**100-Day Assignment**

**The Need for Community Schools**

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Professor: Dr. Curtis McClane

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**100 Day – First Draft**

Write an argumentative essay of 8 to 10 pages, not including in the page number total the title page, thesis statement page, and Works Cited, that you will present to a faculty dais during Core 4.

1. Include the following:

a. Completed title page.

b. Thesis statement page.

c. Sentence outline developed for 60-day assignment with any changes received from professor feedback.

d. Add section headers to your paper that match your outline.

e. Introductory paragraph (below the title and preceding the first Level 1 heading on the first page of your essay) including your thesis statement (again).

f. Clearly stated description of your topic, its importance, and your position.

g. Include logical arguments and literature references to support the main points and sub-points of your position.

i. Works Cited page with all cited works listed and all listed works cited in the paper (citations and references must match). You must cite a minimum of 25 references that meet the criteria explained in your 20-day assignment.

j. Update your developmental readings with any cited works used for your essay.

h. Add counterarguments, along with logical reasons for rejecting them.

2. Structure (Assignment evaluation includes the following structure below).

a. Download the “OGS APA Course Assignments Template 7th Ed 2021” template

from the General Helps folder in the AA-101 The Gathering Place Course on DIAL.

Using the template create the following pages.

b. Title Page (Not included in page count).

c. Copy and paste the assignment instructions from the syllabus starting on a new page after the title page, adhering to APA 7th edition style (APA 7

Workshop, Formatting, and Style Guide, APA 7 Quick Guide).

d. Start the assignment on a new page after the copied assignment instructions.

e. Document all sources in APA style, 7th edition (APA 7 Reference Example, APA 7 Quick Guide)

f. Include a separate Works Cited page, formatted according to APA style,

7th edition

3. Submit through DIAL to the professor.

Thesis Statement

Despite objections to more financing and organizational changes, community schools are essential to meet the vast variety of social-psychological, health-related, and socio-economic needs of students and their families.

**The Need for Community Schools**

 Despite objections to more financing and organizational changes, community schools are essential to meet the vast variety of social-psychological, health-related, and social-economic needs of students and their families. Community schools create partnerships with outside agencies to address complex student needs and have evolved since the mid-1800s (Anderson-Butcher et al, 2018; Mayger, L. K., & Hochbein, C. D.,2019, p.226; Sanders, M. G., & Galindo, C., 2020; Provinzano, K., et al, 2018; Jacobson, R., 2019). The Coalition for Community Schools defines community schools as a “place and a set of partnerships between the school and other community Resources” (McDaniels, A., 2018; Jacobson, R., 2019). While its initial onset began in the 1800s, Community School gained popularity gradually, emerging again in the 1930s and in the 1960s. Due to the Non-profit organizations of the Coalition of Community Schools, the Children’s Aid Society, the National Center of Community Schools, and the research of Joy Dryfoos (1994, 1998), Community Schools expanded widely in the mid-1990s (Sanders, M. G., & Galindo, C., 2020). “What makes community schools unique is the combination of four key pillars (or features) that together create the conditions necessary for students to thrive. The pillars are: 1) integrated student support; 2) expanded and enriched learning time and opportunities; 3) active family and community engagement; and 4) collaborative leadership and practices” (Partnership for the Future of Learning, 2023).

 Because public school districts are locally controlled and funded through local property taxes, funding schools this way can perpetuate structural inequities in poorer school districts. As a result, students living in poverty have minimal access to critical resources. Community schools are resurfacing as a mechanism for addressing the systemic and structural inequities plaguing students, schools, and communities” (Provinzano et al, 2018). Community schools exist to enhance the success of marginalized students by supplying resources, services, and support through community partnerships. This is done by collaboration and establishing ties with stakeholders. Community schools also offer chances for extended day learning and culturally appropriate instructional strategies to reduce systemic access obstacles. In order to satisfy the needs of students and families and to lessen achievement gaps and disparities, these schools offer a platform for partnerships with community stakeholders. Community schools not only give pupils access, but they also improve all-around student achievement. (Sanders, M. G., & Galindo, C., 2020; Daniel et al, 2019; Anderson-Butcher et al, 2018; Partnership for the Future of Learning, 2023). “Public schools largely have not been reimagined and retooled to educate children living in poverty to high levels. On international assessments, the nation’s most affluent students perform first in the world, while students in poor communities perform on par with Romania or Chile” (McDaniels, A., 2018). ~~Today, there are over 5,000 Community Schools, serving over two million students in over 150 communities nationwide (Sanders, M. G., & Galindo, C., 2020).~~

**Community Schools Are Necessary For Increased Social-Psychological Demands**

The body of research with community schools primarily focuses on the wraparound support with community agencies, rather than considering the various ways the schools could support racial equity (Daniel et al, 2020; McKinney de Royston & Madkins, 2019; Jacobson, R., 2019). While wraparound supports are important components of the community schools strategy, overemphasizing them can reinforce deficit ideas about low-income communities and communities of color (Daniel et al, 2020; McKinney de Royston & Madkins, T. C., 2019; Sanders et al, 2018). “An increasing body of research pushes back on this tendency, to define community schools as a strategy that includes integrated student supports; expanded learning opportunities; ways to engage families and community members from marginalized backgrounds in shaping curriculum and the running of the school; and collaborative practices in schools” (Daniel et al, 2020; McKinney de Royston & Madkins, T. C., 2019; Sanders et al, 2018).

It is important to understand that these effects are not the fault of people living in low-income neighborhoods; nor are they the fault of educators who staff the neighborhoods’ schools. Beyond their control are other challenges facing these neighborhoods such as high rates of unemployment, rapid population turnover, and changes in the job market. All of these factors exacerbate the effects of poverty. When neighborhood disadvantages are concentrated in this way, it weakens community institutions and informal social norms that support conventional behavior—or behavior consistent with expectations that are broadly socially acceptable, like having children in marriage. Historically, policies at all levels of government have helped create neighborhoods of concentrated poverty, and they too often facilitate disinvestment in these communities (McDaniels, A., 2018).

Understanding the negative impact of systemic policies and laws in helping to create and continue cycles of poverty, the social-psychological needs of students are astounding. Community schools are necessary to address the students’ social-psychological needs, which impact academic performance (Coleman et al, 2020; Daniel et al, 2020; McDaniels, A., 2018; Walkley, M., & Cox, T. L., 2013). These schools provide students with access to enrichment programs to raise academic performance and close the achievement gap; thus, improving student achievement, lessen achievement gaps and disparities (Sanders, M. G., & Galindo, C., 2020; Daniel et al, 2019; Anderson-Butcher et al, 2018; Partnership for the Future of Learning, 2023; Danie,l et al, 2020).

Social-psychological needs impact students’ mental health and behavior (Báez et al, 2019; Hoover, S. A., 2019; Coleman et al, 2020) In its Annual Report, The State of Mental Health in America 2022, “Nationally, only 27.2% of youth with severe depression receive some consistent treatment (7-25+ visits in a year)... While rates of mental health treatment are low for all youth with major depression, youth of color are significantly less likely to receive depression treatment than white youth. Asian youth were least likely to have seen a health professional or received medication for their depression (8.30%), followed by Black or African American youth (9.40%) and Hispanic youth (9.50%) (Reinert, M. et al, 2021).

It is estimated that nearly half of all children in the United States have experienced at least one adverse childhood experience, or ACE. Understanding that these children’s needs pay off in a number of ways is crucial. Community Schools are also training staff to become trauma-responsive schools to increase students’ coping skills and graduation rates. Trauma-responsive schools have improved attendance, classroom behavior, and create emotional and physically safe environments. The foundation of all these components is a comprehensive school mental health system that requires collaboration between schools and the community, in partnership with students and families, to provide a multitiered system of support and services (MTSS). MTSS “promotes positive school climate, social emotional learning, and mental health. MTSS also assesses and addresses the social and environmental factors that affect mental health, including public policies and social norms that shape student mental health outcomes” (Hoover, S. A., 2019).

 Students provided with mental health care through community schools reduces school suspensions, disciplinary referrals, risk behaviors and helps to improve school grades, personal responsibility, future aspiration, and family engagement (Olubiyi et al, 2019). However, the Practitioners at Seneca Family of Agencies, a nonprofit organization that partners with schools specifically around mental and behavioral health support and intervention, warns of the temptation to just refer students out of the classroom to receive specialized attention (Kimner, H., 2020). The dispositional amount of referrals for interventions for students of color is often perceived as a resource but can also contribute to feelings of inefficacy for both teachers and students as well as an erosion of the trust between the two (Kiner, H., 2020). Developing a “push-in” version of student support demands explicit teacher capacity building. Schools and districts must create and maintain strong systems for identifying student and teacher needs as well as for developing the human capital resources (including expertise from partner organizations, agencies, and community institutions) needed to create a comprehensive and effective system of support and care (Kimner, H., 2020).

**Community Schools Help Meet Health-Related and Socio-Economic Needs**

Community schools are necessary to address students’ health-related needs to support families in administering medications and treating and monitoring the student’s health for increased academic success (Coleman et al, 2020). Many schools in districts across the nation share a nurse, school psychologist, or school social worker. Community Schools provide an opportunity for a school–community partnership. Working with community health professionals helps ensure that more students and families have access to the services they need. (Roche, M. K., & Strobach, K. V., 2019).

The poverty rate in America was at 11.6% in 2021, which translates to about 38 million Americans, 3.7 million of which are children (Census Bureau, 2022). Food insecurity currently affects nearly 50 million people nationwide: 87% of which are households with children under the age of 18 (USDA, 2022). Furthermore, one in six households reported the inability to afford food (Census Bureau, 2021; Food Research and Action Center as cited in American Youth Policy Forum, 2015) (Normandin, B., 2022). It is imperative that we invest in giving our children the best resources and opportunities to reach their full potential. “This means going beyond the needs of education and ensuring that children are healthy for school. One way to do this is to support community schools which partner with stakeholders and were developed to respond to the needs of a child as a whole, including physical and mental health services and resources for after-school care and enrichment (Normandin, B., 2022; Wynns, 2021). Community schools are necessary to address the students’ social-economic needs (Sanders, M. G., & Galindo, C., 2020; Daniel et al, 2019; Anderson-Butcher et al, 2018; Partnership for the Future of Learning, 2023; Daniel et al, 2020).

Community Schools can also meet socio-economic challenges through its early childhood programs. Pre-Kindergarten initiatives “bring together elementary schools and preschool centers along with (depending on the site) libraries, museums, hospitals, early intervention providers, home visiting organizations, and family child-care networks.” (Jacobson, D., 2018). Pre-Kindergarten partnerships address the gap between preschool and early elementary education aligning standards and expectations to improve the transition to kindergarten. These partnerships deepen their work by providing joint professional learning experiences to early childhood and early elementary teachers on literacy, math, and/or social-emotional skill development (Jacobson, D., 2018).

School administrators need to make sure that teachers, students, and families know ways to ask for help and what supports are available. Community schools should prioritize integration, alignment, and coherence through interdisciplinary Coordination of Services Teams (COST)—or comprehensive implementation of Multi-Tiered Systems of Support (MTSS)23—and include families and community partners” (Kimner, H., 2020). By developing strategic partnerships to address socio-economic needs, community schools can help marginalized families get ahead when aligned with community resources, a strong instructional program, support for families and youth development, and health and social services (McDaniels, A. (2018); Sanders, M. G., & Galindo, C., 2020; Daniel et al, 2019; Anderson-Butcher et al, 2018; Partnership for the Future of Learning, 2023; Daniel et al, 2020)**.**

**Community Schools Need Long Term Funding and Organizational Structure**

Community Schools are challenged because they may not have the political support, wealth, or resources to advance their student population. They also must struggle against racial bias which fails to acknowledge the history and contributions of people of color, in particular African-American contributions and history. There is a need for strong community engagement to challenge these beliefs and to lobby for resources (Medina et al, 2020). Diversified funding can be a problem in sustaining community schools. There needs to be a detailed plan for long-term sustainability. Funding for Community School Coordinators in district-directed community schools often share the same school district employer as the educators and staff in the school building **(**Mayger, L. K., & Hochbein, C. D., 2019). In University-assisted community schools or in lead-partner community schools, the Community Schools Coordinators are employed by community-based organizations **(**Mayger, L. K., & Hochbein, C. D., 2019).

Community Schools infrastructure needs to include a strong and clearly defined organizational structure with regular partnership meetings to review progress, examine challenges, explore emergent needs, and brainstorm solutions. School-level teaming structures are also essential, especially the Care Team wraparound structures that allow for team problem solving related to individual student needs. Key programs and partners were noted, particularly ones involving academic interventions, school-based mental health services, and parent–family educational programs” (Anderson-Butcher et al, 2018)

 Despite the fact that community schools are beneficial for students, Mayer and Hochbein's research shows that working across various organizational borders and authority structures is difficult for community school coordinators. The study also showed that uneven funding might have a significant impact on the work. Although the Community School Coordinator's job is essential to the school's success, there isn't a set procedure for how the coordinators should go about bringing different organizations together to collaborate with the school. Positions for Community School Coordinators are frequently financed by a variety of sources. Without consistent funding, the job security of the Community School Coordinators and the programs in the Community School that depend on funding are in jeopardy. (Mayger and Hochbein, 2019).

Working in community schools with various titles, including the Community Schools Coordinator, is a relatively new category of labor, and few universities have set up courses to prepare people for this new profession. Having courses to understand educational systems and human service systems along with education and community psychology, social work, public administration, and public health would be crucial for the Community Site Coordinators. In schools of education, principals and teachers need curriculum courses to learn about starting community schools and community school models, along with child, youth, and family development as part of their training. For youth workers coming in from community agencies, they need to learn about what goes on in schools and how they can play a role in creating new kinds of institutions (Dryfoos, J., & Maguire, S., 2019).

Successful partnership plans for sustainability should be established from the beginning and plan to maintain community partnerships across multiple schools and fiscal years. Some community schools have inadequate infrastructure for the community and school stakeholders to collaborate efficiently (Anderson-Butcher et al, 2018). All efforts should be made to create a diversified funding stream to support service delivery work from multiple funders (Roche, M. K., & Strobach, K. V, 2019)**.** Funding plans often do not include long-term funding for the Community School’s Coordinators. "No matter who employs them, Community School Coordinators’ job security may be precarious, as many community schools rely on a patchwork of short-term funding streams that undermine a school’s ability to maintain programming over time” **(**Mayger, L. K., & Hochbein, C. D., 2019). The funding in community schools may be from a combination of public and private sources, employers vary **(**Mayger, L. K., & Hochbein, C. D., 2019).

**Community School Must Have Strategic Professional Development Including Self-Care**

Community Schools’ stakeholders will not realize their potential as sites for improving the educational opportunities of underserved students, if teaching and learning is not a central focus. Besides removing barriers to learning through service integration and family and community engagement, Community Schools must also address teachers’ practices, professional development, and support. These schools need highly qualified teachers who are enabled to engage in culturally relevant and responsive practices that advance academic excellence and social change (Sanders et al., 2021). One of the findings of this study was that professional development was more focused on community school objectives in a university community school (Sanders, M. G., & Galindo, C. (Eds.), 2020). This study may have demonstrated that university community schools can work with professional development, but it should be in collaboration with school staff. Understanding the mindset of educators, a collaboration for professional development would build capacity within the school.

We desperately need education leaders who are compassionate, empathetic, and willing to facilitate processes in schools that positively support students and staff who are coping with a complexity of issues, including trauma, but over-caring can produce burnout. Too often the education staff overextends themselves and neglect their own well-being, needs, wants, and feelings. This form of caring can be self-destructive and reinforce patterns of self-neglect. Self-neglect then becomes fertile ground for the exhaustion, overwhelm, and resentment that are core elements of compassion fatigue” (Johnson, M. M., 2020). It is easy to get caught up in the work of doing good, but God wants us to love our neighbor as we love ourselves (Mark 12:31).

Children are vital to maintain a thriving society. Schools can no longer be solely responsible for meeting the complexity of needs with today’s students. Community school partnerships organize collaborations to address the immense needs of underserved students and their families. Jesus summed up his love for the poor by saying, “Truly I say to you, to the extent that you did *it* for one of the least of these brothers *or sisters* of Mine, you did *it* for Me” (Matthew 25:40). Community Schools provide necessary resources to underserved students and families. Jesus also summed up his love for children by saying, “Behold, children are a gift from the Lord, The fruit of the womb a reward” (Psalm 127:3). As a society, we need to take off the price tag and remove all barriers when it comes to taking care of all of our children.

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**60-Day Assignment**

**Thesis Statement**

Despite opposition to additional funding and organizational changes, community schools address a wide range of social-psychological, health-related, and social-economic needs of students and their families.

**Outline**

**Pro**

I Community schools are necessary in order to partner with outside agencies to address

complex student needs and have evolved since the mid-1800s (Anderson-Butcher et al, 2018; Mayger, L. K., & Hochbein, C. D.,2019, p.226; Sanders, M. G., & Galindo, C., 2020; Provinzano, K., et al, 2018; Jacobson, R., 2019).

A. The community school model is a framework for organizing external community

 resources around student success (Mayger, L. K., & Hochbein, C. D., 2019, p.226;

McDaniels, A., 2018; Roche, M. K., & Strobach, K. V., 2019; Jacobson, R., 2019).

1. Community schools help to provide resources to impoverished communities, giving marginalized students a greater chance for success. (Provinzano et al, 2018; Daniel et al, 2020; Jacobson, R., 2019).

2. Community schools are resurfacing in urban areas as a mechanism for addressing systemic and structural inequities (Provinzano et al, 2018; Daniel et al, 2020).

3. “Public schools largely have not been reimagined and retooled to educate children living in poverty to high levels. On international assessments, the nation’s most affluent students perform first in the world, while students in poor communities perform on par with Romania or Chile” (McDaniels, A., 2018).

B. The Coalition for Community Schools defines community schools as a “place and

a set of partnerships between the school and other community Resources” (McDaniels,

A., 2018; Jacobson, R., 2019).

1. The body of research with community schools primarily focuses on the wraparound support with community agencies, rather than considering the various ways the schools could support racial equity (Daniel et al, 2020; McKinney de Royston & Madkins, 2019; Jacobson, R., 2019).

2. While wraparound supports are important components of the community schools strategy, overemphasizing them can reinforce deficit ideas about low-income communities and communities of color (Daniel et al, 2020; McKinney de Royston & Madkins, T. C., 2019; Sanders et al, 2018).

3. “An increasing body of research pushes back on this tendency, to define community schools as a strategy that includes integrated student supports; expanded learning opportunities; ways to engage families and community members from marginalized backgrounds in shaping curriculum and the running of the school; and collaborative practices in schools” (Daniel et al, 2020; McKinney de Royston & Madkins, T. C., 2019; Sanders et al, 2018).

4. “By no means are these effects the fault of people living in low-income neighborhoods; nor are they the fault of educators who staff the neighborhoods’ schools. Other challenges facing these neighborhoods—such as high rates of unemployment, rapid population turnover, and changes in the job market—exacerbate the effects of poverty. When neighborhood disadvantage is concentrated in this way, it weakens community institutions and informal social norms that support conventional behavior—or behavior consistent with expectations that are broadly socially acceptable, like having children in marriage. Historically, policies at all levels of government have helped create neighborhoods of concentrated poverty, and they too often facilitate disinvestment in these communities (McDaniels, A., 2018).

C. Community Schools started in the United States in the United States in the late

1800s and emerged again in the 1930s and 1960s. Non-profit organizations like the

Coalition of Community Schools, the Children’s Aid Society, and the National Center of

Community Schools and the research of Joy Dryfoos (1994, 1998) contributed to the

emergence and expansion of community schools in the mid-1990s (Sanders, M. G., &

Galindo, C., 2020).

D. There are now over 5,000 Community Schools, serving over two million students in

over 150 communities nationwide (Sanders, M. G., & Galindo, C., 2020).

B. According to Mayer and Hochbeein, “extensive review of the evidence on community school effectiveness presents four common elements of community schools:

(a) integrated student supports, (b) expanded learning opportunities, (c) family and

community engagement, and (d) collaborative leadership and practice (2019).

II. Community schools are necessary to address the students’ social-psychological needs

(Daniel et al, 2020; McDaniels, A., 2018; Coleman et al, 2020).

A. Social-psychological needs impact academic performance (Daniel et al, 2020;

McDaniels, A., 2018; Walkley, M., & Cox, T. L., 2013).

1. Community schools give students access to enrichment programs to raise academic performance and close the achievement gap; thus, improving student achievement. (Sanders, M. G., & Galindo, C., 2020; Daniel et al, 2019; Anderson-Butcher et al, 2018; Partnership for the Future of Learning, 2023; (Daniel et al, 2020).).

2. Community schools offer a platform for partnerships with stakeholders to lessen achievement gaps and disparities (Sanders, M. G., & Galindo, C., 2020; Daniel et al, 2019; Anderson-Butcher et al, 2018; Partnership for the Future of Learning, 2023; Daniel et al, 2020).).

B. Social-psychological needs impact students’ behavior (Hoover, S. A., 2019;

Coleman et al, 2020).

1. By developing strategic partnerships, community schools can help marginalized families get ahead when aligned with community resources, a strong instructional program, support for families and youth development, and health and social services (McDaniels, A. (2018).

C. Social-psychological needs impact students’ mental health (Báez et al, 2019;

Hoover, S. A., 2019; Coleman et al, 2020).

 1. Through community partnerships, community schools provide integrated services

and support to mediate health and psychosocial barriers to learning faced by children from low-income families (Báez et al, 2019).

2. “Provision of mental health care through community schools leads to reducing school suspensions, disciplinary referrals, problem presentation, and risk behaviors, and improving school grades, personal responsibility, future aspiration, and family engagement” (Olubiyi et al, 2019).

3. 2. “Practitioners at Seneca Family of Agencies, a nonprofit organization that partners with schools specifically around mental and behavioral health support and intervention, warn of the temptation to just refer students out of the classroom to receive specialized attention” (Kimner, H., 2020).

3. The dispositional number of referrals for interventions for students of color is

often perceived as a resource, but can also contribute to feelings of inefficacy for

both teachers and students as well as an erosion of the trust between the two

(Kimner, H., 2020).

4. “This “push-in” version of student support demands explicit teacher capacity building. Schools and districts must create and maintain strong systems for identifying student and teacher needs as well as for developing the human capital resources (including expertise from partner organizations, agencies, and community institutions) needed to create a comprehensive and effective system of support and care (Kimner, H., 2020).

II. Community schools are necessary to address the students’ health-related needs

(Coleman et al, 2020).

A. “Teachers, students, and families should know that there are protocols in place:

ways to ask for help, professional partners, and degrees of support—including physical, mental, behavioral, and emotional services. Community schools prioritize integration, alignment, and coherence through interdisciplinary Coordination of Services Teams (COST)—or comprehensive implementation of Multi-Tiered Systems of Support (MTSS)23—and include families and community partners” (Kimner, H., 2020).

III. Community schools are necessary to address the students’ social-economic needs

(Sanders, M. G., & Galindo, C., 2020; Daniel et al, 2019; Anderson-Butcher et al, 2018;

Partnership for the Future of Learning, 2023; Daniel et al, 2020).

**Con**

I Diversified funding can be a problem in sustaining community schools (Roche, M. K., & Strobach, K. V, 2019).

A. Community Schools may need a detailed plan for long-term sustainability. Successful partnerships plan for sustainability from the beginning. Develop a plan to maintain your community partnerships across multiple school and fiscal years. Try to create a diversified funding stream to support service delivery work from multiple funders (Roche, M. K., & Strobach, K. V, 2019).

B. Community Schools may not have a plan for long-term funding for the Community School’s Coordinators. "No matter who employs them, CSCs’ job security may be precarious, as many community schools rely on a patchwork of short-term funding streams that undermine a school’s ability to maintain programming over time” (Mayger, L. K., & Hochbein, C. D., 2019).

1. The funding in community schools may be from a combination of public and private sources, employers vary (Mayger, L. K., & Hochbein, C. D., 2019).

2. Funding for CSCs in district-directed community schools often shares the same school district employer as the educators and staff in the school building (Mayger, L. K., & Hochbein, C. D., 2019).

3. University-assisted community schools or in lead-partner community schools the, CSCs’ are employed by community-based organizations (Mayger, L. K., & Hochbein, C. D., 2019).

11. Some community schools have inadequate infrastructure for the community and

school stakeholders to collaborate efficiently (Anderson-Butcher et al, 2018).

A. Community schools may lack systems for consistent meetings and structures

 (Anderson-Butcher et al, 2018, p. 13).

B. Effective data protocols may need to be put in place for needs assessment and analysis for the most effective use of resources (Anderson-Butcher et al, 2018, p. 13; McDaniels, A., 2018)). “Strong data orientation and associated practices allow school system leaders to address some of the staff fears of using data and replace that fear with confidence using data as a tool for making improvements in the classroom, delivering programs, and making decisions. To do this well, school site staff need underlying knowledge on how to understand, interpret, analyze, and use data to identify areas for improvement and adjust their actions accordingly” (Burch, P., & Estrada-Miller, J., 2022).

C. Poor compensation, lack of experience, and training with the community school coordinators (Anderson-Butcher et al, 2018, p. 13; McDaniels, A., 2018)).

1. Explicit qualifications and professional development need to be in place for Community School Coordinators (Mayger, L. K., & Hochbein, C. D.,2019, p.226).

2. Community Site Coordinator's salaries should be aligned with school administrators (McDaniels, A., 2018)

D. Without data systems put in place, progress monitoring is not possible in

evaluating the effectiveness of Community Schools (Burch, P., & Estrada-Miller, J.,

2022).

1. “Strong data systems and practices allow school system leaders to address some of the staff fears of using data and replace that fear with confidence using data as a tool for making improvements in the classroom, delivering programs, and making decisions” (Burch, P., & Estrada-Miller, J., 2022).

2. “School site staff need underlying knowledge on how to understand, interpret, analyze, and use data to identify areas for improvement and adjust their actions accordingly” (Burch, P., & Estrada-Miller, J., 2022).

3. Creating and sustaining a dashboard that community school site-level staff and leadership regularly monitor data to see what areas need improvement and practices that should be replaced with different approaches (Burch, P., & Estrada-Miller, J., 2022).

II. Lack of preparation with the community schools administration, teachers, and staff

(Roche, M. K., & Strobach, K. V, 2019; Anderson-Butcher et al, 2018, p. 13; Coleman et al, 2020).

A. Community schools and districts may lack effective measures in recruiting

teachers, and must be deliberate in staffing community schools (Sanders et al, 2021).

1. “ Human capital is what individuals bring to teaching in terms of knowledge, skills, and understanding. Decisional capital develops with experience and is reflected in teachers’ capacity to apply their human capital in complex professional situations through good judgment. Social capital refers to teachers’ relationships with other professionals and stakeholders via teams, groups, and networks (within and outside of the school) that further enhance their practice and advance school goals” (Sanders et al, 2021).

2. Interview questions should be tailored to attract highly qualified teachers and screen applicants (Sanders et al, 2021).

a. “Teacher/Instructional Support Staff Interview Protocol 1. How long have you been teaching? In what area are you certified? From what institution(s) did you graduate? In what area, if any, did you work before teaching? 2. How long have you been at the current school? Why did you choose this school? How is it similar to other schools where you have taught? How is it different from other schools where you have taught? 3. How would you describe the students at the school? The parents? The support staff? The principal and administrative team? The service coordinator? The surrounding community? 4. How do you describe your role as a teacher here? Has your understanding of your role changed since you have been here? Do you believe you were prepared for your role before coming to the school? What experiences and/or professional development have helped or are helping you to be prepared? What knowledge, skills, and dispositions does a teacher need to be effective at this school? 5. What do you like best about teaching at this school? If you could change anything about this school, what would it be? 6. Is there anything more that you would like to share about the school?” (Sanders et al, 2021).

B. If structures are not in place through professional development (PD), there is a

disconnect between teachers and staff (Sanders et al, 2021).

1. The Community Schools Site Coordinators' job security could be in jeopardy. Many community schools rely on a patchwork of short-term funding streams, which undermines a school’s ability to maintain programming (Mayger, L. K., & Hochbein, C. D. (2019)

2. PD is important for building the knowledge, skills, and buy-in as Community Schools and Site Coordinators make a paradigm shift in establishing community partners (Roche, M. K., & Strobach, K. V, 2019; Anderson-Butcher et al, 2018, p. 13; McDaniels, A., 2018; Mayger, L. K., & Hochbein, C. D., 2019).

3. PD is important for increasing the knowledge and best practices with culturally responsive teaching and techniques, and for teachers to establish relationships with families and community stakeholders increasing student achievement (Sanders et al, 2021).

4. Professional development on PBIS implementation and de-escalation strategies to help students be successful in the classrooms and reduce office discipline referrals (Anderson-Butcher et al, 2018, p. 13; Coleman et al, 2020).

5. Having professional development with staff on the challenges in community schools will help to educate staff and also get their input with solutions to these challenges (Roche, M. K., & Strobach, K. V., 2019; Coleman et al, 2020).

III. Lack of preparation at the state and local level in making sure that guidance policies are in place for community schools (Anderson-Butcher et al, 2018, p. 13; McDaniels, A., 2018; Coleman et al, 2020).

**Development Reading Essential Elements:**

● Christian Service

● Christian Practice in World Organizations

● Christian Influence Needed In Society

● Problem-Solving from Christian Perspective

● Social Reforms In Education

 **Pro**:

Source One: McDaniels, A. (2018). Building community schools systems: Removing barriers to

success in U.S. public schools [Report]. Center for American Progress.

Comment 1:

Quote/Paraphrase: “Public schools largely have not been reimagined and retooled to educate children living in poverty to high levels. On international assessments, the nation’s most affluent students perform first in the world, while students in poor communities perform on par with Romania or Chile” (McDaniels, A., 2018).

Essential Element: The essential element is Christian Influence Needed in Society.

Additive/Variant Analysis: This comment is an additive to my knowledge.

Contextualization: As a lifelong educator, this quote is troubling because the socioeconomic gulf is widening with no end in sight. For those who love Jesus and understand his love for the poor and suffering, it should challenge us as believers to want to do better to represent the love of Christ.

Source Two: Partnership for the Future of Learning (2023). Community Schools Playbook.

Comment 2:

Quote/Paraphrase: “What makes community schools unique is the combination of four key pillars (or features) that together create the conditions necessary for students to thrive. The pillars are: 1) integrated student support; 2) expanded and enriched learning time and opportunities; 3) active family and community engagement; and 4) collaborative leadership and practices” (Partnership for the Future of Learning, 2023).

Essential Element: This comment’s essential element is Social Reforms in Education.

Additive/Variant Analysis: This is an additive to my understanding of community schools.

Contextualization: To effectively educate all of America’s children, more reforms in education are needed to address the massive needs of our students. As a school administrator, the resources that families need, especially those living in poverty, are tremendous. Community schools provide a model to partner with community agencies to address the needs of our students.

Source Three: Provinzano, K. T., Riley, R., Levine, B., & Grant, A. (2018). Community schools

and the role of university-school-community collaboration. *Metropolitan Universities*,

*29*(2), 91-103.

Comment 3:

Quote/Paraphrase: “Public school districts are locally controlled and funded through local property taxes. Funding schools this way perpetuates structural inequities in poorer school districts and as a result, students living in poverty have minimal access to critical resources that support student learning. Community schools are resurfacing in many of these urban spaces as a mechanism for addressing the systemic and structural inequities plaguing students, schools,

and communities” (Provinzano et al, 2018).

Essential Element: The essential element for this comment is Social Reforms In Education.

Additive/Variant Analysis: This is an additive in understanding the “why” behind community schools.

Contextualization: Over the years, I have watched the needs of students and families grow. In my heart, I was concerned that the needs of students and families were not being met and students suffered more and more. Community schools are a great model of how outside agencies can partner with schools to meet the needs of students.

Source Four: Hoover, S. A. (2019). Policy and practice for trauma-informed schools. *State*

*Education Standard*, *19*(1), 25-29.

Comment 4:

Quote/Paraphrase: “Child Trends estimates that nearly half of all children in the United States have experienced at least one adverse childhood experience, or ACE. Attention to these children’s needs pays off in a number of ways. Trauma-responsive schools increase students’ coping skills and graduation rates, and they improve attendance, classroom behavior, and emotional and physical safety. The foundation of all these components is a comprehensive school mental health system. Such a system requires collaboration between schools and the community, in partnership with students and families, to provide a multitiered system of support and services (MTSS). The MTSS promotes positive school climate, social emotional learning, and mental health. It also assesses and addresses the social and environmental factors that affect mental health, including public policies and social norms that shape student mental health outcomes” (Hoover, S. A., 2019).

Essential Element: The essential element for this comment is Christian Practice in World Organizations and Social Reforms in Education.

Additive/Variant Analysis: This is an additive to my understanding of what programs students with ACEs need.

Contextualization: My heart was so hurt from the trauma and crisis that I witness daily with students and families. Parents, especially mothers, are reaching out for help, guidance, and advice. I believe one of the reasons that I was drawn by the Holy Spirit to OGS was to find answers for how to help people and how to lead through these perilous times. Entering the public school arena, especially in a Title 1 school, is truly an act of service to our country. Reading about the importance of trauma-informed schools to addressing these needs has deepened my understanding for mental health partners for both students and staff working in collaboration (Hoover, S. A., 2019; Coleman et al, 2020; Salzburn, V., & Zajac, G., 2023).

Source Five: Johnson, M. M. (2020). Self-care: The antidote to compassion fatigue. *Educational*

*Leadership*, *78*(2), 46-51.Johnson, M. M. (2020). Self-care: The antidote to compassion fatigue. *Educational Leadership*, *78*(2), 46-51.

Comment 5:

Quote/Paraphrase: “First, let's be clear that caring for others, particularly those impacted by trauma, is a very good thing. It must happen. We desperately need education leaders who are compassionate, empathetic, and willing to facilitate processes in schools that positively support students and staff who are coping with trauma. But what is not OK is when caring becomes over-caring. When we give too much of ourselves to others, we may begin to neglect our own well-being, needs, wants, and feelings. This form of caring, no matter the motivation, can be self-destructive and even reinforce patterns of self-neglect. This state of chronic self-neglect then becomes fertile ground for the exhaustion, overwhelm, and resentment that are core elements of compassion fatigue” (Johnson, M. M., 2020).

Essential Element: The essential element for this comment is Problem Solving From A Christian Perspective.

Additive/Variant Analysis: This is an additive to my knowledge about self-care.

Contextualization: I am so glad I found this article in my research. On most days I feel overwhelmed by the work that I do. I have tried to have a work/life balance, but I don’t feel that I am doing a good job with this. As believers in ministry, on our jobs or whatever God calls us to do sometimes we forget that God wants us to love our neighbor as we love ourselves (Mark 12:31). While the school system that I work for talks about self-care and even offers classes, that same system continues to overload us with more students, especially traumatized, emotionally and intellectually challenged students, with limited space and support. The same is true with ministry and family. I find myself always taking care of other people and giving of myself. As a school, maybe we need a self-care committee.

CON:

Source Six: Mayger, L. K., & Hochbein, C. D. (2019). Spanning Boundaries and Balancing Tensions: A Systems Perspective on Community School Coordinators. *School Community Journal*, *29*(2), 225-254.

Comment 6:

Quote/Paraphrase: Community schools obtain funding from combinations of public and private sources for Community School Coordinators (CSCs). CSCs employers vary. No matter who employs them, CSCs’ job security may be precarious, as many community schools rely on a patchwork of short-term funding streams that undermine a school’s ability to maintain programming over time (Mayger, L. K., & Hochbein, C. D., 2019).

Essential Element: The essential element for this comment is Problem-Solving from Christian Perspective.

Additive/Variant Analysis: This is an additive to my understanding of the challenges with the community school coordinator’s funding.

Contextualization: When looking at Community Schools’ overall success, the CSC position is critical. The CSC position needs to have the same stability and pay scale as school-based administrators. Community Site Coordinator's salaries should be aligned with school administrators (McDaniels, A., 2018). Christians started public school education with Martin Luther in the 1600s (Schmidt, A. J. (2009). I believe this is God’s Hand in the life of the creation and children that He loves. Understanding the challenges will help me help community schools be successful.

Source Seven: Sanders, M., Galindo, C., & Allen, K. M. (2021). Professional capital and

responses to student diversity: A qualitative exploration of the role of teachers in

full-service community schools. *Urban Education*, *56*(10), 1782-1814.

Comment 7:

Quote/Paraphrase: “This article presents evidence that in order for FSCSs (Full-Service Community Schools) to realize their potential as sites for improving the educational opportunities of underserved students, teaching and learning must be a central focus. That is, in addition to removing barriers to learning through service integration and family and community engagement, FSCSs must also address teachers’ practices, professional development, and support. Students attending these schools need highly qualified teachers enabled to engage in culturally relevant and responsive practices that advance academic excellence and social change (Sanders et al., 2021).

Essential Element: The essential element for this comment is Christian Influence Needed In Society.

Additive/Variant Analysis: This is an additive to my knowledge of challenges with Community Schools.

Contextualization: This article helped me to understand the professional development and hiring challenges for community schools. As a believer, God uses us, and the Holy Spirit helps us to bring about change and do our jobs well (Ecclesiastes 9:10; John 15:26-27).

Source Eight: Sanders, M. G., & Galindo, C. (Eds.). (2020). Reviewing the success of full-service community schools in the US: Challenges and opportunities for students, teachers, and communities.

Comment 8:

Quote/Paraphrase: One of the findings of this study was that professional development was more focused on community school objectives in a university community school (Sanders, M. G., & Galindo, C. (Eds.), 2020)

Essential Element: The essential element is Social Reform.

Additive/Variant Analysis: This is a variant to my knowledge.

Contextualization: This article demonstrates that university community schools can work with professional development, but it should be in collaboration with school staff. Understanding the mindset of educators, a collaboration for professional development would build capacity within the school.

Source Nine: Dryfoos, J., & Maguire, S. (2019). *Inside full-service community schools*. Simon

and Schuster.

Comment 9:

Quote/Paraphrase: Working in community schools with various titles, including the Community Schools Coordinator, is a relatively new category of labor, and few universities have set up courses to prepare people for this new profession. Having courses to understand educational systems and human service systems along with education and community psychology, social work, public administration, and public health would be crucial for the Community Site Coordinators. In schools of education, principals and teachers need curriculum courses to learn about starting community schools and community school models, along with child, youth, and family development as part of their training. For youth workers coming in from community agencies, they need to learn about what goes on in schools and how they can play a role in creating new kinds of institutions (Dryfoos, J., & Maguire, S., 2019).

Essential Element: The comment is a variant to my knowledge about university preparation work needed.

Additive/Variant Analysis: The comment is a variant of my knowledge about the university preparation work needed.

Contextualization: This article is correct. The need for Community Schools is driven by the massive needs of students and the lack of ability of schools alone to meet those needs. Yet, the college and university preparation programs educators, school administrators, and the agencies coming into schools to serve students have not caught up.

Source Ten: Anderson-Butcher, D., Paleta, L., Sterling, K., & Anderson, C. (2018). Ensuring

healthy youth development through community schools: A case study. *Children & Schools*, *40*(1), 7-16.

Comment 10:

Quote/Paraphrase: “Stakeholders mentioned the importance of infrastructure, including the value of a strong, clearly defined organizational structure. They highlighted the need for regular partnership meetings to review progress, examine challenges, explore emergent needs, and brainstorm solutions. School-level teaming structures also were identified as essential, especially the Care Team wraparound structures that allowed for team problem solving related to individual student needs. Key programs and partners were noted, particularly ones involving academic interventions, school-based mental health services, and parent–family educational programs” (Anderson-Butcher et al, 2018).

Essential Element: The essential element is Problem Solving From A Christian

Perspective.

Additive/Variant Analysis: The comment is an additive to my knowledge in understanding the importance of infrastructure.

Contextualization: In planning for success, putting systems in place for communication is key. Having regularly planned meetings lets everyone know what to expect and keeps the lines of communication consistent. It means that problems that arrive can be solved in real time. I lead the Student Support Team and just being able to have weekly meetings for student attendance and support allows us to progress monitor the effectiveness of interventions and helps us to see improvement or additional support. Knowing who is doing what, using data, and reviewing support for students allows us to effectively aid students and families. The authors of this study point out that these same types of meetings should include community partners with school staff to plan for students receiving services. In this manner, both school staff and community partners are working collaboratively with planning and progress monitoring, with medical and mental health support.

Source Eleven: Medina, M. A., Murtadha, K. H., & Grim, J. (2020). Community schools as a

vehicle for social justice and equity. In *Emerging perspectives on community schools and the engaged university* (pp. 80-97). IGI Global.

Comment 11:

Quote/Paraphrase: Community Schools are challenged because they may not have the political support, wealth, or resources to advance their student population. They also must struggle against racial bias which fails to acknowledge the history and contributions of people of color, in particular African American contributions and history. There is a need for strong community engagement to challenge these beliefs and to lobby for resources (Medina et al, 2020)

Essential Element: The essential element is Social Reform.

Additive/Variant Analysis: This comment is an additive to my understanding.

Contextualization: More Christians should be leading the charge in advocating for funding for Community Schools to meet the needs of the poor and struggling American students. There are dedicated believers in different realms of education. However, most mission ministries do not look at these laborers as missionaries. It is time for the church to consider reshaping its vision for missions as the world changes. Christian laborers in these fields, especially education, are feeling alone and pressured by daily policies challenging their right to their own religious beliefs.

Source Twelve: Jacobson, D. (2018). A powerful convergence: Community schools and early

childhood education. *Phi Delta Kappan*, *99*(5), 19-24.

Comment 12:

Quote/Paraphrase: “P-3 initiatives bring together elementary schools and preschool centers along with (depending on the site) libraries, museums, hospitals, early intervention providers, home visiting organizations, and family child-care networks. P-3 partnerships often begin their work by addressing the gap between preschool and early elementary education. This entails aligning standards and expectations and improving the transition to kindergarten. Partnerships deepen their work by providing joint professional learning experiences to early childhood and early elementary teachers on literacy, math, and/or social-emotional skill development (Jacobson, D., 2018).

Essential Element: The essential element is Social Reform.

Additive/Variant Analysis: This comment is an additive to my knowledge.

Contextualization: The challenge with aligning elementary schools and preschool centers is a great challenge to work through as we prepare children for school. In my thirty years in education, I have never seen PreK children coming to school with the serious discipline issues that I have seen in the past few years. The joy in this is seeing how caring teachers and professionals transform these children. For many of these children, the school provides safety and care, and the PreK classes truly help them to get prepared for Kindergarten. Jesus loves the children (Luke 9:47-48).

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