

THE REIMAGINE AMERICA'S SCHOOLS FORUM

COMMUNITY SCHOOLS 3.0: A TANGIBLE RESPONSE TO INEQUITY, POVERTY AND IMPROVED EDUCATIONAL OUTCOMES

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National Design Alliance & Reimagine America's Schools,
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“Equity is the Superior Growth Model.”

–Angela Glover Blackwell

Introduction

COVID-19 has exposed long-standing inequities in our schools and communities, and reveals the systemic disadvantages that exist for many students. It is time to take a new look at the Community School concept as a practical and tangible solution as civic and education leaders seek new strategies for addressing these challenges in their cities and schools.

Community Schools 1.0: This concept has been part of the landscape of American public education for decades, with small community based initiatives following in the footsteps of Jane Addams’ Hull House in Chicago in the 1890’s. During the Great Depression, educators embraced the democratic ideas of John Dewey in an effort to create a stronger community-wide fabric in low income communities centered around public schools. In the immediate years after WWII, the Mott Foundation helped to lead the expansion of community schools.

Community Schools 2.0: In the early 1990’s new efforts to develop a more holistic child development approach to education began to emerge. In New York City, the Children’s Aid Society and the Beacon Schools linked social service agencies and public schools together. These efforts were sustained and encouraged by then U.S. Secretary of Education Richard Riley, who called on the nation to “create schools as centers of community” in response to record breaking school enrollment as a result of the Baby Boom Echo.

Riley went on to organize and convene the first National Summit on School Design, leading to the publication of *Schools as Centers of Community: Citizen’s Guide to Planning and Design*, which outlined six key design principles. Reimagine America’s Schools recently talked with former Secretary Riley about his community schools initiatives and this interview can be found [here](#).

In the years that followed, the American Architectural Foundation (AAF) continued to build on this momentum by hosting four additional national summits on school design and launching a Community Schools recognition program named for Secretary Riley.

And now, with the Forum, Reimagine America’s Schools seeks to build on those previous accomplishments, picking up the work initiated by AAF with the launch of Community Schools 3.0.

The COVID crisis presents a unique moment for necessary educational transformation. With the Community Schools 3.0 concept, we reimagine public schools not only as the vibrant center for student growth with active and inquiry based learning (STEM, STEAM, Maker learning). But also extending its mission to become a multi partner resource for the entire neighborhood with support and access to a wide range of needs in otherwise underserved communities. Instead of accepting the current social, economic and educational limitations, we can reimagine community schools as the foundation for a much-needed transformation, not only in how we learn, but how we approach social and racial justice, viewing all of our children as unique individuals to educate and nurture.

“We will not go back to normal. Normal never was. Our pre-corona existence was not normal, other than we normalized greed, inequity, exhaustion, depletion, extraction, disconnection, confusion, rage, hoarding, hate, and lack. We should not long to return, my friends. We are being given the opportunity to stitch a new garment, one that fits all of humanity and nature.”

–Sonya Renee Taylor

“Schools alone can not shoulder the burden for supporting the needs of the entire community. The Community School 3.0 provides an opportunity for Mayors, working with leaders in education, business, non-profits, and philanthropy to form new partnerships that bring the full force of the city to support underserved students and their neighborhoods.”

–Ron Bogle

Forum Panelists:

- **Ron Bogle**, Co-Moderator, National Design Alliance, Reimagine America’s Schools
- **Tony Smith**, PhD, Co-Moderator, former Illinois State Superintendent of Education, CEO & Founder Whyspeople LLC
- **Steven Bingler**, Founder & CEO, Concordia
- **Celine Coggins**, PhD, Executive Director, Grantmakers for Education, Lecturer at the Harvard Graduate School of Education
- **Ashley Flores**, Senior Director, Child Poverty Action Lab
- **Malo Hutson**, PhD, Associate Professor and Director of the Urban Community and Health Equity Lab in the Graduate School of Architecture, Planning, and Preservation at Columbia University
- **David Muhammad**, Executive Director, National Institute for Criminal Justice Reform
- **Jose Munoz**, National Director, Coalition for Community Schools at the Institute for Educational Leadership
- **Pedro Rivera**, Pennsylvania Secretary of Education
- **Elena Silva**, PhD, Director, PreK-12 for the Education Policy program at New America.

Summary

To launch Community Schools 3.0, Reimagine America's Schools convened a robust discussion by a panel of dedicated educators, designers, youth development experts and community based activists who have made enormous contributions to the expansion of the community schools movement over the last twenty years.

In the early 1990's, Community Schools 2.0 was truly a grassroots effort as educators, parents and youth development leaders sought to create a more holistic approach to education that embraced families and the wider community. The school was more than just a place to educate children, it was a hub for family and community services.

From just a few schools in New York City (IS 218 in Washington Heights and P.S.5 are often cited as models), this community based approach to learning is now embraced by 7,000 schools across the country, and has become central to educating children in many urban centers as well as expanding into the suburbs. And while these schools are certainly making an impact on the communities they serve, it represents only 6% of the total number of public schools, falling short of the opportunity that an invigorated national movement could produce.

Given the changing demographics of the nation's student population (greater minority representation and students with greater needs), this is an opportunity to create an expanded vision for Community Schools 3.0. This initial conversation gives us a framework for how Community Schools 3.0 can help reshape public education, close the equity gap and overcome the racial divide. Here are key findings from the Forum:

- A deep commitment to the needs of the whole child, from food security to health care, is central to community schools. Schools have not been designed to serve the developmental needs of young people.
- There is a great need to see the education of our children through a health and equity lens; schools are only as healthy as the community they serve.
- Schools have too often been shouldering the burden of pressing needs such as food security, health care and homelessness. Schools are increasingly seen by parents as the first touchpoint to access a wide range of social services (health care, adult skills training, afterschool/ weekend/summer enrichment, etc.)
- The pandemic has revealed what schools actually do on multiple fronts, which may lead to greater support for community schools.
- One of the key aspects of community schools is distributive leadership that involves parents. In this light, technology may break down the current "school vs. parent" construct.
- Technology may be a key to greater community engagement. For example, instead of a single town hall meeting that reaches a few hundred parents, technology allows schools to reach thousands of parents, creating a greater sense of ownership.
- America's school model has historically favored the status quo. Both community legacies and community needs must be embraced in designing schools that serve the wider community, particularly those who reside in underserved communities.
- There is a continuing need to break down the silos that too often disconnect schools, social service agencies, and private non-profit organizations. The Community Schools 3.0 concept

will provide a common platform for communities to apply a shared management or integrated support service model.

- Seeking equity in schools and neighborhoods is a superior growth strategy. Community schools should be seen as one of several anchor institutions that can create a web of community support for children and families. There is a need to see these schools as part of a wider community ecosystem.
- There is opportunity for mayors and city planners to do much more integrated planning, especially around community schools.
- For 20 years, a driving force in Community Schools 2.0 was a place-based strategy to see schools as centers of community. However, if students only spend one-fifth of their time in the classroom, in what ways and where else can we engage them?
- Community Schools 3.0 offers a chance to rethink this core assumption by creating smaller community learning centers that link to other community assets (museums, art centers, business mentorships, garage/maker space locations, etc.).
- At a point when the pandemic is behind us, we have an opportunity for community schools' movements to scale up. If Community Schools 2.0. was a movement from local driven initiatives to cities and an increasing number of states, Community Schools 3.0 can have a national reach in the coming decade.
- The pandemic must lead to a major recalibration of how we educate our children. Community Schools 3.0 provides an ideal educational roadmap for the future. The design and technology community can play a powerful role in helping community leaders embrace a more expansive vision of how community schools can become anchor institutions that educate our children, embrace families and rejuvenate neighborhoods.

Meeting the Needs of Students and Families

Summary: American education was simply not designed to meet the developmental needs of children and youth. The pandemic has also revealed how schools are meeting multiple community needs including food security, health care and homelessness. Educators are on the frontline in meeting these needs and are increasingly overburdened. During the discussion, it was also stated that a greater emphasis has to be placed on meeting the developmental needs of the youngest children to have them ready to start school.

Elena Silva: Schools have not been designed to serve the developmental needs of children and youth, they just aren't designed that way. If you were to overlay the developmental needs of youth and children have a national reach, all along their stages and ages, you see all the breaking points and all the ways in which schools are not structured culturally and structurally, they're not designed to serve those needs of the kids. So there's big issues for me, not just around youth and what youth need, which if you're looking at adolescents, it's extensions and exposure to an outside world, not just the school.

Celine Coggins: I think it's an incredibly difficult moment, but I think there are some things that teachers would be the first to say need to be brought to light...I think teachers are the ones who, over the course of the past decade or more, have been the most vocal about the growing expectations that are put on teachers now more than ever. And that there are parts of the social

system that are not addressed that fall to teachers. Now I think society is taking a new look and saying “Geez, now we really recognize that some of the most important things that are happening in schools are meeting the food and housing and safety needs of our students”. And so that to me is a really important shift in society.

Tony Smith: It’s a launch of a new kind of conversation that brings practitioners from a broad range of areas around this idea that creating learning environments, learning anywhere, anytime, and supporting that, is a transformative act. Creating those conditions in new ways helps to deconstruct and unpack the unfortunate and ongoing policy of white supremacy in the United States. Schools have built up a practice of harming and excluding some while it concentrates privilege for others, and I think today we’re going to draw that together from different people’s perspectives. And then begin to imagine what a 3.0 might look like and how we could think about a shared policy that creates a place of healthy belonging for every child and their family, so that we have economic security, housing security. That we’re actually whole, healthy humans nested in systems of care and concern.

Pedro Rivera: First and foremost, we have to address this issue of food security. When we closed schools on March 13th, to the end of the traditional school year, here in PA, we served more than 12.4 million meals. So when folks ask us, “If there was a need?” There was absolutely a need. Secondly, we look to address systemic disparities of health access and availability, so we worked with the Department of Human Services to tackle that issue. All of these partners came to the table, to address an issue that was in response to a crisis.

I think for the first time in a long time, communities of means know what it’s like to worry about access to health care, know what it’s like to have to worry about access to food, know what it’s like to worry about access to education. Our vulnerable communities have worried about this for generations, and so today the conversation should be had. How does it feel to only be able to pick up two pieces of produce at the market because of their limitations? Well guess what, for many families, finances are those limitations. What is it to think that you can’t go to an emergency room or have access to a bed because of a pandemic? Well guess what, many of us grew up in neighborhoods and communities where we didn’t have access to healthcare. How does it feel to know that you can’t go to school in person because those resources just don’t exist? Well guess what, we have communities for generations, the system has disallowed them to have access to high quality education.

Jose Munoz: If you have a neighborhood of people who have a health desert, they have to go somewhere to get basic health needs. Why are we closing down 2,500 health centers across the country right now, in the middle of a health pandemic? Why are we doing that? Why are we not trying to open up more places in neighborhoods, where they can get primary care, and maybe even turn it to test centers? If you have 24,000 places, we call it Title One schools, but on paper are in poor communities. Why are we not using that infrastructure to tool up, train up and support adults to get them out of that, to break intergenerational poverty? That’s why we have the big goal of 25,000 community schools. It’s 25,000 coordinated places.

Elena Silva: The only other thing I’d offer, because we focus on birth all the way up to the workforce, is that a lot of this conversation around community schools, and these models, has to also focus really on those younger, younger years. Because from what we see, it is in the earliest spaces, those youngest, youngest years, where you see the parents, they’re with their kids. They’re holding their kids and they’re coming in to the schools, or to the community centers, and you see that baked into the way people behave.

Seeing, Understanding, and Empowering Communities

Summary: The legacy of inequity must be overcome to improve education; a recognition of that legacy in all its ramifications is a first step in empowering communities. There is a great need to understand who is actually part of the community and all of the community needs from improving educational opportunity to food security and healthcare. The legacy, stories and history of the community can help inform the design process. There is an imperative to see the design process through a healthy and equity lens. Technology is allowing us to be more expansive and to go deeper when it comes to community and family engagement. Every dollar invested in a community school coordinator can lead to \$7.11 return on investment creating new access and opportunities for children.

Tony Smith: I think the recognition that the existing system concentrates privilege and concentrates poverty. That the way it's designed, is extractive and diminishes some, for the benefit of a few, and that that has to change. I just want to amplify this notion of the cataracts of racism, in our current system, we don't see a lot of those assets.

Malo Hutson: From the most basic level, it's understanding who's in the community. From an administrative perspective, we can look at the census and know who's there, but there's also people who aren't part of that or who may be undocumented, 'under the radar', so to speak. People doubled and tripled up, depending on the type of community people are living in and working two or three jobs. So it's really having an understanding of who makes up the entire community and how we can all contribute to creating healthier schools, healthy environments and healthier places.

Ashley Flores: I think a re-invigorated design process demands that we are better students of history in the communities that we're working with. I think so often there's this sense of urgency to get to action and that comes, I think, from a good place generally. But in doing so, we skip over the hard and really important work of understanding the histories, the stories, the legacies of communities and understanding the policies and the decisions that got us to where we are today. And when we skip over that piece, then we create new solutions that are insufficient at best ... So I think that also being a student of history with community engagement is a really critical piece of this conversation.

Jose Munoz: one study that we did, we saw that for every dollar that was invested in a community school coordinator produced a seven dollar, 11 cent return in investment, as access and opportunities for children of color in local communities to build upon what everyone else is saying. Relationships, relationships, relationships. I think Ashley was right. You got to dig in and do the hard work, and that's getting to know people and actually start practicing some of these concepts that Ashley talked about together.

Malo Hutson: When we think of community schools, community's at the heart of it, right? When we think about a community and community engagement, it really is knocking on the doors of everyone intergenerationally. It's reaching out to those who maybe have been formerly incarcerated. It's reaching out to all the people that really contribute to the entire neighborhood and the entire broader community and make them feel welcome and figure out the ways for them to contribute.

I think right now calls for that time of reflection for all of us, right? To think about how we contribute to the problem, how we're trying to be a part of solving the problem, but more importantly, understanding how each community has these different needs and histories, and it's complex, but being willing to roll up your sleeves and get involved and understand all these other dynamics.

I've never gone to a vulnerable community or underserved community that says, "I don't want investment, I don't want a good quality of life, I don't want access". They all do. They want the same things, but what they differ on is how they can go about getting it. They want to be at the table. They don't want you bringing in the chain when they already have the mom and pop that's already there. They want to not look at them as having the problem, but understanding where their strengths are.

Elena Silva: I've thought a lot about this idea of community schools, and if it can all fit in a school. Because I think about schools as being full service. They are and they always have been, they're funded to do it, and they're not recognized for doing it, but they do it. And we're seeing that now. You see everything shut down and all of a sudden the public is saying, "Oh, look. It looks like schools are the ones who provided the food, the nutrition, the technology. We didn't realize schools are doing so much or that they were supposed to." But that looks different in one community than it does in another community.

Steven Bingler: Much of what was said already, I agree with, but from my own perspective it's a health equity lens of really understanding that from an actual physical, mental health perspective that school is only as healthy as a community. So thinking about what many of my colleagues have just discussed is, how do we think about food insecurity and housing, and many of them doing great work tied to that, but the level of violence and exposure to violence. I mean, you talk to children, whether it is in Harlem or East Oakland, California, South Side of Chicago, the amount of violence that they see on a day and the kind of impacts of that. So schools can play a major role in people's lives by having this health equity lens and then thinking about the built environment. So getting back to the actual environment itself is thinking about the role of the school and how it's designed: the streets that lead up to it, the open space or lack thereof, the abilities for physical activity.

Malo Hutson: What we're learning by engaging all those places and leaders is that family engagement is at an all time high. We thought about it all wrong. We tried to get people to come to a place and we called that engagement. With technology right now, there are districts engaging thousands of people. Buffalo, who already had a system of community schools together, 20 plus across Buffalo, and we're already convening people physically on Saturdays across 20 locations or plus. When COVID came and everything shut down, they just said, what if we try to use technology, and started instantly gaging thousands of parents, every Saturday. Learning from them, what works best for their children.

Equity is the Superior Growth Model

Summary: The segregation and economic decline of our underserved communities can be reversed by building up communities with a powerful and enduring commitment to equity that includes understanding all the relationships in the community. The feeling of being marginalised and oppressed in these communities can be offset by the powerful role that a community school can play in terms building relationships and a sense of ownership.

Pedro Rivera: If we can level access and equity, everyone will benefit as a result ... Let's make sure that we are working to serve those who are underserved, those who may not necessarily have a voice, those who the system has historically not engaged and produced for. How do you invest the time in listening and learning from the very people you want to have a positive outcome, so they become owners of the school themselves? So they're part of sitting at a table consistently, not just at a survey, not just at an assessment, but consistently and collectively designing solutions for them

to aspire for hopes and dreams and solutions to mitigate any barriers from that.

We identified students who were homeless. We identified students who didn't have access to food security. We identified students that didn't have access to mental health and health resources, and we worked to provide those students with those resources. If nothing else, I hope we learn from the past six months practically, that when collective minds come together in response, we're able to provide the resources that our communities need. Now, whatever the new normal looks like, the difficult part of this, it's going to require some sacrifice from those of us who have. That's where the conversation needs to take place right now, in reminding them, your life may not go back to the exact normal that it was before. Because now we're utilizing resources through the lens of equity, in an equitable fashion, which means we may focus on serving first and foremost in a much more robust nature, some of our most vulnerable communities.

Tony Smith: As an educator, I do believe that this place called 'school' or this set of relationships of learning could in fact be something that we transform into a place that has opportunity for everyone to both get what they need and demonstrate their gifts and talents, and create new forms of learning and knowing ... I hold what Angela Glover Blackwell says, that "equity is the superior growth model". That history is of extraction. Anything that's built on extracting eventually collapses. Once you've extracted everything, you've exhausted it. And the idea that equity is a way of knowing, developing, creating, generating new knowing, and in new relationships we create new opportunities.

Jose Munoz: On a local level, from a community school standpoint, those that are well run, this is a local engagement strategy of how you create the platform that is open for anyone to join, but is intentional about who joins it. Those who have been most marginalized, those who have been most oppressed and in a number show us, point directly to who that is: Black, Brown. If you're a minority, if you're Black or Brown and you're poor and you're disabled, you're probably the most oppressed population area who is going through a school district.

So creating a consistent venue where they not only get assessed, but they actively participate and eventually become the owner of leading their own solutions ... We talk about schools... People often forget the first name, community. Schools are the place where this can happen, because anytime you build a community, oftentimes if you're going to have families around it you're thinking about the school place.

That's a central focus, where school could be the very center of creating a flourishing community where people feel like they belong. Where people collectively come together for the greater good of their neighborhood, or their community, or their local area and they all begin to thrive. I always had these three Ps; you have to remove the politics, personalities, and personal agendas. But in order to do that, you have to have a consistent strategy or consistent vehicle where people are always interacting with one another, thinking about doing something else, doing something for someone other than themselves and including other people into the space.

David Muhammad: When we think about positive youth development, building on the strengths and assets of young people, not just focusing on their deficits, young folks who come into the juvenile justice system or the child welfare system are not just bundles of deficits. In fact, we often judge them on the worst thing they've ever done. And if people did that to us, we'd be in bad shape ... Really, these young people are bundles of assets and strengths. That same strength that they have, even young people under some of the most dire circumstances, who on paper look like they have not performed well, those mothers and grandchildren are still turning to those children

saying, “Help me get on the Zoom.” So we have to utilize those strengths that young people have to help them have a high quality education.

Malo Hutson: You have to look at power and racial dynamics and white supremacy and the history of segregation ... What role can technology play in leveling the playing field in terms of getting people’s perspectives, thinking about the processes that are in place and by nature of these older processes eliminate people from participating ... From my perspective, it’s also having a health equity lens and really understanding that from an actual physical, mental health perspective that school is only as healthy as a community ... Schools can play such a major role in people’s lives by having this health equity lens of then thinking about the built environment. So getting back to the processes and the actual environment itself is thinking about the role of the school and how it’s designed. The streets that lead up to it, the open space or lack thereof, the abilities for physical activity procurement.

Shared Management

Summary: A significant part of the work over the past 20 years has been to build a working relationship with mayors, social services agencies and nonprofits to meet the many needs of students in Title 1 schools . This is still very much a work in progress and greater attention has to be paid to creating a new shared management model. New efforts at the grassroots level need to be supported by much great effort at the grasstops to be more strategic in planning and development. The link between schools and housing is especially promising. Technology allows us to tap into and include the grassroots in this community planning process in a much greater way.

Ashley Flores: I think schools and housing are intimately linked, but so often we pull them apart and miss opportunities for greater impact. And I think that’s also true with our public agencies, who often work in silos and are working with the same families, working towards the same goals, but aren’t connecting the dots across their bodies of work.

At a basic level, and this is so much easier said than done, is working together. If you’re a school district and you’re going to do a community listening session, invite the city and the housing authority and the hospital system, bring those other agencies along and say, “Hey, let’s do this listening toward together and then let’s debrief afterwards”. Or let’s do all of our budget planning together, or let’s develop our bonds together. That’s my dream, I think for the school district, the city, the community college district for them all to sit around a table and co-plan their bonds so that we’re leveraging dollars in ways that we aren’t currently. So I think it’s a simple thing, but a really difficult thing and it’s to bring other agencies, organizations, people to the table so that you’re having more of a collective effort as opposed to a siloed one.

Malo Hutson: When we think of community schools, community’s at the heart of it, right? When we think about a community and community engagement, it really is knocking on the doors of everyone intergenerationally. It’s reaching out to those who maybe have been formerly incarcerated. It’s reaching out to all the people that really contribute to the entire neighborhood and the entire broader community and make them feel welcome and figure out the ways for them to contribute.

Steven Bingler: I spent a lot of time trying to figure out how to make a school into a community center. I guess maybe I’m interested now in trying to figure out how to make a community hub, a community center as a hub for learning, a hub for community-wide learning. The notion of the systemic racism I believe we’re experiencing is really just one of many manifestations of a systemic

problem that we have, which is one where we've isolated so much of our strength. And we don't get that synergy that happens when a school board works collaboratively with the city council, that works collaboratively with parks and recreation, so that the whole is greater than the sum of its parts.

Elena Silva: The idea of breaking it out of the school, I don't know if that means it's a community hub where the school sits, or the school containing the community... We have to find ways of doing that. And intentional approaches, the community schools model or strategy where there are intentional approaches to connecting schools to home and to community institutions and to both, really you're talking about museums and libraries and small businesses, all of it. If we were able to do that effectively, then you could do some asset mapping. That would be one way of seeing, for example, which communities don't have those things. You wouldn't just assume, "Oh, the school will do that," because as we know, the inequities are massive when you look at how hyper-segregated our cities, our communities are right now.

David Muhammad: I want to riff on this notion of working together. When you think about budgeting, if you take it about the families that I've talked about, young people from disadvantaged communities, challenging circumstances who have millions of dollars being spent on them. So if you take one of these families and their family often has a child welfare worker or probation officer and IEP Coordinator, two CBO case managers. That one family has all of those resources working in silos at best, often against each other, with conflicting schedules. And if you don't go to the PO one, you're going to get violated. So you have all of this, and just imagine if they work together or there was one who was most strength based, asset based with the positive development lens and work.

And you had all those resources to reallocate and bear to that family, we can be much more effective and productive with those resources. So if we think about school district funding and city funding and County funding and philanthropy, all coordinated and leveraged to best support the strength and assets of those young people and family, we would have much better outcomes. And then we need to think about what are those better outcomes? It has to be more than just test scores, but what are the youth, family, and community metrics that we are going to look to improve?

Designing a Learning Community

Summary: To design learning communities, there is a great need to establish core values. The design and planning process will be much stronger if seen through an equity and health lens linked to a community engagement process. Technology allows us to include the grassroots in this effort so that we may understand community needs and design learning communities as part of a wider and more connected community planning process. Funders are keen to support new efforts at the intersection of schools, social service agencies and community planning

Pedro Rivera: I think, first and foremost, you have to establish core values and an understanding that educating our communities is absolutely a holistic endeavor. And at the state chief level, at the superintendent's level or a school building principal level, if you have not acknowledged that you can't properly engage children in instruction if you haven't addressed many of the other life, systemic, community barriers and challenges that exist, then you're really going to have to really self-reflect around what it is and where it is that we're serving.

For us, at a leadership level, we had to understand that if we were going to focus on all things equity, in everything that we do through that lens of equity, where we had to acknowledge that there were systemic issues, there were systemic barriers and community means that had to be

addressed as part of educating the students holistically. In doing that, you also had to acknowledge the fact that education systems couldn't do this on their own. We had to engage other agencies, other partners, we had to engage the community, we had those that we were entrusted to serve also be stakeholders in this space and that, for some, is extremely challenging.

I mean, there's some vulnerability when you open the door and tell folks in advance, "Here's what we're looking to do and here's our focus. Here's what resources we have and how we're looking to allocate them", and then bringing them back time after time to engage in that decision making process. I think if you're committed to this, there is a sense of freedom in that collective distributed decision making and responsibility, but there's also some vulnerability and being open and honest around what you're trying to do, what you're able to do and sometimes what some of the systemic barriers that exist are.

Malo Hutson: There's a lot of opportunities around the decision making or the process. When you think about planning, coming from an urban planning or a city planning perspective, planning by itself is supposed to be a democratic process, right? It really requires everyone to be a part of that ... There are multiple forms to get information from people and we see that, at least even in my children's school with COVID-19, and lots of different ways of getting feedback. Some online, offline, right? I think we can be much more creative thinking of technology and thinking outside the box, but being conscious of what we're discussing now, the anti-black racism that you see in society, the denying of opportunities for black and brown bodies and acknowledging that, and saying these systems were not designed for us, so to speak, but we have to think of it, starting with your quote today of just starting afresh, right? This opportunity to teach something new.

Celine Coggins: And so, I am clear-eyed about the moment that we're heading into, and I think most funders are, but we also recognize that it will force some difficult conversations about how we better align systems. How do we think about the whole child, rather than the child, as an academic student, and then the other dimensions of their self separately? So, that's mostly what I'm hearing, this is a moment where we can really have hard conversations, and come out the other side with a more logical system and a more human system. I would say for those of you who really are at the intersection of those systems that support students, this is a place where philanthropy is looking for entry points for systems change, for better system's alignment and really struggling to find those entry points. So for the people who sit at the junctures of systems

Steven Bingle: As a designer, what I've noticed is that the structure we've designed for community-wide education is functioning pretty much the way it was designed. We have a school board that's responsible for schools. We have a city council that is responsible for sewage and trash collection and things like that. We have parks and recreation that's responsible for athletic programming. What we don't have is the place where all those things are connected. I keep thinking that in order for us to get to this ubiquitous kind of learning that we all care so much about, it's one thing to look at the grass roots and look at civic activism, at the same time I'm feeling like it might be useful for us to also look at the grass tops and to see how the structure exists now that actually perpetuates an isolated segmented way of looking at learning.

A Vision for Community Schools 3.0

Summary: Blending tax resources and re-allocating existing public resources to co-create the right policies can help us achieve greater equity. New efforts can be made to see community schools as anchor institutions that are part of a larger community ecosystem; to see the community as the school, where learning can take place anywhere. This is a time to scale up community schools

and consider whether all Title I schools should become full service community schools. This is an ambitious goal, but one way to break the cycle of intergenerational poverty.

Celine Coggins: We need to ask some really important questions. If we are using technology more, and I'm going to say something that's controversial with the unions. Is there a way for us to, maybe in some school districts, have a four day week; that was Al Shanker's idea before it was mine, and have teachers work a four day week and use technology on the fifth day. Maybe that frees up some dollars for high-need schools that really need additional support coming out of this crisis for counseling services, for basic needs. So that's the way I think about the coming puzzle pieces, especially given that we are going to be in a certain financial crunch over the coming years.

Malo Hutson: Sure. So great point. This kind of goes into what Steven was saying as well, too. Really creating not just the systemic structure across core anchor institutions, cities, counties, universities, school districts, but creating an ecosystem where they are fed information from local communities so they can co-design the right policies in order to achieve equity. So what does that look like? So Multnomah County, Portland, Oregon is an example. The six school districts that I supported, began their community school initiative a few decades ago. A few decades ago they went from supporting seven hubs of the community schools to over 90, by blending and braiding existing tax dollar funds to support local innovation, that then informs the institutions of better policy making.

Steven Bingler: Once we break down those barriers so that we don't think about a school anymore, we think about a learning community, then I think from an urban design perspective, we can switch the conversation. In some ways, I think that the notion of schools as seen as a community, in hindsight, we've all been working at this for a long time, but we might've gotten it backwards. It might be useful for us to think about the community as the center of the school, that the school is everywhere, that it's ubiquitous. Even in terms of its physical design, we need to break down those barriers.

Malo Hutson: We need more positive adults to support our work system for parents, we need more out of school time programming, we need more centralized health and workforce development and university activities to eliminate transportation barriers. Any other period, we need more of those coordinated systems of care neighborhood by neighborhood. That's why we're going for 25,000 community schools.

Conclusion

Demographics in our communities are changing, lack of equity and resources in these communities is creating a growing need for community schools. These schools can become significant hyper-local anchor institutions and a key strategy for invigorating whole neighborhoods. Teachers and schools have been on the frontline of meeting the most basic needs of their students from food security, to mental health counseling and homelessness; they remain increasingly stretched. Creating a new shared management model to mobilize resources from school districts, city agencies, federal programs and private resources is very much a priority looking ahead. Mayors, city planners and others at the grassroots can lead this effort even as they tap the grassroots using technology for real and sustained community engagement.

Seeing communities through a health and equity lens is imperative as we seek to overcome decades of racism and social deprivation. As Tony Smith stated "Equity is the superior growth

model” that offers new possibilities in terms of community development and investment in creating a wider community ecosystem that includes schools. Creating a new vision of community requires sustained engagement to give communities a sense of ownership in the education of their children. This new vision offers the possibility of seeing the community as the school, acting as the hub for a number of learning opportunities for students and adults alike.

Community Schools 3.0 can play a central part in this transformation, given its holistic child development strategy that creates the opportunity, as moderator Tony Smith suggested, to make every community school a “place for healthy belonging for every child and their family”. And this Forum is the beginning of exploring the vision of a new strategy for bringing equity and access to our schools and communities with Community Schools 3.0.

