

Full-Service Community Schools

Council for Thriving Children – February 22, 2024

Eileen Murphy, M.S., NH PDG Project Coordinator

Full-Service Community School Planning Grants

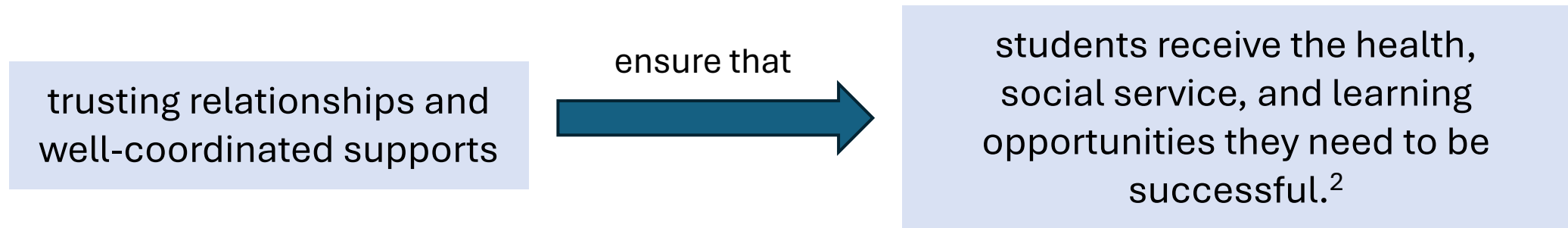


New Hampshire's
Preschool Development Grant

This project was made possible by grant number 90TP0110. Its contents are solely the responsibility of the authors and do not necessarily represent the official view of the United States Department of Health and Human Services, Administration for Children and Families.

What is a Community School?

- A strategy to improve student and school outcomes through **community partnerships** and **collaborative leadership**.
 - Proven effective in low-achieving, high-poverty schools.¹
- Objectives include **reducing barriers to learning** by providing the services needed to support student and family well-being.²



¹ Maier, A, Daniel, J., Oakes, J. & Lam, L. (2017). *Community schools as an effective school improvement strategy: A review of the evidence*. Palo Alto, CA: Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Community_Schools_Effective_REPORT.pdf

² <https://learningpolicyinstitute.org/topic/community-schools>

Community School Objectives

We implement the COMMUNITY SCHOOL STRATEGY to:

Transform schools into thriving community hubs built by and for educators, families, students, and community partners...

So that

Students and families are engaged, healthy, and empowered members of their school and community [impact]

So that

Students excel academically and confidently navigate their in- and out-of-school pursuits [impact]

So that

Students have lives filled with meaningful opportunities [ultimate goal]

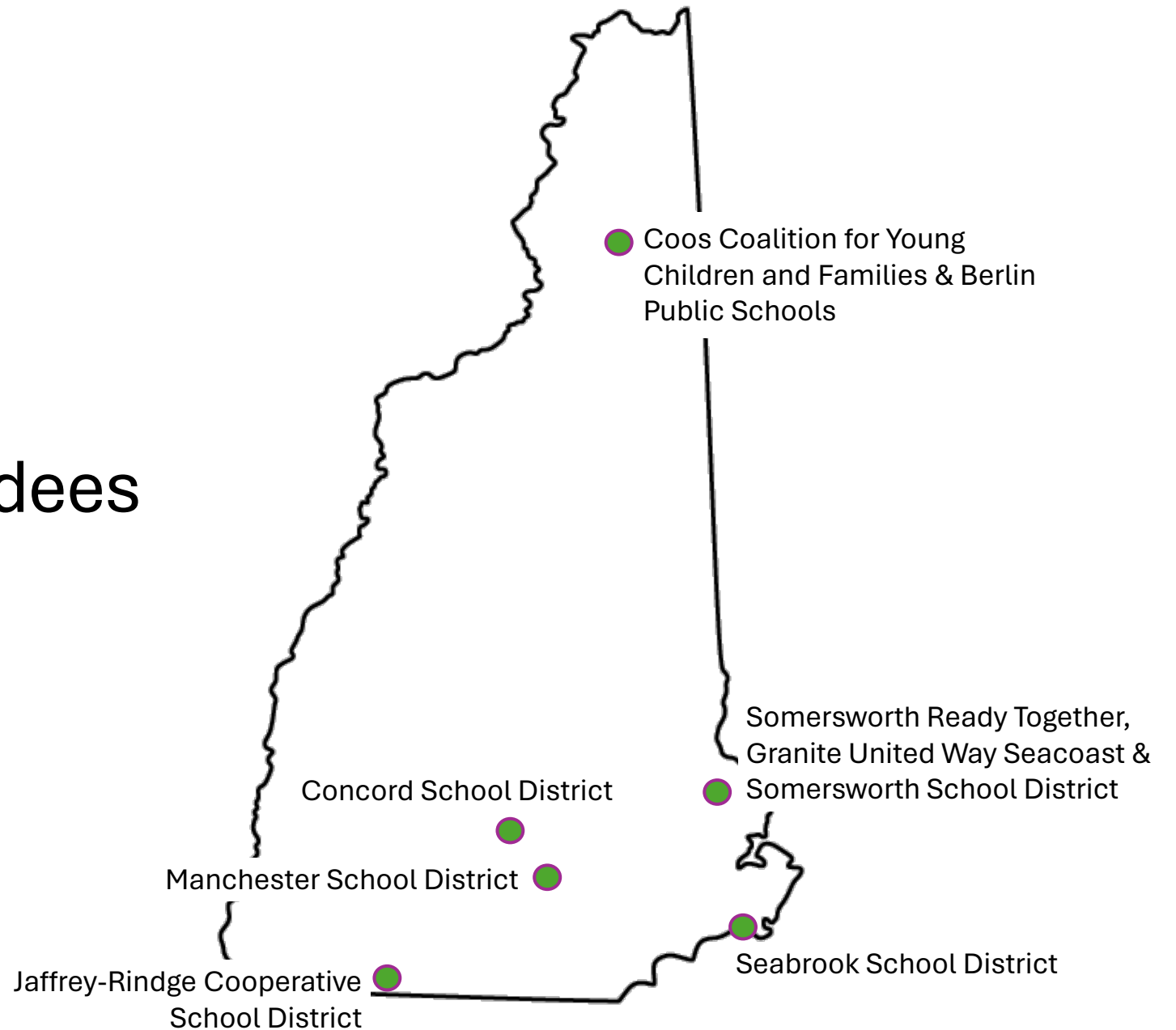


Why Community Schools?

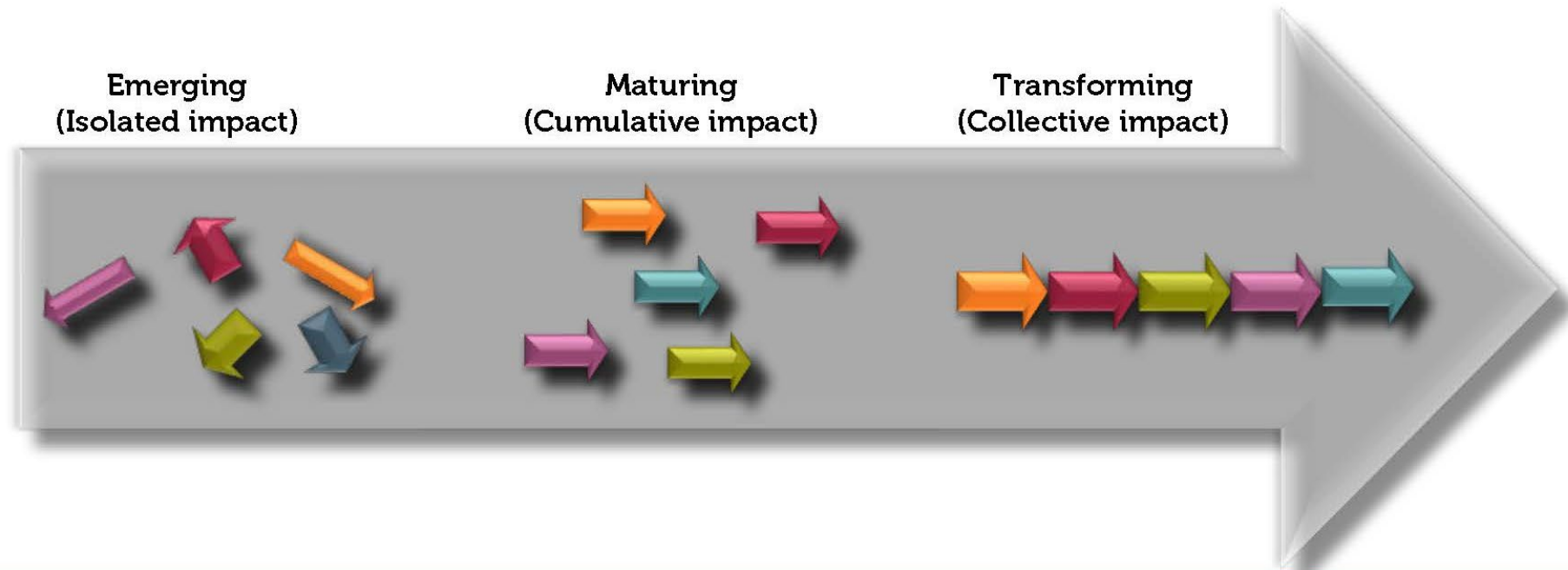
- An **evidence-based** intervention.¹
- The U.S. Department of Education **competitive grant program**, the [Full-Service Community Schools Program](#) (FSCS).
 - School districts and partners, or state education agencies
 - Develop or expand community school activities and initiatives
- **Shared priorities:** family engagement, high-quality ECCE, kindergarten transition support.
- Many public schools – including planning grant awardees – are already providing wraparound supports for students and families. NH PDG saw an opportunity to support systematic development of community schools.

¹ Maier, A, Daniel, J., Oakes, J. & Lam, L. (2017). *Community schools as an effective school improvement strategy: A review of the evidence*. Palo Alto, CA: Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Community_Schools_Effective_REPORT.pdf

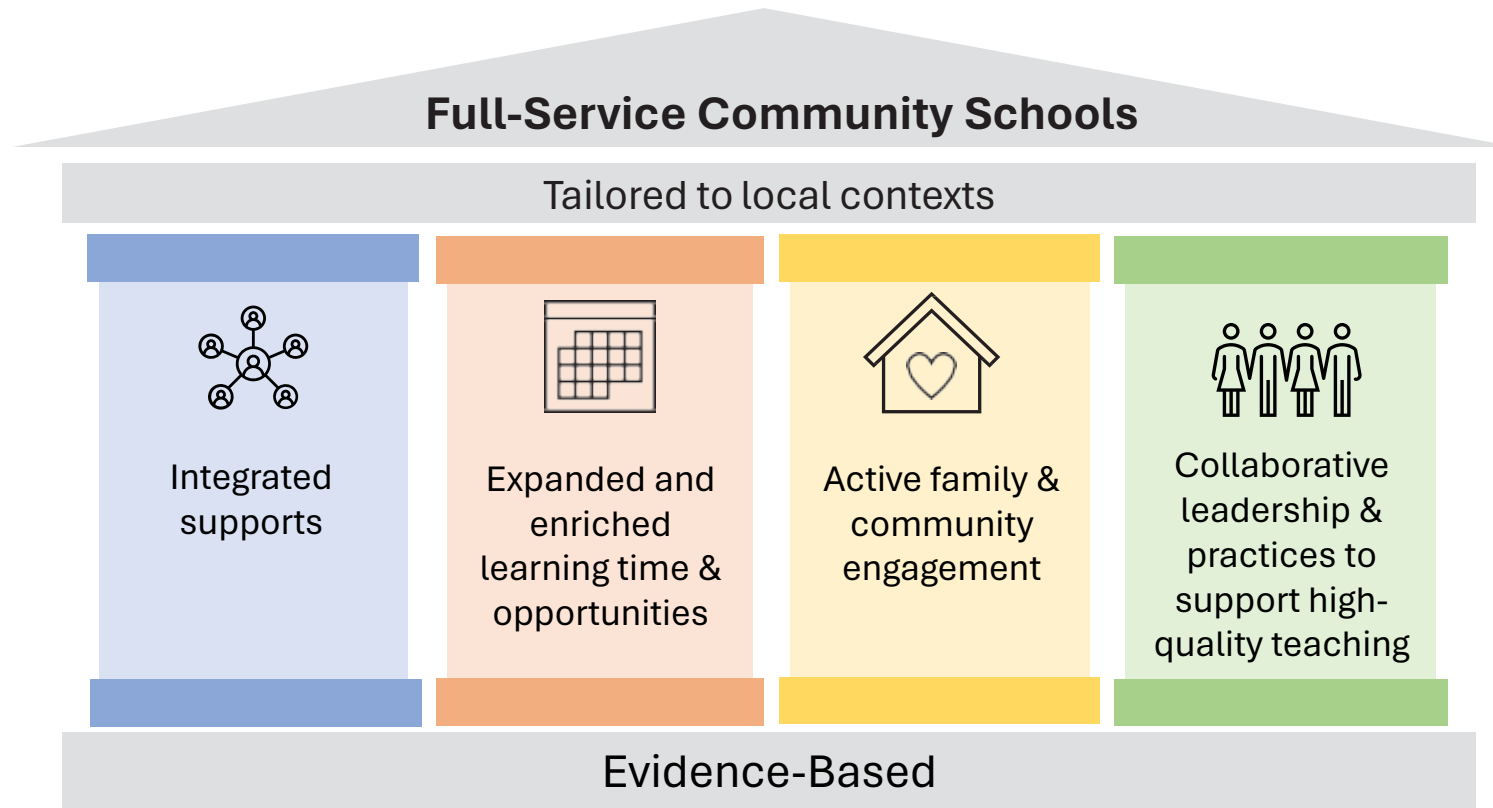
Full-Service Community School Planning Grant Awardees



Stages of Community School Development



The Four Pillars of Community Schools

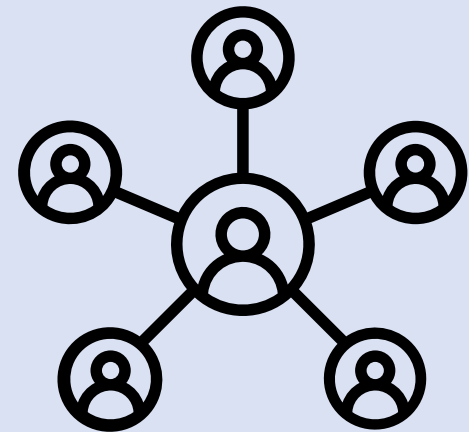


Integrated supports

- **Address out-of-school barriers to learning**
- **Services support physical and behavioral health**
- **Targeted supports help all succeed**

Examples from the planning grant cohort:

- Coos Coalition for Young Children and Families - funded an SEL Specialist position and establishing MTSS-B in Berlin Public Schools.
- Seabrook School District - MOU with Seacoast Youth Services to expand mental health supports in schools, including substance use prevention for at-risk middle schoolers.
- Partnerships with nonprofits, state and local agencies

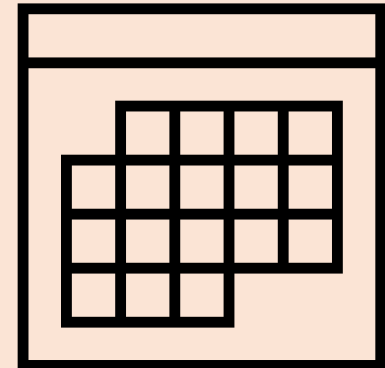


Expanded and enriched learning time and opportunities

- **Learning outside the school day and classroom**
- **Support for education transitions**
- **High-quality ECCE programs**

Examples from the planning grant cohort:

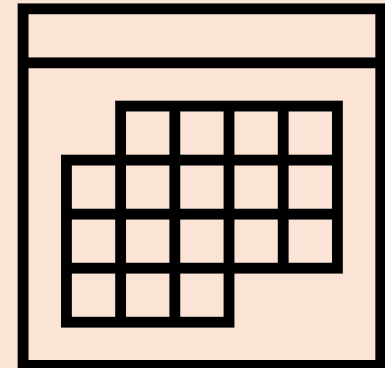
- Jaffrey-Rindge Cooperative School District - opened school-based child care for children of employees with paid internships for high school students.
- Somersworth Ready Together - brought Head Start back into the elementary school and developing a MOU to formalize the partnership between the Somersworth School District and CAP Strafford County.



Expanded and enriched learning time and opportunities

More examples from the planning grant cohort:

- Concord School District - self-regulation and communication training for 24 ECCE providers.
- Coos Coalition - conference for 50 ECCE providers *and* school administrators on family engagement and the preschool-kindergarten transition.
- Seabrook School District - preschool teachers and principal visited UNH Child Study and Development Center to observe and discuss play-based learning.

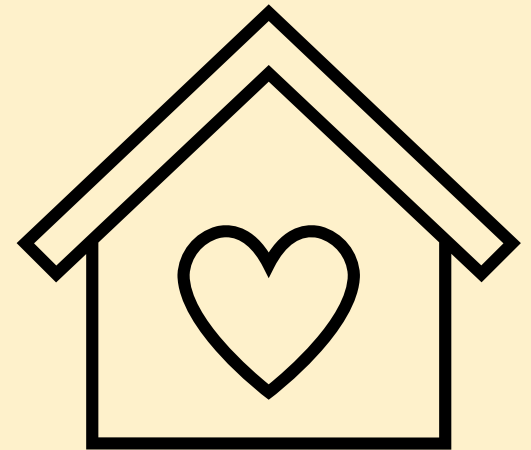


Active family and community engagement

- **Identify and meet community needs**
- **All students and families feel safe and welcome**
- **Educational opportunities for adults and families**

Examples from the planning grant cohort:

- Across 6 projects, 31 family members are engaged as leaders.
- Concord School District - family engagement nights combine family education and community-building.

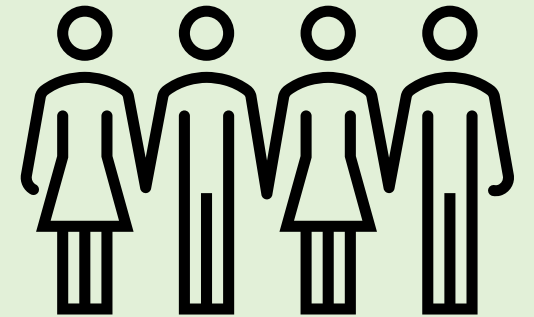


Collaborative leadership and practices to support high-quality teaching

- **Culture of professional learning**
- **Inclusive decision-making**
- **Shared responsibility for the community school**

Examples from the planning grant cohort:

- Every project has a collaborative leadership team. Team members participated in an interactive full-day workshop with NH Listens.
- Seabrook School District - enhanced professional learning plan; providing a PD day for all elementary school staff and afterschool program providers on relationship-centered family engagement.



Community School Indicators (K-12)

- Improved academic content mastery
- Decreased absenteeism
- Increased graduation rates
- Improved college/career readiness
- Improved discipline strategies
- Decreased suspensions, expulsions
- Improved staff retention
- Improved teacher qualifications
- Stable school enrollment
- Improved integration of student supports
- Increased family and community engagement
- Expanded learning time and enriched learning opportunities
- Improved school climate (sense of safety, belonging, love of learning)
- Increased collaborative leadership and decision-making
- Increased use of data in continuous program improvement
- Improved access to school data

https://oese.ed.gov/files/2023/06/FSCS_FY23_Competition-Overview_06.07.2023.pdf,

https://learningpolicyinstitute.org/media/3937/download?inline&file=CSF_Outcomes_Indicators_Community_Schools.pdf



Vision: All NH families are afforded comprehensive and responsive supports, so they are healthy, learning, and thriving now and in the future.

Themes	Objectives	Initiatives
<p>Strategic Theme 1 Quality, consistent, equitable access to opportunities and services for all NH families</p>	<ol style="list-style-type: none"> 1. Increase early intervention and primary prevention 2. Increase accessible childcare and early learning options 3. Increase family awareness, voice, influence, engagement and knowledge 4. Enhance quality of early childhood programs and services 	<ol style="list-style-type: none"> 1a. Normalize utilization of early intervention and primary prevention services among all families 1b. Increase provider awareness of and collaboration with all available primary prevention and early intervention services 2a. Expand eligibility for childcare assistance costs, increase the amount of assistance for each family, and increase awareness and utilization of NH Child Care scholarship assistance 2b. Expand options for and access to childcare and early learning statewide, particularly in areas where options are limited 3a. Establish a Statewide Family Engagement Framework including feedback loops 3b. Expand universal home visiting to every baby in New Hampshire 3c. Expand NH parent/caregiver access to family support/Family Resource Centers (FRCs) 4a. Increase participation in NH QRIS 4b. Increase family awareness of quality care and early learning options
<p>Strategic Theme 2 Early childhood workforce capacity and quality</p>	<ol style="list-style-type: none"> 1. Increase workforce 2. Increase workforce knowledge regarding early childhood development 	<ol style="list-style-type: none"> 1a. Promote early childhood careers and career path 1b. Promote the availability of workforce incentives and tax credits and expand them beyond early childhood education to include family support and health 2a. Equip the early childhood workforce with skills to support families
<p>Strategic Theme 3 Investment in early childhood programs and services</p>	<ol style="list-style-type: none"> 1. Leverage and sustain new and existing funding 2. Increase business and community support for early childhood programs and services 	<ol style="list-style-type: none"> 1a. Create and implement a comprehensive plan 1b. Develop and implement a comprehensive field 2a. Create and implement a plan to increase funding 2b. Create and implement a plan to increase community support
<p>Strategic Theme 4 Systems integration</p>	<ol style="list-style-type: none"> 1. Increase state, regional, and local level collaboration and program integration 2. Enhance family navigation of integrated programs and services 3. Increase community voice and influence in design of programs and services 	<ol style="list-style-type: none"> 1a. Affirm and institutionalize the early childhood system among families and local communities 1b. Formalize, strengthen and broaden the early childhood system 1c. Establish a shared, compatible early childhood system 2a. Establish and promote a comprehensive network of resources 2b. Increase individualized support for families 2c. Build cultural and linguistic competence 3a. Create approaches to specifically address the needs of families affected by trauma
<p>Strategic Theme 5 Office of Early Childhood</p>	<ol style="list-style-type: none"> 1. Ensure a cohesive and collaborative approach to a mixed-delivery, early childhood system 2. Expand public understanding of the importance of quality early childhood experiences for all children 	<ol style="list-style-type: none"> 1a. Establish a collaborative process to define the early childhood system's functions, structure, and resources 2a. Coordinate messaging across agencies to expand public understanding of the early childhood system 2b. Clarify and communicate roles and responsibilities among agencies, families, policy makers

Priority Outcomes

- Increase families' partnership in, knowledge of, and choices for their child's development
- Increase families' access to integrated quality early childhood opportunities and services
- Increase comprehensive wellness of young children
- Ensure children achieve early childhood developmental and educational goals
- Increase providers' and educators' knowledge and access to resources for quality programs and services

Priority Outcomes

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COMMUNITY



Nurturing environments enhance health and wellness across the lifespan.

Where can we begin to address inequity in NH?
**data sources are hyperlinked*

16% of Hispanic 4th graders with reading proficiency (statewide, 38%)

5% elevated blood lead levels in children under 6 in Carroll County (statewide, 3%)

0.1% in Sullivan County use public transit to travel to work (statewide, 0.7%)

Visit the [Community](#) page on [NHLivesWell.org](#) to learn more about important inequities across NH.

Nurturing environments foster learning and development, protect people from contaminants and offer accessible resources. When people are immersed in healthy physical environments, they are better able to make meaningful contributions to their community - either individually, or as part of a group.

Priority improvement strategies and examples of action items

- Reduce exposure to environmental contaminants.
 - Increase resources available to mitigate and remediate environmental contamination.
 - Require lead, air, and water testing at time of purchase for homes considered at risk.
 - Add questions about environmental exposures to standard screenings.
 - Regulate private drinking water wells.
 - Increase access to capillary blood lead testing.
- Reduce geographic barriers that limit individuals' ability to access their preferred resources.
 - Expand availability of safe, accessible alternative travel pathways (e.g. sidewalks, bike lanes).
 - Increase access to on-demand public transportation in rural communities.
- Expand resources to bolster caregivers' capacity to support their children's social and emotional development.
 - Expand resources to support strong family relationships
- Expand programming to offer lifelong learning and enrichment.
 - Increase the use of the "Community Schools Model."
 - Expand adult learning opportunities and modalities.
 - Expand high-quality early education options.
- Reduce barriers that limit access to State Parks and other natural resources.

- Expand programming to offer lifelong learning and enrichment.
 - Increase the use of the "Community Schools Model."
 - Expand adult learning opportunities and modalities.
 - Expand high-quality early education options.

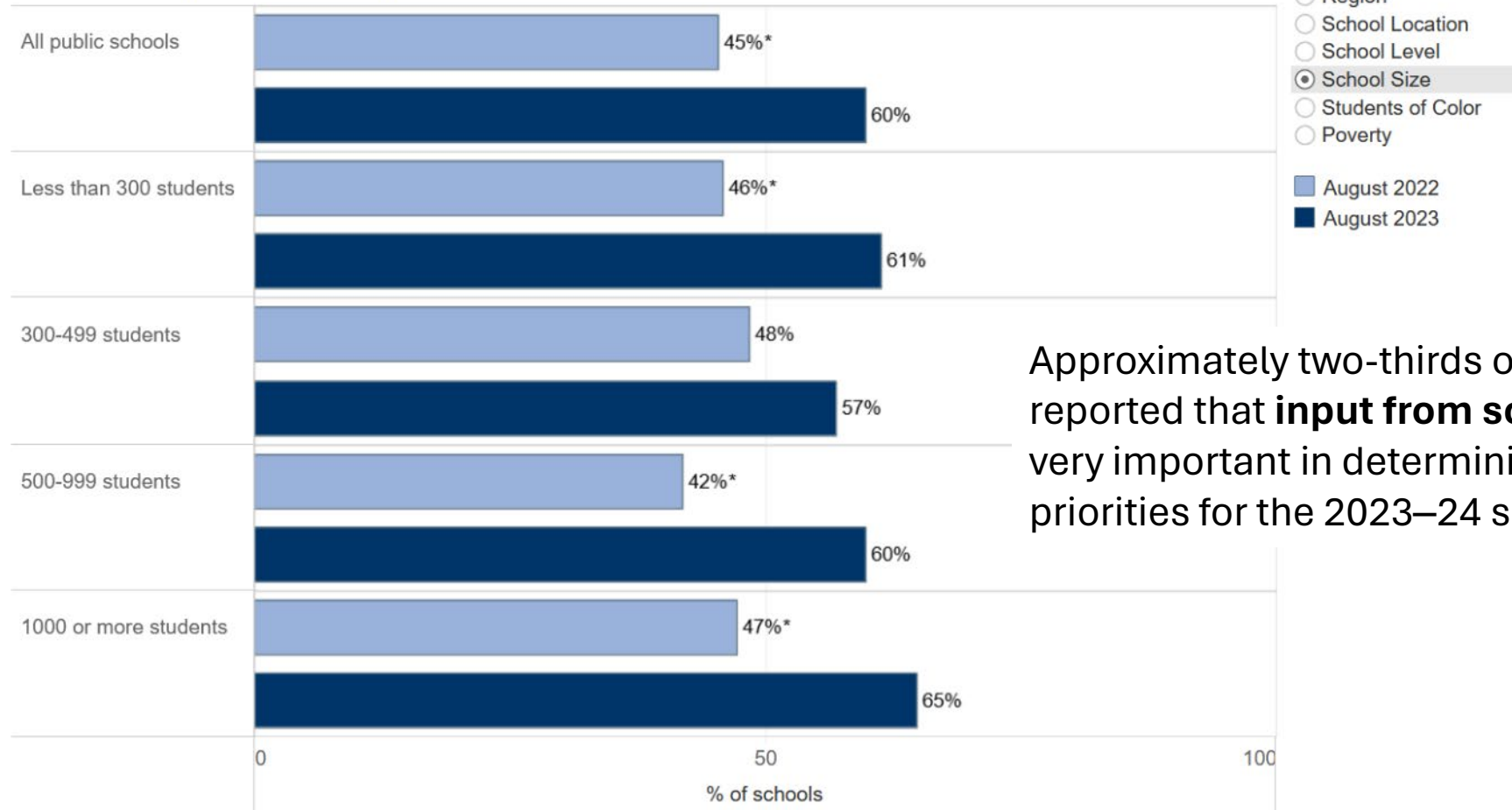
The data underlying this work represents the experience of communities residing in N'dakinna, which is the traditional ancestral homeland of the Abenaki, Pennacook and Wabanaki Peoples past and present. We acknowledge and honor with gratitude the land and waterways and the alnobak (people) who have stewarded N'dakinna throughout the generations.

(Acknowledgement language provided by the New Hampshire Indigenous Collaborative Collective.)

School Pulse Panel, National Center for Education Statistics

How many schools use a "community school" or "wraparound services" model?

Percentage of public schools by whether they use a community school or wraparound services model and by school size: August 2022 and August 2023



Approximately two-thirds of public schools reported that **input from school staff** was very important in determining their priorities for the 2023–24 school year.

State-level Support

As of April 2023, eight states provide support for community schools

- School funding formulas
- Competitive grant funding
- Capacity-building supports

2022-2023 six states were awarded grants under US ED's Full-Service Community Schools program (competitive grant, up to \$50 million)

<https://learningpolicyinstitute.org/product/state-strategies-investing-in-community-schools-report>

More information

- [Four Pillars of Community Schools infographic](#), Learning Policy Institute
- [Community Schools Forward resources](#) (theory of change for community school transformation, TA needs assessment, costing tool, stages of development tool, outcomes and indicators guide, etc.)
- [Community Schools – A Strategy, Not a Program – United Way of Erie County, PA](#)
- [U.S. Department of Education’s Full-Service Community Schools Program](#)
- [“What Is a Community School?” video](#), Partnership for the Future of Learning

References

Coalition for Community Schools. (2023). *Building a community schools system: A guide*. Washington, DC: Institute for Educational Leadership.

Campo, Stacy. *National Center for Community Schools*, Children's Aid, 2023, www.nccs.org/wp-content/uploads/2023/01/CSF_Stages-of-Development-Jan-2023.pdf.

“Community Schools Playbook.” *Community Schools Playbook*, Partnership for the Future of Learning, communityschools.futureforlearning.org

Maier, A, Daniel, J., Oakes, J. & Lam, L. (2017). *Community schools as an effective school improvement strategy: A review of the evidence*. Palo Alto, CA: Learning Policy Institute.
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Oakes, J., Germain, E., & Maier, A. (2023). *Outcomes and indicators for community schools: A guide for implementers and evaluators*. Community Schools Forward Project Series. Learning Policy Institute.
<https://learningpolicyinstitute.org/project/community-schools-forward>

Manchester Community School Federal Grant



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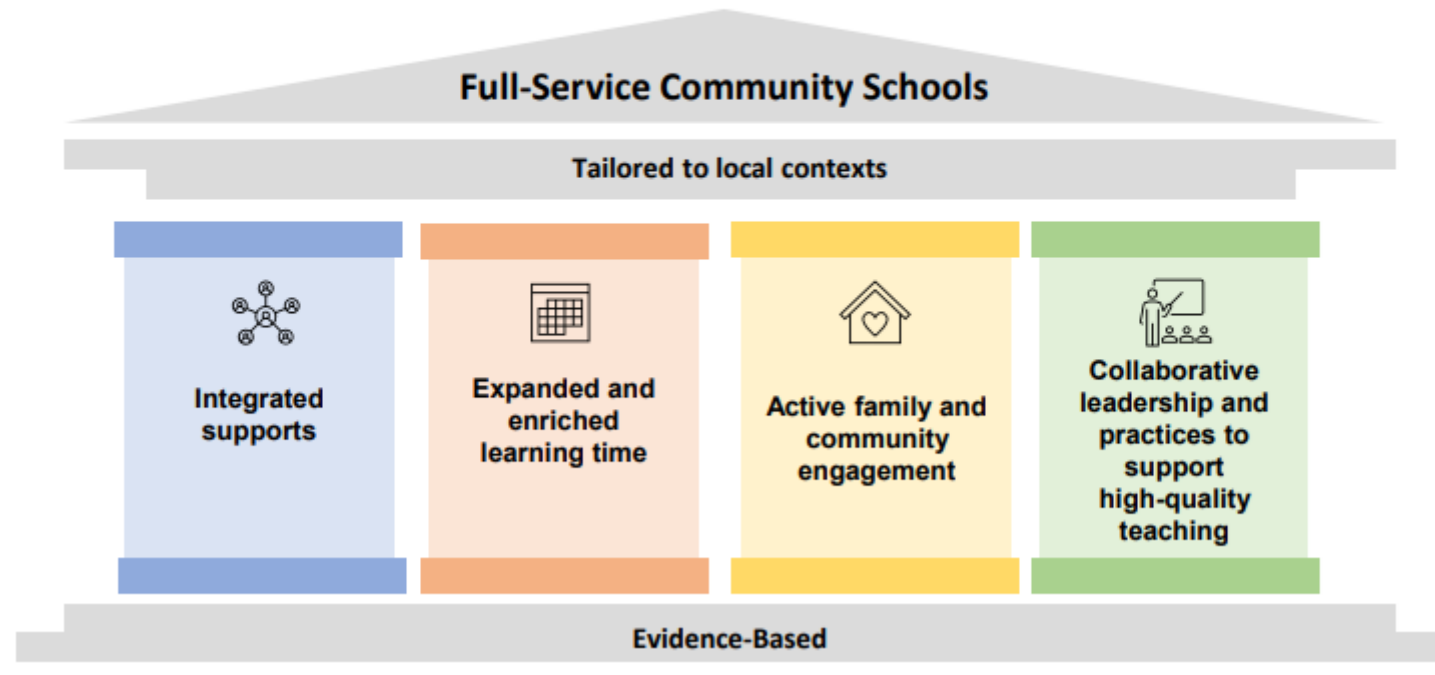
championing student success.

February 2024

Developing an Understanding

Community Schools Framework

Pillars of Full-Service Community Schools



How it began

- Applied to the UNH Grant to begin the process
- Hired Consultant
- Connected with Community Partners - meetings
- Attended the Spring 2023 Community School Conference - The grant was announced and provided workshop sessions on expectation of the grant
- The writing process - 2 months to write the grant
 - Collaborative Process with the Community Partners
 - Collaborative with each schools
 - Collaborative with the School District

Aligning to our District Goals

Figure 6



Manchester's Proposal Overview

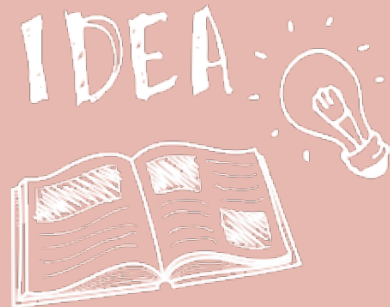


Fast Facts:

- Manchester School District and Manchester Proud are the co-lead applicants
- Qualified for Capacity Building and Development Grant as a Title 1A School
- Focus on 2 elementary schools – Beech Street and Gossler Park
- 5 Core Partners & 9 Supporting Partners
- 5-year grant period; 1st year is assessment & planning

Pillar #1: Health & Wellbeing

- Objective: Improve the overall health and wellbeing of students to enable them to consistently engage in school and mitigate adverse childhood experiences.



New Strategy/ Service	Comprehensive Vision Screening and Eyewear Program <i>Core partner: Amoskeag Health</i>	<ul style="list-style-type: none"> • Assess students for vision problems and provide corrective eyewear • Targeting students with IEPs
	Y-STAY Program <i>Core partner: Granite YMCA</i>	<ul style="list-style-type: none"> • Mentoring program • Targeting 4th/5th grade students who are disconnected from school
Existing Strategy/ Service	School-Based Health Center <i>Core Partner: Amoskeag Health</i>	Expanded onsite services: <ul style="list-style-type: none"> • Behavior Screening • Physicals/Immunizations
	MTSS-B <i>Supporting Partner: Mental Health Center</i>	<ul style="list-style-type: none"> • Conduct school-wide fidelity assessments • Create implementation plans

Pillar #2: Career-Connected Learning

- Objective: Increase career-connected learning opportunities to foster hope for the future and inspire students to seek postsecondary education and employment.



New Strategy/ Service	Career-Connected Learning and Workforce Pipeline <i>Core partners: UNH-4H; SEE Science Center</i> <i>Supporting partners: 21st Century Program; DEKA; Greater Manchester Chamber of Commerce; Manchester Community College</i>	<ul style="list-style-type: none"> • Classroom-based STEM Education curriculum • STEM Careers Learning in Classrooms via Outside Guest Speakers • STEM Career Fairs • STEM Field Trips • Elementary Education Internship Program for MST Students
Existing Strategy/ Service	Out of School Time Career Pathways <i>Supporting partner: 21st Century Program</i>	<ul style="list-style-type: none"> • Career assessment process • Student connections/ placements with employers for STEM, work-based learning experiences
	Play-based Kindergarten <i>Supporting partner: UNH</i>	<ul style="list-style-type: none"> • Guided play that is child-directed and teacher-facilitated • Teacher training

Pillar #3: Family Academy Model

- Objective: Establish opportunity pathways that promote economic mobility and school connectedness for parents/ caregivers.

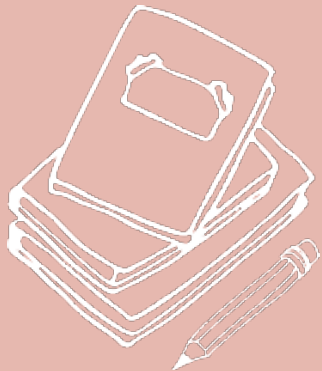


New Strategy/ Service	Family Academy Model <i>Core partners: International Institute of New England</i> <i>Supporting partners: SNHU; Elliot Health System; Granite United Way; Partners for Rural Impact</i>	<ul style="list-style-type: none"> • Intentional linkages between school-home via Bilingual Family Liaisons Postsecondary education and career pathways: <ul style="list-style-type: none"> • Onsite ESOL instruction • Facilitated connections to existing workforce pipelines in healthcare careers (LNA Learn and Earn Program) • Facilitated connections to SNHU's DUET Program
Existing Strategy/ Service	Adverse Childhood Experiences Response Team (ACERT) <i>Core partner: Amoskeag Health</i>	<ul style="list-style-type: none"> • Establish formal mechanism for communication and coordination between ACERT and schools

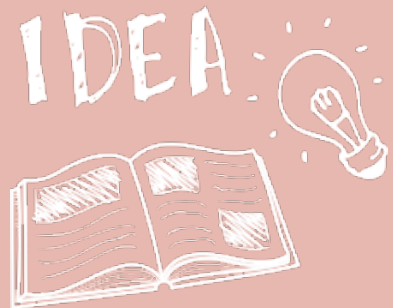
Pillar #4: Infrastructure & Professional Learning

- Objective: Foster shared accountability and collective impact to center community schools as a foundation for teaching and learning success.

New Strategy/ Service	Full-Service Community Schools Infrastructure	<ul style="list-style-type: none">• Community Schools Steering Committee• School-Based Leadership Team at Beech Street and Gossler Park• Community-wide Leadership Team• Full-Time Community Schools Coordinator at Beech Street and Gossler Park
Existing Strategy/ Service	Professional Learning Communities (PLCs)	<ul style="list-style-type: none">• PLCs at Beech Street and Gossler Park• Incorporate training and support for teachers related to pipeline services



Manchester's Logic Model



Pillars & Pipelines

- ❖ Integrated student supports: Social, health, nutrition, and mental health services and supports.
- ❖ Expanded/enriched learning time: Activities that support postsecondary and workforce readiness; High-quality school and out-of-school time.
- ❖ Active family and community engagement: Supports for a child's transition to elementary school and from elementary to middle school; Family and community engagement and supports.
- ❖ Collaborative leadership: Inclusive leadership and management structure and a culture of professional learning.

Activities

- School-based Health Center
- Comprehensive Vision program
- Y-STAY program
- Career-connected learning and workforce pipeline (STEM)
- Family Academy
- Bilingual family liaisons
- Professional learning communities (PLCs)
- MTSS-B
- Adverse Childhood Experiences Response Team (ACERT)
- Play-based Kindergarten

Outcomes

- Improved school climate
- Improved family engagement
- Improved behavior (decrease suspensions)
- Increased attendance (decrease chronic absenteeism)
- Increased course completion (reading proficiency; on-time graduation)

The Plan



School-Based Leadership Team

Co-Led by Community Schools Coordinator & Principal



Steering Committee

Co-led by Manchester School District & Manchester Proud



Community-Wide Leadership Team

Led by Manchester Proud

Bidirectional Communication

Grant Submission ~ August 7, 2023

- **Submission ~ August 7, 2023**
- **Notification we were awarded:
November 28, 2023**
- **237 Applicants 30 Awards**
- **Grants in 20 states, 4 new states**
- **First in NH**
- **22 First Time Grantees**
- **Perfect Reviewer Scores**

Now What...



<u>WINS</u>	<u>CHALLENGES</u>
Manchester Proud as community convener already established	Staffing
Trusted partnerships	District Facilities
Previous Experience with Community Schools	Previous Experience with Community Schools
Engaged school leadership	Funding

Community Partners



Behavioral
Health
Improvement
Institute

Keene
STATE COLLEGE

Community Supporters



New Hampshire
**STATEWIDE
FAMILY
ENGAGEMENT
CENTER**



Moving forward

- Continue to move forward with the work on each Pillar
- Funding has supported each organization and school based teams to be involved in every step
- Job description for the Community School Liaison was approved by the Manchester Board of School Committee (February 12, 2024)
- In the process of Manchester Board of School Committee to approve the Evaluator
- Kickoff - Steering Committee



Contact Information

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