



New York State
COMMUNITY SCHOOLS
Technical Assistance Centers

Central/Western Region,
Binghamton University

www.nyscommunityschools.org

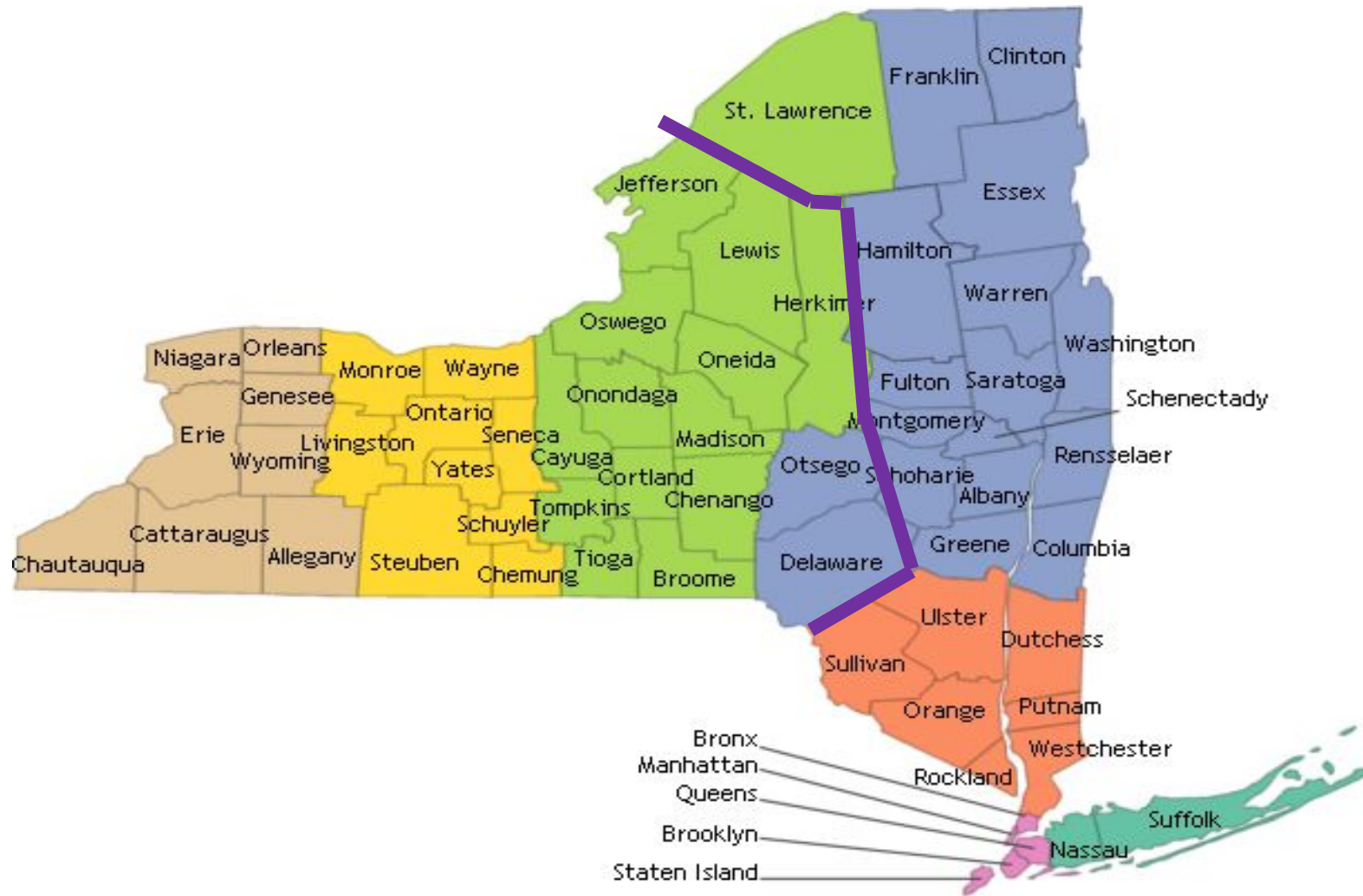
Dr. Liz Anderson, Director

Ms. Meg Garton, Assistant Director

Agenda

- Introduction CS-TACs
- Community Schools strategies
- Community Schools and MTSS
- COSER
- Available Supports

Community Schools TAC Regions



Overarching Purpose

- Work with all school districts regardless if receive set-aside funds or identify as a community school
- Identify regional strengths and help showcase them
- Identify regional needs and help address them
- Provide information on effective and promising practices
- Offer ongoing technical assistance and professional development
- Increase statewide capacity to implement and assess community schools strategies

Annual Activities

- Operate a technical assistance phone hotline
- Conduct outreach and network building
- Conduct regional events
- Offer webinars/virtual meetings on a range of topics
- Conduct annual on-site technical assistance visits to districts
- Develop Communities of Practice
- Monthly e-newsletters with district spotlights, event highlights and resource links
- Identify and develop tools that can be used to support alignment and integration with existing initiatives as well as implementation fidelity

Community schools are both a strategy and a place

- A strategy aimed at bringing together educators, families and community stakeholders to attain collective impact
- A community school acts as a hub, offering a coordinated approach to connect and cultivate assets in the community and to link families to services



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Not a new Thing:

By utilizing schools as the hub of communities, a community schools strategy has been used to integrate an array of strategically placed, school-linked services for many years around:

- Expanding learning opportunities
- Engaging families as leaders
- Improving access to mental health and health services
- Strengthening community connections

What does it look like?



Community School

- **Intentional** school transformation strategy focused on collective participation
- **Interconnect** additional resources to develop collaborative systems
- **Integrate** learning opportunities that develop cognitive, social, emotional, physical and civic competencies
- **Build** social capital—enhance networks and relationships that support learning and create opportunities for young people
- **Inform** through shared data and team membership

Traditional Model

- **Periodic participation** & not tied to whole school efforts
- **Siloed, non-aligned** operation of community partners and programs
- **Added on or parallel** learning opportunities beyond academics that do not align to curriculum
- Networks are **not known** or acknowledged to promote maximum collaboration
- Data may be collected but **not shared** across stakeholders & team membership may lack representation or decision making authority

MTSS & Community Schools

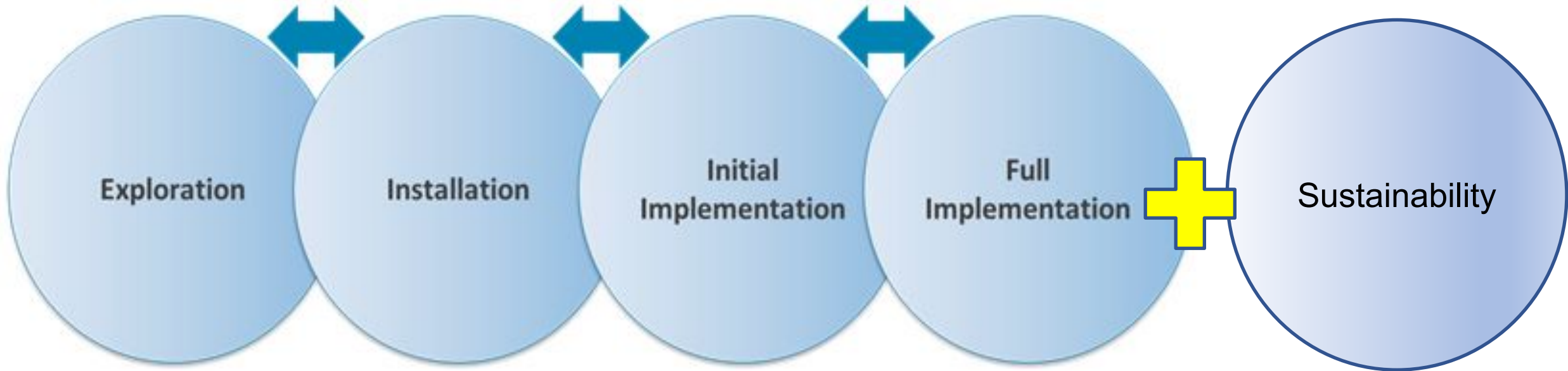
6 Critical Features MTSS

- 1) Team based leadership & coordination
- 2) Evaluation of implementation fidelity
- 3) 3 Tiered Continuum of Evidence based practices
- 4) Continuous data based progress monitoring and decision making
- 5) Comprehensive universal screening
- 6) On-going professional development including coaching with content expertise

Community Schools

- 1) Community partners sit on leadership team
- 2) Fidelity of data, systems, practices checked regularly at school & partner agencies
- 3) Protocol for selecting EBP's at all tiers
- 4) Integration of community and school data for decision making
- 5) Screening informs "in, on & off" intervention decision rules including partner agency's
- 6) Community partners & schools co-participate in training & coaching

Implementation Stages



Implementation Stages

Exploration	Installation	Initial	Full	Sustain
<ul style="list-style-type: none">• Assessing needs• Identifying possible programs and practices to meet those needs• Assessing the fit and feasibility of implementing and sustaining the identified program	<ul style="list-style-type: none">• Set up infrastructure• Establish team & data systems• Develop training & coaching plans• Try out identified practices, work out details	<ul style="list-style-type: none">• Plans for communication, coaching and support are developed and shared• Systems in place for coaching, data measuring and reporting• Review and assessment of capacity to support implementation	<ul style="list-style-type: none">• Monitoring and support systems in place• Feedback processes are in place and functioning• Data are used by agency leadership and Implementation teams to make decisions	<ul style="list-style-type: none">• Feedback loops at each policy level (e.g., school, district, state) are formalized and built into communication protocols.• Formal assessment instruments are used frequently and repeatedly• Assessment data are used immediately to assess progress and to inform action planning at each level

CoSER Guidelines

Cluster: Instructional Support Services

Title: Community School Resources

Services (Co-located or school-linked):

Family Resource Center, Medical Director, Early Learning Opportunities/Parent-Child, Mental and Behavioral Health Services, Universal Social-Emotional Screening, Dental, and other recommended services.

**Two + districts must request*

CS-TAC Support

- Technical Assistance: Site visits, Phone/video conferencing, Resources (alignment & integration, implementation)
- Regional Professional Development Events
- Webinars
- Communities of Practice
- CoSER development

Contact Us!

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