
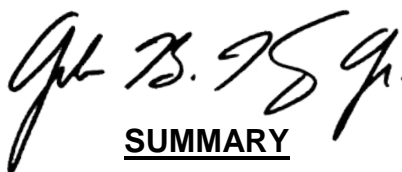




TO: P-12 Education Committee
FROM: Ken Slentz 
SUBJECT: Wrap-around, Full-service and Community-oriented Schools
DATE: November 5, 2012

AUTHORIZATION(S):


SUMMARY

Issue for Discussion

The role of wrap-around, full-service, and community-oriented school approaches in ensuring that all students graduate high school ready for college and careers.

Proposed Handling

At the November 5, 2012, meeting, the P-12 Education Committee will have a panel discussion about wrap-around, full-service and community-oriented schools. Panel members include:

- Katherine Eckstein, Director of Public Policy, *Children's Aid Society*
- Lawrence Wright, Assistant Superintendent of Curriculum and Instruction, *Geneva City School District*
- Anne Nowak, Coordinator, *Sweet Home Family Support Center*

(See Attachment for short description of programs and initiatives).

Background Information

The Commissioner and the Board of Regents recognize that in order to optimize the instructional interaction between a teacher and student, a school-community must provide the right conditions for learning. Schools and communities support and sustain these conditions by ensuring that students are safe, supported, engaged, and healthy.

While some definitions for full-service and community-oriented schools may vary, at the core of this approach is an integrated school-community focus on academics, health and social services, youth and community development, and family and community engagement. These integrated approaches are made possible through partnerships between the school system and one or more community agencies, commonly known as Community Based Organizations (CBOs). Full-service and community-oriented schools often provide:

- Access to health, dental and mental health services (either directly via on-site health center and/or through direct services within a neighborhood or community zone);
- Family resource centers and opportunities for parents and families to be involved in the school;
- After school and summer enrichment programs that reinforce and extend the academic experiences for students and adults; and
- Social and educational services for families and community members.

A collective network of support services, extending beyond a school's academic program and school itself is also referred to as "wrap-around" services. Often, a core component of the approach is coordination across agencies of service delivery at the level of the student and the family.

The Board of Regents and Department have a longstanding commitment to student's social and emotional development and multi-agency collaboration, including:

- the provision of guidelines and resources for the Social and Emotional Development and Learning (SEDL), approved by the Regents in July of 2011 (see: <http://www.p12.nysed.gov/sss/sedl/SEDLguidelines.pdf>).
- participation in the State's "Children First" initiative, a collaboration of the State's nine child-serving agencies. Through this work, the Department is working with our partner agencies on the State Promise Zone initiative to identify targeted communities to expand school-based family health clinics and full-service school programs.
- serving as a lead architect and writer in the development of the state's Race to the Top – Early Learning Challenge grant application in October 2011. The state's proposal called for a roadmap for support of high-quality early childhood education programs, provided enhanced professional development for providers, further integrated existing data systems, and aligned early learning standards across partner agencies.
- creation of grant opportunities to foster the re-design of schools as full-service, community oriented schools. Under Race to the Top, the Department has made funds available through its School Innovation Fund (SIF) to provide an incentive for districts to engage with community partners in the creation of full-service and community-oriented schools. For example, Geneva City School

District (GCSD) won a competitive SIF grant for the implementation of a community-oriented school model at Geneva High School. The Department will continue to follow this project closely and disseminate evaluation evidence and further lessons learned as they become available.

In order to foster and sustain full-service or community-oriented schools at the local level, a local school-community must establish purposeful community partnerships and examine public/private funding partnership models and opportunities. In examining the State's role in promoting and supporting full-service and community-oriented approaches to school, critical questions include:

- What are the benefits of a community-oriented, or wrap-around services, school design and how do these benefits lead to increased student achievement?
- What is the role of the district in creating the conditions for a community-oriented approach to schooling?
- How can local communities achieve coordination of wrap-around services with the school/district serving as an entry-point for promotion of services and prevention?
- What principles and/or essential elements guide effective full-service and community-oriented schools across settings?
- Can the essential elements of effective full-service and community-oriented schools be brought to scale in all areas of need?
- What do you find to be the greatest challenge in implementing and sustaining this particular school design model?

As the Board of Regents begin to consider these and other key questions, the Office of School Innovation has assembled a panel of experts who have been deeply engaged in cultivating a community-oriented approach in their respective local settings, to assist in starting this important conversation.

ATTACHMENT

Full-Service and Community-Oriented Schools Panel Members

Children's Aid Society

Katherine Eckstein, Director of Public Policy

Overview

Founded in 1853, The Children's Aid Society is an independent, not-for-profit providing comprehensive supports in targeted high-needs New York City neighborhoods to over 70,000 children and their families annually. Services are provided in community schools, neighborhood centers, health clinics and camps at more than 45 locations in the five boroughs and Westchester County.

The Children's Aid Society provides services for many facets of a child's development, from health care to academics, to sports and the arts. Services are available to parents, including housing assistance, domestic violence counseling and health care access. The Carrera Adolescent Sexuality and Pregnancy Prevention Program has been replicated at over 50 locations. The Children's Aid Society's community school model has been adapted by public schools throughout the U.S. Moreover, the organization's planning approach to foster care was the basis for the federal 1996 Adoption and Safe Families Act.

Geneva City School District – School Innovation Fund (SIF)

Lawrence Wright, Assistant Superintendent of Curriculum and Instruction

Overview

During the winter of 2012, NYSED awarded Geneva High School a School Innovation Fund (SIF) grant to implement a whole-school redesign. The high school has been redesigned to increase graduation, college persistence, and college graduation rates by increasing the availability of new high quality seats for students most at risk for dropout, disengagement, and poor academic performance. A key design element includes the development of a full-service community school which has wrap-around services to include a family resource center, community services, medical/dental services, mental health services, and social and emotional learning.

The size and location of the community, the diversity of its population, and the availability of numerous local partners combine to provide Geneva City School District with the opportunity to create and further develop a truly organic approach to community-oriented schools. Their intention is to alleviate the barriers that prevent students from fully engaging in the learning process at school and at home, while raising academic expectations and increasing accountability.

Sweet Home Family Support Center
Anne Nowak: *Coordinator*

Overview

The Sweet Home Family Support Center provides intervention and prevention programs for residents in the Sweet Home School District as the site of central registration and support for the entire school district. The Family Support Center links residents with human service organizations and community need-based resources. The center was designed to address the support needs of the students and families by cutting through the difficulties of coordinating with multiple outside agencies.

The Sweet Home Family Support Center partners with 12 agencies and processes an average of 200 referrals per year. The Family Support Center also provides educational programs for adults, such as Common Sense Parenting, drug and alcohol awareness and bullying prevention. The center is also responsible for Sweet Home's Employee Assistance Program, which helps employees deal with personal problems that might adversely impact their work performance, health and well-being.