

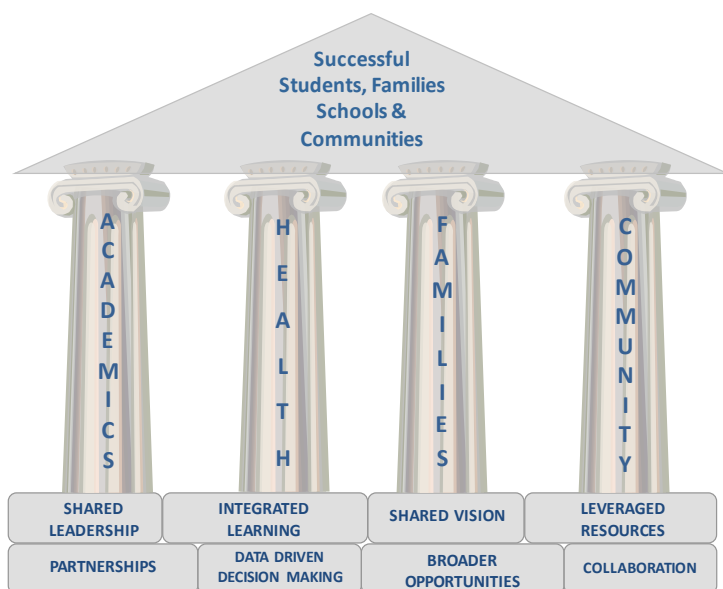


THE FEDERATION FOR
COMMUNITY SCHOOLS

presents the

7th Annual Illinois Community School Forum

*Scaling up our Work:
Engaging Community Systems to Support
Positive Outcomes
for Students, Families, Schools & Communities*



October 28, 2011
Apostolic Church of God
63rd and Dorchester, Chicago, IL

7th Annual Community School Forum: Scaling Up Our Work

October 28, 2011

Forum Agenda

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|-------|---|---------------|
| I. | Breakfast & Registration | 7:30 – 8:15 |
| II. | Welcome & Introductions
<i>Beverly Meek, Vice President of Corporate Responsibility,
JPMorgan Chase</i> | 8:15 – 8:30 |
| III. | Morning Keynote Address:
<i>Kevin Curtin, Principal, Irving Primary School, Peoria, IL</i> | 8:30 – 9:30 |
| IV. | Workshop Session 1 | 9:30 – 10:45 |
| V. | Workshop Session 2 | 11:00 – 12:15 |
| VI. | Lunch and Networking | 12:15 – 1:00 |
| VII. | Creating an Advocacy Agenda: What's Important to Our
Work?
<i>Rosazlia Grillier, Parent Peer Trainer, Community
Organizing & Family Issues (COFI)</i> | 1:00 – 1:20 |
| VIII. | Afternoon Keynote:
<i>Wendy DuBoe, Chief Operating Officer, United Way of
Metropolitan Chicago</i> | 1:20 – 2:00 |
| IX. | Workshop Session 3 | 2:15 – 3:30 |

WORKSHOPS – 9:30 A.M.

Leveraging Public Dollars to Support Community School Outcomes: An example from Youth Ventures Joint Powers Authority of Oakland, CA

Josefina Alvarado Mena, Chief Executive Officer, Youth Ventures Joint Powers Authority

In tight economic times full-service community schools provide a framework for organizing community resources to efficiently target and have effective impact on the most pressing needs of children and families in the community. How do we ensure that public dollars are being directed with this kind of efficiency? This workshop will focus on one model for organizing public dollars at the systems level and connecting them with schools to maximize leveraging resources to get the greatest bang for the buck. Attendees will learn about the work that went into creating and formalizing collaboration at the systems level and gain ideas for creating collaborations in their own communities.

Location: Room 313



Preparing High School Students for Post-secondary Success

Jimmy Casas, Principal, Bettendorf High School
Joy Kelly, Associate Principal, Bettendorf High School
Tim Carlson, Principal, Sycamore Community School District 427

Learn how two school districts partnered with their local business communities and community colleges to offer real-life work experiences in health, engineering, education, business, logistics, hospitality/hotel management, and transportation tech to high school seniors. Attendees will also learn how these collaborations help prepare students for “life beyond high school” and how to make the choices now that will yield the results they want for their futures.

Location: FC-205



Project-based Learning

Jaime Stephanidis, Consultant, American Institute for Research
Fausto Lopez, Consultant, American Institute for Research

How do you connect afterschool programming to what students are learning in the classroom? How do you engage students in learning afterschool that seems meaningful and interesting to them? How do you build connections between the school and the community? Project Based Learning can help create answers to all of these questions. This workshop will provide you with an understanding of “PBL” as an effective design for enhancing student learning in ways that are both engaging and meaningful to student’s academic success.

Location: Room 312



Ensuring a Continuum of Care and Support for Students: How one community is developing a strategic collaboration between their middle schools and high schools

Fanny Diego, Contract Administrator, Enlace Chicago

The Enlace team will take participants through the planning process that they have undertaken to create linkages between middle schools and high schools as to ensure that students have a strong transition to high school and are “on track” in 9th grade. Participants will use the KWL Chart (what you **Know**, what you **Want** to know and what you’ve **Learned**) and the 5Ws + H (Who, What, When, Where and Why + How) process to start crafting a plan for creating linkages between schools, families, and communities around key transition points.

Labels are intended to guide you as you select workshops to attend. Workshops are open to all, but may be of special interest to the audiences indicated under each description.

N New CS Practitioners

E Experienced Coordinators

L Lead Partner / Partner Agencies

H High School Practitioners

A Administrators (Agency and Schools)

C City, Township, and Community-based Officials

P Parents / Parent Leaders & Coordinators

T Teachers / OST Staff

This workshop will use Enlace’s middle school/high school linkages as an example of creating a “continuum of care,” but the process used in the workshop would also be applicable to planning for other transitions, such as from early childhood programs to Kindergarten. (**Please note:** This will be a working session.)

Location: Room 310



P-20 Council: A systems-level scale up of education initiatives across Illinois

Miguel del Valle, Chair, Illinois P-20 Council

Attendees will learn about Illinois’ P-20 Council – its mandates, its work to date, the subcommittees, and the ways in which attendees themselves can engage in the Council’s work, and how they can, in turn, link their stakeholders with the Council. The P-20 Council’s work also represents a systems-level scale up of different education initiatives across the state. Attendees will hear about the Council’s support for community school work, and ideas for the ways in which they can work to ensure a systems-level scale up of the community school work across the state, as well.

Location: Room 311



Building the Capacity of Parents to be Leaders Using the Parent Café Model

April Langworthy, Associate Director of School Partnerships, Center for Community Arts Partnerships, Columbia College
Rachel Culich, Resource Coordinator, Columbia College
Tammy Sims, Parent Resource Leader, Herzl Elementary School

Bringing parents together to discuss challenges, brainstorm solutions, develop leadership within their schools and communities, and develop shared leadership practices is a cornerstone of strong family engagement. The Parent Information Resource Center team from Columbia College’s Center for Community Arts Partnership will present one such model for bringing parents together – Parent Café. Modeled after the World Café facilitation structure, Parent Café is a strategy for facilitating conversations among parents that lead to increased parental involvement and parent leadership, and that strengthen the parent voice in school and community decision making.

Location: FC-202



Community Partnerships & Family Engagement Leads to Academic Improvement at Ethel M. Taylor Academy in Cincinnati, OH

Dr. Sean McCauley, Principal, Cincinnati Public Schools
Annie Bogenschutz, CLC Resource Coordinator, Central Clinic & Ethel M. Taylor Academy

Ethel M. Taylor Academy (Cincinnati, OH) was recognized with an Award of Excellence by the Coalition for Community Schools for making substantial improvements in academic performance, family and community engagement, and health and wellness. Taylor Academy, which has a 100% poverty rate, posted strong gains in math and reading while boosting its overall performance index score – a state measure of academic achievement. The combination of data driven teaching and aligned and integrated partnerships have enabled Taylor to see these substantial improvements. In this workshop individuals will learn about the Cincinnati Public Schools Community Learning Center Model; what that looks like at Taylor Academy and how this model helped to achieve these results.

Location: Room 300



WORKSHOPS – 11:00 A.M.

Cooling Down Your Classroom

Carla Tantillo, Founder, Mindful Practices

This highly interactive session will provide participants with tools to make the connection between positive student behavior and academic achievement. Participants will learn powerful strategies for effectively including 'cool down' strategies into the school day as a way to positively and proactively manage student behavior. This unique, data-driven program gives participants the tools to incorporate 5-10 minutes of relaxation, breath work, movement and yoga into the classroom daily to minimize disruptive behavior, increase student attentiveness, honor student wellness and create a "cool" classroom dynamic. Participants will learn how schools implementing this initiative have seen a dramatic decrease in disciplinary infractions and have also effectively addressed the needs of their Tier I, RtI students.

Location: Room 310



Community Schools 101: The who, what, when, where, and WHY of community schools

Anya Tanyavutti, Manager, Metropolitan Family Services
Kevin Curtin, Principal, Peoria School District 150

Learn from veteran community school leaders about their experiences implementing the community school Parthenon model from early stages through working towards sustainability. Kevin Curtin, a principal in Peoria, IL implemented a community school before he even knew the model had a name. Anya Tanyavutti, Metropolitan Family Services has supervised community school implementation for numerous schools. Hear about the model, and then discuss the realities, challenges and benefits to implementation.

Location: FC-203



Demonstrating the Value of our Work: Why using data and evaluation is critical to community school success

Lisa Walker, Senior Researcher at the University of Chicago's Chapin Hall

Lisa Walker, Senior Researcher at Chapin Hall at the University of Chicago, will facilitate a conversation about the purpose of data and evaluation in community school work, including demonstrating the value of the work to stakeholders, informing program decisions and development, and contributing to sustainability planning. Participants will discuss types of evaluation and the outcomes valued by funders and government agencies. The group will consider the ways that community schools can maximize data and evaluation to support full implementation of the community school model. This workshop will be interactive and attendees will contribute by sharing their experiences with the use of data and evaluation.

Location: FC-202



Meeting Parents Where They Are: One community's unique approach to ensuring parents have access to the information and services they need

Julie Lonteen, Peoria District 150

Involving parents in their children's education and providing resources for families to meet their own needs are at the crux of meaningful parent engagement strategies. Hear how the Peoria school district takes a unique approach to both engaging parents and supporting families through its Mobile Parent Resource Center, or the Bus. Donated by the school district and refitted through volunteers' time and donations, the Bus features space for parent workshops, information about accessing services and supports,

space for immunizations and to meet other basic health care needs, classroom space, and meeting space, all on wheels. In addition to learning about how the bus came to be and the supports it provides, attendees will learn family engagement strategies they can use in their schools and communities. **Best of all, this session actually takes places on the Bus!**

Location: On the Bus



(Bus will be parked right outside the front doors, directions will be announced.)

Transforming the High School Culture to Breed Success for All Students

Tony Majors, Assistant Superintendent of Student Services, Metro Nashville Public Schools

Gini Pupo-Walker, Director of Family Involvement and Community Services, Metro Nashville Public Schools

This workshop will detail the development of the unique community school model at Glenclyff High School in Nashville, Tennessee. Glenclyff, the most diverse high school in the state, with a high poverty rate, large immigrant population, and a neighborhood in transition, has become a vibrant community school with over 70 partners and nationally recognized career academies. The presenters will share how they created a structure where they deliver the curriculum and instruction, as well as the supports that students need to be successful.

Location: Room 313



Trust among District Administrators, School Teams and Community Members Drives the Community School Model

Dr. Diane Hensley, Director of Community Schools, Tulsa Public Schools
Dr. Kathy Dodd, Director of Elementary Education, Union Public Schools
Jan Creveling, Director, Tulsa Area Community School & Senior Planner for Community Service Council

Roy Clark Elementary (Tulsa, OK), a nationally recognized community school, is a part of greater Tulsa Area Community School Initiative (TACSI). For TACSI, administrative buy-in to the community school model is key to full implementation of the model! Come hear the story of Tulsa and learn how TACSI has facilitated strong buy-in from both the school and district administration.

Location: Room 311



The Great at 8 Initiative: How community schools can create linkages to early childhood

Madelyn James, Director of the Great at 8 Initiative, Voices for Illinois Children

Attendees will learn about the importance of having children be prepared for school and "reading by 8," and the ways in which community school practitioners can support students being on-track by 3rd grade. This presentation will include strategies for family engagement, for creating linkages to early childhood centers so as to ensure strong transitions to K and beyond, and for putting in place additional academic supports for students who need extra literacy support.

Location: FC-205



11:00 a.m. workshops continued on next page...

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New CS Practitioners



Experienced Coordinators



Lead Partner / Partner Agencies



High School Practitioners



Administrators (Agency and Schools)



City, Township, and Community-based Officials



Parents / Parent Leaders & Coordinators



Teachers / OST Staff

If You Build It They Will Come? Designing programs that effectively engage students

Julio Capeles, Resource Coordinator, Metropolitan Family Services

This workshop will explain techniques that can be used to achieve higher student engagement of youth in after school programs. Using a music program as an example, this workshop will focus on the importance of effectively using programs to engage students, parents, teachers and administrators. In addition, the workshop will explain how this program gained the credibility of the students, parents, school staff and the community in general. Lastly, attendees will learn about different ways to create sustainability using the resources that exist in the school already.

Location: Room 312



WORKSHOPS – 2:15 P.M.

Investing in Community Schools: Why private and corporate foundations invest in the community school model

Molly Baltman, Senior Program Officer, Communities Program, McCormick Foundation

Katie Cangemi, Director, Community Investment - Education, United Way of Metropolitan Chicago

Beverly Meek, Vice President of Community Relations, JPMorgan Chase

Moderated by Suzanne Doornbos Kerbow, Associate Director, Polk Bros. Foundation

Come to this workshop to hear from philanthropic, corporate and local funders about why the community school model is an important funding opportunity for their organizations. What kind of outcomes do funders expect from this work? Ultimately what is their goal in engaging with and funding this work? What kinds of evaluation data do they need from community schools in order to continue supporting this work?

Location: Room 300



Transitioning to the Common Core: How community school partners can support a school's transition to these new learning standards

Dr. Barbara Radner, Director, Center for Urban Education, DePaul University

Forty-four states, including Illinois, have adopted the Common Core State Standards that define the level of knowledge and skills that students should possess from their K-12 education. By achieving these standards, students should be prepared to enter college and training programs and be well prepared to join the workforce. Come learn about the Common Core standards and the role lead partner agencies, resource coordinators, and after-school staff should play in supporting a community schools' transition to these new learning standards. This workshop will provide resources and include activities that will clarify the Common Core standards as a way of strengthening the school day and linking school day-extended day—and parent involvement. The session will include planning of parent workshops on Common Core literacy and Common Core math.

Location: FC-202



Get in the Game: Setting-up your program for success

Kristi Skala, Training and Evaluations Manager, Girls in the Game

Luveta Hill, Training and Evaluation Specialist, Girls in the Game

Grab your gym shoes and get ready for some fun, interactive learning, Girls in the Game style. In this interactive workshop, attendees will be learners and teachers as they explore best practices in setting programs up for success. Topic areas include choosing quality and evidence-based curricula, making time for planning and prep time, engaging girls and boys in health education and physical activity, and evaluating program outcomes. Presenters will share Girls in the Game Best Practices, Assessment Forms and Action Plans and will ask attendees to share their expertise and experience as well.

Location: FC-205



Leading with Relationships: Umoja Student Development Corporation

Lila Leff, Founder and Chief Partnership Development Officer, Umoja Student Development Corp.

Nicole Keen, 21st Century Community Learning Center Coordinator

Marlee Benton, Upward Bound Coordinator

Umoja equips young people to succeed in college and confidently claim their future. They do this by building a web of dynamic relationships where schools, families and communities partner to bridge the gap between the talents and ambitions of low income young people and the resources they need to thrive. In this workshop, Umoja will focus on the strategies and philosophies that form the foundation of effective high school programming: creating a safe space, engaging student voice and collaborating with school and family stakeholders. This workshop will be participatory in nature.

Location: Room 310



A Year with No Write-ups: Classroom management techniques that work

Doug Stalnos, 3rd year SSA Student & Intern at Metropolitan Family Services

This workshop will take attendees through different classroom management techniques designed to address the underlying causes of behavior issues in ways that minimize disruption and keep all students positively engaged. Attendees will be empowered to devise their own effective strategies that fit their students, school and personal teaching style. This workshop will also be useful for administrators, teachers and for resource coordinators who supervise out-of-school time staff.

Location: Room 312



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KEYNOTE PRESENTERS

Kevin Curtin, Principal, Irving Primary School, Peoria Public School District 150, Peoria, Illinois

Mr. Curtin is the principal of the Irving Primary School in Peoria, Illinois. He began his tenure in Peoria in 1994, and has served as the principal of Franklin Primary School and spent 12 years as the principal of Garfield Primary School. It was at Garfield where Mr. Curtin began implementing the community school model to garner the resources and supports necessary to meet the needs of the Garfield students and families and to turn Garfield into a hub of its community. Prior to coming to District 150, Mr. Curtin was a principal at Rogers Elementary School in the North Pekin-Marquette Heights School District. He also taught reading and literacy at Brimfield Grade School and first grade at St. Joseph School in Pekin, Illinois.

Mr. Curtin attended Illinois State University 1976-1980, where he majored in Elementary Education with a minor in Reading, and he received his Masters of Science in Educational Administration from Illinois State University in 1986. He and his wife Lindy have four children and live in Peoria.

Wendy DuBoe, Chief Operating Officer, United Way of Metropolitan Chicago, Chicago, Illinois

Wendy DuBoe is chief operating officer for the United Way of Metropolitan Chicago, the largest private funder of health and human services in the Chicago region. In this capacity, Ms. DuBoe plays a leadership role in working with staff, volunteers, donors, and community partners to maximize the impact of United Way's \$43 million in community investment across the territory. She is responsible for overseeing the organization's funding commitments, community partnerships, local offices as well as government affairs, labor relations and public policy work. Since joining United Way in 2003, Ms. DuBoe has led the effort to target United Way's community investment (700 programs region-wide) to greater impact in three critical areas: Financial Stability, Health and Education.

Ms. DuBoe graduated *cum laude* from the University of Michigan with a B.A. in Economics and Psychology. She earned her M.A. in International Economics and International Relations from the Johns Hopkins University School of Advanced International Studies (SAIS). She also received a General Course Degree in Economics from the London School of Economics and Political Science (LSE).

Roszalia Grillier, Parent Peer Trainer/Project Staff, Community Organizing & Family Issues (COFI), Chicago, Illinois

A community organizer with COFI and parent of two teen-aged daughters, Ms. Grillier is also a survivor. In spite of being faced with life threatening illnesses, Ms. Grillier operates under the "never the less" mentality, and her story is one of triumph. Ms. Grillier believes that we will always face challenges, and that we have to find creative ways to accomplish our goals – this is the message she takes to all the work she does. In honor of her work, in 2011, Ms. Grillier was named an Allstate "Give Back Day Hero"! To commemorate the legacy of Dr. Martin Luther King, Jr., this award is given to volunteers in African American communities across the country for their work to make positive changes in their community and their efforts to get others on board.

NATIONAL PRESENTERS

Jimmy S. Casas, Principal, Bettendorf High School, Bettendorf, Iowa

Jimmy Casas is in 18th year of administrative leadership. He currently serves as principal at Bettendorf High School in Bettendorf, Iowa. Jimmy has served as an administrator at both the middle and high school levels. His passion for young people and vision for leadership has provided the purpose and spirit in his commitment to developing a community of leaders. Mr. Casas brings a wealth of experience and knowledge on teacher leadership and the changes needed to impact student achievement.

Joy Kelly, Associate Principal, Bettendorf High School, Bettendorf, Iowa

Joy Kelly is in her 13th year of administrative leadership. She currently serves as associate principal at Bettendorf High School in Bettendorf, Iowa. Having served as principal in both public and parochial schools, Ms. Kelly brings a vast knowledge and understanding of student achievement, school reform, and the necessity of teacher leadership. Ms. Kelly's support in encouraging teachers as leaders has given rise to the significant and meaningful professional development and genuine collegiality among colleagues.

Annie Bogenschutz, CLC Resource Coordinator, Ethel M. Taylor Academy, Cincinnati, Ohio

Annie attended Xavier University in Cincinnati, Ohio. After college, she immediately began working with non-profit and school partnerships as Cincinnati started developing its Community Learning Center initiative. Annie has worked in a few different capacities in partnership with the Community Learning Centers; however, she has held her current position as the CLC Resource Coordinator at Ethel M. Taylor Academy for 5 years where they were just recognized as a 2011 Community Schools National Award of Excellence winner.

Dr. Sean McCauley, Principal, Ethel M. Taylor Academy, Cincinnati, Ohio

Dr. Sean McCauley has been with Cincinnati Public Schools for over 20 years. He is beginning his fourth year as principal of Ethel M. Taylor Academy. Dr. McCauley has seen the benefits of how integrated partnerships can help students achieve and move a school toward academic success.

Tony Majors, Assistant Superintendent of Student Services, Metro Nashville Public Schools, Nashville, Tennessee

Tony Majors, a native of Nashville, TN has taught and led schools since 1991. In 2007, Majors was promoted to Executive Principal of Glencliff High School. Under his leadership, Glencliff High School earned the national 2011 Community Schools Award for Excellence and a Grammy Signature Schools Award. He has served as an expert panelist and guest speaker for numerous conferences centered on building community schools and high school reform initiatives. Majors also served on the core planning team for Small Learning Communities, and on district policy and planning committees. He is a member of the Principal's Leadership Academy of Nashville, class of 2006. As Assistant Superintendent he is restructuring the way services are delivered to students and families in all schools, and has begun to design a community school framework for the entire district. Majors earned a bachelor's degree in K-12 education from Tennessee State University and a master's in Education Leadership from Trevecca Nazarene University.

Gini Pupo-Walker, Director of Family Involvement & Community Services, Metro Nashville Public Schools, Nashville, TN

Gini Pupo-Walker has been an educator for over twenty years. She taught Spanish at the high school and college level for seventeen years, and then five years ago she left the classroom to work on high school reform and community engagement in Metro schools. Her work centered on family and community engagement at Glencliff High School, and but she also worked on larger initiatives in order to expand resources and services for families across Nashville. During her tenure over the last year Glencliff was awarded a \$10,000 grant from Dollar General for their Family Literacy Project, and was named a National Community School of Excellence by the Coalition for Community Schools. In July of 2011 Pupo-Walker was hired as the Director of Family Involvement and Community Services for Metro Nashville Public Schools and her department's strategy is promote a holistic and integrated approach for parent engagement, health and social services, youth and community development and community participation in our schools.

Alison McArthur, Academy Coach, Glencliff High School, Nashville, Tennessee

Alison McArthur has a background in business education. Prior to her current role as Academy Coach she taught various business courses for 13 years. Alison earned a B.S. in Business Education, a M.B.E. and an Ed.S. in Administration and Supervision all from Middle Tennessee State University. In 2007 when Metro Nashville Public Schools (MNPS) started the redesign of high schools, she started her current role to implement and sustain small learning communities at Glencliff High School which now has wall-to-wall academies with all 1,300 students in an Academy. Currently there are over 20 Academy business partners working to sustain change through business and civic leadership that have logged more than \$300,000 worth of in-kind hours and donations since the spring of 2010. School systems from all over the country have visited Glencliff to learn best practices of high school redesign. In 2011 Glencliff received the National Community School of Excellence award from the Coalition for Community Schools.

Josefina Alvarado-Mena, J.D., Chief Executive Officer, Safe Passages, Oakland, California

Josefina Alvarado Mena joined Safe Passages as Executive Director in August 2003. As the Chief Executive Officer for Safe Passages and Youth Ventures JPA, Josefina lead a city-wide initiative designed to reduce violence among the children and youth of Oakland. In her role, she facilitates the collaboration between the City of Oakland (Human Services, Parks and Recreation and the Police Department), the County of Alameda (Health Care Services, Social Services and the Probation Department) the Oakland Unified School District, San Lorenzo Unified School District and community based providers through the implementation of four core strategies: (1) Early Childhood Strategy targeted at children 0-5 exposed to domestic and community violence; (2) Multi-pronged Middle School Strategy which promotes the creation of positive school climate and co-locates services for students and their families at target school sites; (3) Juvenile Justice Initiative that acts as court diversion program for repeat juvenile offenders; and (4) After School Strategy that improves coordination, development and quality of after school programs city-wide through policy advocacy.

A native of the Oakland flatlands, she received her B.A. in Ethnic Studies from UC Berkeley in 1993, and a Law Degree (Juris Doctorate, JD) from the University of California, Berkeley School of Law (Boalt Hall) in May 1996. She is also a recipient of the following honors and awards: Education Advocacy Award 2003, Hispanic Chamber of Commerce of Alameda County; Outstanding Education Advocate 1999, People United for a Better Oakland (PUEBLO); Outstanding New Advocate Unity Award 1997, San Francisco La Raza Lawyers Association and the Minority Bar Coalition; Echoing Green Graduate Public Service Fellow, Echoing Green Foundation, New York, NY, September 1996-1998, James Irvine Foundation Leadership Award 2009.

Dr. Kathy Dodd, Assistant Superintendent for Teaching and Learning, Union Public Schools, Tulsa, Oklahoma

Dr. Dodd has been the Assistant Superintendent for Teaching and Learning for the Union Public School District since 2010. She is responsible for the supervision of the Early Childhood Center, 13 elementary schools, five secondary schools, and the Teaching and Learning department. In addition, she coordinates the district's Community Schools Initiative. She joined Union in 1999 as the district's Director of Assessment, and worked to facilitate a teacher-led process to develop a district-wide aligned curriculum and formative assessment system to guide instructional decision-making. In 2006, Dr. Dodd was named the Executive Director of Elementary Education.

Prior to coming to Union, Dodd was an elementary and middle school teacher in Lawton Public Schools and Moore Public Schools. In addition, she held administrative roles at the site and district level as well as serving as the science curriculum specialist for the Oklahoma State Department of Education. Dr. Dodd holds a bachelor's degree in elementary education from Oklahoma State University as well as a master's degree in educational administration and a Ph.D. in educational foundations from the University of Oklahoma. Dr. Dodd is an adjunct member of the faculty at the University of Oklahoma. Her research interests focus on holistic accountability models, community schools, and professional learning communities. Dr. Dodd serves on the Tulsa Area Community School Initiative (TACSI) governing board. She is an advisor to "PlanIt Tulsa" and is a member of Leadership Tulsa Class 37. She currently serves on the editorial board for the Journal of School Leadership. She is a member of the Cooperative Council of Oklahoma School Administrators, Oklahoma Association of School Administrators, Association for Supervision and Curriculum Development, Oklahoma Association for Supervision and Curriculum Development, University Council of Educational Administrators, Tulsa Area Administrators for Instruction, and Phi Kappa Phi.

Jan Creveling, Senior Planner for the Tulsa Area Community Schools Initiative (TACSI), Tulsa, Oklahoma

Jan Creveling began working at the Community Service Council in 1989 and currently serves as the Senior Planner for the Tulsa Area Community Schools Initiative (TACSI). Her responsibilities include program, resource, and policy development, community mobilization and capacity building, hiring and training of resource center staff, sustainability and communication planning, staffing TACSI committees and collaborating with state, regional and national partners. She currently co-chairs the National Coalition for Community Schools' Community School Leadership Network.

Prior to her current position, Ms. Creveling was the Community Service Council's Consultant to the Metropolitan Human Services Commission providing research and guidance in the development of the local community school concept. She has also served as the Sr. Planner for Family Support and directed the implementation and management of the Tulsa Alliance for Families collaborative family support/family preservation federal Department of Health and Human Services grant. She is a founding member and past president of the National Network of Child Abuse Centers. She holds a B.A. from Oklahoma State University.

Dr. Diane Hensley, Director of Community Schools, Tulsa Public Schools, Tulsa, Oklahoma

Dr. Diane Hensley serves as the Director of Community Schools for the Tulsa Public School District. Dr. Hensley is a graduate of Bishop Kelley High School; she attended the University of Tulsa and graduated with a Bachelors in Elementary Education/Special Education. She earned her Master's Degree in L.D./Reading Specialist and completed her Doctorate in Curriculum/Instruction at Oklahoma State University. Prior to becoming a director, Dr. Hensley worked for 14 years as a Special Education/Reading Specialist, served for one year as a Curriculum Specialist, and spent 15 years as a Principal. Dr. Hensley has three children and nine grandchildren.

The Federation for Community Schools appreciates the willingness of the teams listed above to share their work, best practices, effective strategies, and lessons learned with Forum attendees, and for their support of developing strong community schools in Illinois. Thank you for taking the time to be here with us today.

Resource Fair Guide

Active Transportation Alliance, *Walk Across Illinois Program*

Active Transportation Alliance offers trainings for educators that are aligned with Illinois Learning Standards and can be used in the classroom, in before- and after-school programs and within the community to promote physical health and protect the environment through sustainable transportation. Their resources provide opportunities for children to engage in healthy and safe physical activities and to learn how to make transportation choices that are both environmentally sustainable and economically smart.

STUDENTS SERVED	CONTACT INFORMATION
Population Served > Educators Genders Served > Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/>	Karen Finstad 9 W Hubbard St. Suite 402 Chicago, IL 60654 312-427-3325 (x 226) Karen@activetrans.org
Cost:	✓ Program is FREE (Extra cost if school requests an Education Specialist)

America SCORES Chicago, *Healthy Bodies, Healthy Minds and Healthy Communities Program*

America SCORES offers out-of-school time programming that includes a week-long soccer and enrichment curricula. This program, educates students in healthy eating habits and physical fitness concepts with healthy bodies, expand students' awareness of community and explore how to become positive members of their communities with Healthy Communities, and engage students in a variety of forms of poetry and creative expression with Healthy Minds.

STUDENTS SERVED	CONTACT INFORMATION
Grades Served > Elementary grades K– 8 th Genders Served > Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/>	Amy Vondra Stark 222 S. Morgan #4C Chicago, IL 60622 312-666-0496 avondrastark@americascorers.org
Cost:	✓ Roughly \$75-100 per student ✓ Schools may be able to pay a reduced fee

Changing Worlds, *Arts and Cultural Connections Program*

Changing Worlds' Arts and Cultural Connections provides after-school programs that work in partnership with public schools and community-based organizations to implement cultural dance, drama and visual art programs in after-school settings. The programs are led by a Changing Worlds' teaching artist and usually occur in eight or ten week residencies. The residencies provide students with hands-on arts experiences that engage, inspire and provide educational and arts-based learning for young people of all ages.

STUDENTS SERVED	CONTACT INFORMATION
Grades Served > Elementary grades 5 th – 8 th > High School grades 9 th – 12 th Genders Served > Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/>	Karen Ekpenyong 329 W 18 th St, Suite 613 Chicago, IL 60618 312-421-8040 Kekpenyong@changingworlds.org
Cost:	✓ Roughly \$100 an hour for after-school programming ✓ We would partner with school to fundraise for the program

Lango of Chicago South Side, Inc.

Lango provides dynamic full immersion language instruction to children ages 1-11. Our classes use music, games and play-acting to engage children in the target languages (Spanish, French or Mandarin Chinese). Our classes are appropriate for both second language learners as well as heritage speakers and are a wonderful way to bring together communities with diverse language backgrounds. Lango also offers family style classes for parents and their young children who want to learn or practice a language together.

STUDENTS SERVED	CONTACT INFORMATION
Grades Served > Elementary grades PreK– 6 th Genders Served > Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/>	Megan Marshall 5530 S. Shore Dr 637, Suite 19B Chicago, IL 60637 773-655-7387 southchicagolango@gmail.com
Cost:	✓ Schools may be able to pay a reduced fee ✓ We would partner with school to fundraise for the program

People's Music School

The People's Music School is a community music school that provides free music instruction at its own facility in Uptown. The School also provides music education to CPS partners, both in –school and after school, ranging from basic music classes to intense immersion orchestra programs.

STUDENTS SERVED	CONTACT INFORMATION
Population Served > Elementary grades K– 8 th > High School grades 9 th – 12 th Genders Served > Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/>	Bob Fiedler 931 W. Eastwood Ave. Chicago, IL 60640 773-784-7032 Bob@peoplesmusicschool.org

Resource Fair Guide

Cost:	<ul style="list-style-type: none"> ✓ Roughly, \$60 per class ✓ Schools may be able to pay a reduced fee ✓ We would partner with school to fundraise for the program
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Mindful Practices

Mindful Practices is an organization dedicated to putting wellness strategies in the hands of teachers and students from all walks of life. With the nationwide push to add health and wellness standards to school improvement plans, Mindful Practices offers quick and easy solutions for teachers and students.

STUDENTS SERVED	CONTACT INFORMATION
Grades Served <ul style="list-style-type: none"> ➤ Elementary grades 1th – 8th ➤ High School grades 9th – 12th Genders Served <ul style="list-style-type: none"> ➤ Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> 	Carla Tantillo 204 S. Ridgeland Oak Park, IL 60302 708-408-0393 admin@MindfulPracticesYoga.com
Cost:	<ul style="list-style-type: none"> ✓ Schools may be able to pay a reduced fee ✓ We would partner with school to fundraise for the program

Reflections Foundation, *Polished Pebbles Girls Mentoring Program*

Polished Pebbles Girls Mentoring Program provides girls (7-17 yrs.) with the opportunity to learn the vital life skill of effective communication. In partnership with Mentoring USA, Bloomingdale's, Illinois Institute of Technology, Chicago Public Schools, and Univ. of Chicago Charter Schools, we have created a Polished Pebbles mentoring initiative designed to teach girls the importance of communication skills in the workplace, at school, and in their communities.

STUDENTS SERVED	CONTACT INFORMATION
Grades Served <ul style="list-style-type: none"> ➤ Elementary grades 2th – 8th ➤ High School grades 9th – 12th Genders Served <ul style="list-style-type: none"> ➤ Male <input type="checkbox"/> Female <input checked="" type="checkbox"/> 	Kelly Fair 10816 S. Parnell Ave. Chicago, IL 60628 773-559-2909 kfair@polishedpebbles.com
Cost:	<ul style="list-style-type: none"> ✓ Depending on length of implementation and frequency of program, prices range from \$3,500 - \$30,000 ✓ Schools may be able to pay a reduced fee ✓ We would partner with school to fundraise for the program

Sharp As a Tack, Inc.

Sharp As A Tack's offer cognitive development before- and after-school programs giving students a unique opportunity to develop those skills and abilities in a setting that is, well...just plain fun! Sharp As A Tack uses board games and card games to help students improve academic achievement by developing their cognitive abilities and to help them develop important life skills that will lead to a lifetime of successes in the classroom, in the community, and within their families.

STUDENTS SERVED	CONTACT INFORMATION
Grades Served <ul style="list-style-type: none"> ➤ Elementary grades K – 8th Genders Served <ul style="list-style-type: none"> ➤ Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> 	Sean Wade 2100 S. Wacker Dr, Suite 3100 Chicago, IL 60606 217-369-0662 sean@sharp-as-a-tack.com
Cost:	<ul style="list-style-type: none"> ✓ Roughly \$15 per student, per session for a 10-week session or \$150 total ✓ We would partner with school to fundraise for the program

Street-Level Youth Media

Street Level Youth Media offers in-school and after-school media arts education programs for 5th – 12th grade student in CPS site across Chicago. Through the production of multimedia projects using video and audio production, digital photography and graphic design, participants practice creative self-expression and cultivate critical 21st century skills that support life-long learning and personal development.

STUDENTS SERVED	CONTACT INFORMATION
Grades Served <ul style="list-style-type: none"> ➤ Elementary grades 5th – 8th ➤ High School grades 9th – 12th Genders Served <ul style="list-style-type: none"> ➤ Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/> 	Manway Lee 1637 N. Ashland Chicago, IL 60622 773-862-5331 Manwah@street-level.org
Cost:	<ul style="list-style-type: none"> ✓ Roughly \$250 - \$300 per student ✓ Schools may be able to pay a reduced fee ✓ We would partner with a school to fundraise for the program

Suzuki ORFF School of Music

Suzuki Orff School of Music offers music programs to schools and community centers in the Chicago area. Programs range from early childhood programs (preschool) to Literacy Music Programs for kindergarten – 2nd grade and general Music programs for k-8 with specialized emphasis on Guitar, Violin, Percussion and Orff Ensemble.

Resource Fair Guide

STUDENTS SERVED	CONTACT INFORMATION
Grades Served ➤ Elementary grades K – 8 th Genders Served ➤ Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/>	Courtney Giles 1148 W. Chicago Ave Chicago, IL 60642 312-738-2646 cgiles@suzukiorff.org
Cost:	✓ Roughly \$ 2,500 per classroom ✓ We would partner with a school to fundraise for the program

The PI@forums, LLC.

The PI@forums is dedicated to changing lives and empowering career success through knowledge and exposure. Our web-based tool represents the first adaptive business curriculum on the market that adapts to students learning styles and pace with the use of a virtual coach. Each student receives 1 on 1 interaction, which will enhance confidence, exposure, critical thinking and prepare them to compete.

STUDENTS SERVED	CONTACT INFORMATION
Grades Served ➤ Elementary grades 5 th – 8 th ➤ High School grades 9 th – 12 th Genders Served ➤ Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/>	Jamal Austin 420 W. Belmont Ave, Suite 25C Chicago, IL 60657 312-725-9347 jaustin@theplatforms.com
Cost:	✓ Roughly \$250 a year per student ✓ Schools may be able to pay a reduced fee (we typically provide discounts and can work within budgets) ✓ We would partner with a school to fundraise for the program

Umoja Student Development Corporation

Umoja equips young people to succeed in college and confidently claim their future. Umoja accomplishes this by building a web of dynamic relationships where schools, families, and community partner to bridge the gap between the talents and ambitions of low income young people and the resources they need to thrive.

STUDENTS SERVED	CONTACT INFORMATION
Grades Served ➤ High School grades 9 th – 12 th Genders Served ➤ Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/>	Joyce A. Debrah-Sheppard 2935 W. Polk St, Room 116 Chicago, IL 60623 773-972-0398 Jdebrah-sheppard@umojacorporation.org
Cost:	✓ Cost is determined by specifically customized needs of the school

University of Illinois, ICAC: Illinois College Advising Corps

The ICAC is a "near peer" college access and completion program, which is an initiative of University of Illinois. ICAC's mission is to increase college attendance and completion by Illinois students, particularly those who are low income, underserved and first generation. This year we have 22 recent UI graduates working, at no additional cost to the high schools, as trained college advisors throughout Illinois.

STUDENTS SERVED	CONTACT INFORMATION
Grades Served ➤ High School grades 9 th – 12 th Genders Served ➤ Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/>	Lindsay Peters 809 S. Marshfield Ave, 2 nd Floor, MC-557 Chicago, IL 60612 312-413-9725 Lindsay4@uillinois.edu
Cost:	✓ Program is FREE

We Got Game

We Got Game, LLC is a private organization committed to the social and athletic development of Chicagoland children. Participants in these programs learn the joy of sports and a way to stay fit.

STUDENTS SERVED	CONTACT INFORMATION
Grades Served ➤ Elementary grades K – 8 th Genders Served ➤ Male <input checked="" type="checkbox"/> Female <input checked="" type="checkbox"/>	Troy Hoffman 6160 N. Cicero Ave, Suite 307 Chicago, IL 60646 773-685-1682 coachtroy@wegotgamechicago.com
Cost:	✓ Schools may be able to pay a reduced fee

The Federation for Community Schools would like to acknowledge and offer our sincerest thanks to all of the individuals, organizations and foundations who have supported our work:

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Gary Comer Youth Center
Metropolitan Family Services
Quad Communities Development Corporation
SGA Youth and Family Services
The Resurrection Project
TLC: Total Learning Community / East Maine School District 63
Voices for Illinois Children
YMCA of Metropolitan Chicago
Youth Guidance

The 2011 Community School Forum Planning Team:

Esther Hicks, *United Way of Metropolitan Chicago*
Kim Kelly, *Family Focus*
Jennifer McCraw, *Metropolitan Family Services*
Julie Schifeling, *Bradley University*
Tony Stahl, *Sycamore Community Schools District 427*
Jaime Stephanidis, *American Institutes for Research*
Anya Tanyavutti, *Metropolitan Family Services*

To all of our members who are working each day in schools across the state to change outcomes for students, to support strong families, and to develop their communities: thank you for your commitment to community schools.