district, the city, community members, and local businesses are working together to craft a redevelopment plan with education at its center. The Emeryville project has served to convene stakeholders and build consensus for the new center across the district and various city agencies. It has also facilitated increased participation from local businesses in strategies to improve education in the short term, with everything from fund raising to student mentoring.

Lincoln Community Learning Centers [Nebraska]. This community initiative provides safe, supervised before- and after school programs, weekend and summer enrichment programs, and many other supportive services for citizens of all ages at 19 public schools in Lincoln, Nebraska. Based on the community schools philosophy, the Community Learning Centers are school-based resources for a variety of services that can foster improved student learning and development, strong families, and healthier neighborhoods.

County

The Minneapolis Youth Coordinating Board. A state-authorized intergovernmental organization that joins the school district with other community leaders, the board promotes the healthy, comprehensive development of Minneapolis / Hennepin County youth through collaborative action and policy alignment guided by a well-articulated children and youth agenda. It operates a School Readiness program but has recently decided to return to its earlier orientation as a policy-making body.

The Stark Education Partnership [Ohio]. This non-profit, independent, intermediary organization mobilizes private sector resources to improve 17 school districts and their schools and to foster comprehensive education

¹ A joint powers agreement is defined as an agreement or contract between a city, a county and/or a special district in which the city or county agrees to perform services, cooperate with, or lend its powers to, the special district.

reform in Stark County, Ohio. It helps districts apply for grants and supports a wide-range of in-school and after school programs with the result of significant gains in student achievement.

SUN (Schools Uniting Neighborhoods) Service System [Oregon]. A multi-jurisdictional collaborative effort of public and private entities in and around Portland Oregon, SUN works with schools and their communities to define and implement services. SUN, which is administered by the Multnomah County Department of School and Community Partnerships, uses schools as a base to deliver a wide range of social and health services to students and their parents.

State

Hawaii's Comprehensive Student Support System. An umbrella for ensuring a continuum of supports and services that ensure the academic, social, emotional, and physical environments necessary for all students to learn, the system has a special focus on those with special needs. Housed in the Student Support Services Branch of Hawaii's Department of Education, the system's sole staff member coordinates positive behavior support systems, freshmen academies, and junior kindergartens in the state's schools.

Indiana's Education Roundtable – The roundtable is a comprehensive P-16 effort in the form of a 30-person roundtable appointed and co-chaired by the Governor and Superintendent of Public Instruction. Primarily a policy-recommending body, especially in the area of standards and benchmarks, the board makes proposals which have often been implemented, with apparently positive results on college attendance rates.

Findings

With the goal of providing information that would be useful in building new models, we used a theoretical framework to explain the history of each effort and its unique aspects: Inspiration, Leadership and Stakeholders, Infrastructure, Funding, Scope of Work, Accomplishments, and Challenges. Using such a framework makes it possible to compare and contrast different programs. More important, perhaps, it provides some blueprints that may be useful for others seeking to implement highly collaborative and comprehensive education reform in their own schools.

This section summarizes some of the basic findings in each of these subject areas.

Inspiration

In the early phases of organizational development, *risk-taking* and experimentation are common. Several founders were charismatic individuals with a strong *sense of mission*. Most efforts have a strong understanding of low-income families and of the *needs of students and their communities*.

Leadership and Stakeholders

Strong organizational leadership, with careful provision for the succession of leaders and continuity of services, is an important marker of success. Efforts that reach out to *include elected political leaders* can draw on the resources that government offers, and outreach to include *community and business leaders* has distinct advantages in creating buy-in for the project.

Infrastructure

Creating an *enabling environment* that fosters collaboration and innovation helps to ensure favorable conditions for change. Well-defined organizational charts and long-term governance structures ensure accountability. Because many of these efforts involve multiple leaders and agencies, creating a **web of communication and trust** is crucial to success.

Funding

Being creative with funding and using existing structures and hidden mechanisms can ensure fiscal efficiency and reduce unnecessary spending. *Stable funding* is assured by achieving a revenue mix that can ensure sustainability. Foundations and other private sector funding often plays a key role, and it avoids having projects depend on inconsistent public dollars.

Scope of Work

The agenda of the different efforts ranges from planning and policy making—most common at the state level and in new projects—to the actual provision of services and operation of educational programs. Regardless of

their specific mission, all groups feature *shared power and shared responsibility*, and the trust that collaboration builds is an important, if not always intended outcome. All partners must agree on and work to sustain a *well-defined, common vision*. Clear objectives and roles for each partner facilitate success.

Accomplishments

While the outcomes vary from standard setting to actual brick and mortar buildings, common threads underlying their success include *adaptability* to ongoing demographic, economic, and political change. *Constant evaluations* from both internal and external sources, as well as a willingness to adapt to evaluation outcomes are significant. Whether the goals are academic improvement, decreased crime, or an increased level of dialogue between policymakers and community members, evaluations should show progress. Table 4 lists the chief accomplishments of each of the efforts reviewed here.

Challenges

To clear hurdles to its inception and sustained success, a learning organization should strive for *continuous improvement* and solicit and incorporate suggestions from internal and external sources, *learning from its own mistakes* and successes as well as those of other organizations. Table 5 lists the chief challenges experienced by each of the efforts reviewed in this report.

Recommendations

The mission of the Center for Cities & Schools is to promote high quality education as an essential component of urban and metropolitan vitality. It does so through interdisciplinary research, professional education, and collaborative practice. This report has been produced in hopes that identifying these ground-breaking models will help to inform future efforts and will bring to the fore the importance of the continued study and development of innovative collaborative education reform practice as a means for systems change. Some recommendations follow:

Diversify funding streams to create a balanced revenue mix by approaching potential partners with well-thought out, innovative funding mechanisms.

Establish leadership boards and councils as well as an administrative team to share the burden of responsibility with a founder or executive.

Include a wide range of stakeholders, including community members and parents to ensure goals are aligned with needs and **political stakeholders** of varying political views.

Institutionalize interagency structures that embrace educational, governmental, and community stakeholders, providing liaisons, and **formalize all structures** that circumvent or redefine traditional barriers, perhaps by 501(c) 3 status.

Document work and perform assessments and evaluations to provide evidence of outcomes that will facilitate greater funding opportunities.

II. INTRODUCTION

Background

America's schools, especially those in urban areas and older suburbs, continue to struggle in terms of academic achievement. As researchers and practitioners work to better understand why this is the case, they are increasingly demonstrating that learning outcomes are influenced by many factors that exist both within and beyond school walls – including social class, income, health, housing, and safety (Rothstein, 2004). For example, a child who needs eyeglasses but does not know it or cannot afford them is not going to learn at his/her optimum ability. Similarly, a child who lives in an apartment with lead-based paint on the walls or without a quiet place to study will also not learn at his/her optimum ability. Figure 1 highlights some of the many factors that can affect a child's learning capacity, as addressed by the efforts featured later in this report.

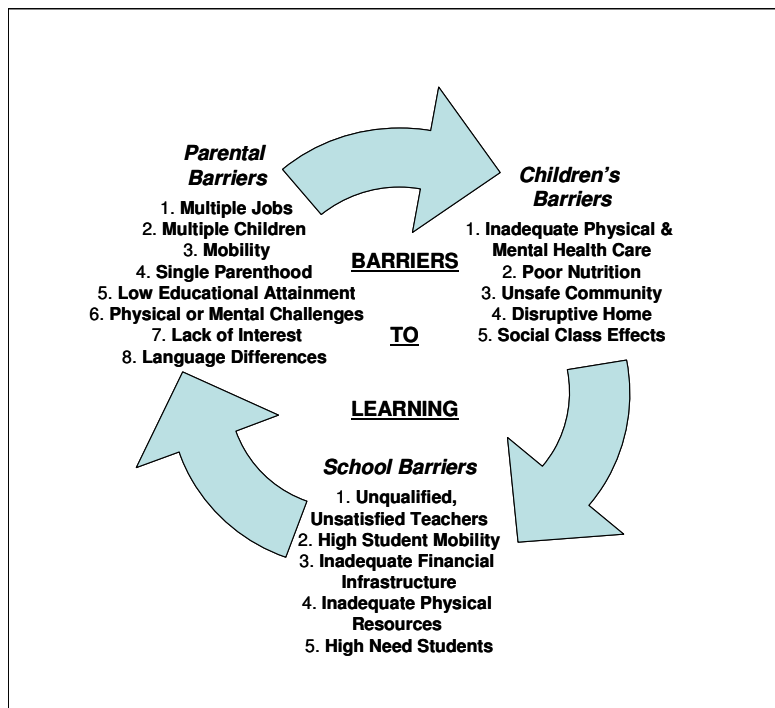


Figure 1: Barriers to Learning

Traditionally, however, education reform efforts have functioned under the auspices of school districts and boards of education, separate from city governments and other efforts related to economic development, housing, and mental and physical health care. In what is often called the “silo planning phenomenon,” educational reforms as imposed by school districts, states, and the federal government are rarely related to broader youth and family policies or goals, especially at the local level. Rather, they focus on strategic planning around school curriculum and staff development for teachers, while social service concerns and community development issues are developed and implemented by other entities. Coordinated policymaking that might address both student achievement and issues of health, housing, and transportation is too often absent from the governance of cities and schools. An excellent example of this is that the failure to promote affordable, family-oriented housing in cities has driven away middle-income families, reducing the resources for schools and making it harder to achieve a more balanced and diverse school and city population.

Today, however, education reform efforts are becoming increasingly more collaborative and increasingly more comprehensive. This may take two forms.

(1) Recognizing that “if urban school reform in the United States is to be successful, it must be linked to the revitalization of the communities around our schools” (Mark, 2005), historically separate institutions and agencies are now making alignments – both formal and informal – to combine education reform with social services as they realize that not one institution, e.g., schools, can be expected to address the complex needs of children..

(2) Increasingly, cities, counties, states, school districts, private and nonprofit developers, school advocates, and local communities are recognizing the advantages of collaboration. Many of today’s comprehensive education efforts also actively seek to engage parents and community-based organizations (CBOs) as collaborators. According to James Austin, author of *Meeting the Collaboration Challenge*, “The bottom line is that ‘going at it alone’ is on the endangered strategy list. Only by combining vision, efforts, and resources creatively will non-profits be able to confront effectively the magnitude of rising demands facing them” (Austin, 1998). Though he specifically refers to non-profits here, his point is equally applicable to governmental strategies.

Much can be learned from existing practices. Towards that end, the following report provides a broad look at a wide variety of programs that try to address education in highly collaborative and often comprehensive ways.

Report Scope

In summer 2006, the Center for Cities & Schools (CC&S), with support from the Fannie Mae Foundation, took a preliminary look at American models of highly collaborative and comprehensive education reform. Based on referrals and a literature review, eleven programs were selected for inclusion, representing a broad range of structures, missions, and levels of implementation. CC&S conducted dozens of interviews with city governments, school districts, and foundations, as well as national, regional, and local non-profits and CBOs, looking for programs that put education in the center of broader community change, particularly for low-income communities and their schools and others that have pulled together broad coalitions in support of school excellence (see Appendix B for a list of organizations consulted). All initiatives mentioned in this report have been recognized as being important and influential. The sample discussed in this report reflects the wide range of efforts currently being undertaken, as well as the issues, policies, challenges, *and* possibilities that all of these efforts face. They share three commonalities:

1. They address non-school factors affecting student, family, and/or community well-being.
2. They are highly collaborative in that they involve multiple agencies or partnerships.
3. They exemplify innovative infrastructures developed to aid collaboration.

To begin, a highly collaborative and comprehensive educational reform effort can be defined as one that uses partnerships to address the broadest array of student needs to ensure academic—as well as social and emotional—success. Such efforts can address parental engagement, teacher recruitment and retention, safety, health, nutrition, and housing needs, in addition to more traditional academic needs such as tutoring and enrichment programs. It is important to note that underlying this definition – and this report – is a key

assumption that collaborative governance structures can be more successful than traditional “silo” approaches at sustaining systems change.

Each effort addresses systems change in a slightly different way. Included are non-profit organizations, policy initiatives, and intergovernmental organizations. Some are formalized through joint powers agreements, others through board resolutions. Their stakeholders and founders also vary from foundations and community members to elected officials and government employees. They also differ in terms of their inceptions, funding structures, overall goals, operational scopes, infrastructure, outcomes achieved, evaluation mechanisms, and overall sustainability. Additionally, some are more comprehensive in that they address more of the barriers to children’s learning than others.

The framework for reviewing these efforts sought to assess seven core components: Inspiration, Leadership and Stakeholders, Infrastructure, Funding, Scope of Work, Accomplishments, and Challenges.

INSPIRATION – Why and how did this effort come about? Was there a specific catalyst such as a person, initial collaboration, or project that can be pinpointed?

LEADERSHIP and STAKEHOLDERS – What is the leadership structure of this organization, policy initiative, or effort? If there is a board or council, who serves on it? What partnerships make this effort highly collaborative? Who are the key stakeholders and what motivates them to be and stay involved? What is the level of community participation? Does it extend to parents?

INFRASTRUCTURE – Is there a formal or legal document defining the effort and its collaborative role? How has the effort integrated itself with pre-existing governance systems? Is there one executive director? Is this person also the original founder? Who makes up the administrative team?

FUNDING – What is the effort’s overall budget? Has this changed over time? How is the effort funded? Do resources include public monies as well as foundation support? Are there any creative, atypical funding structures? Is there a well-articulated funding plan for the future?

SCOPE OF WORK – What are the effort’s vision, mission, and goals? How far does it actually reach versus how far would it like to reach? What are its responsibilities to its partners?

ACCOMPLISHMENTS – What change has the effort affected? What data, if any, exist to reflect this? Have internal and/or external evaluations been conducted? Is there a defined bottom-up feedback loop?

CHALLENGES – What are the greatest challenges that this effort faces or has faced? Are they insurmountable? Are they repetitive (e.g., annual public funding challenges)? Does the effort see possible solutions to these challenges? What structures might exist to make these challenges easier to bear?

The eleven efforts have been categorized by their scope, from micro-level neighborhood changes to broader citywide and countywide changes, and finally more macro-level state changes. The eleven are also geographically diverse, spanning the country from coast to coast (see Figure 2).

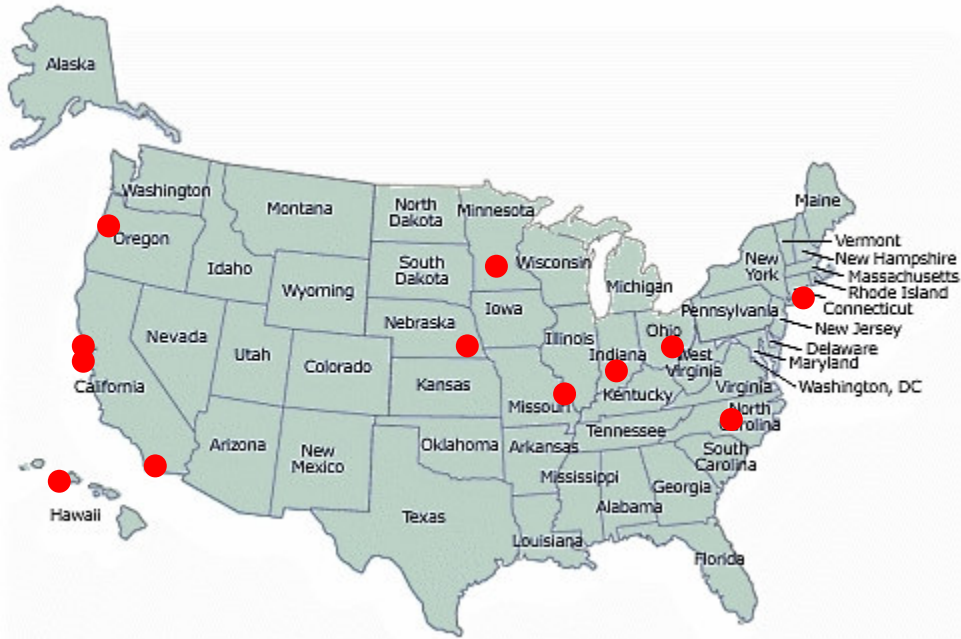


Figure 2: Map of Eleven Featured Efforts

Following discussion of individual efforts is a preliminary view of key indicators experienced across a range of programs. The report concludes with a set of recommendations for practitioners, policy makers, and foundations interested in supporting and expanding such highly collaborative and comprehensive school reform efforts.

It is important to emphasize the preliminary nature of this work. This report serves to highlight patterns of practice and policies from an exploratory survey sample conducted in the summer and fall of 2006. This report does not purport to document or analyze all existing education reform efforts, nor is it the case that because a given initiative or city is not mentioned below that it is therefore not considered comprehensive, innovative or highly collaborative. It is our hope that identifying these ground-breaking models will not only help to inform future efforts as to what is needed to be successful, but also will bring to the fore the importance of the continued study of innovative collaborative education reform practice as a means for systems change. It is also our hope that other researchers, in other regions and states, will continue to profile other new efforts, so that a more complete picture can emerge over time.

III. HIGHLY COLLABORATIVE and COMPREHENSIVE EDUCATION REFORM EFFORTS

A. NEIGHBORHOOD EFFORTS

Organizations – including non-profits and for-profits – place school reform at the center of local community development. These organizations seek to re-envision the historically separate subjects of student achievement and neighborhood transformation as necessarily interdependent and potentially mutually beneficial. According to the former CEO of the Vashon Education Compact which is highlighted in the following pages of this report, “When the research started around [The Vashon Education Compact], it was pretty clear that no one was doing this type of work. There were corporate efforts around individual schools, mayoral takeovers of entire school districts, and links between given community centers and schools, but no one was trying to make the tie between school, home, government and corporations using a public policy partnership model.”

The neighborhood seems to be the most common location for such school-community-city collaborations. Historically, schools were founded on the premise that they were directly accountable to local communities and to the school boards those communities elected. A neighborhood also represents a smaller and more manageable place to begin the daunting task of gaining support for and implementing systems change. Results can be seen more quickly and are more likely to be celebrated by the media.

The three efforts examined below represent promising neighborhood-level efforts initiated by a nonprofit, a public entity, and a for-profit. They include:

- **Harlem Children’s Zone, Inc.** – A champion of a joint neighborhood revitalization and school reform, this pioneering, non-profit, community-based organization works to enhance the quality of life for children and families in Harlem and is one of the most well documented efforts in terms of formal evaluations and the media.
- **The San Diego Model School Development Agency** – A collaboration between the city and the school district to design and build a new school at the center of an urban village. This collaboration is formalized through a joint powers agreement (JPA), which results in the creation of a new legal entity. The building has not yet begun.
- **The Vashon Education Compact** – A non-profit organization that served as a comprehensive neighborhood redevelopment pilot initiative, which existed for five years and used private resources to “jump-start” strategies for public reform, with housing developers at the helm. This effort serves as an important addition to this report given the rising trend of “corporate social responsibility” and the current re-envisioning of business as a means for social and education change.

Harlem Children's Zone, Inc.

(New York, New York)



Founded in 1970, Harlem Children's Zone, Inc. is a pioneering, non-profit, community-based organization that works to enhance the quality of life for children and families in some of New York City's most devastated neighborhoods. For over 30 years HCZ has helped thousands of children and families break the downward cycle of poverty through a range of education, social-service and community-building programs. HCZ, Inc., the actual 501(c)3 agency itself, focuses on preventing children from entering the foster-care system, while its well-known subset, the Harlem Children's Zone Project represents the holistic approach and numerous programs which HCZ has taken to help specifically the children and families of a 60-block zone in Harlem. This Zone will expand to 97 blocks in 2007.

INSPIRATION

The agency began in 1970 as the Rheedlen Foundation, New York's first non-profit to target solely truancy prevention among young school children. Led by Geoffrey Canada, HCZ's longtime President and CEO, and partnered with a homeless program, the agency began to realize that truancy and poor school performance were only symptoms of much larger problems. The agency then began to work with the New York City Department of Housing, Preservation and Development to bring an array of programs to what was at first a single block in Harlem. The Clark Foundation provided seed funding to develop a ten-year plan for a larger-scale 24-block zone; the agency became Harlem Children's Zone, Inc.

LEADERSHIP and STAKEHOLDERS

As HCZ's founder and as a national recognized education advocate, Mr. Canada has obtained buy-in from numerous education, public health and community development stakeholders not only in New York City, but around the country, resulting in many strategic partnerships. For example, HCZ worked in collaboration with Harlem Hospital's Department of Pediatrics, Columbia University's Harlem Health Promotion Center, Touchpoints, and the New York City Department of Health to launch its Asthma Initiative. HCZ's 15-member Board of Trustees features mainly representatives from the New York City business community, though it also includes one teacher and two foundation representatives.

INFRASTRUCTURE

HCZ is a 501(c)3 that has been closely integrated into the programmatic structure of many existing non-profit, governmental and community structures, such as the New York City Department of Youth and Community Development. The agency's headquarters has 16 staff members.

FUNDING

HCZ's annual budget is about \$48 million. Its operating income comes primarily from corporations, foundations, and other private-sector support; 80% of that funding is used for programming, while 20% is used for administrative purposes. The direct program cost per service recipient is estimated to be \$2,039 by FY 2009. During fiscal years 2004 and 2005 twelve agencies donated more than \$1 million. Some of these funds were received as part of its Capital Campaign, directed toward building a debt-free community center building that

houses HCZ's Promise Academy Charter School, a medical/dental clinic operated by the Children's Health Fund, space for afternoon and evening programming, and HCZ's Practitioners Institute.

SCOPE OF WORK

In Central Harlem, over 75% of children are born into families below the poverty line. Thus, HCZ works to help kids as early as possible. The agency creates a "conveyor belt" of programs, outside the Zone Project, to keep children on track through college. HCZ operates five primary programs under contract with New York City's Administration for Children's Services.

- The Family Development Program serves 120 client families at a time, providing access to mental-health professionals.
- The Family Support Center serves 90 client families with crisis-intervention services, referrals, advocacy, groups on parenting, and anger management.
- The Midtown Family Place in Hell's Kitchen serves 45 client families with counseling, referrals, advocacy, and after school and summer programs.
- Project CLASS (Clean Living and Staying Sober) serves 30 client families, providing referrals to drug- and alcohol-abuse programs.
- Truancy Prevention serves 90 client families with at-risk children and conducts groups on parenting and domestic violence.

The overall goal is to keep families together and prevent children from entering the foster-care system.

In 1997, the agency launched the Harlem Children's Zone Project, an ambitious unprecedented program that targets a specific geographic area for a network of interlocking social service and education programs. A multi-year comprehensive community building initiative, the Zone Project currently spans 64 blocks but will expand to 97 blocks in 2007. The Zone Project includes:

- The Baby College offers a nine-week parenting workshop to expectant parents and those raising a child up to three years old.
- Harlem Gems is an all-day pre-kindergarten program.
- Employment and Technology Center teaches computer and job-related skills to teens and adults.
- Harlem Peacemakers, funded in part by AmeriCorps, trains young people who are committed to making their neighborhoods safe for children and families.
- Single Stop offers access to a wide variety of services – from counseling to financial advice to legal consultations – at several locations each week.
- The HCZ Asthma Initiative works closely with asthmatic children and their families so they can learn to manage the disease and lessen its effects.
- TRUCE (The Renaissance University for Community Education) fosters youth development through the arts and media, working with youth in grades 9-12.
- TRUCE Fitness and Nutrition Center offers free classes to middle school youth in karate, fitness, and dance. Participants also learn about health and nutrition.

HCZ also operates two Beacon centers, one of which, Countee Cullen, has been recognized nationally as a model, though neither one of these Beacon centers is located in the Zone proper.

After 30 years of working with community and educational leaders, HCZ has opened two new public charter schools, the HCZ Promise Academy and Promise Academy II, both housed in its new community center, which was completed at the end of 2004.

ACCOMPLISHMENTS

HCZ has developed extensive and often replicated evaluation mechanisms, including a database that includes all program participants. According to its most recent evaluation, in fiscal year 2006, HCZ, Inc. served 14,411 individuals, including 9,571 children, while the Zone Project served 10,544 individuals, including 6,867 children. This evaluation points to specific successes in almost all of the agency's programs – inside and outside of the Zone – including the Asthma Initiative, a new College Success Program, Baby College, Harlem Gems, Peacemakers, both TRUCE programs, the Employment and Technology Center, Community Pride, and the Family Support Center. HCZ receives hundreds of requests each year from organizations looking to replicate the success of this integrated system of services and support.

CHALLENGES

HCZ's challenges have changed over its 30-year history. According to HCZ's Communications Director, HCZ is now most concerned about maintaining the high quality of all its programs as it expands. It has also become more challenging to maintain financial sustainability as its programs continue to grow. Staffing and space are also a constant focus of the organization.

San Diego Model School Development Agency (San Diego, California)

The San Diego Model School Development (SDMSD) is a redevelopment and new school construction effort in the densely populated, low- to mid-income, largely Hispanic, City Heights area of San Diego. Using an “urban village” neighborhood design concept, the city and the school district are collaborating to design and build a new school that takes up less space, alleviates nearby school overcrowding, creates an urban village to serve community needs, and increases housing opportunities in the neighborhood. As envisioned, the project includes:

a new school serving open in 2007; housing, both affordable; joint-use and resources such center and meeting facilitate this



elementary 700 students to multi-family market-rate and open space; recreation areas; community as a day care community space. To project, the

partnering entities needed to use eminent domain to take existing privately-owned residential land to build the new elementary school and additional housing. To do so, the City of San Diego – its Housing Authority and Redevelopment Agency – and the San Diego Unified School District entered into a Joint Powers of Agreement (JPA) named the San Diego Model School Development Agency (SDMSDA). The goal is to work collaboratively to build a much-needed new school that takes up less space, to replace lost housing, and to provide a wide range of community amenities.

INSPIRATION

The school district needed to build four new schools in and around the City Heights neighborhood to relieve classroom overcrowding in existing schools. However, the area has little to no vacant land, so any new school almost certainly meant a loss of much-needed affordable housing stock. To address this concern, Price Charities, a local philanthropic foundation that had been involved in a nearby mixed-use redevelopment project, began convening meetings in 2001 among local agencies to discuss the impacts of the new schools on the neighborhood. In particular, the city’s Housing Commission expressed a concern over the loss of housing. The consensus was to create a model that integrated school construction with the community’s commercial, residential, and social service needs. To achieve this goal, the partnering entities formalized their relationship by creating the San Diego Model School Development Agency.

LEADERSHIP and STAKEHOLDERS

The SDMSDA was officially formed in 2002 with the City of San Diego, San Diego Redevelopment Agency, San Diego Housing Commission, and the San Diego Unified School District as the partners. The SDMSDA Board of Directors is composed of one member from each of the city agencies, one member of the City Heights Area Planning Committee, and three representatives from the school district. The Agency holds regular public meetings and posts meeting minutes online.

INFRASTRUCTURE

The CEO of the Housing Commission serves as CEO of the SDMSDA. Much of the administrative staff work is also done by the Housing Commission. The Board of Directors holds monthly meetings that are open to the public. Much of the planning and design work of the SDMSD site has been undertaken by private consultants.

FUNDING

All four partnering entities share in contributing to the nearly \$200,000 annual operating budget of the SDMSDA. Early funding to convene stakeholders and conduct preliminary planning and design possibilities came from Price Charities.

SCOPE OF WORK

The focus of the SDMSDA is not programmatic but rather is focused on the planning, design, and construction of a mixed-use redevelopment project. The bulk of the work is to build a coalition of redevelopment stakeholders to meet the project's goals. The SDMSDA has focused on aligning funding from multiple sources; involving community stakeholders, citizens, public agencies, and private development interests; and holding public meetings to arrive at design solutions take effort and time.

OUTCOMES

A major accomplishment of the SDMSD project has been to raise the awareness among local agencies and local community interests about the possibilities of simultaneously improving area schools by relieving overcrowding and enhancing housing options for area residents. The SDMSD hopes to show how constructing a new school and building new housing can be integrated and done in mutually supportive ways. One of the most unusual aspects of the SDMSD project is the formalized creation of a legal, jointly-governed body to oversee the project. As the SDMSDA CEO noted, the JPA has gone a long way in formalizing the project's governance in the eyes of the public, rather than separate agencies holding separate meetings in the same neighborhood. The SDMSDA is a cutting-edge partnership that brings together key agencies to respond to a broad range of community needs as identified by City Heights residents (San Diego Model School Development Agency 2006a).

CHALLENGES

The partnering entities in San Diego have gone a long way towards institutionalizing their partnership through the creation of the SDMSDA. The JPA was formed because in attempting to tie school facilities development to urban redevelopment, there is no one single entity working across this spectrum. This project in particular, reveals how school districts often operate on completely different development timelines and with different funding sources and regulations than other development. While, the JPA created a structure for the agencies to work together, participants note that the entities continue to resist giving up control over their own projects and fully collaborating. Even intra-city relationships are often less collaborative than would be beneficial for the project. Also, although the partnering entities fund the administration of the JPA, a full-time project person has not been budgeted for. Thus, Housing Commission staff members are fitting SDMSDA work into their own workloads. While the JPA was meant to get agencies working together, members have also expressed concern that the process has slowed down with the creation of another bureaucracy trying to be all-inclusive.

The Vashon Education Compact (St. Louis, Missouri)

The Vashon Education Compact was an effort to increase student achievement in ten St. Louis, Missouri public schools located in the JeffVanderLou neighborhood. Beginning in 2000, the Compact was a comprehensive neighborhood redevelopment pilot initiative with commitment to focus on schools as a centerpiece revitalization, using private resources to “jump-strategies for public reform. While it remains an 501(c)3, as of 2006 it has no paid staff and has its work due to difficulties collaborating on long-change with the unstable St. Louis Public School newly elected Board of Education, which is anti-sought to rebuild not only the physical landscape, quality of life for all people who live in JeffVanderLou.

INSPIRATION

The rebuilding of Vashon High School, one of the American high schools in St. Louis, was the the formation of the Compact. In 1998, a group of citizens including Vashon High School alumni, teachers and community members convened to need for a new Vashon High School building and What was meant to serve as a temporary location in the 1960s had remained the school’s main over 30 years. The District agreed to build a new and The Danforth Foundation committed to help transition from the old to the new high school.

Foundation pledged a planning grant to improve outcomes at the high school as well as its elementary and middle feeder schools, and developed other long-term planning initiatives that would focus on other areas of community development around the high school, which was located in the JeffVanderLou neighborhood of St. Louis.

This became known as The Vashon/JeffVanderLou Initiative, a 501(c)3, which worked with over 500 residents to create a master plan for the entire neighborhood. Five committees were formed, including an education committee. Richard Baron, one of the nation’s most successful developers of inner-city mixed-income communities, and Chairman and CEO of MBS, joined the committee, and The Danforth Foundation pledged \$1 million in seed funding. The committee then became formalized as the Vashon Education Compact.

LEADERSHIP and STAKEHOLDERS

A combination of outspoken community members, the Vice President of a Foundation and a visionary business leader brought the Compact together. The Compact was a public-private partnership of the St. Louis Public Schools, St. Louis Public Schools Foundation, the Vashon/JeffVanderLou Initiative and numerous corporate, philanthropic, and cultural partners. A Governing Board oversaw the Compact. This board was co-chaired by



Rendering of New Vashon High School Stadium

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Baron and Robert Koff of the Danforth Foundation. St. Louis Public Schools Superintendent also sat on the Governing Board ex-officio. All board meetings were held at one of the Compact's schools, and each one included a school district administrator, principals and/or teachers. For the first eight months the Compact was led by one person, CEO, William Carson. The administrative staff never expanded beyond two people.

INFRASTRUCTURE

The Compact operated as a 501(c)3, but never formalized a contract with the Board of Education and St. Louis Public Schools. Instead, it had an MOU in the form of board resolutions that broadly defined the role of the Compact as a collaborator on school improvements. This limited its ability to stay active once a new Board of Education came in that was anti-reform.

FUNDING

The Compact ended up using about \$7 million of what was originally projected to be a \$14 million dollar budget. Spending did not reach the projection for a variety of reasons; among them, one Superintendent shut down four of the schools that served as part of the Compact's mission, regardless of the Compact's objections and investments. While foundation support funded most of the Compact's work, numerous corporate sponsors including Edward Jones, Anheuser-Busch, and A.G. Edwards & Sons, Inc. also contributed.

SCOPE OF WORK

The Compact provided funds for: cosmetic improvements; curriculum improvements, teacher recruitment and retention incentives; professional development programs for principals and teachers; and community-based support programs. The Compact implemented new programs within schools, such as the Waterford early reading program, created new partnerships with organizations such as College Summit and Teach for America.

ACCOMPLISHMENTS

The Compact aided in the building of the new Vashon High School by securing MBS as its development firm, and aided in increasing student achievement throughout JeffVanderLou. The Compact incorporated an extensive evaluation component to its work. Benchmark reports were published in 2001 to indicate current student test results, parent and student attendance information, and teacher qualification data and was used to set goals for the entire Compact schools cluster. Report cards were published annually. The Compact ultimately made a significant difference at the six of the original ten schools it addressed. According to the Compact's former CEO, there is no doubt that the six schools are better off now than they would be without the Compact. As a result of the Compact, student achievement data for the first several years increased: reading at the elementary school level went from 20% proficient to above 50%, middle schoolers made better than state averages on their academic tests, and at the high school level, graduating rates and college entrance rates went up significantly.

CHALLENGES

The instability of the St. Louis public school system and the Board of Education was difficult to contend with. According to its former CEO, the Compact regrets not making its structure more formalized. Constant changes in School District Superintendents (St. Louis has had at least six in the past two years) also disrupted the continuity of strategic programs. Mixed support at the individual school level at the start of the Compact's implementation was also experienced, typical of the distrust that often surfaces when "outsiders" try to improve a long-standing education system. Finally, the Compact was unrealistic about the amount of time it takes to create change in and around a public school system.

B. CITYWIDE EFFORTS

In many cities, the mayor appoints councils and commissions that tangentially address education issues, such as Los Angeles' Commission for Children, Youth & Families and Denver's 5 BY 5 Project. More and more, however, elected city officials are taking direct responsibility for instigating change in their local schools and the policies that affect them. Some are becoming "strong mayors"—for example, in Boston, Chicago, Los Angeles, and New York City—who have taken over school districts primarily for the sake of financial control. In 2001, Indianapolis Mayor Bart Peterson became the first mayor in America to be granted the authority to charter schools by the Indiana State Legislature with the goal of increasing accountability and restoring the community's confidence in its schools. Mayor Peterson has opened 12 schools in just over two years. Two outside school districts have sought charters from him, and some of the city's most prominent community organizations and citizens have stepped forward to start charter schools. The Mayor has received support from two foundations to help with this initiative, and has appointed, via executive order, an Indianapolis Charter Schools Board which includes retired teachers, business leaders, education advocates, and a professor.

Citywide education reform efforts also include networks of school-based changes, such as the Boston Pilot Schools Network, a collection of 19 schools that control their own budgeting, staffing, governance, curriculum/assessment, and school calendar. A non-profit, The Center for Collaborative Education, serves as the coordinating organization for the Pilot Schools and has recently been asked to replicate the model in other Massachusetts cities. Camden, New Jersey, benefits from the Center for Strategic Urban Community Leadership (CSUCL) housed at Rutgers University, which is dedicated to urban reform through education and views education as holistic. CSUCL addresses reform through pre-K programs; K-12 education; leadership training; parents programs; health, human services and legal programs; and professional development. In 1993, its director and founder, Dr. Gloria Bonilla-Santiago, spearheaded the Rutgers/LEAP Initiative with support from a local foundation. The Initiative created a comprehensive charter school, LEAP Academy, to enhance opportunities for the children and families of Camden through integrated education, health and human service programs, and community development.

Following are more in-depth looks at three highly collaborative and comprehensive education reform efforts operating on a citywide scope. They include:

- **The Berkeley Alliance** – A non-profit organization which serves to connect the University of California at Berkeley, the mayor's office, the school district, and the broader community to harness resources and expertise to better the community.
- **The Emeryville Center of Community Life** – A collaborative body including the school district, the city, community members, and local businesses which is working jointly to craft a redevelopment plan with education at its center.
- **Lincoln Community Learning Centers** – A community initiative that provides safe, supervised before- and afterschool programs, weekend and summer enrichment programs, and many other supportive services for citizens of all ages at 19 public schools in Lincoln, Nebraska. This initiative represents a unique approach designed to link the community, neighborhoods, schools, and people of all ages, backgrounds, and walks of life to achieve improved student learning and developments, strong families, and healthier neighborhoods.

The Berkeley Alliance (Berkeley, California)



The Berkeley Alliance is a partnership which includes the City of Berkeley, the University of California-Berkeley, the Berkeley Unified School District (BUSD), and the broader Berkeley community. The Alliance serves to direct the resources and expertise of Berkeley’s three largest public institutions toward coordinated efforts to improve educational, social, health, and economic outcomes for all in

the community. The Alliance was formally launched in 1997 with the initial goal of providing research and policy assistance, forging interagency relationships, and serving as a “launching pad” for new ideas. The Alliance was incorporated as an independent nonprofit in 2000 in order to better serve the community as a neutral agency. In this capacity it could host discussions more effectively and perform community outreach more objectively.

INSPIRATION

The Alliance was conceived of by Arrietta Chakos, who began her work in local government as a legislative liaison for BUSD and currently serves as the City of Berkeley’s Assistant City Manager. In 1997 Ms. Chakos, having worked for the City for three years, began to recognize a need for public institutions to work together to find maximize resources and enact greater change.

LEADERSHIP and STAKEHOLDERS

The Berkeley Alliance features a Board of Directors as well as a Leadership Committee. The Board includes six community members and one representative from each of the three founding institutions – the City, UC Berkeley, and BUSD. The Leadership Committee includes the Mayor of Berkeley, the Superintendent of BUSD and the Chancellor of UC Berkeley. The Board meets every other month, and the leadership teams meets on an *ad hoc* basis. Three of its founding board members also remain on the board – the Director of UC Community Relations, the Senior Aide to the Mayor’s Office, and the Assistant City Manager. The Alliance unites stakeholders from all levels of the community. It connects the city’s political leaders with leaders in the community by creating a forum for dialogue through town meetings, programs, and other venues.

INFRASTRUCTURE

The Alliance institutionalizes a three-way partnership through its mission, bylaws and articles of incorporation. The City’s chief policymakers serve on the Alliance’s Leadership Committee and are therefore “vertically connected” to the practitioners within the community to help them develop and implement strategies. The Alliance is also part of grants received by its partner institutions, most notably the U.S. Department of Education’s Grants for Integrating Schools and Mental Health Systems, which was recently awarded to BUSD. As defined by the Department of Education, the schools’ mental health grant requires an interagency agreement which must be passed by both the city council and the school board. The Alliance communicates on a daily basis with its collaborators in the City of Berkeley and at BUSD, and, in particular, with those who serve on its Board of Directors. The Alliance employs one fulltime Executive Director and a part-time Operations Manager, in addition to interns, fellows, and consultants.

FUNDING

The three partner institutions share in contributing to the Alliances approximately \$150,000 annual operating budget. Apart from this, most of the initiatives it executes are based on grants given to other agencies which incorporate a line-item for the Alliance. For example, in 2005 BUSD received a \$367,000 award from the U.S. Department of Education's Grants for Integrating Schools and Mental Health Systems. While this funding was granted to BUSD, the Alliance is the lead on the project. The Alliance has yet to raise money for its own operations, but may consider obtaining outside foundation support in the future.

SCOPE OF WORK

The Alliance's work has included three main strategic areas: incubating initiatives, building capacity of local organizations and leadership, and convening partnerships for systems change. As part of its second overall strategic goal, the Alliance facilitates an agenda that specifically addresses children and youth. This agenda includes supporting youth organizations, encouraging volunteerism, working to formulate a communitywide agenda for children and youth, publishing a Youth Services Directory, and housing Berkeley Champions for Kids, a resource center for youth organizations. An example of its "convening partnerships" work includes a March 2003 budget forum to explore inter-institutional cost savings and cost-sharing possibilities. The Alliance is currently reframing its mission to focus primarily on promoting partnerships. It will soon be formalizing the convening of such partnerships through its first official initiative, the Berkeley Integrated Resources Initiative (BIRI). BIRI will serve as a community planning process to address a long-standing need for Berkeley's institutions, agencies, and youth programs to change the way they work together.

ACCOMPLISHMENTS

Because of its institutional connections combined with its separate status as an independent 501(c)3, the Alliance holds that it is in a unique position to facilitate much-needed dialogue and initiate collaborative strategy conversations, and each time it does so, it achieves its mission. The Alliance has helped to build better working relationships among its three central institutions. According to its Executive Director, "the Alliance has also helped to build a sense of trust among the three agencies and has shifted the culture of all three to be more inclusive which is crucial for partnership work to be taken to the next level." It anticipates later secondary effects from its overall work as well.

CHALLENGES

Affecting collective planning, strategy development, and ultimately change among three powerful institutions is difficult. Turnover of leadership has been a problem for maintaining relationships and achieving consistent outcomes. This organization has had four Executive Directors – including interim directors – since its inception. The Alliance struggles to ensure that the community remains an equal and well-represented partner with the organization's work. The community is a larger and less well-defined entity compared to the other three partner institutions. The Alliance also struggles to define and aggregate data within the community to really facilitate outcomes surrounding its work. According to the Alliance, achieving its goals would be easier if it had more staff to increase its organizational capacity, which would enable it to consider more carefully how to assess the efficacy of partnerships. The schools mental health grant specifically, however, does have explicit benchmarks and deliverables which will be evaluated in the future. The Alliance also prefers to let the primary participating institutions take due credit for what is ultimately their work. The organization practices ongoing informal, internal assessment but has yet to have a formal evaluation completed by an outside firm. The process of measuring its accomplishments has always been difficult because its end results are difficult to quantify.

Emeryville Center of Community Life (Emeryville, California)

In Emeryville, California, the school district, the city, community members, and local businesses are working jointly to craft a redevelopment plan with education at the center. Stakeholders are convening around a shared vision of a strong city school system with high-performing students, readily available community and social services, and the physical redevelopment of the existing school sites and its adjacent property along the city’s main north-south street corridor. The vision is driven by current leaders with a desire to do creative redevelopment, overcome decades of distrust between different local entities, and craft a creative atmosphere that enables diverse stakeholders to come together to improve the district’s ailing schools. Since 2001, the groundwork has been laid for this vision, called the Emeryville Center of Community Life (ECCL) – a mixed use, centrally located project that will provide a variety of services and opportunities for children, families, and adults in the City of Emeryville, the Emery Unified School District (EUSD), and adjoining Oakland neighborhoods.

INSPIRATION

Following poor student performance and a severe fiscal crisis, EUSD was taken over by a California State Administrator in 2001. For EUSD, this turn of events became the catalyst for a variety of changes, new activity, and a new sense of optimism within the district and the local community because the district had been mismanaged, and student achievement was consistently low. The crisis prompted the election of an entirely new school board filled with members determined to re-think the school-community connection. Originally led by a City Manager who felt that quality education is vitality, the city brokered a creative new joint-use agreement between the city and school district that funds to the district. Working through the existing Committee, a broad coalition of stakeholders was under the Emery Youth Services Advisory (EYSAC) to craft a vision for turning the schools



essential for city recreation lease brought needed City-School brought together Committee around.

LEADERSHIP AND STAKEHOLDERS

The city and the school district are the leading the Emeryville Center of Community Life project. in the City Manager position since the inception of staff and other stakeholders maintain a commitment

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The Superintendent, city council members, school board members, new city manager, and other city staff, particularly the Community Services Director continue to lead the visioning through a joint City-School committee and the Education and Youth Services Advisory Committee. The Emery Education Foundation (EEF), a community-based non-profit corporation, geared toward injecting financial resources to EUSD for enhanced educational programming, is also actively involved. A host of other community organizations have increasingly become involved over time.

INFRASTRUCTURE

Even prior to state takeover of the school district, a modest history of city and school collaboration existed in Emeryville that has supported the new project. The state takeover prompted the reinvigoration of the formal

City-School Committee, originally established in 1991 to foster regular dialogue between the two entities and has focused extensively on the Emeryville Center of Community Life for the last few years. The Committee holds public meetings monthly with voting membership consisting of city council members, school board members, and two student representatives. The committee meets monthly, and is staffed by executive level staff – the City Manager and the Superintendent – that brings in appropriate city departments, as needed. The more specific work on the project is carried out by EYSAC, which reports to the City-School Committee. EYSAC’s broad membership is made up of residents, parents, teachers, school board, city council, local foundations, Chamber of Commerce, community organizations, and city agencies. Day-to-day operation of EYSAC is carried out by the elected co-chairs of the group with support from the superintendents and city staff.

FUNDING

Funding for ECCL and EYSAC has come from a variety of sources. Operationally, both the city and the school district contribute staff time and resources to planning, coalition building, and the various meetings. The Emery Education Fund (EEF) has also contributed financially to the project and has raised significant contributions from businesses in the city. Donations aside, EEF and the Chamber of Commerce both publicly supported successful parcel tax ballot initiatives, in 2003 and again in 2007, that brought needed funds to the school district. For the ECCL project itself, funds are still being raised but the city has allocated money in its long term budget.

SCOPE OF WORK

The scope of work for the ECCL project originally entailed convening stakeholders and building consensus on the goals of the project through various participatory programmatic and design brainstorming charettes. Significant early work went towards crafting the Emeryville Education and Youth Services Master Plan in 2002, which was then adopted by both the City Council and the School Board. Following months of meetings, the Master Plan noted the substandard conditions of existing school facilities and the lack of recreational and after-school opportunities for the city’s youth. To address these concerns, the plan recommended that the city and district work together to redevelop the schools and the adjacent parcels into a vibrant, mixed-use community center to serve all people in Emeryville. High priorities included:

- Develop a more detailed City/EUSD Facilities Master Plan that addresses the need for a community center and new or renovated schools
- Jointly pursue additional resources for youth services and programs
- Provide incentives for attracting and retaining good teachers
- Support implementation of the Math, Science, Technology Initiative at EUSD
- Establish better coordination of City and EUSD youth services
- Institutionalize business community involvement in the schools

Much of this is carried out by the monthly activities of both the City-School Committee and EYSAC.

ACCOMPLISHMENTS

Through formalization of the City-School Committee and EYSAC, the city and the school district have established formal venues for building relationships, increasing involvement, and asking tough questions about possibilities, goals, and agendas. In doing so they have been successful in generating a dialogue among city stakeholders that focuses on the diverse set of needs held by the school students, their families, and all Emeryville residents – needs that include from academic, health, mental health, employment, recreation, and child services. As a result of city and EEF support, achievement scores have been on the rise with the

implementation of specific school reform strategies in partnership with BayCES. EYSAC and EEF have worked together to foster wide involvement from a diverse set of city groups and leveraged considerable support and participation from the city's business community, including numerous financial contributions, annual fund raisers, and student mentoring by the likes of Pixar digital animation and the biotechnology companies in the city. As the superintendent stated, "We're really pushing the idea of a full-service community school, creating a center of community life, that fosters density and close relationships to make this city more livable – and energizing for children and families." As the co-chair of EYSAC comments, "Ultimately as the weave of our programs gets tighter and tighter and staff members get more used to working together, our next frontier is to build facilities [the ECCL] that make those collaboratively woven efforts easier to maintain."

CHALLENGES

The biggest challenge faced by leaders working on this project is building trust and relationships among diverse stakeholders. Relationship building has been the bulk of the work done by both the City-School Committee and EYSAC. As one member of EYSAC noted, "At best we have a fragile coalition." While there are disagreements about what the ECCL should encompass, there is a shared consensus around the need to improve the schools and opportunities for the city's young people. Still, overcoming decades of distrust among different entities remains a formidable challenge. The city manager and the superintendent have worked to institutionalize the collaboration of their agencies so that when they leave, the partnership will continue as "business as usual" rather than revert back to operating isolated from one another. Yet, making institutional and operational changes with city and school district offices reveals itself as a slow process. It is a challenge to keep community members engaged in a process with such a long time horizon – it could be years before any ground is broken on the ECCL project. This is especially difficult given the city's rapidly changing demographics. The city's long-time residents, many of whom are low-income and predominantly African-American, are increasingly being displaced as a result of rising housing prices and new condominiums. Many of the new residents do not have children and may be less likely to support school issues. A host of physical design and redevelopment issues are also looming. How will the ECCL be designed such that an appropriate mix of uses is attained, that fully supports and safeguards students? How will funding be aligned from different sources to finance such a project? How will the city and school district structure day-to-day operations of schooling, community service, and the other uses?

Lincoln Community Learning Centers (Lincoln, Nebraska)



Founded in 2001, Lincoln Community Learning Centers (CLC) provide safe, supervised before and after school programs, weekend and summer enrichment programs, and many other supportive services for citizens of all ages at 19 public schools in Lincoln, Nebraska. Lincoln's CLC initiative – whose motto is Open Doors Open Minds - is an innovative approach designed to link the community, neighborhoods, schools, and people of all ages, backgrounds and walks of life to achieve improved student learning and developments, strong families, and healthier neighborhoods. In 2007, Lincoln's CLC will expand into four more schools for a total of 23 schools, and will consider becoming a 501(c)3 instead of a community initiative as it now stands.

INSPIRATION

In 1999, the Foundation for Lincoln Public Schools, a community-based nonprofit organization dedicated to supporting local public schools, received a \$100,000 capacity building grant from the Lincoln Community Foundation to do a community assessment to determine whether the Lincoln Public Schools would benefit from the community learning centers model. The assessment determined that turning as many of its schools as possible into community learning centers would be ideal. The Foundation for Lincoln Public Schools then undertook developing centers at four pilot schools. Shortly thereafter the district received a \$2.3 million 21st Century Learning Center grant and turned five more of the district's highest need schools into community learning centers. The initiative then obtained two dedicated staff members and developed a leadership council and advisory committee to formalize its efforts.

LEADERSHIP and STAKEHOLDERS

Lincoln's CLC partners with eight lead agencies, which fund the 12 site coordinators that run its 19 community learning centers. These agencies include: The Lincoln YMCA, City of Lincoln Parks & Recreation, CEDARS Youth Services, Lincoln Public Schools Title I, Family Service, Lincoln Housing Authority, Heartland Big Brothers Big Sisters, and the Nebraska Finance Authority. Lincoln's CLC has a 43-person leadership council which meets every six weeks and includes representatives from its lead agencies, funders, community and business leaders, and public representatives from agencies such as the Lincoln Housing Authority, University of Nebraska in Lincoln, and the County Board of Supervisors. Additionally, all schools participating in the Lincoln Community Learning Centers initiative must have an operating School Neighborhood Advisory Committee (SNAC). SNACs are the cornerstone of Lincoln's CLC governance and must include broad representation and active participation from parents, youth, educators and other school personnel, neighborhood residents, concerned citizens, community-based organizations and service providers. According to one of Lincoln's CLC co-coordinators, SNACs serve as the grassroots level advisor that feed the leadership council. From the initiative's inception, Lincoln's Mayor, the School Superintendent, and the Publisher of the local paper have served as vested stakeholders.

INFRASTRUCTURE

Lincoln's CLC classifies itself as a community initiative. It is intentionally housed outside of the school district in a building that contains many human service delivery organizations. It has three staff members one of which

is a federal employee and two of which raise their own salaries through foundation grants. In 2001, having met with many of the existing human service-related non-profits in Lincoln, it determined that it would not incorporate as a separate 501(c)3. As the initiative expands to 23 schools in 2007, however, it may reconsider this option. Lincoln's CLC establishes MOUs with all of its 70+ partner organizations, for example, The Girl Scouts. These MOUs not only identify the responsibilities of each party, but also render it so that the partner organization does not have to pay traditional school rental and related fees to operate its programs in a given Lincoln Public School.

FUNDING

Lincoln's CLC annual operating budget is just under \$1 million. This includes \$721,156 for administration including the salaries of the twelve site supervisors, three administrative staff, and various costs for staff development and evaluation. \$250,000 of the annual budget represents program dollars.

SCOPE OF WORK

Lincoln's CLC currently serves children, families, and neighborhoods through collaborative partnerships with over 70 organizations that provide support services and opportunities to:

- Improve student learning and youth development
- Strengthen and support families
- Strengthen and engage neighborhoods

The twelve site supervisors do not create each program, but rather broker specific partnerships based on an individual neighborhood's need. Lincoln's CLC also produces a monthly newsletter.

ACCOMPLISHMENTS

According to one of Lincoln's CLC co-coordinators, successful relationship-building is one of the initiative's important accomplishments since working together has allowed all agencies involved to maximize their resources. The initiative has also developed a great deal of trust between itself and its many partners including the school district. For example, the district provides the initiative with an evaluator for one day a week which it uses to gather data and improve its centers. Its database has information on over 3000 students and it hopes to conduct longitudinal studies with this data in the future to determine whether students are graduating at greater rates as a result of the initiative. This, says the co-coordinator, will be the greatest indicator of success. The initiative also uses a number of observational tools such as site visits to evaluate and determine best practices. Lincoln's CLC is also able to bring together partners who vary in terms of political party since it keeps the focus on the children of Lincoln. Its co-coordinator holds, "You just need to light fires under people and make sure they're as passionate as you are. Once you have that mission match, it's about the families and children in Lincoln."

CHALLENGES

The greatest challenge has been conveying that Lincoln's CLC mission is a long-term framework and delivery system, not solely a group of programs that are attached to a finite funding source. As the initiative grows, it is also difficult to keep all partners engaged and contributing through well-designed coordination. It requires many one-on-one meetings and the initiative only has three staff members. On the positive side, CLC can tap into the resources of the larger community schools movement, and, according to a co-coordinator of the initiative, the Lincoln Public School system has always been good, Lincoln's CLC is just helping it to become great.

C. COUNTYWIDE EFFORTS

Increasingly, counties are assuming a place in the comprehensive education reform arena. Today, counties are expanding their capacity to include programs related to child welfare, consumer protection and advocacy, economic development, work services, social services, planning and zoning, recycling programs, water quality, and education.

Following are more in-depth looks at three highly collaborative and comprehensive education reform efforts operating on a citywide scope. They include:

- **The Minneapolis Youth Coordinating Board** – A state-authorized intergovernmental organization which promotes the healthy, comprehensive development of Minneapolis / Hennepin County youth through collaborative action and policy alignment guided by a well-articulated children and youth agenda. It operates based on a joint powers agreement (JPA) similar to the San Diego Model School Development in the previous section of this report.
- **The Stark Education Partnership** – A non-profit, independent, intermediary organization that engages 17 school districts and their schools in fostering comprehensive education reform in Stark County, Ohio.
- **SUN (Schools Uniting Neighborhoods) Service System** – A multi-jurisdictional collaborative effort of public and private entities, which works with schools and their communities to define and implement services with six Multnomah County, Oregon, school districts. SUN, which is administered by the Multnomah County Department of School and Community Partnerships, delivers school-based and school-linked services..

The Minneapolis Youth Coordinating Board (Minneapolis, Minnesota)

The Minneapolis Youth Coordinating Board (YCB) is an intergovernmental organization dedicated to promoting the healthy, comprehensive development of Minneapolis / Hennepin County youth through collaborative action and policy alignment. YCB works to dissolve bureaucratic barriers and inefficiencies so that it can help relevant groups and organizations in the community to strengthen the region's child and family support network without unnecessarily duplicating resources. YCB was created in 1986 through a state-authorized joint powers agreement between the City of Minneapolis, Minneapolis Public Schools, Minneapolis Park and Recreation Board, Minneapolis Public Library Board, and the Hennepin County Board of Commissioners.



INSPIRATION

In 1985, Minneapolis Mayor Don Frasier developed the idea of a regional youth coordinating board that would help the five entities responsible for the region's youth communicate and coordinate at appropriate levels to address the issues children and families face. He proposed the idea to the state legislature and obtained the approval to form a joint powers agreement between the five institutions. Minneapolis has a strong council and weak mayor, as well as independent elected boards for its libraries, parks, and school district. YCB believes that the fact that its leaders were elected rather than appointed officials may have provided them with a greater sense of responsibility to – and willingness to help – Minneapolis youth.

LEADERSHIP and STAKEHOLDERS

YCB is currently governed by an eighteen-member board with representation from the partner agencies and others, five of which are ex-officio: the Mayor, two Council Members, two Hennepin County Commissioners, two School Board Members, one State representative, one State senator, one Hennepin County court judge, one Library Board member, one Park and Recreation Board member, and one Hennepin County Attorney. In 2004, the YCB extended ex-officio membership to the leaders of three area foundations, including The McKnight Foundation and the United Way, who cannot legally serve as voting members because YCB is an intergovernmental organization. The full board meets every other month and an executive committee meets monthly.

YCB actively works to connect the region's youth with the elected officials who help make up this organization. In 2006, YCB helped form six Youth Action Crews to conduct "youth resource mapping" to identify the supports, opportunities, and services in their neighborhoods. These crews interviewed nearly 500 young people about their interests and concerns. In December 2006, the six crews joined policymakers and community leaders at YCB's second Youth Town Hall forum to present their findings and strategic suggestions of improving opportunities for Minneapolis youth.

INFRASTRUCTURE

YCB is a state-authorized intergovernmental organization with four full-time employees and several consultants. Two additional half-time staff members have returned to their city and county offices due to budget and time constraints. YCB has multiple partnerships with organizations that work on the same priorities including: What's Up?, Yo! The Movement, YMAP, FATHER PROJECT, Step Up Initiative, and Way to Grow.

FUNDING

YCB's 2006-07 annual budget is about \$2 million. This figure has varied greatly since the YCB's 1986 inception, however, and is down from previous years. YCB's partner agencies provide a set amount of funding each year. Foundations provide support for specific projects, and several federal grants provide funds, mostly for school readiness and early childhood efforts.

SCOPE OF WORK

YCB currently has two primary initiatives. Its School Readiness Initiative is an effort to mobilize time, talent, and resources to boost the number of children who enter Minneapolis kindergarten ready to learn. YCB has also created The Minneapolis Children and Youth Agenda 2020, which steers all of the organization's work. This agenda includes overarching goals addressing diversity and poverty and a mission and vision statement passed by YCB in 2005. The inclusive, interactive process for formulating this agenda began in 2002. YCB conducted focus groups of parents, providers, and educators, and it engaged in structured conversations with a range of key stakeholders in the healthy development of children and youth. The Agenda represents a re-envisioning of the original plan created by YCB 18 years ago entitled, City Children 2007. While YCB was originally founded to conduct policy work, in recent years, it has found itself overly focused on programs. The organization's policy-related efforts have recently been reprioritized. The organization returned to this more focused mission to make better use of the specific leaders it brings together.

ACCOMPLISHMENTS

Since its inception, YCB has implemented numerous intergovernmental policy directives, programs, and grants to encourage the healthy development of the region's youth. According to YCB's Director of Policy & Communications/Redesign Manager, Minneapolis youth have come a long way as a result of YCB, including being more engaged in their own futures. Specifically, YCB has connected more children to mentors, their own families and other caring adults, to the community, and to positive activities after school. YCB is working with the city health department to compose an urban health agenda that will include the measurement of quality standards to ensure that youth are physically and psychologically healthy. YCB is also developing a "learning goal" to evaluate using school attendance data, test scores, post-secondary enrollment rates, and so on. Finally, YCB is also working on a children and youth report card with identified indicators to measure youth outcomes, though it expects that many of these will be negative.

CHALLENGES

YCB recognizes that its outcomes are hard to quantify and therefore hard to measure. With its relatively small staff and budget, YCB has to work closely with its institutional partners to achieve its goals. YCB has also witnessed an understandable disconnect as administrative staff, who often must prioritize other efforts before YCB, cannot always respond to the expressed desires of the elected officials that serve on the board. Staff members find that, "a great board meeting can happen where lots of progress is made and all attendees are highly engaged, but then there's a lack of follow-through after the meeting." Another challenge YCB faces is the temptation to implement programs rather than to seek to change policy because programmatic results are easier to communicate. YCB finds that many people struggle to understand what it really accomplishes because measurement of its work is so difficult.

Stark Education Partnership, Inc. (Stark County, Ohio)

The Stark Education Partnership, Inc. is a 501(c)3 non-profit organization in Stark County, Ohio which encompasses 17 public school districts. The Partnership – whose motto is “building excellent schools together” – is an independent, intermediary organization that engages schools and school districts in fostering comprehensive education reform. The Partnership is mission of the Stark Education to act as a reform support organization to mobilize private sector resources to help districts and schools build the capacity to initiate and sustain changes resulting in high student achievement.



INSPIRATION

In 1989, prompted by a landmark study of Stark County’s Canton City Schools, which was commissioned by the Stark County-based Timken Company, the Timken Foundation brought together stakeholders from the local business and philanthropic communities to raise awareness about the need for those outside of education to support local education reform. As a result, a number of foundations and businesses came together to establish an endowment of \$3 million called the Fund for Education Enhancement, which was soon formalized as an Independent 501(c)3 known as the Stark Education Partnership. The goal of the initial investors was to form a group that would support the ongoing efforts of schools and community to design and maintain a world-class educational system through funding efforts and brokering local partnerships.

LEADERSHIP and STAKEHOLDERS

The Partnership primarily works with the Stark County Educational Service Center, the superintendents of the County’s 17 school districts, regional postsecondary education leadership, business representatives, civic leaders, and parents. Representatives from these groups also serve on the Partnership’s 34-member P-16 Compact Committee, which meets at least once a month. Some of the members of this Compact Committee are also on the Partnership’s 11-member governing board, which features foundation leadership, business leadership, and social agency leadership. The Partnership’s President and Vice President are well-known in the community since both worked on education reform in Stark County in various capacities prior to joining the Partnership.

INFRASTRUCTURE

The Partnership is a 501(c)3 non-profit organization, which allows it a great deal of flexibility as an independent, intermediary school reform support organization throughout the County. Having been founded by foundation and business leaders, it has no allegiance – formal or informal – to any elected officials. It has four full-time staff members.

FUNDING

The Partnership’s annual budget is approximately \$800,000. Some of this amount, however, is pass-through funding in the form of local foundation program grants, which will ultimately be given to recipients outside the Partnership such as school districts. Most of its budget comes from foundations. Since its inception, the

Partnership has raised more than \$13 million from private sources to expand learning opportunities for the children of Stark County and the professionals who teach them. This funding model was the vision of the Partnership's initial investors. The Partnership's Vice President believes it is crucial that the organization is not dependent on state or federal funding.

SCOPE OF WORK

The Partnership's achieves its overall goal of working to support school districts as they expand their capacity to improve learning and teaching by:

- seeking help to provide external resources for school improvement through regional, state and national partnerships with groups and organizations that support "high-velocity" school improvement;
- collaborating in funding proposals from districts that focus on building instructional or leadership capacity; and,
- working with districts to inform the public of the need for high expectations and academic achievement for all children.

The four main initiatives the partnership participates in are:

- GEAR UP – The Partnership facilitates the County's GEAR UP program, a national program of the U.S. Department of Education targeted to increase the number of minority and low-income youth who go on to college.
- Timken Regional Campus – Since 1997 the Partnership has been the program advisor and fiscal agent for a \$10 million grant from the Timken Foundation to the Canton City Schools for the restructuring of Timken High School. This grant also gave impetus to a companion program, the Timken Regional Campus, which will expand the school to occupy nine city blocks in downtown Canton. The grant itself has also helped foster an ongoing district-wide reform effort.
- P-16 Compact – In 2002, in collaboration with many stakeholders, the Partnership established a P-16 Compact for Stark County. The Compact guides the County's educational vision. More specifically, it has formed committees that will investigate and make recommendations about issues that are crucial to creating a seamless system of education in the county.
- The Stark County Model – This "theory of coherence" is a model designed to articulate the theory of action that summarizes the sustained, concentrated, collaborative effort among the Stark County's unique network of seventeen school districts.

The Partnership's scope of work is constantly evolving as what is known about successful strategies for raising student achievement change. For example, its early work focused on individual teachers, whereas the current focus is on raising student achievement at the district level. In January 2007, the Partnership will co-host a symposium to attempt to reduce poverty in Stark County.

ACCOMPLISHMENTS

For over a decade, the Stark Education Partnership has worked as one of the largest local school reform support organizations in the United States. Steadily rising student achievement in Stark County is attributed to the sustained, concentrated, collaborative effort among the seventeen school districts, which the Partnership fosters. According to its Vice President, "this work is not rocket science; it's just getting people together...discussions at the table have led to action at the institutions." Because of the trust the Partnership has helped to establish, it continually gets asked to do important projects, from a recent audit of the curriculum and staff development of one local school district to submitting a federal grant application for almost \$6 million on behalf of all 17 school districts to implement ACT testing at all high schools. Some of the other accomplishments the Partnership touts:

- Collaborating with the Timken Foundation, Stark State College of Technology, Kent State University, Malone College, Mount Union College, Walsh University, Ashland University, and the Stark County Educational Service Center to develop Science and Math in Motion (SAMM), which loans scientific equipment to Stark County high schools.
- Brokering nearly \$4 million in matching grants from government and local sources to supplement local education improvement programs.
- Supporting the Stark County Educational Service Center in elementary science instruction in collaboration with 16 school districts through a project known as Science Education Enhancing the Development of Skills (SEEDS).
- Creating the Acceleration Project, an after school program that helped raise aspirations of “average” students who otherwise might not strive to reach their potential.
- Organizing a Summer Outreach for Achievement in Research and Science (SOARS), a camp that cultivated a challenging and nurturing environment for middle school girls who typically lose confidence and interest in math and science.
- Funding the Volunteers in Partnership (VIP) project, which brought scientists, engineers, and mathematicians into schools to help teachers and students make clearer connections between the classroom and the world outside it.
- Publishing books, articles, and studies to educate the public on education issues.

CHALLENGES

The Vice President of the Partnership believes that given Stark County’s large size – it is the seventh largest county in Ohio – it faces very few challenges and meets those in a positive way. With its record of trust and successful collaborations, challenges are fewer. While the Partnership is proud that it has helped to increase the countywide college-going rate to 80%, it wants the rate to be 100%.

SUN Service System (Multnomah County, Oregon)

The SUN Service System was founded by the City of Portland and Multnomah County in 1999 as a partnership of city, county, state, and schools. The SUN Service System – whose motto is Building a Brighter Future for Kids and their Families – works with schools and their communities to define and implement services with six Multnomah County school districts delivered through school-based and school-linked services. The 52 SUN Community Schools are the cornerstone of the SUN Service System. According to the SUN System Coordinator, the SUN System has taken the traditional community schools model and tried to tie it closer with social services. As of July 2003, SUN is now part of Multnomah County’s School-Age Policy Framework, a service delivery system that aligns health, mental health, retention, alcohol and drug, and extended-day activities to serve more children and families where they reside: their schools, their cultural communities, and their neighborhoods. As the service system aspect of the School-Age Policy Framework, SUN is closely connected to other county-wide policy framework initiatives including an Early Childhood Framework and a Gang Services Plan.

INSPIRATION

In 1997, a City of Councilmember and a County Supervisor the need to improve the



Portland Multnomah began to discuss delivery of

services to the County’s youth and families. Both the County and the City allocated general fund dollars to support a collaborative full-service community school model. In 1999, the Multnomah County Youth Advisory Board chose the name “SUN Schools.” Within months, the first eight SUN Schools were identified. Peggy Smolinski, the SUN Service System Coordinator, was a co-author of the School-Age Policy Framework passed by the County Board of Supervisors in 2003; the SUN Service System is now an integral part of that framework.

LEADERSHIP and STAKEHOLDERS

SUN is a multi-jurisdictional collaborative effort of public and private entities. SUN works most closely with City of Portland Department of Parks and with specific liaisons it has in its six partner school districts. SUN also partners with 15 different nonprofits, seven of which participate in the SUN schools initiative and six of which serve as regional service centers for the overall service system. In spring 2002, SUN launched a School/Business Partnership Project. Since then, over 25 businesses have joined in strategic partnerships with local schools, creating activities that draw on the businesses’ areas of expertise to create unique learning opportunities for SUN students.

INFRASTRUCTURE

The program is administered by the Multnomah County Department of School and Community Partnerships. SUN draws up official intergovernmental agreements between itself, the City of Portland, and each of the six school districts with which it jointly deliver services. The SUN System Coordinator meets quarterly with representatives from the school district and the City of Portland and talks frequently with a dedicated SUN System liaison in each of the six school districts. SUN selects a non-profit lead agency to act as managing partner for the SUN community schools. Jointly they hire SUN Site Managers to help build and bring networks

of services, classes, and volunteers together to benefit youth and the community. SUN Managers coordinate these services and make sure they link to the academic school day. According to the SUN System Coordinator, SUN has program instructions for each new school to follow, but on-site SUN managers determine how a particular program operate in the particular context. Monthly meetings bring together the 52 SUN Site Managers and the SUN System Coordinator. The SUN model is for governance to be site-based with the following structure:

- Operating Team: principal, site manager, and lead agency
- Site Partners Team: representing all the entities in the school that work with the students
- Site Advisory Committee: a combination of both customers and providers in the SUN system

FUNDING

The majority of SUN's budget comes from county social services funding rather than educational funding streams. Its budget also reflects private dollars from two foundations and two corporations. In-kind donations are a key aspect of SUN's budget, especially those obtained through the School District. In 2002, the Annie E. Casey Foundation came forward with support and, in 2003, published a report on SUN that facilitated an expansion into 46 schools in March 2004.

SCOPE OF WORK

SUN's services are delivered through school-linked and school-based strategies. The full-service package of services made accessible includes:

- Social Services of Education Support
 - Rent Assistance
 - Extended-day Activities
 - Case Management
 - Parent Education & Engagement
 - Early Childhood Programs
 - Culturally-Specific Services
 - Alcohol, Tobacco and other Drug Services
- Health Services
- Mental Health Services
- Library Services

Resources delivered by the SUN Service System meet youth and families where they reside: their schools, their cultural communities, and their neighborhoods. To accomplish this, the system currently includes:

- 6 Regional Service Centers
- 55 SUN Community Schools
- Countywide Community Sites

ACCOMPLISHMENTS

In 2006, the SUN Service System served more than 60,000 individuals, and SUN Community Schools served more than 16,000 children. An evaluation of SUN, conducted in early 2006 by Northwest Regional Educational Laboratory, found that the program is serving more students and families than originally targeted and that resultant attendance and test scores show promising results. In terms of school age children and youth, 77% of students showed increased state benchmark scores in reading and average daily attendance was 89%. In terms

of self sufficiency and case management, 96% of clients achieved permanent housing by the time of exit and 92% of clients reported that their issues had been addressed by the time of exit.

CHALLENGES

SUN Community Schools has found it challenging to unite school-based efforts and community-based efforts since they have historically been quite separate delivery systems. According to the SUN Coordinator, funding is the most pressing challenge for SUN, given that it is a multi-jurisdictional system that depends primarily on public sector resources, which are re-allocated annually with each new county and city budget. Maintaining open lines of communication and consistency across programming is also difficult. To address this issue, a School-Age Services Task Force will look at how the county, with its partners, can strengthen and streamline services for children and families, including the SUN Community Schools program. While SUN System captures a great deal of data, it has no internal capacity for analyzing it due to its lack of staff members. The lack of staff also contributed to the fact that it took five years for SUN to draw up the inter-governmental agreements that connect it to the City and each of its six partner school districts.

D. STATEWIDE EFFORTS

Traditionally, education has primarily been a local government and community responsibility, with the state role being defined as one based largely on finance. With the advent of the federal No Child Left Behind Act (2001), however, and changes in school finance strategies, the state's role in education has been redefined, as states are now required to set their own growth rates and "proficiency" levels for their districts. Some governors and State Departments of Education have also begun to use their power and influence to research and implement statewide school reform approaches. More and more states are seeking systemic change and addressing the comprehensive needs of school children and learners though they differ in the scope of their goals. Given NCLB, some states have necessarily made test scores their primary goal but are, for the first time, formally recognizing the importance of larger support networks in terms of academic achievement.

One of the most recent trends in statewide education reform efforts is the P-16 framework, compact, initiative, or council, where the "P" stands for preschool and the "16" stands for completion of college. These groups strive to be student-focused, comprehensive, integrated systems that form a continuum of all education levels by linking programs and aligning curriculums and education policies. Some 30 states now have P-16s in various forms. Georgia's is housed in the Office of the Board of Regents of the University System of Georgia, whereas Tennessee has a statewide P-16 council and regional and local P-16 councils. Recently, the President of the University of Nebraska and the Nebraska Commissioner of Education initiated a renewed Nebraska P-16 Initiative. These P-16s often involve a state's governor's office, university system, department of education, and other collaborators including school boards, superintendents of public instruction, business leaders, and various foundation representatives.

Many states also recognize the need for more holistic reform approaches but relegate them to a lower priority based on pressure to increase test scores. New Hampshire's "Follow the Child" initiative aims to improve accountability systems for getting children to proficiency on statewide tests; it also plans a program to emphasize the importance of educating the whole child by addressing physical, social, personal, and academic components.

Michigan is embarking on a "Cool Schools" initiative as part of its "Cool Cities" initiative, a large-scale urban revitalization plan seeking to help cities retain and attract more people, including urban pioneers and young knowledge workers. "Cool Cities" was launched in June 2003 as part of Governor Jennifer M. Granholm's economic vision for Michigan. While its coordinators are currently exploring the role of "cool schools," they seem to prioritize higher education as the best means to improve productivity and affect economic development. However, they also seek to open additional community-based schools and engage more community partners to raise the quality and quantity of the State's elementary and secondary schools.

Following are more in-depth looks at two highly collaborative and comprehensive education reform efforts operating on statewide levels. They include:

- **Hawaii's Comprehensive Student Support System** – An umbrella for ensuring a continuum of supports and services that provide the academic, social, emotional, and physical environments necessary for all students to learn. This effort is housed in the Student Support Services Branch of Hawaii's Department of Education.

- **Indiana's Education Roundtable** – A comprehensive P-16 effort in the form of a 30-person roundtable appointed and co-chaired by the Governor and Superintendent of Public Instruction. Primarily a policy-recommending body, it is part of the Governor's Office and does not exist as a separate legal entity.

The Comprehensive Student Support System (Hawaii)

The Comprehensive Student Support System (CSSS) is the Department of Education's umbrella for ensuring a supports and services that provide the academic, social, physical environments necessary if all students are to have opportunity to learn. More specifically, CSSS offers delivery of supports and services that ensure student success. The CSSS is a collaborative effort involving the Department of Education, the family, and the community.



Hawaii
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INSPIRATION

Dr. Paul Ban laid the groundwork for CSSS in 1997, when he became Director of the Hawaii Department of Education's Student Support Services Branch. He and staff members explored many different practices to provide student support and ultimately adopted the concept of CSSS based on the theories of Adelman and Taylor of UCLA's Center for Mental Health in Schools.

LEADERSHIP and STAKEHOLDERS

Unlike most states, Hawaii has an education system and various health and social service agencies that are organized statewide. Also unlike most states, Hawaii has a Department of Education with direct responsibility for all schools; the Department itself comes under the sole jurisdiction of the Board of Education, not the Governor's Office. While CSSS encourages its schools to form partnerships such as the Hawaii Family Literacy Consortium and Volunteers in Service to America (VISTA) "I Can Read", CSSS leadership does not actively form or cultivate those relationships.

INFRASTRUCTURE

Dr. Paul Ban first defined and implemented CSSS as an informal initiative. Shortly thereafter it was approved by the legislature; with the legislature's support, the state has adopted the concept of CSSS as its umbrella for ensuring a continuum of supports to enable all students to attain the specified content and performance standards. CSSS is an extension of the *Felix* Consent Decree, the outcome of a 1993 class-action lawsuit alleging that "qualified handicapped children" in the State of Hawaii were not receiving the mental health services necessary to enable them to benefit from their education. The CSSS's only staff member is called an Implementation Specialist, a State Department of Education employee housed in the Division of Learner, Teacher, and School Support, Student Support Services Branch. The Branch supports capacity building for CSSS.

FUNDING

The program receives specific legislative funding. UCLA's Center for Mental Health in Schools reports that Hawaii's Reinventing Education Act of 2004 calls for using a weighted student formula to give funds to schools, which has empowered them with more authority and flexibility related to budgeting. The budget process has also become more transparent through the development of a school Academic/Financial Plan, which requires that schools provide data to show that CSSS is being implemented. This holds schools more accountable to ensure the success of every child in meeting Hawaii's state standards.

SCOPE OF WORK

CSSS operates in all of Hawaii's public schools, linking students and families to the resources of the Department of Education, the Department of Health, their neighborhood, their communities, and other governmental and private agencies and groups. The goals of CSSS are:

- To provide comprehensive and timely supports allowing students to achieve in school, to be confident and caring, and to become contributing citizens in their communities.
- To involve families and the community as integral partners in the implementation of the CSSS.
- To integrate human and financial resources of the appropriate public and private agencies to create caring communities at each school.

CSSS has defined the critical elements of students support as six broad arenas of activity:

- Personalized Classroom Climate and Differentiated Classroom Practices
- Prevention and Early Intervention
- Supports for Transition
- Community Outreach and Support
- Family Involvement and Participation
- Specialized Assistance and Crisis and Emergency Support

The focus of CSSS is on prevention and early intervention; it operates on the theory that by providing students with preventive health and social services within the classroom and through school programs, the need for higher-level interventions is decreased. The extent to which these elements are included in the school's delivery of student supports differs by school and child, and is assessed on an ongoing basis. Each CSSS program at a given school has a program manager, and the CSSS Implementation Specialist oversees them all.

CSSS targets those students who are below proficient but also assists children with various other needs. The scope of CSSS is very broad, including special education students, English as a Second Language students, and any other students who need assistance. Last year CSSS served 64,000 children outside of special education. CSSS also publishes a monthly newsletter during the school year, *The CSSS School*, which highlights practices that enhance schools' academic, social, emotional, and physical environments so all students succeed.

ACCOMPLISHMENTS

CSSS has just created a brand new data system that will integrate data from all of Hawaii's public schools. When it is operative, CSSS will begin to measure student improvement more concretely. Among the program's specific accomplishments are: Positive Behavior Support systems in every school; high school Freshman Academies addressing the transitional needs of ninth graders; beginning in school year 2006–2007, a junior kindergarten program at all except charter schools; meaningful relationships among students, staff, and family through programs such as Lion's Quest and Freshman Success; and, family literacy programs such as Even Start to give parents skills to assist their child's learning.

CHALLENGES

Because the scope of CSSS is so broad, individual programs must assess their own outcomes. This situation will improve once CSSS's new data system is launched. A larger staff would also ensure more support and consistency among all CSSS programs.

Indiana's Education Roundtable (Indiana)

Indiana's Education Roundtable is one of America's leading examples of a comprehensive P-16 effort, which seeks to align the pre-Kindergarten, K-12, and higher education sectors. Appointed and co-chaired by the Governor and Superintendent of Public Instruction, this thirty-person Roundtable serves to improve education for all students in the State of Indiana. The Roundtable includes key leaders from K-12 and higher education, business, industry and labor, parents and the community, and the Indiana General Assembly. The Roundtable's purpose is to focus on critical issues in to set and maintain a educational change and success in Indiana.



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INSPIRATION

The Education Roundtable was formed in 1998 by Governor Frank O'Bannon, a Democrat, and Superintendent of Public Instruction Dr. Suellen Reed, a Republican, to bring key stakeholders together to have substantive, bipartisan conversations about the state's education policy agenda. Formalized by legislation in 1999, the group was charged with making recommendations on improving student achievement to the Governor, Superintendent of Public Instruction, General Assembly, and Indiana State Board of Education. The legislature also mandated that the Roundtable's education members reflect a balance of K-12 and higher education representatives.

LEADERSHIP and STAKEHOLDERS

The roundtable membership is as follows: 4 members representing the Indiana General Assembly, 13 representing education, and 12 representing business and the community. At its inception, the Roundtable used to meet every four to six weeks. It now meets every two months. The Roundtable has one dedicated staff member, a state employee housed in the office of the Indiana Commission for Higher Education. She communicates regularly with many state agencies.

Roundtable members—leaders in business/community and education, and additional representatives from the General Assembly—are appointed for their commitment to improving the state of education in Indiana. Besides the expertise of its members, the Roundtable draws on the help of nationally renowned experts in an effort to reach the most informed decisions and recommendations. The Roundtable has also actively sought the thoughts and opinions of parents and communities throughout the state. Roundtable meetings are open to the public, and additional input is encouraged via the Public Comment section on its website.

INFRASTRUCTURE

Indiana's Education Roundtable's founders intentionally chose *not* to make this policy-recommending body part of a separate legal entity outside of the Governor's Office. The founders sought to use existing structures to encourage efficiency and lessen potential administrative burdens. The Roundtable has established an Interagency Memorandum of Understanding with the Commission for Higher Education and State Board of Education to ensure it has the administrative support it needs. The Education Roundtable was created as such by the Indiana General Assembly in 1999 and signed into law by Governor O'Bannon.

FUNDING

Each year the legislature appropriates funding for improving academic standards and assessments to the Indiana State Board of Education. This funding is usually approximately \$3 million and includes the operation of the Roundtable by covering the MOU between the Roundtable and the Commission on Higher Education.

SCOPE OF WORK

First and foremost a policy-recommending body, the Roundtable proposes resolutions to the Board of Education and the Indiana General Assembly; these are available on the Roundtable's website. One of the Roundtable's initial goals was to improve the State's education standards, which formerly represented some of the nation's lowest. The State's standards now represent some of the nation's most rigorous. In October 2003, following 13 months of public discussion, the Roundtable adopted the P-16 Plan for Improving Student Achievement. Through more than 70 recommendations in 10 key areas, the plan provides a comprehensive blueprint for the future of education in the State of Indiana.

Based on a recommendation from the Roundtable, in April 2005 the Indiana General Assembly passed a bill to require Core 40 as the State's expected high school coursework beginning in fall 2007. Also as part of the bill, the state's universities will now require Core 40 for admission. "40" represents the number of credits required in the following subjects: English/language arts, mathematics, science, social studies, directed electives, physical education, health and wellness, and electives. The Roundtable publishes a semimonthly e-newsletter.

ACCOMPLISHMENTS

While the Roundtable has no formal assessment strategy, it points to the large number of its policy recommendations that have been adopted by the State. Its recommendations serve as guidelines, the impact of which is difficult to measure or directly attribute to the Roundtable exclusively. For example, since the 1980s, when P-16 work began (though it had yet to be labeled as such), Indiana has moved from 40th to 10th in the nation in the percentage of high school graduates going to college. The business community has also become more involved in education since the Roundtable's inception, as evidenced by its helping to adopt the Core 40. The second phase of the P-16 plan will also incorporate benchmarks to assess progress, including end-of-high-school assessments.

CHALLENGES

In the beginning, interagency distrust was a problem. Seven years later, this is no longer an issue. Several transitions in the Governor's office, beginning with the unexpected death of Governor O'Bannon, have disturbed the overall consistency of the Roundtable's efforts. Additionally, the Roundtable lacks a formal system for reappointing its members when administrations change or for setting time-limits.

IV. LESSONS FROM THE FIELD: CREATING A PRELIMINARY INDICATOR SYSTEM

The programs described above have many crucial commonalities that illustrate progress and are potentially replicable. The following list of indicators points to successful practice and can be used by others to streamline the learning process. They are organized around the framework used to present each program.

INSPIRATION

Taking Risk: Risk-taking and experimentation in early phases of organizational development are common. Example: In the early 1970s, when education was treated as a wholly separate field from all other social services, Harlem Children’s Zone, Inc., initiated a comprehensive approach to address a range of education, social service, and community-building needs.

Responding to Needs and Visions of Youth and Family: Most efforts have a strong understanding of the dynamic nature of low-income families. Example: Multnomah County, Oregon’s SUN Service System’s full-service package of school-linked services includes rent assistance, extended-day activities, case management, parent education and engagement, early childhood programs, and physical and mental health services.

LEADERSHIP and STAKEHOLDERS

Strong Organizational Leadership: Strong leadership ensures consistency, including a succession plan for the effort after its original founder or leader retires. Example: By design, The Stark County Education Partnership has a multi-tiered leadership structure: It works with the Stark County Educational Service Center, the superintendents of the County’s 17 school districts, regional postsecondary education leadership, business representatives, civic leaders, and parents. Representatives from these groups also serve on the Partnership’s 34-member P-16 Compact Committee, which meets at least once a month. Some members of the Compact Committee also serve on the 11-member governing board, which includes leaders of foundations, businesses, and social agencies.

Political Support: Political champions and advocates can be helpful. Example: The Berkeley Alliance in California has lasted through multiple Executive Directors in part due to support from the Berkeley Mayor’s Office, one of its three official partners.

Strategic Partnerships: Actively including organizations, political leaders, community members, and other stakeholders in an effort can significantly increase its efficacy, clout, and scope. Example: The Minneapolis Youth Coordinating Board continues to add members to ensure sustainability and maximum outreach capacity. It also employs Youth Action Crews comprised of local youth to inform the work of Minneapolis’s policymakers.

INFRASTRUCTURE

An Enabling Environment: Creating an infrastructure and overall organization environment that fosters collaboration and innovation to ensure favorable conditions for change. Example: The Emeryville Center of

Community Life includes a City-School Committee which holds public monthly meetings with membership consisting of city council members, school board members, the City Manager, and others.

Formal Accountability System: Well-defined organizational charts and long-term governance structures are created through joint regulatory agreements, innovative memoranda of understanding, and so on. Example: Hawaii's Comprehensive Student Support System allows the individual nature of each school to flourish while ensuring adequate progress – each CSSS program at a given school has a program manager charged with assessing its delivery of student supports on an ongoing basis, and the leader of CSSS, the CSSS Implementation Specialist, oversees them all.

Regular Systems of Communications at Every Level: Regular meetings are held, and all stakeholders are represented. Example: The Vashon Education Compact's regular board meetings were held at one of the Compact's schools, and each meeting included a school district administrator, principals, and/or teachers.

FUNDING

Creative Resource Allocation: Being creative with funding and using existing structures and hidden mechanisms can ensure fiscal efficiency and reduce unnecessary spending. Example: Indiana's Education Roundtable has established an Interagency Memorandum of Understanding with the Commission for Higher Education and State Board of Education to receive cost-free administrative support.

Stable Funding: Alternatives are setting up networks to maintain a revenue mix to ensure sustainability and actively seeking private sector funding to avoid inconsistency of public dollars. Example: SUN Service System's annual budget includes county social services funding, private dollars from two foundations and two corporations, and ample in-kind donations. On the other hand, The Vashon Education Compact's \$7 million worth of expenditures over its five-year existence was comprised of all private funding.

SCOPE OF WORK

Balance of Power / Shared Responsibility: Community-based organizations, businesses, parents, and volunteers are involved. Example: The SUN Service System selects a non-profit lead agency to act as managing partner for each of its 52 SUN Community Schools.

Shared Mission, Vision, and Goals: A well-defined, common vision among all partners and efforts to maintain the priority of the mission are the best ways to ground a complex undertaking. Example: Lincoln, Nebraska's Community Learning Centers has as partners eight lead agencies, all of which are represented on its leadership committee.

ACCOMPLISHMENTS

Adaptability: Being able to adapt to continued demographic, economic, and political change is a sign of success. Example: The fact that the Vashon Education Compact never formalized a contract with the Board of Education limited its ability to stay active once a new Board of Education came in that opposed reform.

Formal Evaluation Mechanisms: Constant evaluation from both internal and external sources, as well as a willingness to adapt to evaluation outcomes, are significant. Example: Lincoln's Community Learning Centers uses a school district evaluator one day per week to gather data and improve its centers.

Outcomes Are Met: Whether the goals are academic improvement, decreased crime, or an increased level of dialogue between policymakers and community members, evaluations should show progress. Example: According to an external evaluation, Harlem Children's Zone, Inc. has served tens of thousands of people and is excelling in terms of asthma screening and treatment, early childhood goals for parents, fitness achievement, and provision of tax returns for participants.

CHALLENGES

Willingness to Learn: A learning organization should strive for continuous improvement and solicit and incorporate suggestions from internal and external sources, learning from its own mistakes and successes as well as those of other organizations. Example: The Minneapolis Youth Coordinating Board has recently re-envisioned its original children and youth agenda created in the mid-1980s. Recognizing that it had become overly focused on programs, the organization created a new Minneapolis Children and Youth Agenda 2020 to re-prioritize its original policy-related mission.

IV. RECOMMENDATIONS: OVERCOMING CHALLENGES

The following broad recommendations correspond to the most common challenges presented by each of the eleven efforts highlighted in this report.

CHALLENGE: Inconsistent Funding

RECOMMENDATION: Diversify funding streams to create a balanced revenue mix. While many government grants expire after one year, foundation grants often span three years, which allows for greater sustainability. Capitalize on collaborative partnerships. Approach partners, from agencies and mayors to school districts and state legislatures, with well-thought out, innovative funding mechanisms including systems to maximize in-kind contributions. Leverage accomplishments such as awards received to garner more funding (see Appendix C for a list of popular education-related awards).

CHALLENGE: Idiosyncratic Leadership

RECOMMENDATION: Often when a founder leaves, an organization can experience a dip in productivity and deflated morale, or even cease to exist. Establish leadership boards and councils to share the burden of responsibility. Create an organizational structure that includes community members and parents to deepen an organization's roots within the community and to ensure all programmatic and policy goals are aligned with the true needs of a program's audience. This will also encourage future elected officials to join the leadership team, as doing so will be more likely to connect them with constituents. Put an administrative team in place instead of having one individual supporting an entire organization, so transitions occur more seamlessly.

CHALLENGE: The Political Nature of Education Reform

RECOMMENDATION: Recruit political stakeholders with varying political views in an attempt to remain bipartisan. Maintain the organization or initiative's independence and objectivity whenever possible. Continue to find supporters even in the face of defeat. Sustain the momentum of the organization or initiative during political transition. Communicate victories to the public.

CHALLENGE: Breaking Historic Silos

RECOMMENDATION: Institutionalize interagency structures as formally as possible. Securing relationships with offices or institutions rather than one individual elected official allows for greater leverage in the future. Take risks but also use best practices to support your argument in its initial phases (see Appendix E for a list of related publications). Get as many stakeholders as possible involved from the start so they will have more of a sense of responsibility and buy-in. Partner with any and all agencies, organizations, or groups that can help to further an effort's mission, including those that are traditionally for-profit. Formalize all

structures that circumvent or redefine traditional barriers. Designate liaisons in each partner organization to help develop a culture of trust. Consider obtaining a 501(c)3 status.

CHALLENGE: Lack of Evidence

RECOMMENDATION: Document work and perform assessments and evaluations. Dedicate funding and staff both to collect and analyze data. While it may seem like an unnecessary drain on already tight budgets, having evidence of outcomes will facilitate greater funding opportunities in the future. Capture qualitative feedback such as personal stories from children and families served.

Appendix A - Summary charts describing case study characteristics

	Table 1 Basic Characteristics			
<i>[listed by age]</i>	<i>Founded</i>	<i>Format/structure</i>	<i>Governing body</i>	<i>Area of influence</i>
Harlem Children's Zone, Inc.	1970	Nonprofit	15 members	Neighborhood
Minneapolis Youth Coordinating Board	1986	Joint powers agreement	18 members from five partner agencies	County
Stark Education Partnership, Inc. (Ohio)	1989	nonprofit	11-member governing board (from business and foundations) and 34-member compact committee (from educational institutions)	County
Berkeley Alliance	1997/2000	City-university-school-board partnership into nonprofit	9 members	City
SUN Service System (Oregon)	1999	Collaboration of city, schools, and nonprofits	N/A	Multiple counties
Vashon Education Compact (St. Louis)	2000	Nonprofit	Governing board chaired by foundation	Neighbor-hood
Emeryville Center of Community Life	2001	City-school board-community partnership	Via existing City-School Committee and Education and Youth Services Advisory Comm.	City
Lincoln (Nebraska) Community Learning Centers	2001	Community initiative; may become nonprofit	43-person leadership council plus committees at participating schools	City
San Diego Model School Development	2002	Joint powers agreement, city and school district	Six-member board	Neighbor-hood
The Comprehensive Student Support System (Hawaii)	1997	State initiative	One staff member	State
Indiana's Education Roundtable	1998	Established by state legislature	29 members	State

	Table 2 Funding Sources and Amount				
<i>[listed by budget size]</i>	<i>Government</i>	<i>Private Foundations</i>	<i>Corp.s</i>	<i>Other</i>	<i>Annual Budget</i>
Berkeley Alliance	City/university/school board partners			Grants to partners	\$150,000
San Diego Model School Development	Participating agencies	Seed money only			\$200,000
Stark Education Partnership, Inc. (Ohio)		X	X		\$800,000 (\$3 million endowment)
Lincoln (Nebraska) Community Learning Centers	Various organizations supply programs, staff Schools provide site	X			About \$1 million; one fourth to programs
Minneapolis Youth Coordinating Board	Five participating government agencies provide funds				\$2 million
Indiana's Education Roundtable	State funds				\$3 million
Vashon Education Compact (St. Louis)		X [primary]	X		Used \$7 million of total \$14 million allotment
Harlem Children's Zone, Inc.		X	X	[private]	\$48 million
Emeryville Center of Community Life	City/school board provide time/resources	Program money that supports district-based activities	Student mentoring	Emery Education Fund	\$300 million (projected)
SUN Service System (Oregon)	County social services	X	X Providing educational activities related to their business		N/A
The Comprehensive Student Support System (Hawaii)	State legislature				N/A

Table 3 Educational Agenda					
<i>[listed alphabetically]</i>	Schools:	Preschool programs	After-school programs	Adult Education	Other
Berkeley Alliance					Indirect through facilitating communication Administers mental health grant to schools
The Comprehensive Student Support System (Hawaii)		X			Standard setting; targets students with special needs
Emeryville Center of Community Life	School reform strategies Planning for schools as part of mixed-use community center	X	X		Student mentoring Indirect through collaborations
Harlem Children's Zone, Inc.	Operates two	X	X	X	
Indiana's Education Roundtable					Standard setting
Lincoln Community Learning Centers	Brings community services to school setting		X	X	
Minneapolis Youth Coordinating Board		X			Liaison; agenda setting
San Diego Model School Development	Build one as part of urban redevelopment				
Stark Education Partnership, Inc. (Ohio)	Restructuring of high school and creation of central campus		X		College readiness; Communication and planning on educational issues; Fund raising
SUN Service System (Oregon)		X	X	X	Health and mental health services on school site
Vashon Education Compact (St. Louis)	Improvements to six public schools	X			

<i>[listed alphabetically]</i>	Table 4 Accomplishments
Berkeley Alliance	Facilitates dialogue and builds relationships between the city, school district, and the University of California, Berkeley Promotes an agenda to serve youth and children
The Comprehensive Student Support System (Hawaii)	Supervises programs in schools, such as positive behavior support, freshmen academies, junior kindergarten, family literacy
Emeryville Center of Community Life	Fosters relationships, involvement, and planning dialogue among key stakeholders Business community support Student achievement rising
Harlem Children's Zone, Inc.	Services provided to nearly 15,000 individuals Operates two charter schools Programs include Asthma Initiative, a new College Success Program, Baby College, Employment and Technology Center, the Family Support Center Serves as model for other programs
Indiana's Education Roundtable	Policy recommendations for standards adopted Since its founding, Indiana has moved from 40 th to 10 th in percentage of high school graduates attending college. Business involvement has increased.
Lincoln (Nebraska) Community Learning Centers	Relationship building Database permits outcome studies Coordinates services to students, families, and neighborhoods
Minneapolis Youth Coordinating Board	Connects youth to mentors Promotes health agenda Working on way to measure outcomes
San Diego Model School Development	Laying plans for school-centered community development Raising awareness of school-neighborhood intersect
Stark Education Partnership, Inc. (Ohio)	Supervising grant for new high school and learning campus Established P-16 compact Steadily rising student achievement in 17 participating districts Facilitating school and after school programs
SUN Service System (Oregon)	Providing social and health services to nearly 15,000 people, via school-based programs 77% of students have increased scores on state tests Average daily attendance 89%

Vashon Education Compact (St. Louis)	<p>Helped build new Vashon high school</p> <p>Data show improvements at six of ten participating schools</p> <p>Elementary school reading scores go from 20% proficient to 50% proficient</p> <p>Middle school students exceed state averages in testing.</p> <p>High school graduation and college attendance rates increase</p>
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<i>[listed alphabetically]</i>	Table 5 Challenges
Berkeley Alliance	Leadership turnover Small staff
The Comprehensive Student Support System (Hawaii)	Small staff Lacking data to evaluate outcomes
Emeryville Center of Community Life	Building trust Sustaining community engagement
Harlem Children's Zone, Inc.	Maintaining high quality Sustaining funding levels
Indiana's Education Roundtable	Interagency distrust Changes in leadership
Lincoln (Nebraska) Community Learning Centers	Keeping partners engaged Focusing on long-term goals
Minneapolis Youth Coordinating Board	Implementation issues
San Diego Model School Development	Getting partners to collaborate No full-time staff
Stark Education Partnership, Inc. (Ohio)	Increasing college-going rate from 80% to 100%
SUN Service System (Oregon)	Funding depends on public sector Lack of staff
Vashon Education Compact (St. Louis)	Instability of school system and school board Lack of formal agreement with school board led to compact's end Mixed support from schools

APPENDIX B

Works Consulted

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Epstein, Neil. “Introduction” in Noel Epstein, ed., *Who’s In Charge Here? The Tangled Web of School Governance and Policy*. Washington, D.C.: Brookings Institution Press, 2004, p. 1.

Rothstein, Richard. *Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap* Economic Policy Institute, Washington, D.C. 2004

Stone, Clarence N., Jeffrey R. Henig, Bryan D. Jones and Carol Pierannuni. *Building Civic Capacity: The Politics of Reforming Urban Schools*. Lawrence: University of Kansas Press. 2001

Warren, Mark. 2005. Communities and Schools: A New View of Urban Reform. *Harvard Educational Review* 75(2): 133-173.

Wong, Kenneth and Shen, Francis. *Big City Mayors and School Governance Reform: The Case of School District Takeover*. Peabody Journal of Education, v. 78 n. 1, 2003, p. 5-32.

Stronger Schools, Stronger Cities, The National League of Cities

Growing Community Schools: The Role of Cross-Boundary Leadership, Coalition for Community Schools,

A Road to Results, The Annie E. Casey Foundation

University-Community Partnerships in America: Current Practices, Volume III, Department of Housing and Urban Development

Mayoral Leadership and Involvement in Education: An Action Guide for Success, The United States Conference of Mayors

“Linking Public Housing Revitalization to Neighborhood School Improvement”, The Urban Institute for The Annie E. Casey Foundation

“Schools as Center of Community”, The KnowledgeWorks Foundation

The Progress of Education Reform 2003, Closing the Achievement Gap, Education Commission of the States

Schools Uniting Neighborhoods: Successful Collaboration in an Environment of Constant Change, A report to the Annie E. Casey Foundation

APPENDIX C

Organizations Consulted

21st Century School Fund
Academy for Educational Development
Achievement Initiative for Maryland's Minority Students
Alliance for the Education of the Whole Child
American School Board Journal
Annie E. Casey Foundation
The Berkeley Alliance
Better Schools, Better Neighborhoods
The Broad Foundation
Center for Cities & Schools
Center for Collaborative Education
Center for Community Partnerships at UPENN
Center for Strategic Urban Community Leadership (Rutgers/LEAP/Camden)
Chicago Public Schools
Coalition for Community Schools
Cool Cities Initiative (Michigan)
Education Commission of the States
Eisenhower Foundation
ENLACE
Federal City Council
Harlem Children's Zone, Inc.
Hawaii's Department of Education
HUD Office of University Partnerships
The Indianapolis Mayor's Office
Knight Foundation
KnowledgeWorks Foundation
Multnomah County Department of School & Community Partnerships
National League of Cities
New Hampshire Department of Education
North Carolina's Governor's Education Office
Northwest Regional Educational Laboratory
Public Education Network
SUN Service System
W.K. Kellogg Foundation
UC Berkeley's Graduate School of Education
UCLA's Center for Mental Health & Schools
Urban Education Partnership

APPENDIX D

Contact List

The Berkeley Alliance

2550 Ninth Street Suite 209A
Berkeley, CA 94710
(510) 845-7103
www.berkeleyalliance.org

Emeryville Center of Community Life

4300 San Pablo Blvd.
Emeryville, CA 94608
(510) 596-4395
www.emerycenter.org

Harlem Children's Zone, Inc.

35 East 125th Street
New York, NY 10035
(212) 534-0700
www.hcz.org

Hawaii's Comprehensive Student Support System

641 18th Avenue, Room V201
Honolulu, HI 96816
(808) 735-6222
<http://doe.k12.hi.us/programs/csss/index.htm>

Indiana's Education Roundtable

101 West Ohio Street, Suite 550
Indianapolis, IN 46204
(317) 464-4400
www.edroundtable.state.in.us

Lincoln Community Learning Centers

P.O. Box 82889
Lincoln, NE 68501
(402) 436-1966
www.lincolnclc.org

Minneapolis Youth Coordinating Board

330 2nd Avenue South, Suite 540
Minneapolis, MN 55401
(612) 673-2060
www.ycb.org

The Public Forum of North Carolina

3739 National Drive Suite 100
Raleigh, NC 27612
(919) 781-6833
www.ncforum.org

San Diego Model School Development Agency

1625 Newton Avenue
San Diego, CA 92113
(619) 578-7537
<http://sdhc.net/SDModelSchoolWebsite/index.htm>

Stark Education Partnership

220 Market Avenue South, Suite 350
Canton, Ohio 44702-2171
(330) 452-0829
www.edpartner.org

SUN Service System

Multnomah County Department of School &
Community Partnerships
421 SW Oak Street, Suite 200
Portland, OR 97204
(503) 988-6295 ext 24564
[www.co.multnomah.or.us/dscp/sun_service_system.s
html](http://www.co.multnomah.or.us/dscp/sun_service_system.shtml)

The Vashon Education Compact

1509 Washington Avenue, Suite 660
St. Louis, MO 63103
(314) 241-8321
www.vashoncompact.org

APPENDIX E

Education-Related Awards

Another emerging trend in comprehensive education reform is awards as an incentive for change. Many cities, school districts, and individual schools are motivated to collaborate and effect systemic change in hopes of receiving one of a number of awards given out by organizations, primarily non-profits, around the country. In turn, these awards are leveraged to garner more support.

The Broad Prize for Urban Education – The Broad Prize for Urban Education is an annual \$1 million award created to honor urban school districts making the greatest overall improvement in student achievement while at the same time reducing achievement gaps across income and ethnic groups. The Foundation’s partner in this effort is the National Center for Educational Accountability (NCEA). It is the largest education prize in the country given to a single school district. The overall goals of the prize as established in 2002 are: 1) Restore the public’s confidence in America’s public schools by highlighting success stories; 2) Reward districts that have improved the achievement levels of disadvantaged students; 3) Create competition among districts and an incentive for them to improve; and 4) Showcase the best practices of successful districts.

Community Schools National Award for Excellence – As of fall 2006, The Coalition for Community Schools has begun an awards program entitled the Community Schools National Award for Excellence. Three awards will go to community-wide efforts – for example, the Community School Initiative in Lincoln, Nebraska which is part of the school district – and three to individual community schools. This is an annual, national award. One of the first recipients of this award, Stevenson-YMCA Community School in Long Beach, California, was the focus of a cover story *Parade* magazine published on community schools in August 2006.

Malcolm Baldrige National Quality Program Award – The Baldrige Award is given by the President of the United States to businesses – manufacturing and service, small and large – and to education and health care organizations that apply and are judged to be outstanding in seven areas: leadership; strategic planning; customer and market focus; measurement, analysis, and knowledge management; human resource focus; process management; and results. Any for-profit or not-for-profit public or private organization that provides educational or health care services in the U.S. or its territories is eligible to apply for the award.

Schools as Centers of Community: A National Search for Excellence – Administered by the KnowledgeWorks Foundation, Schools as Centers of Community: A National Search for Excellence seeks out exemplary models of schools that have been built or redesigned to serve not only student’s academic needs but also the community’s needs. By creating school facilities that accommodate a wide range of community activities - from workout spaces to after-school programs for students to evening courses for adults - schools build community support for new construction and a space that can be used outside traditional school hours by all members of the community. One prize is awarded annually to one public school.

APPENDIX F

Additional Resources

A few references such as tool kits are available to encourage self-assessment. Currently, the Coalition for Community Schools' Community Schools Assessment Checklist can be used to help focus and improve an existing collaboration. The Annie E. Casey Foundation provides policymakers and citizens with benchmarks of child well-being through its KIDS COUNT program which is a national and state-by-state effort to track the status of children in the U.S. The Northwest Regional Educational Laboratory also offers a table of The Ten Most Frequently Mentioned Attributes Leading to Successful Community-Based Learning for Students.

Additionally, many reports on "best" practices in education reform have been published. While some are commissioned by foundations in attempts to cultivate their education portfolios, some are written to serve as resources for other education endeavors. Some of these publications ultimately determine that it is actually too early to determine "best" practices; many therefore serve more to survey existing practices in a given area. Some examples include: The National League of Cities' *Stronger Schools, Stronger Cities*, The Coalition for Community Schools' *Growing Community Schools: The Role of Cross-Boundary Leadership*, The Annie E. Casey Foundation's *A Road to Results*, Department of Housing and Urban Development's *University-Community Partnerships in America: Current Practices, Volume III*, The United States Conference of Mayors' *Mayoral Leadership and Involvement in Education: An Action Guide for Success*; The Urban Institute's "Linking Public Housing Revitalization to Neighborhood School Improvement;" and, KnowledgeWorks Foundation's upcoming "Schools as Center of Community."

Several experts interviewed for this report referenced the following publication as being a helpful resource to them: The RAND Corporation's *Expanding the Reach of Education Reforms: Perspectives from Leaders in the Scale-Up of Educational Interventions* by Thomas K. Glennan, Susan J. Bodilly, Jolene Galegher, and Kerri A. Kerr, published in 2004.

The following P-16 specific resources were also frequently mentioned, all of which downloadable online: Stark Education Partnership's *Local P-16s: Changing the Culture*, State Higher Education Executive Officers' *Student Success: Statewide P-16 Systems*, and *What is P-16 Education? A Primer for Legislators - A Practical Introduction to the Concept, Language and Policy Issues of an Integrated System of Public Education* by Rainwater and Van de Water, published by the Education Commission of the States in 2001.