

# Blending Education and Social Services Policies through Community Schools

---

# Why are community schools important?

## Positive impacts of INTEGRATIVE policy & program efforts

- Allocation and resource sharing
- Efficiency and accountability
- Learning from each other

## Intentionality towards EQUITY

- Broader wraparound services
- Student, family and community impacts



**Mr. Cory Bowman**

Associate Director  
Netter Center for Community Partnerships



**Dr. Donnie Hale, Jr.**

Director  
The Education Effect



**Representative Sharon Tomiko Santos**

Washington State House of  
Representatives

# Community Schools 101

Historical Development & Key Pillars



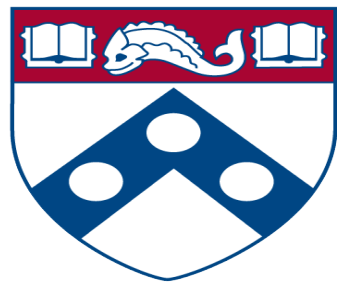
# Community Schools 101

**Cory Bowman**

Barbara and Edward Netter Center for Community Partnerships

University of Pennsylvania

[bowman@upenn.edu](mailto:bowman@upenn.edu)



**Netter Center**  
for Community Partnerships

UNIVERSITY *of* PENNSYLVANIA

[www.nettercenter.upenn.edu](http://www.nettercenter.upenn.edu)

# History of Community Schools

- Builds on the work of Jane Addams and other activist feminist settlement house leaders, as well as John Dewey's "School as Social Centre"
- Focus on the school as the core institution for community engagement and democratic development
- Serve educational, social service, health, and recreational needs of students and entire community
- Dewey's pedagogical ideas brought together with his idea of school as social center



# 1930s and 1940s

- Elsie Clapp, Appalachia



- Leonard Covello, East Harlem

East Harlem Sanitation Campaign-Dec. 3, 1948



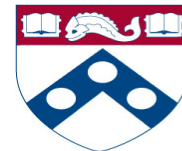
Students from East Harlem, New York's Benjamin Franklin High School, marching in the Sanitation Campaign/East Harlem parade.  
Source: [http://digital.library.hsp.org/index.php/Detail/Object/Show/object\\_id/7248](http://digital.library.hsp.org/index.php/Detail/Object/Show/object_id/7248)



**Netter Center**  
for Community Partnerships  
UNIVERSITY of PENNSYLVANIA

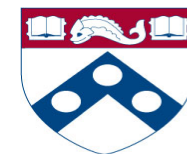
# If community schools were so great, what happened?

- Not connected to core educational mission
- No long term institutional partners



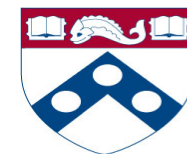
# 1950s to 1970s

- Community Education
- Community Recreation
  - *Mott Foundation*



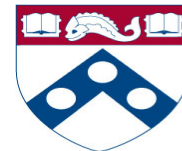
# 1980s and 1990s... Rediscovery

- Beacons
- Children's Aid Society Community Schools
- Full-Service Schools
- University-Assisted Community Schools



# 1990s.... The Movement

Community School and  
University-Assisted Community School  
Movement



**Netter Center**  
for Community Partnerships  
UNIVERSITY of PENNSYLVANIA



# COMMUNITY SCHOOLS IN BALTIMORE

A Community School is a place and a set of strategic partnerships among a school and other community resources that promote student achievement, positive conditions for learning and the well-being of families and communities. Through the work of a community-based partner, each Community School leverages unique community resources to meet community needs, and maintains a core focus on children, while recognizing that children grow up in families, and that families are integral parts of communities. This integrated approach will lead to student success, strong families and healthy communities.





**United Way Community Schools**  
*Strengthening our children's future. TOGETHER.*

Higher academic proficiencies  
Improved positive behavior  
Higher attendance rates  
Better supported families  
and neighborhoods!

QUALIFIED  
TEACHERS,  
STAFF AND  
ADMINISTRATION

PRE-K TO K  
TRANSITION  
AND SCHOOL  
READINESS

MENTORING  
AND TUTORING  
PROGRAMS

SAFE ROUTES  
TO AND FROM  
SCHOOL

FAMILY  
LITERACY  
PROGRAMS

ON-SITE VISION,  
MEDICAL  
AND DENTAL  
SERVICES

ARTS AND MUSIC  
ENRICHMENT  
PROGRAMS

SUFFICIENT  
SCHOOL  
RESOURCES  
AND SUPPLIES

GANG  
AWARENESS AND  
PREVENTION



FOOD BANK,  
CLOTHING  
CLOSET AND  
BASIC NEEDS  
PARTNERSHIPS

BEHAVIORAL  
HEALTH  
AND SOCIAL  
SUPPORTS



BUSINESS LEADERS  
COMMUNITY LEADERS  
HIGHER EDUCATION LEADERS

BASIC NEEDS  
FAMILIES AS PARTNERS  
ENGAGING INSTRUCTION  
SAFE SCHOOLS/NEIGHBORHOODS  
POSITIVE YOUTH DEVELOPMENT PROGRAMMING  
QUALITY EARLY CHILDHOOD EDUCATION STRATEGIES

PARENT LEADERS  
POLITICAL LEADERS  
SCHOOL LEADERS

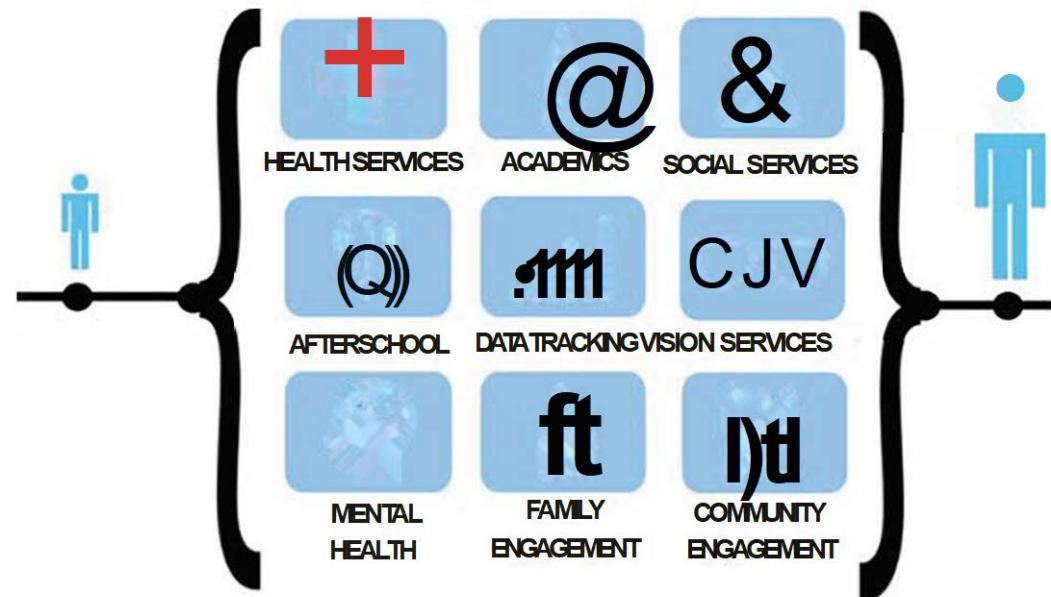




# About

## What Is a Community School?

A Community School is a partnership between school staff, families, youth, and the community to raise student achievement by ensuring that children are physically, emotionally, and socially prepared to learn. A Community School serves as a center of the neighborhood by providing access to critical programs and services like health care, mentoring, expanded learning programs, adult education, and other services that support the whole child, engage families, and strengthen the entire community. In the NYC Community School approach, each school is paired with a lead Community Based Organization (CBO) partner that works collaboratively with the principal and the School Leadership Team (SLT) to carry out the work at the school.



SUCCESSFUL YOUTH AND  
FAMILIES

THRIVING COMMUNITY

ENGAGED CAMPUS

ADVANCE THE FIELD

CENTER FOR COMMUNITY  
ENGAGEMENT

GET INVOLVED &gt;

SEATTLE UNIVERSITY YOUTH  
INITIATIVE >

SUCCESSFUL YOUTH AND FAMILY ▾

EARLY EDUCATION

ENGAGED CAMPUS

THRIVING NEIGHBORHOODS

ADVANCE THE FIELD &gt;

LOCAL FAMILIES AND RESIDENTS  
RESOURCES >

COMMUNITY PARTNERS &gt;

FACULTY AND STAFF RESOURCES &gt;

ABOUT US &gt;

CONNECTSU  
powered by OrgSync

Stay in Touch



## Successful Youth and Families

The [Seattle University Youth Initiative \(SUYI\)](#) is predicated on the belief that happy, healthy, successful youth require both strong school environments and nurturing homes in thriving communities. Through dozens of campus and community partnerships, the Youth Initiative provides youth with a pathway of programming and partnerships that encourage critical thinking and support the pursuit of college and career paths. The Initiative offers opportunities to participate in the economy as a maker and doer, as well as presenting the power of having choices.

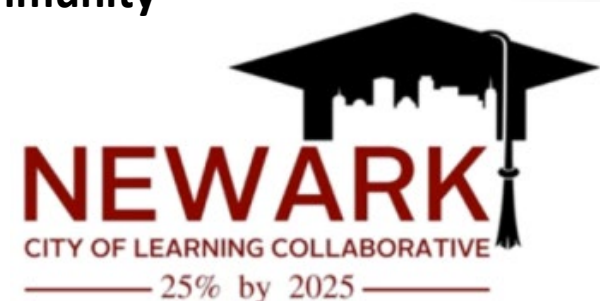
YOUTH &  
FAMILIES

COLLEGE/  
CREDENTIALHIGH  
SCHOOLMIDDLE  
SCHOOLELEMENTARY  
SCHOOL

PRE-K

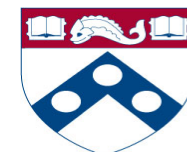
# Rutgers University – Newark

- **Newark City of Learning Collaborative (NCLC)**
  - Focus on K-20 continuum, engaging the corporate, government, and non-profit sectors around a shared commitment to increase the post-secondary attainment rate of residents of Newark to 25% by 2025.
  - Rutgers-Newark’s Joseph C. Cornwall Center for Metropolitan Studies serves as the backbone organization, engaging CBO and educational anchor partners to staff “college knowledge” centers, college fairs, and workshops throughout the district
  - Close collaboration with Newark Public Schools, City of Newark, and local corporate partners
- **Rutgers-Newark is lead partner institution in university-assisted community schools partnership at Malcolm X. Shabazz High School**
  - Focus on college-going culture, as well as programs and services to address academic and socio-emotional challenges of students
- **Rutgers-Newark Talent and Opportunity Pathways (RU-N to the TOP) “last-dollar” financial aid program**
  - Last-in, full-tuition scholarships for students with adjusted gross incomes of \$60,000 or less who are Newark residents or NJ county college transfer
- **Rutgers-Newark residential Honors Living-Learning Community**
  - Interdisciplinary social justice curriculum
  - Enrolls more than half of its students every year from Newark



# Community School Networks

- [National Center for Community Schools](#)
  - *Children's Aid Society*
- University-Assisted Community Schools
  - *Netter Center, University of Pennsylvania*
  - [University-Assisted Community Schools Regional Training Centers](#)
- [Coalition for Community Schools](#)
  - *Institute for Educational Leadership*







  
**National Center**  
*for*  
COMMUNITY SCHOOLS

 Children's Aid

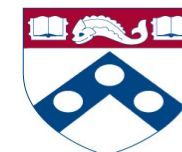


# National Center For Community Schools

While it is true that “community schools are a strategy, not a program”—meaning that the effort is a long-term and transformational approach comprising many programs, services and opportunities—there are key programmatic components that form the basis of our contribution to the schools.

# University-Assisted Community Schools

- Builds on the work of Jane Addams and other female settlement house leaders and John Dewey's "school as social centre" -- focus on the school as the core institution for community engagement and democratic development
- Serve educational, social service, health, and recreational needs of students and entire community
- Engage universities as lead partners in providing academic, human, and material resources
- Mutually beneficial approach simultaneously improves quality of life and learning in the community while advancing the academic mission of the university



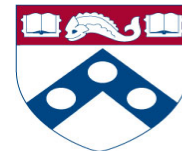
**Netter Center**  
for Community Partnerships  
UNIVERSITY of PENNSYLVANIA

# University-Assisted Community Schools Regional Training Centers

From 1994-2004, the Center received funding from foundations and the federal government to promote the replication of the university-assisted community school model. Twenty-three higher educational institutions received funding and another 75 institutions were trained on the model.

Part of the Netter Center endowment is designated to fund regional training centers on university-assisted community schools on three-year cycles. University of Oklahoma-Tulsa served as the site of the first regional training center, beginning in 2008. Tulsa partners continue to convene the [Higher Education Forum](#), an anchor institution consortium comprised of nine higher educational institutions and other partners. Indiana University-Purdue University Indianapolis (IUPUI) was selected as the second regional training center in 2011. [IUPUI's Midwest Center for University-Assisted Community Schools](#) works in a multi-state area that includes Indiana, Ohio, Michigan, Illinois, and Kentucky. University of Connecticut was selected as the third regional training center in fall 2014 and has established the [New England University-Assisted Community School Collaborative](#).

UCLA was selected as the fourth center and began its work in Fall 2017 with establishment of the [UCLA Center for Community Schooling](#), a new campus-wide initiative to advance university-assisted community schools.



**Netter Center**  
for Community Partnerships  
UNIVERSITY of PENNSYLVANIA

# Community Engagement

[Home](#)  
PARTNER WITH IUPUI

## Together, we can make our community better

We believe that both IUPUI and the Indianapolis community benefit when we work together.

That's why we strive to create new partnerships with schools, neighborhoods, nonprofit organizations, and individuals from our community. And why we nurture the relationships we already have.

After all, as Indiana's premier urban research institution, it's our responsibility to use our abilities and resources for the greater good—creating better opportunities for everyone.

## Making schools a community focus

Community schools engage entire neighborhoods and organize and align community resources to foster student success.

They ensure that children get a quality education in a safe, nurturing, youth-development-focused environment during school hours. And they provide needed support services for youth, their families, and neighbors after school, in the evenings, and on weekends.

In fact, community schools become the hub of their neighborhoods, providing a who live there with the support they need to succeed.

## Better education starts with community engagement

While classroom-based education reform is important, it cannot, on its own, solve the educational problems our country faces.

In order for kids to succeed, these reforms must be paired with family and community engagement, as well as genuine efforts to improve a school's climate for learning.

That's what community schools do.

In this model, community services that students and their families may need are available through the school. These services can include:

- Mental, dental, and general health care
- Extended-day childcare
- Tutoring and mentoring
- College and career help
- Preschool education
- Adult education
- Parent engagement programs

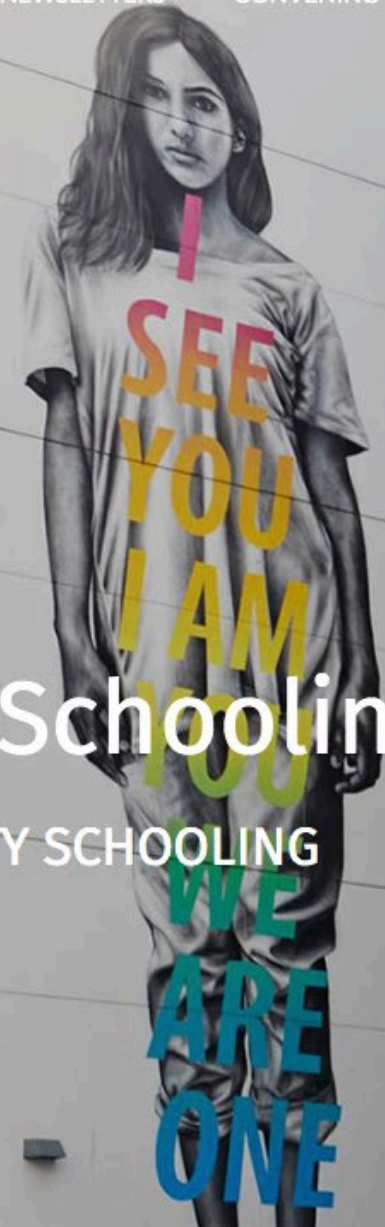
In short, they bring community partners together to ensure students and families get the support they need to help their children have a successful academic career, graduate from high school, and enter the world prepared for college or a career.



# UCLA Center for Community Schooling

ADVANCING K-12 UNIVERSITY-ASSISTED COMMUNITY SCHOOLING

[ABOUT US](#)





## COMMUNITY SCHOOLS

PLAYBOOK

### DOWNLOAD A COPY TODAY!

A project of the  
**PARTNERSHIP FOR THE FUTURE OF LEARNING**

News
Videos
Events

- 25 Iroquois Community School Students Inducted Into National Junior Honor Society
- Telos Commits \$25K to Expand Community Schools Initiative
- 2019 National Family and Community Engagement Conference July 10-12 2019
- Ellendale selected as Full Service Community School pilot school
- Portland school promotes reading with 'Teddy Talks'
- Warren Calls For More Community Schools During SOTC Speech
- Families find support at Madison's community schools

[Add RSS Feed](#) | [See All News](#)

**Welcome to the Coalition for Community Schools website!**

A Community School is a public school - the hub of its neighborhood, uniting families, educators and community partners to provide all students with top-quality academics, enrichment, health and social services, and opportunities to succeed in school and in life.

[Learn more >](#)

Community Schools  
FAQ

How to Start a  
Community School

Together for Students  
Learning Community

# The following slides copied or adapted from

Martin Blank ([blankm@iel.org](mailto:blankm@iel.org))

Former

President, Institute for Educational Leadership

Director, Coalition for Community Schools ([www.communityschools.org](http://www.communityschools.org))

Presentation to the

Philadelphia Mayor's Office of Education

February 17, 2016



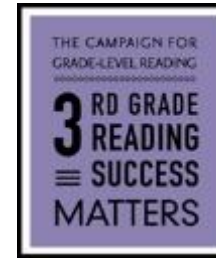
# COALITION FOR COMMUNITY SCHOOLS

- Established in 1997
  - *Netter Center (Philadelphia), Children's Aid Society (NYC), Joy Dryfoos*
- Housed at the Institute for Educational Leadership
- Alliance of over 200 national, state and local organizations
- Partners span the sectors of education K-16, youth development, community planning and development, family support, health and human services, government and philanthropy as well as national, state and local community school networks

# Many partners, one vision



PARTNERSHIP FOR CHILDREN AND YOUTH



# Community Assets and expertise

- Public Schools
- Local Government – Public Agencies
- Institutions of Higher Education
- Health Systems – Public and Private
- Networks (*e.g., PHENND*)
- Community-Based Organizations
- Business
- Faith-Based Community
- Voluntary Organizations

# COMMUNITY SCHOOLS FRAMEWORK



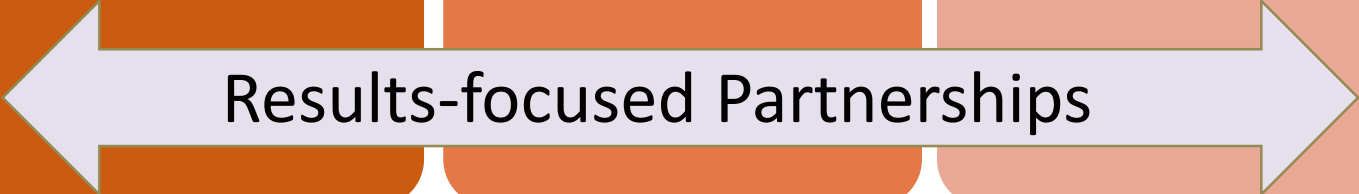
Opportunities & Supports



Expanded Learning

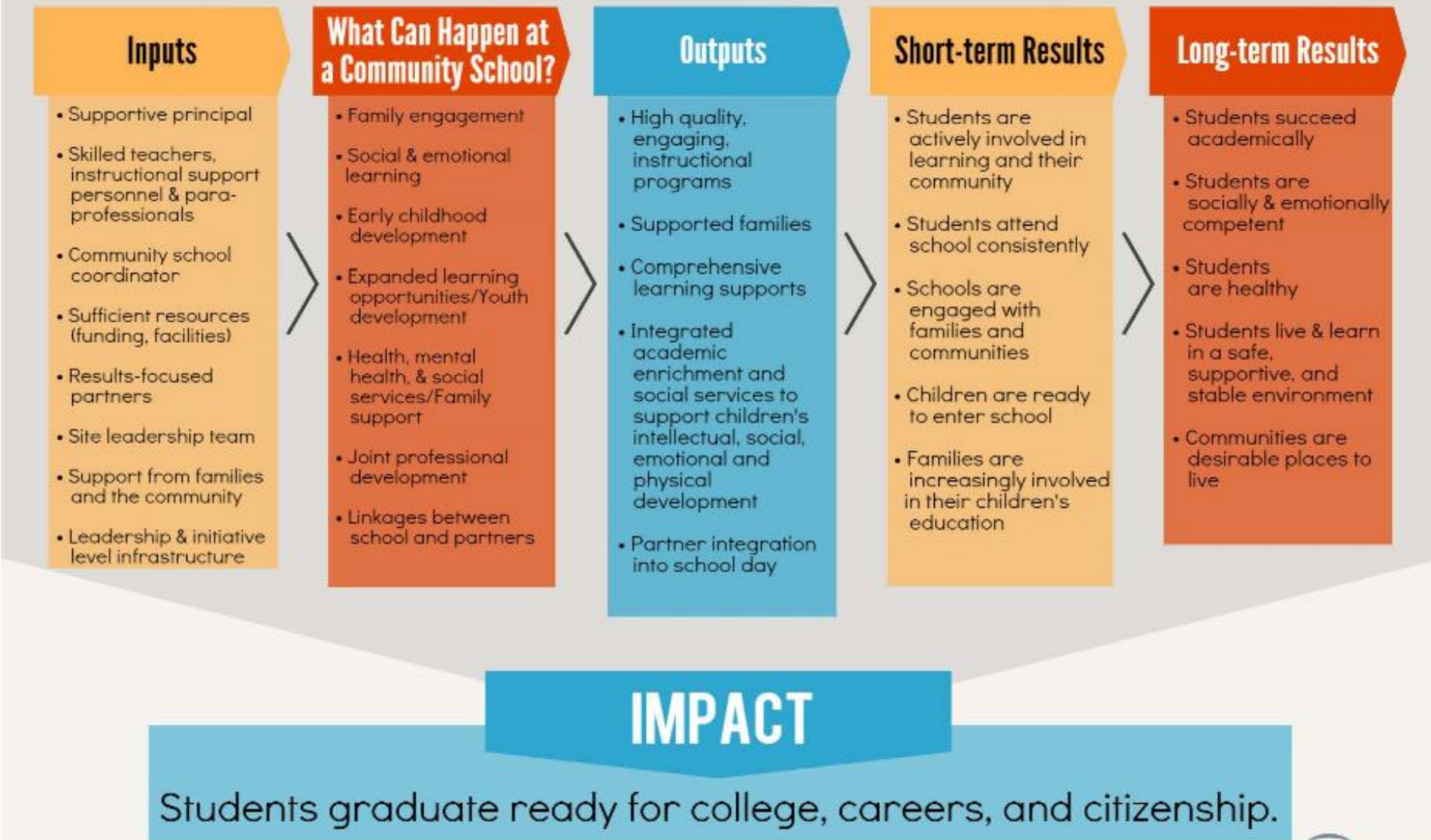


Family & Community Engagement



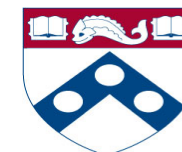


# COMMUNITY SCHOOLS LOGIC MODEL



# RESULTS

- Children are Ready to Enter School
- Students Succeed Academically
- Students are Actively Involved in Learning and their Community
- Students Healthy: Physically, Socially & Emotionally
- Families Actively Involved in Children's Education
- Community is a Desirable Place to Live



**Netter Center**  
for Community Partnerships  
UNIVERSITY of PENNSYLVANIA

# STUDENTS SUCCEED ACADEMICALLY

- Reading on grade level by third grade
- Daily attendance
- Chronic absenteeism
- Tardiness
- Discipline – suspension, expulsion
- Standardized test scores
- Grades
- Graduation rate
- Dropout rate



# KEY SYSTEMS FUNCTIONS

- Nurturing Shared Vision
- Focus on Results
- Alignment and Integration
- Data Systems
- Monitoring and Evaluation
- Technical Assistance
- Professional Development
- Supportive Policy
- Communications

# INTERMEDIARY STRUCTURE

- Types of Intermediaries: Local Government, School Districts, United Ways, Higher Education Institutions.
- Intermediary Teams
- Cross-Agency Mid-Level Management Support Groups
- Catalytic, Bold Leadership

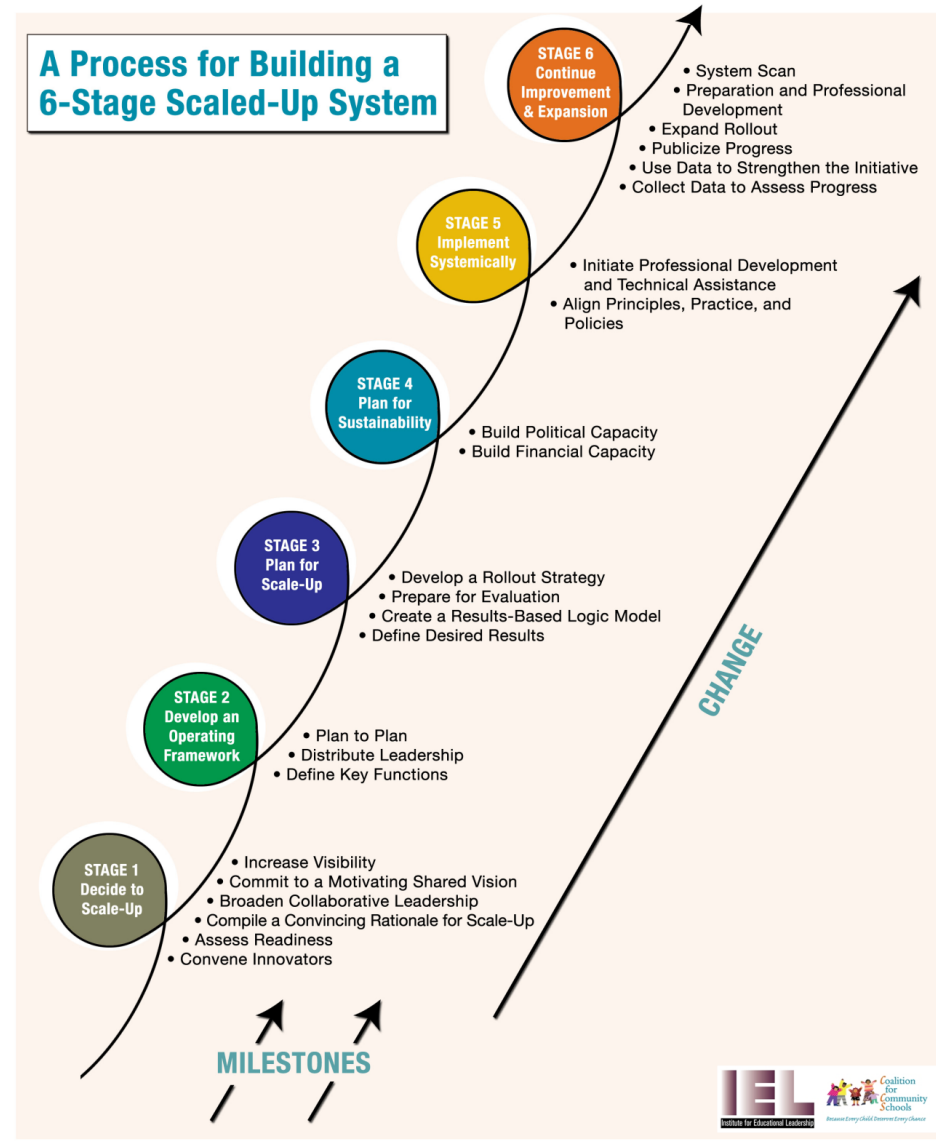
# COMMUNITY ENGAGEMENT

- Community Leadership Group
- Steering Committee
- Public Forums
- School Site Outreach

# Looking inside: Community Level



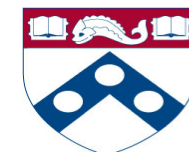
# THE SCALE UP SPIRAL





# POLICY

- Federal
  - U.S. Department of Education
    - *Full-Service Community Schools, 21<sup>st</sup> Century Community Learning Centers, Title 1, Title 4, ESSA*
  - Agriculture, Justice, Health and Human Services, Housing and Urban Development, Labor
  - National Science Foundation, NEH
- State
- City and school systems



Community schools continue to gain momentum across states as governors and legislators demonstrate support for the strategy. We have compiled a list of legislation and funding introduced or passed in 2016 and in recent sessions.

### **2017 Legislation Introduced**

### **2016 Legislation Victories/Introduced**

#### 2017 Legislation Introduced

**Georgia- S830** - Georgia Senate bill 5830 calls for the creation of a "sustainable Community School Operational Grants" program that will give operational funding to implement the community schools strategy in eligible elementary and secondary schools. The bill also defines community schools and outlines the development of community schools plans.

**Maryland- HB 1186**- Delegate Mary Washington of Maryland introduced bill HB1186, cross-filed SB 927, which would levy an excise tax on legal sales of marijuana and send proceeds to the state's juvenile services. 50% of these proceeds would go through a dedicated funding stream to supporting students through strategies like community schools.

**Minnesota- HF 146/SF7**- Minnesota House Bill HF 146 and Senate Bill SF7 aim to provide additional funding for community schools. Minnesota Governor Mark Dayton has proposed \$2M in new funding, and the legislative sponsors proposed \$10M through these two new bills.

**Texas- HB/58 193**· The Texas House and Senate have introduced their own respective SB and HB 193 bills supporting community schools. The bills establish the nature of a "Texas community school", the essential components--including a coordinator--and lists the strategy as one of many that can be implemented for low-performing schools in the state. The bill also outlines guidelines for partnerships with Texas community schools from community organizations.

**Virginia· HB 2434**· Virginia House Bill 2434, otherwise dubbed the "Community Schools Efficiency Act," proposes a community schools pilot program for Virginia. The bill also sets aside a "community schools planning fund" for community schools planning grants.

**Washington· HB 1618**· Washington state House Bill 1618 proposes funding for "family and community engagement coordinators" at the district level. The bill defines the role and responsibilities of a coordinator, as well as how the role of a coordinator is essential for family and community engagement efforts at the local level.

### California

SB 527 redirects cost savings from Proposition 47 which reduces penalties for low-level crimes, to preventive investments including education. More specifically, 25% of the funds go to the State Department of Education to administer a grant program in which community schools is listed at the top among uses of funds.

### Maryland

Two bills passed supporting community schools: HB 1139 requires the State Department of Education to notify school districts that federal Title I funds may be used for expenses associated with community school coordinators and for the coordination of school and community resources, and requires the Department to provide technical assistance to schools in applying for federal funding; and HB 1402 authorizes \$7.5 million annually through 2021 for grants to school districts, community schools, and nonprofit organizations in the State to assist in expanding or creating *extended* day and summer enhancement programs.

### Minnesota

The Minnesota legislation through its appropriations bill H.F. 2749 has approved \$1 million to create more full-service community schools across the state to help meet the *needs* of students and families. This funding comes on the heels of a victory last *year* where community schools received a pilot grant from the legislature.

### New York

In New York's state budget, an unprecedented \$175 million was included for full-service community schools. Of the \$175 million, \$100 million will go to over 200 high-need districts, and \$75 million will go to persistently struggling and struggling schools. [Click here](#) for more information.

# Policies and Programs in Practice

K12, Postsecondary & Legislative examples

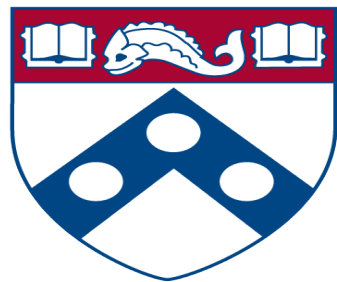
# Advancing University-Assisted Community Schools: Lessons From the Field, 1985-2019

**Cory Bowman**

Barbara and Edward Netter Center for Community Partnerships

University of Pennsylvania

[bowman@upenn.edu](mailto:bowman@upenn.edu)



**Netter Center**  
for Community Partnerships  

---

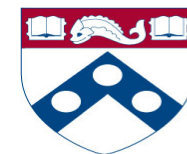
UNIVERSITY *of* PENNSYLVANIA  
[www.nettercenter.upenn.edu](http://www.nettercenter.upenn.edu)



# “What kind of education do we need?”

Chilean sociologist Eugenio Tironi says that the answer to the question is to be found in the answer to the question

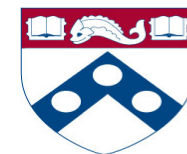
“What kind of society do we want?”



# Education and society are dynamically interactive and interdependent.

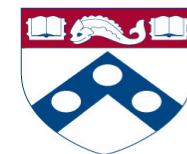
If human beings hope to maintain and develop a particular type of society, they must develop and maintain the particular type of education system conducive to it. Stated directly,

*no effective democratic schooling system,  
no democratic society.*



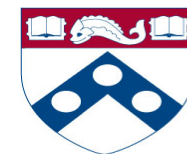
# More than 30 years of partnership with West Philadelphia schools and neighborhoods...

We believe that university-assisted  
community schools constitute the best  
practical means for democratically  
transforming universities, schools, and  
communities in order to develop  
participatory democracy.

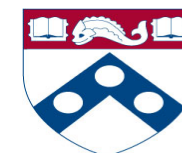


**Netter Center**  
for Community Partnerships  
UNIVERSITY of PENNSYLVANIA

- Community schools bring together multiple organizations and their resources not only to serve and educate young people but also to democratically engage all members of the community in which the school is located.
- They also link school day and after school curricula to solve locally identified, real-world, community problems.



- For neighborhood schools to function as genuine community centers, however, they need additional human resources and support.
- The Netter Center emphasizes "university-assisted" because universities, indeed higher educational institutions in general, can constitute the strategic sources of broadly based, comprehensive, sustained support for community schools.





# University-Assisted Community Schools

- Focus on the school as the core institution for community engagement and democratic development
- Serve educational, social service, health, and recreational needs of students and entire community
- Engage universities as lead partners in providing academic, human, and material resources
- Mutually beneficial approach simultaneously improves quality of life and learning in the community while advancing the academic mission of the university



# University-Assisted Community Schools (UACS)

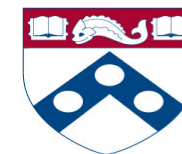
- PreK-16+ connects to curriculum of both
- Strategy for bringing together K12 partners, community members, and university students, faculty, staff for mutually-beneficial outcomes — aggregate and integrate resources to increase impact



# University-Assisted Community Schools (UACS)

The community school brings together the assets and expertise of school and community to develop young people's academic, civic, moral, health, and social competencies. It has an integrated focus on academics, youth development, family support and community development; its curriculum emphasizes real world learning through community problem solving and service.

By extending the school day and school week, community schools engage families and community residents, and create the optimum conditions for learning for all.





# University-Assisted Community School (UACS) Programs

## UACS programs include:

- Comprehensive approach to school day partnerships
- Comprehensive After School and Summer programs
- Agatston Urban Nutrition Initiative
- Arts, Culture, and Humanities
- College Access and Career Readiness
- Community School Student Partnerships
- Moelis Access Science
- Penn Reading Initiative
- UACS Nights
- UACS Sports
- Young Quakers Community Athletics



# Environmental Science ABCS Courses

- Origins: mid-1990s university-community dialogue identified local problem of lead poisoning
- Six courses now offered annually
- Undergraduate students spend an hour each week teaching K-12 students
  - Penn students create lessons based on content learned in the college classroom
  - Lessons include awareness of community environmental health issues, prevention measures, and data collection and analysis
  - K-12 students continue their learning by spreading awareness of the conditions in their schools and communities





# Environmental Science ABCS Courses' Impact on Community Environmental Health

- The City of Philadelphia's archives revealed that, by the early 2000s, the area surrounding Shaw Middle School (the first and longest site of lead reduction interventions starting mid 1990s) showed one of the highest reductions in blood lead levels of any region in the city.
- Philadelphia Water Department using recommendations produced by Penn and high school students who worked with community residents to improve and update materials to increase readability and accessibility of information about lead (summer 2017 Making a Difference Grant).



# Physics ABCS Course

- “Community Physics Initiative” is taught by Associate Dean of Natural Sciences and former Chair of Physics, Larry Gladney.
- Penn students learn physics by creating and teaching hands-on lessons to local high school students.
  - Students spend half of their weekly lecture hours mastering physics fundamentals and preparing experiments and lesson plans.
  - The other half is spent implementing lessons at school sites in West Philadelphia and other city schools.
- High school students are less likely to interpret findings based on a theoretical model and more open to following experimental data.
- All students get a better understanding of physics and a better understanding of the scientific process.

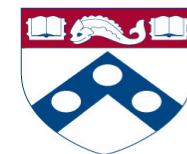
*“Avoid the temptation to view scientific inquiry as immutably directed to the ‘right answer.’ Emphasize repeated observations as the only guarantee of ‘right.’”*

*- Larry Gladney*



# More examples...

- Peer-assisted learning, youth-leadership
- Real-world collaborative problem solving
  - Fruit stands
  - Cross-grade sports
  - Cross-grade literacy
  - Peer-assisted cooking and gardening



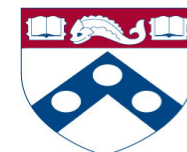
# Conclusion

“The great universities of the twenty-first century will be judged by their ability to help solve our most urgent social problems.”

- William R. Greiner (SUNY, Buffalo, 1994)

“To be a great university, we must first be a great local university.”

- Shirley Strum Kenny (SUNY, Stony Brook, 1999)



**Netter Center**  
for Community Partnerships  
UNIVERSITY of PENNSYLVANIA

# Conclusion

“An *Inclination* join'd with an *Ability* to serve Mankind, one's Country, Friends and Family ... should be the great *Aim* and *End* of all learning.”

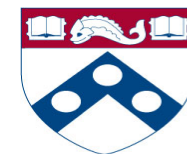
- Benjamin Franklin, *Proposals Relating to the Education of Youth in Pennsylvania* (1749)

“Nothing is of more importance to the public weal, than to form and train up youth in wisdom and virtue.”

- Benjamin Franklin, *Letter to Samuel Johnson* (August 23, 1750)

“But there is in mankind an unaccountable prejudice in favor of ancient Customs and Habitues, which inclines to a Continuance of them after the Circumstances which formerly made them useful, cease to exist.”

- Benjamin Franklin, *Observations Relative to the Intentions of the Original Founders of the Academy of Philadelphia* (1789)



Netter Center  
for Community Partnerships  
UNIVERSITY of PENNSYLVANIA

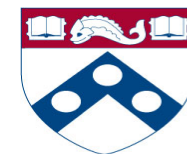


# POLICY RECOMMENDATIONS

- 1. Create a multiagency, multisector state commission designed to help forge democratic civic partnerships between colleges and universities and their surrounding communities and schools.
- 2. The Commission should develop innovative strategies for improving the coordination of state programs and funding streams to help catalyze the formation of local coalitions of civic partners and align state efforts with partnerships that involve higher educational institutions.

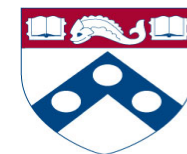
- 3. The Commission should promote regional consortia of higher educational institutions dedicated to improving schooling and community life.
- 4. Create prestigious state awards for outstanding local and regional community school programs, including Higher Education-Community-School Partnerships, to provide recognition and further legitimize the work.

- 5. Provide support for higher education-community-school partnerships that demonstrate community benefit, not simply benefit to the college or university, as well as transparent and democratic collaborations with local partners.
- *In effect, state support would be based on what we have termed the “Noah Principle”— funding given for building arks (producing real change), not for predicting rain (describing the problems that exist and will develop if actions are not taken).*

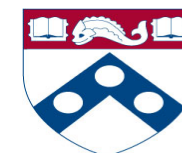


# UACS assumptions

- The university-assisted community school strategy assumes that community schools, like colleges and universities, can function as focal points to help create and foster healthy urban environments and democratically engaged communities.
- The strategy also assumes that universities and colleges function best in such environments.
- More specifically, the strategy assumes that public schools can function as environment-changing institutions and can become strategic centers of broadly based partnerships that engage a wide variety of community organizations and institutions.



- Because public schools “belong” to all members of the community, they should serve all members of the community.
- More than any other institution, public schools are particularly well suited to serve as neighborhood “hubs” or “centers” around which local partnerships can be generated and developed.
- When they play that innovative role, schools function as community institutions par excellence. They then provide a decentralized, democratic, community-based response to rapidly changing community problems. In the process, they help young people learn better, and at increasingly higher levels, through action-oriented, collaborative, real-world activities.





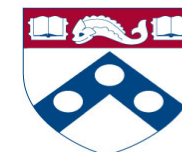
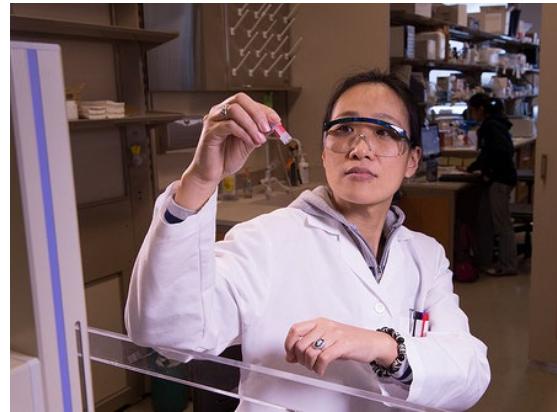
# Rationale for Universities as Partners in Community Revitalization

- The fate of universities, their local communities, and cities are intertwined.
- Universities can make significant contributions to the quality of life in their local communities and cities.
- Universities can enhance their overall missions of teaching, research, and service by striving to improve the quality of life in their local communities and cities.



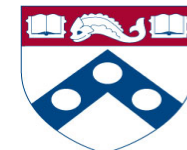
# Why Colleges and Universities as Anchors?

- Crucial relatively fixed assets
- Among largest purchasers of goods and services
- Job generators and often largest employers
- Attract businesses and highly skilled individuals
- Centers of culture, learning and innovation with enormous human resources of faculty, staff and students.



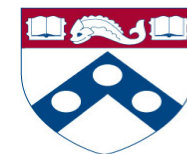
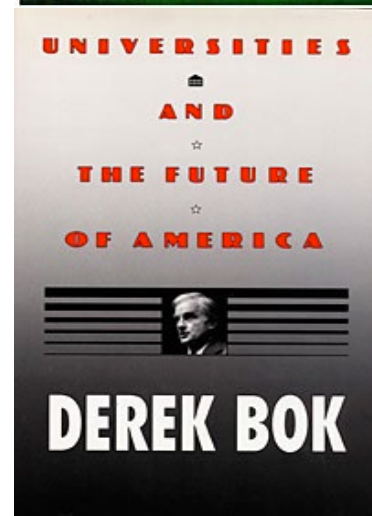
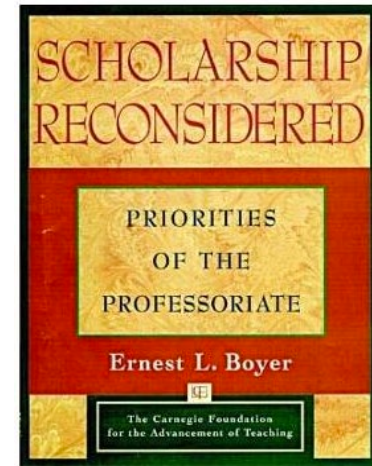
# National and Global Movement

- **Campus Compact**
  - 1100 community college, college, and university presidents dedicated to civic engagement
- **Anchor Institutions Task Force**
  - Approximately 900 individual members (public and private colleges and universities, academic medical centers, hospitals, community foundations)
  - Values-Based Movement Organization
- **The International Consortium for Higher Education, Civic Responsibility, and Democracy**
  - Works in collaboration with the Council of Europe (CoE) and its Steering Committee on Educational Policy and Practice with representatives of the 50 States party to the European Cultural Convention, and with the Organization of American States



# Why the Increasing Engagement of Higher Education in Communities?

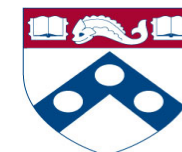
- End of Cold War
- Urban Decline
- External pressure from government, foundations, and public opinion
- The Intellectual Case
  - Ernest Boyer, *Scholarship Reconsidered*, 1990
  - Derek Bok, *Universities and the Future of America*, 1990
- Enlightened Self-Interest





# History of Education for Service and Economic Improvement

- Colonial Colleges
- Land-Grant Universities
- Urban Research Universities
- Public Urban Colleges
- Religiously-Affiliated Colleges and Universities

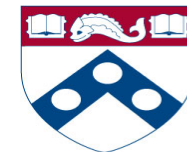


**Netter Center**  
for Community Partnerships  
UNIVERSITY of PENNSYLVANIA



# Obstacles to Change

- “Prejudice in favor of ancient Customs and Habitudes.”
  - Benjamin Franklin (1789)
- Forces of commercialism and commodification
- Misplaced nostalgia for “Ivory Towerish,” traditionally elitist, traditional liberal arts
- Intellectual and institutional fragmentation

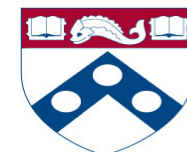


# Reducing the Obstacles: Engage Locally

“Democracy must begin at home, and its home is the neighborly community.”

-John Dewey, *The Public and Its Problems* (1927)

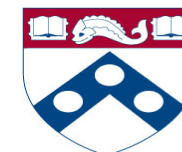
*Democracy must begin at home, and its home is the engaged neighborly college or university and its local community partners.*



**Netter Center**  
for Community Partnerships  
UNIVERSITY of PENNSYLVANIA

# Penn's Approach & The Netter Center

Founded in 1992, the Netter Center for Community Partnerships is Penn's primary vehicle for bringing to bear the broad range of human knowledge needed to solve the complex, comprehensive, and interconnected problems of the American city so that West Philadelphia (Penn's local geographic community), Philadelphia, the University itself, and society benefit.



**Netter Center**  
for Community Partnerships  
UNIVERSITY of PENNSYLVANIA

# Academically Based Community Service (ABCS)



- Integrates service with research, teaching, and learning
  - Works to improve the quality of life in the community and the quality of learning and scholarship in the university through collaborative problem-solving, K-20
  - Fosters structural community improvement (e.g., effective public schools, neighborhood economic development)
  - Emphasizes student and faculty reflection on the service experience.
  - Helps students to become active, creative, contributing citizens of a democratic society.
- *1991-92: 100 Penn students enrolled in 4 ABCS courses taught by 3 professors*
- *2018-19: 1,700 Penn undergraduate, graduate, and professional students enrolled in 74 ABCS courses taught by 65 faculty and staff across 9 Penn schools*



# Helping to Solve Universal Problems as they are Manifested Locally

## *Development of ongoing, faculty-led projects:*

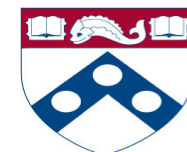
- Agatston Urban Nutrition Initiative
  - Frank Johnston, Anthropology
- Moelis Access Science
  - Dennis DeTurck, Mathematics
- Penn Reading Initiative
  - Bill Labov, Linguistics
- Urban Arts, Culture, and Humanities
  - Carol Muller, Music





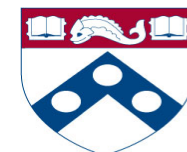
# From Local to Regional, National & Global

- Philadelphia Higher Education Network for Neighborhood Development
- University-Assisted Community Schools National Replication and Adaptation
- Anchor Institutions Task Force
- The International Consortium for Higher Education, Civic Responsibility, and Democracy



# Lessons Learned

- Integration of research, teaching, learning and service
- Power of proximity and locality
- Democratic, mutually beneficial, long-term relationships
- Movement building
  - Philadelphia Higher Education Network for Neighborhood Development (1987)
  - University-Assisted Community Schools Adaptation and Replication (1992)
  - Anchor Institutions Task Force (2009)
  - International Consortium for Higher Education, Civic Responsibility and Democracy (1999)
- Connection to institutional history – founding purpose and highest aspirations



FLORIDA INTERNATIONAL UNIVERSITY

**THE**  
**EDUCATION**  
**EFFECT**

**FIU**

**Student Access  
& Success**







# The Education Effect

University-Assisted Community School Partnership funded by foundation, local philanthropist, and private donors to support student access and success for K- 12 students in historically low performing, high poverty, high need, and high crime communities in Miami's Urban Core.



The Education Effect is a public university initiative that bridges the opportunity and resource gap to increase academic achievement and improve educational outcomes for schools in Liberty City, Overtown and Little Haiti (Miami, FL).



# University-Assisted Community Partnership

The University-Assisted Partnership is based on a comprehensive needs' assessment with community stakeholders, students, school faculty and administration, and families.

The **vision** of *The Education Effect* is for all students to have access to educational opportunities and high quality equitable public education. *The Education Effect* is committed to positively impacting “whole child, whole family, whole school, and whole community” through strategic collaborations that increase collective capacity for all children to succeed and thrive in education.

The **mission** of *The Education Effect* is to serve as a connector of resources and assets that strengthen schools, families, and communities in order to improve student learning and life outcomes. As a university community school partnership, there is a focus on access, equity and educational opportunity and developing 21<sup>st</sup> century academic and workforce readiness skills such as critical thinking, problem solving, decision making, teamwork, collaboration, communication, self-direction/personal responsibility, creativity, invention, and information technology.





# Building Bridges and Making Connection



Universities and public schools can function as environment-changing institutions, serving as strategic centers of broadly-based partnerships that genuinely engage a wide variety of community organizations and institutions.

Public schools are particularly well suited to function as neighborhood "hubs" or "centers" around which local partnerships can be generated and developed.

University-Assisted Community School Partnership are rooted in grounded research that promotes student success and increased parental involvement, engaged out-of-schools experiences, student wellness and family stability through outreach (CAS, 2012).

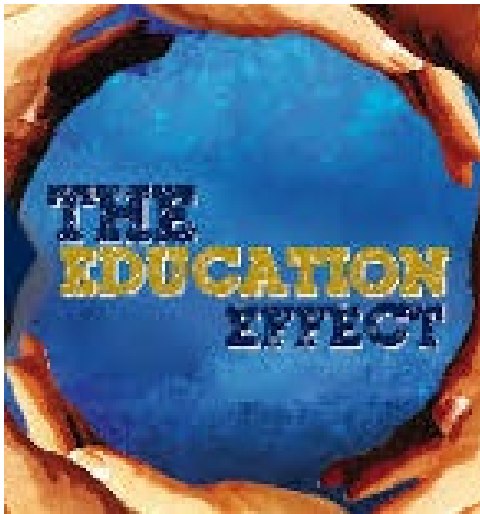


# Policies in Practice

- University-assisted is emphasized because universities constitute the strategic sources of broadly-based, comprehensive, sustained support for community schools.
- FIU and The Education Effect works with the community to solve complex, real-world problems to advance knowledge and learning.



# Mutual Beneficial Partnerships



- Advancing a mutual commitment to transform communities through public education, FIU and MDCPS have established ACCESS - Achieving Community Collaboration in Education and Student Success - an achievement-oriented partnership focused on improving student learning.
- This partnership is designed to align FIU's instructional, research, and creative talents to improve academic success, increase high school graduation rates, and promote students' transition into higher education.
- To achieve the goal of providing every MDCPS student with a high-quality public education, several programs and partnerships have been created.
- A critical component of ACCESS, The Education Effect will significantly advance FIU's efforts to ensure that each MDCPS student has the resources needed to enroll and succeed in post-secondary education.





# Principles for Collaboration

- FIU and The Education Effect works with the community to solve complex, real-world problems to advance knowledge and learning.
- University-assisted is emphasized because universities constitute the strategic sources of broadly-based, comprehensive, sustained support for community schools.

# Operation



- Teams across disciplines at FIU, Target Schools and the Miami Dade County Public Schools work diligently to identify and align school needs with the University's resources, expertise and opportunities.
- Advancing FIU's commitment to problem-solving engagement, the initiative supports the university-assisted model for education that supports the preparation of students to thrive in post-secondary settings.



# Funding and Policies



- Community schools are effective when they are comprehensive, research-based, locally owned, and designed in response to local needs and assets. Comprehensive community schools share a commitment to new ways of collaborating and sharing leadership, the use of research-supported practices, and a forging of powerful partnerships that define a community school.
- Example – Recently University of Central Florida was allocated through a state appropriation to expand Community Partnerships with 7.2 million dollars to dramatically impact the state.
- The practice acknowledges community schools as a strategy to improve schools, supports students success, aligns strategic partners and reinforces the importance of support student success for all.

# Thank you

Donnie Hale, Ed.D.  
Director, The Education Effect

[dhalejr@fiu.edu](mailto:dhalejr@fiu.edu)

(305) 348 - 1880

# Community Schools: The Legislative Impact

# Guided Panel and Audience Engagement



**Mr. Cory Bowman**

Associate Director  
Netter Center for Community Partnerships



**Dr. Donnie Hale, Jr.**

Director  
The Education Effect



**Representative Sharon Tomiko Santos**

Washington State House of  
Representatives