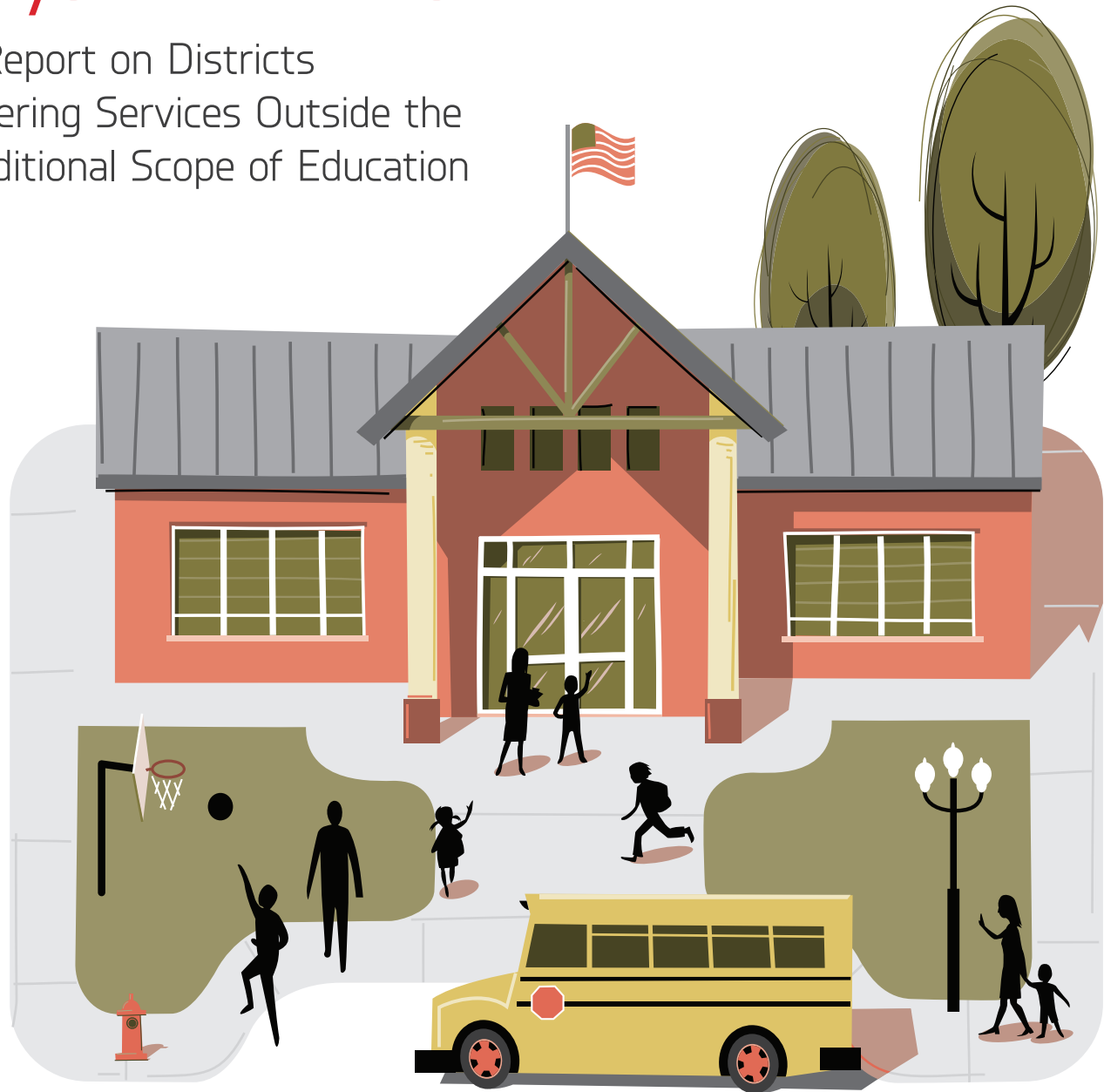


SPARK REPORT

Arizona's Community Schools: Beyond Education

A Report on Districts
Offering Services Outside the
Traditional Scope of Education



May 2018 By aligning schools with community resources, community schools emerge as a creative strategy to improve student outcomes and provide greater benefit to the communities in which they exist.

REPORT SPONSORED BY



An Introduction

This report provides a glimpse into the current state of community schools throughout Arizona. It captures and summarizes information garnered from Arizona’s community schools leaders, and aims to provide insights that will advance the sustainability and effectiveness of community schools in Arizona.

What is a Community School?

According to the Coalition for Community Schools and the Institute for Educational Leadership, a community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement can lead to improved student learning, stronger families and healthier communities. Under the community school model, schools become centers of the community and open their doors to the entire community.¹ Community schools utilize public schools as hubs to bring together community members and strategic partners to offer a variety of services and programming that are both educational and outside the traditional scope of education. The services and programming offered in community schools are made available not just to students of that particular school, but also to other children, families and members of the community. Community schools not only help those receiving the programming and services, but they also help partner organizations, whether federal, state or nonprofit, extend their reach. In this way, students become more prepared for and involved in school, parents receive needed support for themselves and for their families, families and schools inherently become more engaged with one another, and communities have more opportunities to thrive.²

What are the Benefits of a Community School?

By aligning schools with community resources, community schools emerge as a creative strategy to improve student outcomes and provide greater benefit to the communities in which they exist. No longer are schools limited to achieving a single purpose, meeting a single need for students. Schools now act as childcare centers, safe spaces for physical activity and places where children are fed and receive health care. According to the Coalition for Community Schools, providing wraparound supports for students’ social, physical, cognitive and economic needs in the short term will aid schools in improving students’ academic outcomes in the long term.²

The community school model shows particular promise among low-income, underserved communities, bringing much-needed services to students, families and community members at large. Currently, 29 percent of American families are considered low-income, a rate that has consistently grown since 1971.³ For schools in these areas, challenges continue to mount due to the unmet needs that present barriers to learning. Studies have found that community schools have a positive effect on dropout and retention rates, academic test scores, school attendance, discipline, student attitudes and a sense of collective trust at school.²

STUDIES HAVE FOUND THAT COMMUNITY SCHOOLS HAVE A POSITIVE EFFECT ON DROPOUT AND RETENTION RATES, ACADEMIC TEST SCORES, SCHOOL ATTENDANCE, DISCIPLINE, STUDENT ATTITUDES AND A SENSE OF COLLECTIVE TRUST AT SCHOOL.²

Where Does Arizona Fit In?

Current literature on health, education, and sociocultural factors within Arizona reveal the need for comprehensive, cross-sector solutions to address disparities experienced by marginalized communities within the state, including children. While data and statistics do not always tell the entire story, they can help us identify trends and implement appropriate strategies to address said trends. As Arizona continues to improve, the state still has significant ground to gain in the areas most crucial to health, wellness and success, as the following data points illustrate.

- One in six Arizonans experience food insecurity.⁴
- One in two Supplemental Nutrition Assistance Program (SNAP) recipients in Arizona are children.⁴
- Only 68% of SNAP-eligible Arizonans currently participate in the SNAP program, leading researchers to believe that other programs like WIC and School Breakfast are also being underutilized.⁴
- 2.6 million Arizonans, approximately 37.5% of all residents, live below 200% of the federal poverty level (FPL). For an individual, this means that they make less than \$25,000 a year.⁴
- As of 2012, nearly half (49%) of all Arizona children lived in low-income families, which is defined as below 200% FPL.⁵
- Statewide, only one in three children participate in any type of preschool, ranking Arizona 49th in the nation for preschool enrollment.⁵
- The high school graduation rate for Latino, Black, and American Indian children in Arizona is 70%, compared with 84% of White children.⁵
- In 2015, 34,000 teens aged 16-19 in Arizona were not enrolled in school and not working.⁶

Low income and economic struggle, which affect nearly half of all Arizona children, is associated with a number of critical risk factors including inadequate health care, low educational attainment, increased levels of stress, increased risk of chronic illness, frequent relocation and frequent changes in school enrollment.⁶ These risk factors create barriers for all community members, including both children and parents, to live and thrive within their communities. Community schools center essential services and help to eliminate some of the barriers to a high quality of life.

2.6 MILLION ARIZONANS, APPROXIMATELY 37.5% OF ALL RESIDENTS, LIVE BELOW 200% OF THE FEDERAL POVERTY LEVEL (FPL). FOR AN INDIVIDUAL, THIS MEANS THAT THEY MAKE LESS THAN \$25,000 A YEAR.⁴





Background and Methodology

A partnership between Arizona Grantmakers Forum, Helios Education Foundation and Vitalyst Health Foundation began in mid-2017 with a desire to gain a better understanding of the community school model and provide an overview of community school initiatives already in place across Arizona.

To learn more about community school initiatives, key informant interviews were conducted during June and July 2017. Interviewees were selected based on partnership members' knowledge of existing, successful community school models operating in the state. The key informants represented a range of professions and organizations including school administrators, program managers, nonprofit organizations and health centers. In the end, 11 key informant interviews were conducted with individuals from the districts and organizations listed in the sidebar to the left.

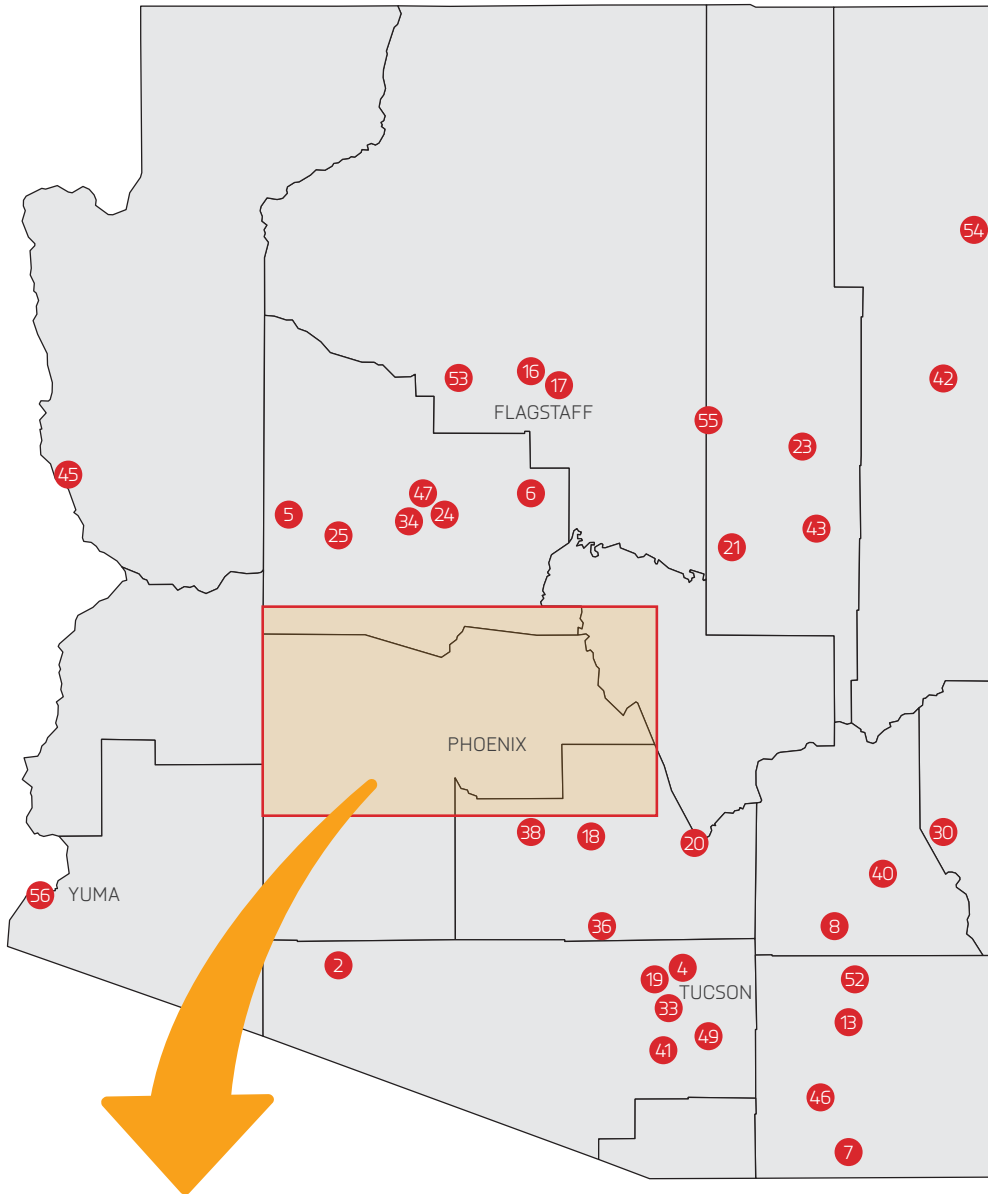
The interviews sought to: a) shed light on community school activities taking place throughout the state; and b) lift up the experiences of schools that are providing, or connecting community members to, services beyond those related to traditional education.

Following the key informant interviews, partners developed an online survey to collect additional details. The survey sought answers related to three main categories: services provided, sources of funding and types of partnerships. It was disseminated to approximately 230 school superintendents throughout Arizona, garnering a total of 102 responses. On a number of occasions, multiple individuals representing the same district submitted responses, many of which differed significantly from one another. In these instances, district responses were omitted from the final analysis. After eliminating duplicate responses, 56 unique school districts were analyzed.

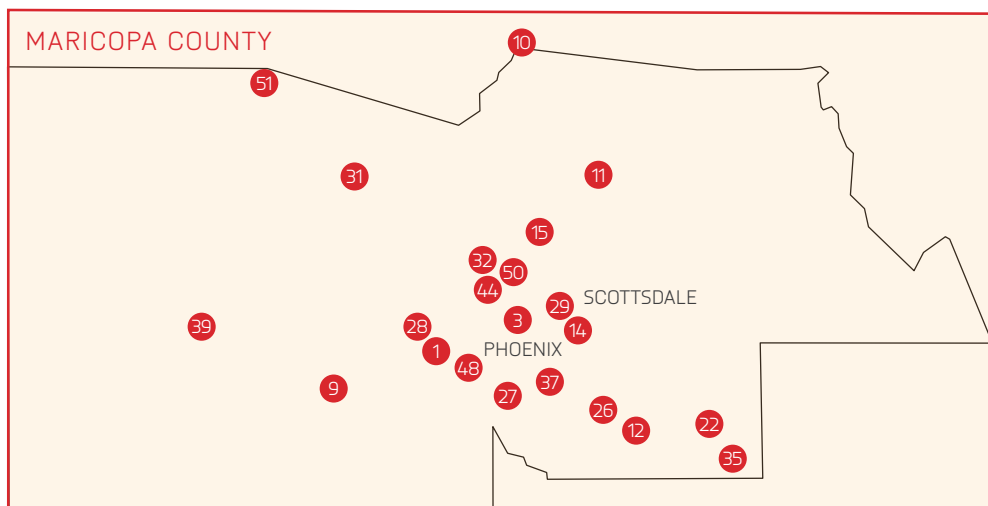
Key Informants

Ajo Elementary School
Alhambra Elementary School District
Balsz School District
Boys & Girls Club of Greater Scottsdale
Cartwright School District
Deer Valley Unified School District
First Things First
Flowing Wells Unified School District
Isaac School District
Mountain Park Health Center
Nadaburg Unified School District
Preventive Health Collaborative
Roosevelt School District
Santa Cruz Valley Unified School District
Scottsdale Unified School District
Yuma Elementary School District

School District Representation in Survey Responses



- 1 Agua Fria Union
- 2 Ajo Unified School District
- 3 Alhambra Elementary School District
- 4 Amphitheater
- 5 Bagdad Unified School District
- 6 Beaver Creek ESD
- 7 Bisbee USD
- 8 Bonita ESD #16
- 9 Buckeye Union HSD
- 10 Canon Elementary School District 50
- 11 Cave Creek Unified School District
- 12 Chandler Unified School District
- 13 Cochise Elementary School District #26
- 14 Creighton
- 15 Deer Valley Unified School District
- 16 Flagstaff Arts and Leadership Academy
- 17 Flagstaff Unified School District
- 18 Florence Unified
- 19 Flowing Wells Unified
- 20 Hayden-Winkelman School District
- 21 Heber-Overgaard USD
- 22 Higley Unified School District
- 23 Holbrook USD #3
- 24 Humboldt Unified School District
- 25 Kirkland Elementary School District #23
- 26 Kyrene
- 27 Laveen
- 28 Litchfield Elementary School District
- 29 Madison School District
- 30 Morenci Unified
- 31 Nadaburg Unified School District
- 32 Peoria Unified School District
- 33 Pima Accommodation District
- 34 Prescott Unified #1
- 35 Queen Creek Unified School District
- 36 Red Rock Elementary
- 37 Roosevelt School District
- 38 Sacaton Elementary School District
- 39 Saddle Mountain Unified School District
- 40 Safford
- 41 Sahuarita
- 42 Sanders Unified School District
- 43 Snowflake Unified School District
- 44 Stanfield Elementary School District
- 45 Topock Elementary School District #12
- 46 Tombstone Unified
- 47 Tri-City College Prep High School
- 48 Union ESD
- 49 Vail Unified School District
- 50 Washington Elementary School District #6
- 51 Wickenburg
- 52 Willcox
- 53 Williams School District
- 54 Window Rock Unified School District
- 55 Winslow Unified School District
- 56 Yuma Elementary School District #1

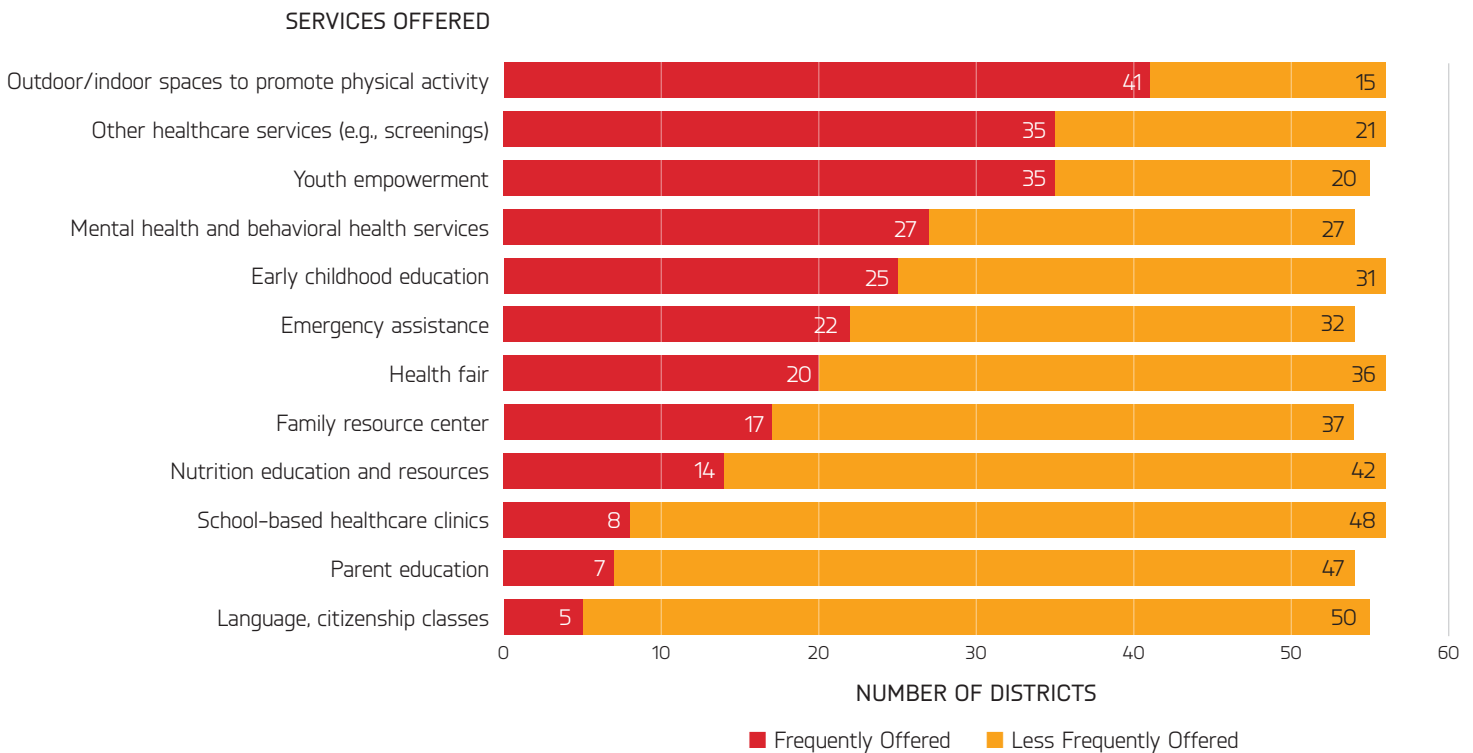


Survey Results

Community School Services Offered

When surveying districts about the types of community school services offered, the most frequently offered services included outdoor and indoor spaces for recreation, dental, vision and/or hearing screenings, and youth empowerment services (e.g., youth advisory councils, art/music classes, tutoring and college tuition assistance). Conversely, districts rarely offered services related to parent education, language and citizenship classes, school-based health clinics and nutrition assistance. The survey tool and categorical responses can be found in Appendices 3 and 4. For a comprehensive view of the responses related to community school services offered, see Chart 1 below.

CHART 1 Community School Services Offered in Districts

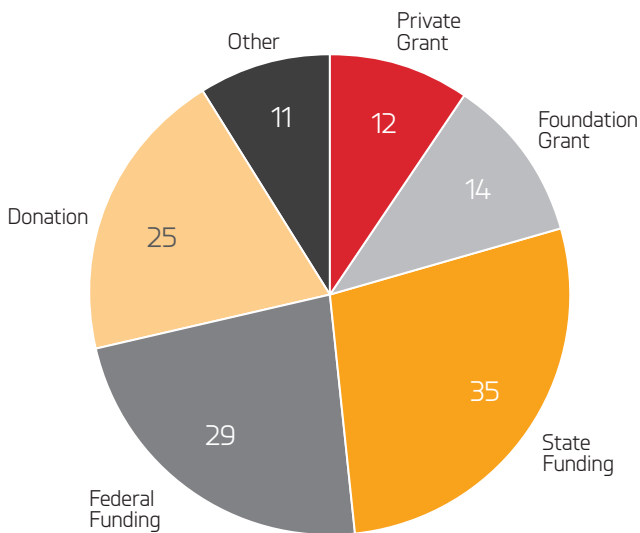




Funding Sources

Survey results related to funding showed that the majority of districts (35 of the 54 districts) received funding from multiple sources, the most common of which included state funding, federal funding and donations. Respondents indicated that grants provided by foundations and private grantors existed, but were less prevalent. For a summary of district responses related to sources of funding, see Chart 2 below.

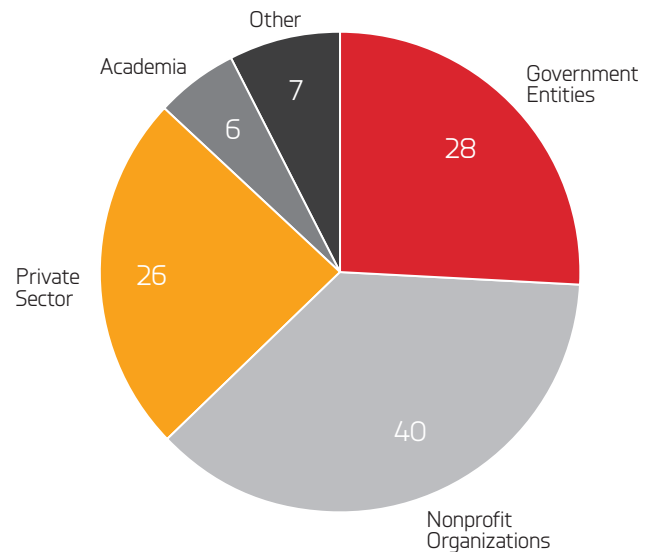
CHART 2 Funding Sources
NUMBER OF DISTRICT RESPONSES



Partnerships

Developing partnerships with other organizations is a key requirement of any community school. When respondents answered questions about the types of partnerships that comprised their community schools, nonprofit organizations emerged as the most common type. Government and the private sector were also frequently mentioned as key partners in Arizona's community schools. For a view of partner organizations involved in community schools, see Chart 3 below.

CHART 3 Partner Organizations
NUMBER OF DISTRICT RESPONSES



Key Informant Interview Results

Eleven key informants were interviewed to better understand their individual community school models. Specific questions asked during the interviews can be found in Appendix 1. In reflecting on the responses (detailed summaries of which can be found in Appendix 5), a few key insights emerged.

Key Informant Insights

- Multiple community school models are being adopted across Arizona.
- There are varying definitions across the state regarding what constitutes a community school (i.e., no standard).
- Strategic partnerships are imperative to creating a successful community school.
- Community assessment is key to understanding community need and the root causes of the need.
- Funding, competing priorities, over-reliance on volunteers and limited transportation (in rural areas) were mentioned as challenges to expanding community schools.
- Additional research on the programs/initiatives/partnerships across Arizona would elicit further insight about how to advance community schools.

Perhaps most striking, communication about community schools within and across school districts is lacking. Multiple respondents expressed interest in connecting with other districts taking on similar community schools models, which may present an opportunity to develop a learning collaborative, of sorts, in the future. It is also apparent that districts are adopting a wide array of community services and often have a storied history of providing such services. The sidebar to the left lists a limited selection of some of the services districts are offering, as expressed during the key informant interviews.

Services Offered in Arizona's Community Schools

Clothing Closets
Community Gardens
Demonstration Kitchens
Tax Assistance
Utility Assistance
GED Programs
Health Clinics
Bicycle Share Programs
Behavioral Health Counseling
College Assistance
Food Pantries
Health Fairs
Recreational Space and Programming
Job Training
Public Assistance Enrollment



Examples of Promising Practices

Family Resource Centers

Flowing Wells School District (Tucson). Flowing Wells operates a family resource center model where the district focuses on connecting their community members to the resources that are available within their community. As Dr. David Baker describes, “Our model is different than when you bring everyone into a center; we’re the connection.” Some resources available include utility assistance programs, assistance with applying for college, bankruptcy assistance, tax assistance, mental health services, English as a Second Language (ESL) classes, job training programs, clothing drives and food drives.

Isaac School District (Phoenix). Isaac’s work prioritizes the involvement of parents and community members in both the planning and delivery of services. In the process of renovating a family resource center, the district was able to establish a number of partnerships, including working with Keogh Health Connection to provide an enrollment staff member at each school on a weekly basis to help families enroll in public assistance programs. Valle del Sol agreed to assist students with behavioral health needs by providing counselors at each school site who can assist students and parents, even those without insurance. These partner organizations were able to come together and write a grant that would expand the services available to not only those who attend school within the district, but also to the larger community.

Sarah Gonzalez, who oversees the resource center, stated that she has been able to gain the support of teachers by highlighting how community school efforts can alleviate onerous responsibilities that teachers historically have had to shoulder. “One thing I learned really early is that the teachers are trying to be the social worker, the nurse, everything...the approach I took was asking how to remove those hats so that they can just be educators.” As the teachers have been able to experience the relief of not having to take on as many roles, they are now more open to partnerships with community organizations than they were previously.



Clothing and Food

Balsz School District (Phoenix). Balsz has created a clothing closet that makes clothes, coats, shoes and household resources available. This closet is strategically housed at a school located close to a homeless shelter. They also have a campus with a community garden and demonstration kitchen on site. Not only do students use the space for science education, but it is also used for a master gardener training program run by a partner organization and available to community members. Additionally, Balsz School District created a food day offered on a monthly or bi-monthly basis. The district serves as the connecting point in bringing together the excess food resources made available by St. Mary’s Food Bank with community members experiencing food insecurity.

Ajo Elementary School (Ajo). The school has partnered closely with Desert Senita Health Center to create school gardens, become certified to serve garden-grown produce in the school cafeteria and develop a bicycle program to assist with transportation. While it may seem outside of the typical scope of a community health center to invest staff time in providing nutrition and exercise programs at a local elementary school, it reflects an upstream mindset in addressing not only emergent health needs of residents but also the social determinants of health. Especially within the setting of a small town, programs like this can have significant impacts in the health of the community as a whole.

Shared Recreational Spaces

Nadaburg School District (Wickenburg). When he started in his position, Superintendent Rick Stephen was determined to fill a need for recreation facilities by opening up the gym and sports fields to community members on Saturdays. He attended a conference about shared use and from this was able to both apply for and receive a grant that provided the funds needed to get these programs off the ground. As of January 2017, the gym and fields are open at both schools in the district on Saturday mornings.

AS OF JANUARY 2017,
THE GYM AND FIELDS
ARE OPEN AT BOTH SCHOOLS
IN THE NADABURG DISTRICT
ON SATURDAY MORNINGS.

Due to the rural nature of this district and recognizing that transportation would be a barrier for community members accessing the gym, Mr. Stephen was able to coordinate transportation to and from the Nadaburg Elementary School. He found a volunteer bus driver who was invested in the vision and agreed to both pick up and drop off community members every Saturday so that those without transportation would also be able to access the facilities. In addition, a coach was willing to volunteer his time to staff the open gym so that his players could have access to the gym to practice and improve their skills.

The district continues to build on its community school model, adding GED classes and a health clinic in which they are partnering with the local hospital. Mr. Stephen predicts that an outcome of offering the open gym, GED classes and the health clinic will be improved staff and student attendance.

School-Based Health Clinics

O.C. Johnson School (Yuma). The school has made a connection with Sunset Community Health Center, which agreed to build a clinic at the school. This clinic will have an administrative assistant on site, a pediatrician who will come to the school once per week and a health coordinator who can identify what families need and link them to necessary resources.



Recommendations for Future Research

Following the completion of key informant interviews and the analysis of the survey results, questions still exist regarding best practices, strategic partnerships and implementation. Below are some additional questions to be considered as work surrounding community schools continues.

- What opportunities exist to convene stakeholders at a statewide level?
- What are the most viable funding mechanisms for community schools?
- How much time and what resources are required to launch a community school?
- What geographic areas show the greatest opportunity for community schools?
- How do community schools ensure that all community voices are heard? How do they prioritize community needs?
- What policies need to be enacted, removed or modified to scale community schools?
- How are Arizona's successes being tracked?
- How is communication maintained across schools and districts?
- Can we find funding efficiencies by better coordinating services in a community school model?

Conclusion

Community schools in Arizona show great promise, not only to provide additional services to communities, but also to do so in a manner that has the potential to improve the academic standing of Arizona's students and bring communities closer together. Schools are often viewed as the center of a community, and this model provides a framework by which schools can help to fulfill some of the needs outside of the traditional field of education that are not being met. As this report indicates, schools from across the state are offering an array of services that can help individuals, children and families obtain access to basic needs, spark connections and strengthen community vitality. Barriers such as inconsistent funding and competing priorities are frequently cited and are likely to persist, but many of the districts highlighted in this report are pushing through these barriers and finding creative ways to serve their students and their greater communities. Such districts have expressed interest in working with and learning from others to advance community schools throughout Arizona. Future endeavors would benefit from additional research into the geographic variability of community schools, as well as exploring ways to build opportunities for shared learning among districts interested in adopting or advancing community schools.

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- 3 Pew Research Center. (2015, December 9). *The American Middle Class Is Losing Ground*. Retrieved from <http://www.pewsocialtrends.org/2015/12/09/the-american-middle-class-is-losing-ground/>
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- 6 Center for Student Achievement. (n.d.). *School Stats*. Retrieved from <http://centerforstudentachievement.org/school-stats/>

Appendix 1: Key Informant Interview Questions

What services are being offered?

- Is this at one school? Multiple schools? District wide?
- How long have these been available?
 - What catalyst(s) caused you to move in this direction?
- How frequently are these services made available to participants?
- To whom?
 - Are these available to all students/families or targeted to those with the highest needs?
- Free/cost?
- When?
 - Is it during school or after school/weekends? Summers/vacations?

Who is organizing/providing these services?

- Did you follow any particular guideline/utilize an organization (or multiple ones) to get started?
- Did you complete a needs assessment? Did it come about organically?
- Is it a paid staff member or volunteer? How do you recruit?
- What partner organizations are being utilized?

What funding sources are you utilizing?

What are the goals you are seeking to achieve?

- What outcomes/data are being used to track progress?
- What results have you found so far?

What has been successful?

- Any advice/suggestions you would give to other schools looking to replicate?
- What has been key to your success?

What struggles/challenges have you had along the way?

- Any cautions you would offer to others?
- What pitfalls should other schools/districts avoid?
- How did you overcome these challenges?

Do any specific policies/laws assist your work or create a barrier to this work?

- Do you have any suggestions for policy changes that would assist in the implementation of community schools?

End goal:

To develop a guide of “best practices” for community schools in Arizona?

Appendix 2: Key Informant Interviewees

CONTACT	TITLE	ORGANIZATION	SCHOOL/DISTRICT
David Baker	Superintendent	Flowing Wells Unified School District	Flowing Wells Unified School District 1556 W Prince Rd Tucson, AZ 85705
Jeff Smith	Superintendent	Balsz School District	Balsz School District 4825 E Roosevelt St Phoenix, AZ 85008
Rudy Ortiz	Regional Director, Yuma	First Things First	O.C. Johnson School (Yuma Elementary School District) 1201 12th St Yuma, AZ 85364
Jennifer Argyros	Program Director- Family Resource Center	University of Arizona Cooperative Extension, w/support from First Things First	Calabasas School (Santa Cruz Valley Unified School District) 570 Camino Lito Galindo Rio Rico, AZ 85648
Patty Merk	Area Agent, Family & Youth Development	First Things First	Martin Luther King Jr. School (Roosevelt School District) 4615 S 22nd St Phoenix, AZ 85040
Elisabeth Williams	Program Coordinator, Family Resource Center		
Jeffrey Zetino	Preventive Health Collaborative Supervisor	Preventative Health Collaborative	Alhambra Elementary School District 6615 N 39th Ave Phoenix, AZ 85019
Alejandra Kisebach	Community Outreach Specialist	Alhambra Family Resource Center	
Lily Williams	Outreach Coordinator & Garden Director	Desert Senita Community Health Center	Ajo Elementary School 111 N Well Rd Ajo, AZ 85321
Sarah Gonzalez	Consultant	Isaac School District	Isaac School District 3348 W McDowell Rd Phoenix, AZ 85009
Rick Stephen	Superintendent	Nadaburg Unified School District	Nadaburg Unified School District 32919 Center St Wittmann, AZ 85361
Essen Otu	Senior Director, Diversity & Community Affairs	Mountain Park Health Center	Atkinson Middle School (Cartwright School District) 4315 N Maryvale Pkwy Phoenix, AZ 85041 Sunrise Elementary School (Deer Valley Unified School District) 17624 N 31st Ave Phoenix, AZ 85053
Lisa Hurst	President and CEO	Boys & Girls Clubs of Greater Scottsdale	Scottsdale Unified School District 10515 E Lakeview Dr Scottsdale, AZ 85258

Appendix 3: Online Survey

School-Based Services Survey

Research is being sponsored by Vitalyst Health Foundation, Arizona Grantmakers Forum and Helios Education Foundation to gather statewide information about school districts offering services to families and communities outside the traditional scope of education. Data collected from this survey will be included in a statewide report on Arizona's community-focused school districts. We will be showcasing the services districts are offering and identify areas of need.

Please take a few minutes to answer the questions below by close of business OCTOBER 6TH.

Thank you for your time.

Contact Information

School District

Name

First

Last

Email *

Phone Number

 - -

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Services Offered by District

How many schools within in your district offer:

	None	One	Few	Most	All
School-based healthcare clinics (ex. primary care, wellness visits, immunizations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other healthcare services (ex. dental services, vision/hearing screening)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CONTINUED ON NEXT PAGE

Mental health and behavioral health services (ex. classes on social/emotional intelligence, anti-bullying programs, substance abuse programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health fair (ex. developmental screenings, health education, connecting to community resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency assistance (ex. food bank, utility/rental assistance, laundromat, clothing closet, backpacks, school supplies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Resource Center (ex. hub for connecting community members with available resources, community health workers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigration services (ex. language/citizenship classes, assistance with applying for work permits)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent education (ex. GED classes, resume building, certifications, job training)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutrition education and resources (ex. school garden, community garden, demonstration kitchen) offered outside of school hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early childhood education (ex. preschool/head start programs, kindergarten readiness, parenting classes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth empowerment (ex. youth advisory council, art/music classes, tutoring, FAFSA assistance) offered outside of school hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outdoor/indoor spaces to promote physical activity in the community <i>outside of school hours</i> (ex. shared/joint-use agreement, open playgrounds/tracks/fields/gym/multi-purpose room)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Services/Comments

Funding Source(s)? (Check All That Apply)

- Private Grant
- Foundation Grant
- State Funding
- Federal Funding
- Donation
- Other

Partner Organization(s)? (Check All That Apply)

- Government Entities
- Nonprofit Organizations
- Private Sector
- Academia
- Other

How long has your district been working to provide services like those listed above? (Check all that apply)

- <1 year
- 1-5 years
- 6-10 years
- >10 years

Appendix 4: Categorical Data

“How many schools within your district offer...”

School-based healthcare clinics

(EX. PRIMARY CARE, WELLNESS VISITS, IMMUNIZATIONS)

ANSWER	RESPONSE	SHARE
None	33	33/54 = 59%
One	8	8/56 = 14%
Few	7	7/56 = 13%
Most	0	0%
All	8	8/56 = 14%
Total	56	100%

- A majority (59%) of the districts reported that ‘none’ of their schools offer school-based healthcare clinics.
- 41% of the districts report that at least one school in their district has a school-based healthcare clinic available.

Other healthcare services

(EX. DENTAL SERVICES, VISION/HEARING SCREENING)

ANSWER	RESPONSE	SHARE
None	12	12/56 = 21%
One	6	6/56 = 11%
Few	3	3/56 = 5%
Most	7	7/56 = 13%
All	28	28/56 = 50%
Total	56	100%

- Half (50%) of the districts reported that ‘all’ of their schools offer other supplemental healthcare services.
- 21% of districts reported that ‘none’ of their schools offer other types of healthcare services.

Mental health and behavioral health services

(EX. CLASSES ON SOCIAL/EMOTIONAL INTELLIGENCE, ANTI-BULLYING PROGRAMS, SUBSTANCE ABUSE PROGRAMS)

ANSWER	RESPONSE	SHARE
None	13	13/54 = 24%
One	5	5/54 = 9%
Few	9	9/54 = 17%
Most	9	9/54 = 17%
All	18	18/54 = 33%
Total	54	100%

- 76% of the districts reported that at least one school offers mental and behavioral health services.
- One-third (33%) of the districts reported that ‘all’ of their schools offer mental and behavioral health services.
- Nearly one-quarter (24%) of districts say that ‘none’ of their schools offer mental or behavioral health services

Two schools (Yuma, Chandler) did not answer this question.

“How many schools within your district offer...”

Health fair

(EX. DEVELOPMENTAL SCREENINGS, HEALTH EDUCATION, CONNECTING TO COMMUNITY RESOURCES)

ANSWER	RESPONSE	SHARE
None	21	21/56 = 38%
One	7	7/56 = 13%
Few	8	8/56 = 14%
Most	5	5/56 = 9%
All	15	15/56 = 27%
Total	56	100%

- 38% of the districts reported that ‘none’ of their schools offer or host health fairs.
- 62% of school districts reported that at least one of their schools offer or host health fairs.

Emergency assistance

(EX. FOOD BANK, UTILITY/RENTAL ASSISTANCE, LAUNDROMAT, CLOTHING CLOSET, BACKPACKS, SCHOOL SUPPLIES)

ANSWER	RESPONSE	SHARE
None	11	11/54 = 20%
One	9	9/54 = 17%
Few	12	12/54 = 22%
Most	5	5/54 = 9%
All	17	17/54 = 31%
Total	54	100%

- 80% of districts reported that at least one school offers emergency assistance-type services.
- 20% of districts reported that ‘none’ of the schools in their district offer emergency assistance.

Two schools (Kirkland, Prescott) did not answer this question.

Family resource center

(EX. HUB FOR CONNECTING COMMUNITY MEMBERS WITH AVAILABLE RESOURCES, COMMUNITY HEALTH WORKERS)

ANSWER	RESPONSE	SHARE
None	24	24/55 = 44%
One	9	9/55 = 16%
Few	4	4/55 = 7%
Most	1	1/55 = 2%
All	16	16/55 = 29%
Total	55	100%

- 56% of districts reported that one or more of schools in their district have a family resource center available.
- 44% of districts reported that ‘none’ of the schools in their district have a family resource center.

One school (Beaver Creek) did not answer this question.

“How many schools within your district offer...”

Immigration services

(EX. LANGUAGE/CITIZENSHIP CLASSES, ASSISTANCE WITH APPLYING FOR WORK PERMITS)

ANSWER	RESPONSE	SHARE
None	43	43/55 = 78%
One	3	3/55 = 5%
Few	4	4/55 = 7%
Most	2	2/55 = 4%
All	3	3/55 = 5%
Total	55	100%

One school (Beaver Creek) did not answer this question.

- More than three-quarters (78%) of the districts reported that ‘none’ of their schools offer immigration services.
- 22% of districts reported at least one school offers immigration services.

Parent education

(EX. GED CLASSES, RESUME BUILDING, CERTIFICATIONS, JOB TRAINING)

ANSWER	RESPONSE	SHARE
None	31	31/54 = 57%
One	10	10/54 = 19%
Few	6	6/54 = 11%
Most	1	1/54 = 2%
All	6	6/54 = 11%
Total	54	100%

Two schools (Agua Fria, Beaver Creek) did not answer this question.

- More than half (57%) of the districts reported that ‘none’ of their schools offer parent education type classes/services.
- 43% of districts reported that at least one school offers parent education opportunities.

Nutrition education and resources offered outside of school hours

(EX. SCHOOL GARDEN, COMMUNITY GARDEN, DEMONSTRATION KITCHEN)

ANSWER	RESPONSE	SHARE
None	20	20/56 = 36%
One	8	8/56 = 14%
Few	14	14/56 = 25%
Most	7	7/56 = 13%
All	7	7/56 = 13%
Total	56	100%

- 36% of the districts reported that ‘none’ of their schools offer nutrition education and resources outside of school hours.
- 64% of districts report that at least one school offers nutrition education and resources outside of school hours.

“How many schools within your district offer...”

Early childhood education

(EX. PRESCHOOL/HEAD START PROGRAMS, KINDERGARTEN READINESS, PARENTING CLASSES)

ANSWER	RESPONSE	SHARE
None	8	8/56 = 14%
One	11	11/56 = 20%
Few	12	12/56 = 21%
Most	9	9/56 = 16%
All	16	16/56 = 29%
Total	56	100%

- 29% of the districts reported that ‘all’ of their schools offer early childhood education.
- 20% of districts reported that only ‘one’ school offers early childhood education.

Youth empowerment offered outside of school hours

(EX. YOUTH ADVISORY COUNCIL, ART/MUSIC CLASSES, TUTORING, FAFSA ASSISTANCE)

ANSWER	RESPONSE	SHARE
None	6	6/55 = 11%
One	10	10/55 = 18%
Few	4	4/55 = 7%
Most	10	10/55 = 18%
All	25	25/55 = 45%
Total	55	100%

- 45% of the districts reported that ‘all’ of their schools youth empowerment programming outside of school hours.

One school (Kirkland) did not answer this question.

Outdoor/indoor spaces to promote physical activity in the community outside of school hours

(EX. SHARED/JOINT-USE AGREEMENT, OPEN PLAYGROUNDS/TRACKS/FIELDS/GYM/MULTI-PURPOSE ROOM)

ANSWER	RESPONSE	SHARE
None	6	6/56 = 11%
One	8	8/56 = 14%
Few	1	1/56 = 2%
Most	8	8/56 = 14%
All	33	33/56 = 59%
Total	56	100%

- More than half (59%) of the districts reported that ‘all’ of their schools offer outdoor/indoor spaces to help promote physical activity in the community outside of school hours.
- 89% of districts reported that at least one school offers outdoor/indoor spaces to help promote physical activity in the community outside of school hours.

Appendix 5: Key Informant Interview Summaries

Balsz School District – Phoenix

The Balsz School District has been working to support its community outside of the traditional role of education for more than ten years. Under the vision and direction of Superintendent Dr. Jeff Smith, a variety of programs have been developed to address the needs of their community. Most of these programs are coordinated by parent liaisons who are paid by the district. For the sake of efficiency, they coordinate programs at the district level rather than leaving it up to individual principals to coordinate activities. In this way the program isn't reliant on principals, who often have very limited time, and reduces duplication of services by preventing multiple schools from trying to independently provide their own services.

Balsz offers a variety of community support services which have developed over time as the needs became apparent. One example is their clothing closet that makes clothes, coats, shoes and household resources available. This closet is strategically housed at a school located close to a homeless shelter. They also have a campus with a community garden and demonstration kitchen on site. Not only is the space used by students for science education, but it is also used for a master gardener training program which is run by a partner organization and available to community members. Additionally, Balsz School District created a food day which is offered on a monthly or bi-monthly basis. The district serves as the connecting point in bringing together the excess food resources made available by St. Mary's Food Bank with community members experiencing food insecurity. This program has since expanded to connect partners who could provide information about workforce development, car seats, dental services and eyeglasses, in addition to

food. They work to give greater access to recreation among community members, including creating partnerships to help cover some of the cost of a little league team, thereby reducing the cost to families to enter and making it more affordable. With this small investment the little league went from struggling to sign up enough kids to having a vibrant little league.

The school district also seeks to improve the quality of preschools in their community by coordinating with the Arizona Foundation for Women to provide training for community members to become credentialed as Child Development Associates. This is beneficial in that children who attend preschools within their community will receive higher quality education. Additionally, many of those who take part in the certification training are parents of students in the district; therefore, families are strengthened by higher rates of employment and their children are able to see their parent graduate which promotes learning.

Finally, a voluntary income tax assistance service is also offered. This is where volunteers come and assist families with completing their income taxes so that they are less likely to fall prey to predatory income tax assistance. In this way the district is supporting economic stability within families.

Flowing Wells School District – Tucson

At Flowing Wells, they've had a long history of trying to make their school accessible to their community. This priority goes back about 20 years when there was a meeting between the mayor of Tucson, a community activist, a school principal and a governing board member who came together and decided to take action. Initially, the community school was funded by city and county funds, but has since turned to grant funding and private donations. "Our governing board has adopted goals that fit [the community school mindset]. We have one goal called the 24/7 schoolhouse which states that our schools should ultimately be accessible to our community 24/7. Now we can't literally, but we drive toward that."



Flowing Wells operates a family resource center model where they focus on connecting their community members to the resources that are available within their community. As described by Dr. Baker, “Our model is different than when you bring everyone into a center; we’re the connection.” Some resources available include utility assistance programs, assistance with applying for college, bankruptcy assistance, tax assistance, mental health services, ESL classes, job training programs, clothing drives and food drives.

The services were originally offered at all six elementary schools within the district, but have since consolidated all services to their junior high school because it is located in the center of their district. The district was able to leverage grants to improve this space, including building a waiting area and an area to manage the flow of people. This space also has refrigerators and freezers for storing food from the community food banks, and washers and dryers which are used to wash clothing donations for their clothing bank.

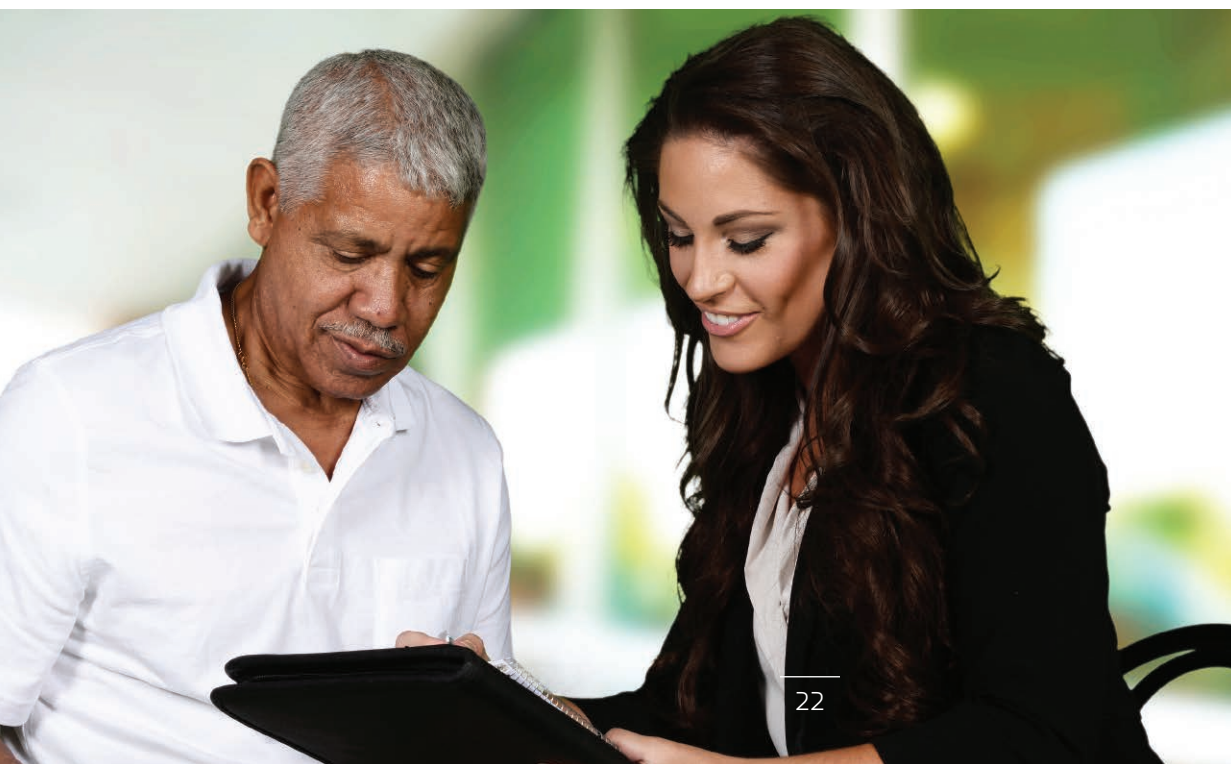
Dr. Baker describes the structure of this resource center by saying that it began after all the schools lost their school counselors during the recession. At the time, an individual donor granted money to hire a social worker as a part of a trial to create a referral process to connect families with local resources. They had great success with the social worker walking families through the process of accessing services, and found that they were able to build trust with the families. Because of the success of the trial, in addition to the grant-funded social workers, the district has now

prioritized hiring three social workers who work in this capacity. Baker describes, “We do less of providing the direct services, and more of assisting with the connection, so that the families can access services on their own time.”

Another effort by the school district is connecting families with affordable internet services at home. “Our position is simple, if you don’t have access to the internet, you don’t have access to economic opportunities,” says Baker. They noticed that an internet provider was advertising high-speed internet at a reduced fee using fliers. The district recognized that families would benefit from this and instead invited a representative to present on the deal at a dinner at the school and assist families with applying on site. In this way, the district provided the connection that allowed more families to access this critical service.

Nadaburg School District – Wittmann

For Mr. Stephen, Superintendent of the Nadaburg Unified School District, his desire to bring about a community school started when he first learned about the concept when getting his Masters at Arizona State University. He worked for 21 years as a principal and tried at different points to bring about this model, but met resistance from different district administrators citing concerns about utility, maintenance costs and issues with liability. This district is very unique, made up of only two K-8 schools and a total of approximately 900 kids. These schools are in relatively rural areas and of high poverty, with few employment and recreational



opportunities for parents and families. Mr. Stephen sees all of these community characteristics as possible opportunities for the district to both fill a need and create a bridge between the school and its community.

Although he has only been the Superintendent of the district for a relatively short time, Mr. Stephen has already begun bringing additional services to community members through the district. The first goal was to fill a need for recreation facilities by opening up the gym and ballfields to community members on Saturdays. He attended a conference about shared use and from this was able to both apply for and receive a grant which provided the funds needed to get these programs off the ground. As of January 2017, the gym and fields are open at both schools in the district on Saturday mornings.

Due to the rural nature of this district and recognizing that transportation would be a barrier for community members accessing the gym, Mr. Stephen was able to coordinate transportation to and from the Nadaburg Elementary School. He found a volunteer bus driver who was invested in the vision who agreed to both pick up and drop off community members every Saturday so that those without transportation would also be able to access the facilities. In addition, a coach was willing to volunteer his time to staff the open gym so that his players could have access to the gym to practice and improve their skills. The popularity of using this space has grown over time, “In the open gym we started with just a few in the first weeks, to 40-60 on a Saturday at each site.” The program was so successful they even decided to open the gym a few weekdays over the summer as well. The gym space is also used for a karate class on weeknights and was used to host a self-defense course in fall 2017.

Another area of focus was providing more job opportunities for adults in the community. Mr. Stephen saw that many adults in the community had never finished high school. So they began an adult GED program in February 2017 with 15 people and help from a volunteer teacher. They plan to expand to two classes per week during the next school year. In addition, the Friends of the Surprise Libraries Inc. has agreed to fund the supplies for the classes and tests for the GED course, removing cost as an obstacle for participants wanting to further their education. Since the beginning, this program has been very successful and has continued to grow in size.

Nadaburg has faced numerous challenges in launching its community school model. One challenge faced by Mr. Stephen



in organizing these additional resources was working consistently with volunteers long term who are typically responsible for running the programs. Additionally, families in this community would have to travel approximately 30-45 minutes in order to receive health services, which is also a challenge. In order to combat this, Mr. Stephen is setting out to create a health clinic within the school district office in order to make health care more accessible to the students, families and the community at large. To initiate the clinic, he approached Wickenburg Community Hospital to see if they would be interested in opening a clinic at the district office because he knew they already had school-based clinics in other communities. This project has been more challenging than expected and has taken longer to receive the necessary approvals and designations. The space will need renovations prior to being opened, but the goal was to open in September 2017. However, the clinic was delayed by a very slow permit and construction process. There will be a soft opening by the end of March 2018. The district was able to organize an annual health fair with staff from the Wickenburg Community Hospital offering screenings.

Mr. Stephen hopes that an outcome of offering the open gym, GED classes and the health clinic will be improved staff and student attendance. “I’m thinking that the open gym allows the kids to be more involved and around the school more, and to have a more positive outlook of school, and hopefully come to school more often.” In addition, he believes the clinic will allow school staff members to seek medical care more readily when ill and make it easier for students to receive their mandatory physical prior to participation on sports teams. While it may seem as if these services are sufficient, Mr. Stephen has dreams of continued expansion, hoping to partner with Habitat for Humanity to help community members with housing and to even build a community center someday.

Isaac School District – Phoenix

The story of La Casita (aka: the Heart of Isaac Community Center) in Isaac School District began with the closing of Golden Gate Community Center which was in the middle of the Isaac School District. This community center was the hub of resources, information and services for the community. When an organizational change took place, Golden Gate Community Center became a Federally Qualified Health Center, hoping to improve access to medical care, as the district is considered a medically underserved area. Although it was beneficial to have a health center in this area, the district was concerned that families and community members wouldn't have assistance in accessing resources.

In order to fill the need for a resource hub, the district Superintendent contacted Sarah Gonzalez to see if she would be interested in helping restore a home that had been donated to the Isaac School District approximately 20 years earlier with the purpose of turning it into a community resource hub. The district didn't have any money to fund this project, so Mrs. Gonzalez sought assistance from a local fiscal sponsor, TAPAZ. In doing so they were able to receive coaching to assist with crafting a needs assessment for the district. They took the needs assessment to all the schools in the district and met with parents, teachers, counselors, nurses, principals and parent liaisons. From these assessments, leaders realized that the district had no partner organizations at the time, largely because previous partnerships had resulted in disappointment due to a lack of follow through. A need for social services was also identified in the needs assessment. From there, the work began to connect community partners who provide the needed services with members of the community. In addition, a steering committee guided the work being done, including renovating and remodeling the home owned by the district.

Isaac's work prioritizes the involvement of parents and community members in both the planning and delivery of services. In the process of renovating the family resource center, they were able to establish a number of partnerships, including working with Keogh Health Connection to provide an enrollment staff member at each school on a weekly basis to help families enroll in public assistance programs. Valle del Sol agreed to assist students with behavioral health needs by providing counselors at each school site who can assist students and parents, even those without insurance. These partner organizations were able to come together and also write a grant which would expand the services available to not only those who attend school within the district, but also to the larger community including those who aren't enrolled in the district.

One program that has resulted from this grant funding allows Valle del Sol to provide trauma informed care individually to students and parents who have experienced trauma, along with training to the schools with the highest refugee populations. They also partnered with UnitedHealthcare to design a back to school annual health fair, because many families don't have a medical home. They strategically designed this fair to connect families with providers who can provide ongoing care. In addition, the Parsons Center for Pediatric Dentistry has partnered with the district to set up a clinic at the schools on a monthly basis where both students and family members can receive dental care. As a nonprofit organization, they also are willing to fundraise so that they can provide services to those without insurance. These services were all being offered out of the schools, and are now being offered within the newly-renovated house. In addition, parents are being trained as volunteer promotoras who will be health educators and assist other community members with accessing services.

Mrs. Gonzalez has been able to gain the support of teachers by highlighting that community school efforts take away responsibilities that teachers historically have had to shoulder. "One thing I learned really early is that the teachers are trying to be the social worker, the nurse, everything...In school districts teachers are



so worried about extra work and so any new project or idea... the approach I took was asking how to remove those hats so that they can just be educators.” As the teachers have been able to experience the relief of not having to take on as many roles, they are now more open to partnerships with community organizations than they were previously. This project has served to bring together three independent needs. First, community members needed help with accessing available services. Secondly, schools were having to fulfill multiple roles in order to get kids ready to learn. Lastly, community organizations were struggling to spread the word to families about what services were available. This project became the bridge that could connect families with community organizations, thereby assisting not only families but also the school district and the community organizations symbiotically.

O.C. Johnson School – Yuma

“It comes down to one word: relationships. Relationships enhancing a community and going beyond what we think a traditional school is.” This was the response of Rudy Ortiz when asked to define a community school. Rudy Ortiz works for First Things First and is leading an effort to turn O.C. Johnson School into a community school. His goal is to leverage relationships with organizations throughout Yuma to partner with O.C. Johnson School in order to provide the health care, social services and academic rigor needed to help both the school and the community thrive.

While the work on this project began in January 2017, the process of establishing a network of partner organizations began years earlier through the Yuma County Early Childhood Collaborative. This group began the process of breaking down the social service silos in Yuma by sending representatives who would “...support capacity building, networking and coordinated activity that will lead to collective impact.” This collaborative has a balance of city leaders and practitioners representing over 60 core agencies. This relationship network formed the bedrock from which Mr. Ortiz was able to draw support for O.C. Johnson School. Mr. Ortiz describes himself as a matchmaker who tells the story of O.C. Johnson School to community leaders and then asks the question “What do you believe you can do right away?” Mr. Ortiz believes this question is critical as it allows the partner organization to determine how and

in what capacity they want to be involved. After this initial conversation, the partner organization meets with the school principal to solidify the plan.

Although Mr. Ortiz may be the initial connector who brings the partner organization into the school, he’s careful to keep the principal as the leader of the project and the one who will hold partner organizations accountable once the initial phase is complete. He states, “I have seen where community schools don’t work, it’s because the principals don’t see themselves as the leader. Then the partner agencies are just coming in and doing, but with no leadership. We all need leadership; we all need a go-to. There is no better go-to than the principal. The principal can tell you all the needs of the families in the school.”

The project has created new connections for partner organizations in the area including two partner organizations who are planning to jointly apply for a grant. Changes like these represent a critical shift from networking to collaboration. Although networking between organizations is important, collaboration requires more trust and has the capability of bringing more profound impact. Building collaborative relationships is critical to the success of any community school effort.

The effort at O.C. Johnson School began during the summer of 2016 after Rudy Ortiz had the vision of piloting a community school within Yuma. Once the Yuma Council agreed to the pilot, in January 2017, they presented the idea to principals and selected O.C. Johnson as the pilot school due to the commitment of the principal to join the effort and the supportiveness of school staff. The Institute for Educational Leadership (IEL) Community School Model was the foundation that guided the development of their pilot and was used to determine what partner organizations needed to be included. Mr. Ortiz believes that having this strong, evidence-based foundation has been critical to their success. This project involves bringing three pillars onto the school campus: a health clinic, early childhood programming and social services. The goal is to have partner organizations come onto the school site to offer services, rather than having to refer out to another location. Mr. Ortiz determined what services were needed by evaluating the First Things First asset report and by interviewing teaching staff at the school.

When describing some of the challenges present at O.C. Johnson School, he states “O.C. Johnson was high poverty, high monolingual Spanish, lots of grandparents raising kids, lots of single parents and high unemployment. This helped us to know what was needed.” After determining what the needs were, Mr. Ortiz began the work of bringing together partner organizations to fill the needs of the community. Initially, the strategic plan was supposed to be completed over the 2017-2018 school year, but things progressed much quicker than expected. At the time of the interview, they hope to offer services by September 2017. After confirmation, O.C. Johnson did begin providing services in September 2017 and is currently providing services including the health clinic, early childhood programming and social services. Mr. Ortiz wanted to build excitement around the project by allowing teachers to feel the benefit of this project immediately, so they began by training all the kindergarten teachers in working with parents to encourage reading to their children. They believed that these early signs of success would motivate teachers to be involved in the community school efforts as they progressed.

In addition to the help of Mr. Ortiz, the school has made a connection with Sunset Community Health Center, who agreed to build a clinic at the school. This clinic will have an administrative assistant on site, a pediatrician who will come to the school once per week and a health coordinator who can identify what families need and link them with necessary resources. Goodwill has also stepped up to offer social services at the school. Mr. Ortiz describes the role of Goodwill in this project by stating, “Building adult capabilities is really important for their children. This is why we brought in Goodwill; they have wonderful software and workshops for building skills within families in poverty. The first steps may be getting a GED or a job, and helping them dream about getting a bachelor’s degree.”

As momentum has grown around this project, a desire has emerged to provide additional services at other schools within the district; but Mr. Ortiz instead has chosen to focus all the energy toward one school, serving as a model for others to replicate.

Ajo Elementary School – Ajo

Schools within rural areas have different strengths and challenges than those in urban areas. Lily Williams, Outreach Manager at Desert Senita Community Health Center, described how Ajo Elementary School is the only elementary school within this small town; and therefore, stands as one of the main ties to services for this community. Community organizations understand that the success of the school is vital to the success of the community; consequently, they play an active role in supporting the school.

Desert Senita Community Health Center has stepped up to support the health of students through creative programs. Some of the programs include a bike program, behavioral health classes and a school garden. The Middle School Bike Program was a partnership with Pima County and the University of Arizona through a Plan4Health grant to use bicycling as a form of physical activity to prevent chronic diseases. Secondly, a behavioral health counselor from the health center offers groups and services at the school, and a public health nurse from the health center started gardening activities within the school’s garden which was originally created in 2008. Today, the Edible Ajo School Yard is certified by the Arizona Department of Health Services to be able to serve the food grown in the garden in the school cafeteria. Every student at the school will have the opportunity to attend classes in the garden where they learn to grow food. Part of the mission of this program is to teach kids “what real food is, how to grow their own gardens at home, share it with their families and eat healthier.”



As a Community Health Center, Desert Senita understands the importance of improving the eating habits of residents in the community as it will have a lasting effect. Health center staff collaborate with school staff and other community partners through the Ajo Regional Food Partnership to coordinate these programs by organizing meetings at the school to gain support prior to beginning work. They know that having school support is important to the success of any program. While it may seem outside of the typical scope of a Community Health Center to invest staff time providing nutrition and exercise programs at a local elementary school, it reflects an upstream mindset in addressing not only emergent health needs of residents but also the social determinants of health. Especially within the setting of a small town, programs like this can have significant impacts on the health of the community as a whole.

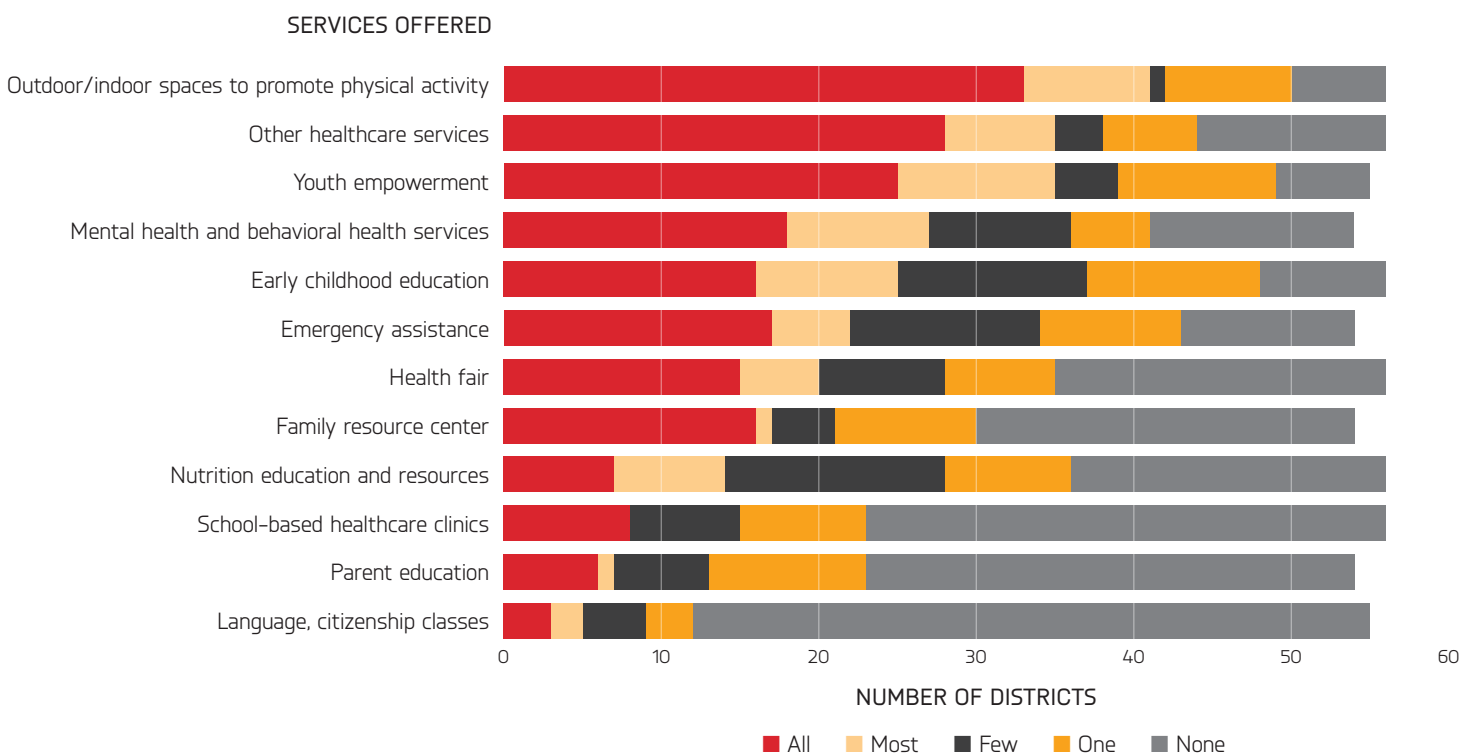
First Things First – Statewide

First Things First has been an integral partner in current community school initiatives across the state. As a state agency whose mission is centered around quality early childhood experiences, the community school model has proven to be a natural fit with their scope of work as it involves the

integration of academics, health and social services, youth and community engagement – areas in which First Things First is focused.

A few examples of their involvement in community school initiatives includes their partnerships with Roosevelt and Alhambra school districts, both in Phoenix, and with the Santa Cruz Valley School District in Yuma. A key strategy that has helped First Things First launch successful community school programs has been their ability to convene key stakeholders. For example, at the beginning stages of the O.C. Johnson community school project, a committee of teachers was formed in order to better understand the needs that the school and the community faced. By asking important questions such as, “what do we need as a school to make our families more successful?” and “what other programs are there that can help families gain knowledge to be able to support the students?” together First Things First and members of the O.C. Johnson School were better able to identify what services already existed in Yuma and which ones were most needed. First Things First continues to invest in, convene and identify critical components necessary to facilitate successful community school efforts.

Community School Services Offered NUMBER OF SCHOOLS WITHIN DISTRICT OFFERING SERVICES



Other Comments

Eight schools provided additional feedback in the 'other services/comments' field provided.

DISTRICT	OTHER SERVICES/COMMENTS
Agua Fria Union School District	" We have traditional nurses' offices for student wellness but not community health services"
Alhambra Elementary School District	" At Alhambra Elementary we recently created a Family Resource Center (FRC) that is the central hub of all the resources you mentioned above with the exception of student-related programs like advisory groups or anti-bullying programs that are typically housed at a school. We offer just about everything you mentioned in each of your questions with the exception of school garden or demonstration kitchen at this center. We do, however, have a kitchen available for rent or use. The center is located at a school site that was closed due to declining enrollment. FRC-related programs - immigration issues, immunizations, parenting classes, food bank, citizenship classes, clothing bank, English classes, housing assistance, school and home supplies, etc."
Canon Elementary School District	" We are only one school and limited on what we can do."
Chandler Unified School District	" Chandler Unified School District provides many of these services through the Chandler Care Center which is a district owned and operated facility accessible by all students, staff and families, featuring, behavioral health care, preventative and restorative dental, medical health home, immunizations, social services including tax preparation, WIC, family literacy and food distribution. The Chandler Care Center is the hub for centralized services to our community and is supported by private donations, city government and nonprofit foundations."
Cochise Elementary School District	" Being a small rural Arizona school, we offer a variety of programs, but we are using outside contractors such as the St. David Consortium for our counseling, speech, OT, PT and psychological services. We contact them when we need a certain support for our students."
Kyrene School District	" We offer a full array of camps, before/after school programming, early childhood programs."
Litchfield Elementary School District	" We are just at the beginning stages for a lot of the above services. We would love to eventually have a family resource center where they could be housed. We have partnered with First Things First, private donors and nonprofit groups for assistance. These are critical pieces for creating a community school."
Nadaburg Unified School District	" We are currently working to open a community health clinic located at our district office. We hope to have it open in the next few months."
Stanfield Elementary School District	" Our parent education classes were funded by 21st CCLC. We were in Year 5 last fiscal year and are not eligible to reapply until FY2019. Programming will resume in the 2018-19 school year."

Funding

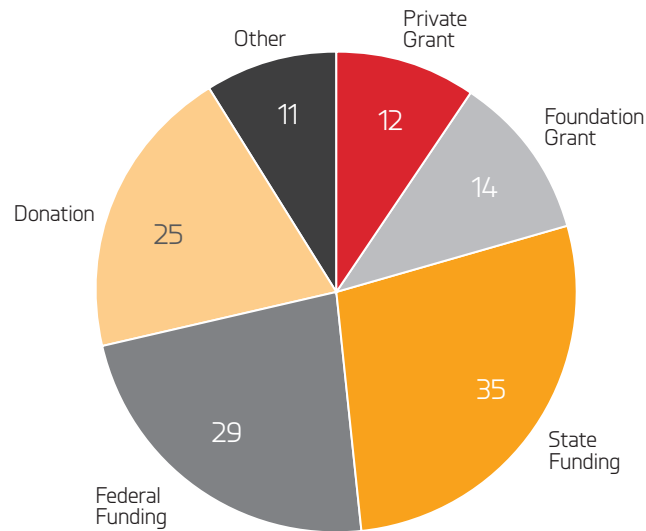
A majority of the school districts (37) reported that they receive funding from more than one source.

NUMBER OF FUNDING SOURCES REPORTED	NUMBER OF DISTRICTS	ONE FUNDING SOURCE REPORTED BY TYPE	NUMBER OF DISTRICTS	TOTAL FUNDING SOURCE RESPONSES	NUMBER OF DISTRICTS
1	17	Private Grant	0	Private Grant	12
2	13	Foundation Grant	0	Foundation Grant	14
3	12	State Funding	8	State Funding	35
4	7	Federal Funding	0	Federal Funding	29
5	5	Donation	1	Donation	25
6	0	Other	8	Other	11
Total	54				

Funding sources were defined as: Private Grant, Foundation Grant, State Funding, Federal Funding, Donation and Other.

One district did not report their funding source(s).

Funding Sources



Partner Organizations

A majority of the districts (30) reported that they partner with multiple organizations.

NUMBER OF PARTNER ORGS REPORTED	NUMBER OF DISTRICTS
1	18
2	12
3	15
4	3
5	0
Total	48

ONE PARTNER REPORTED BY TYPE	NUMBER OF DISTRICTS
Government Entities	5
Nonprofit Organizations	10
Private Sector	2
Academia	0
Other	1

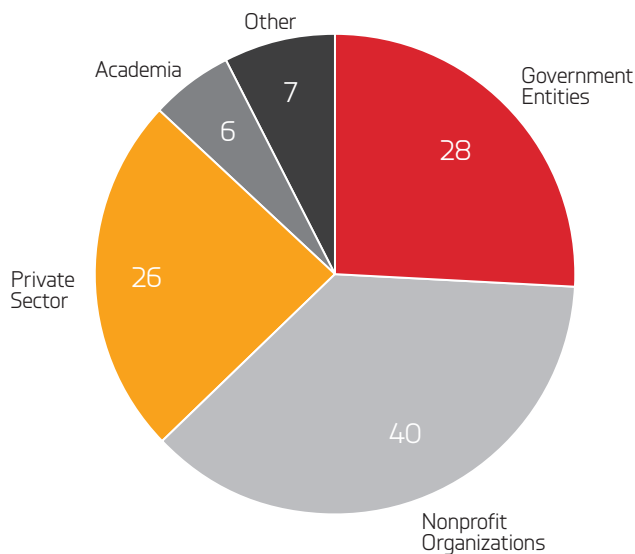
FUNDING SOURCES REPORTED BY TYPE	TOTAL NUMBER OF RESPONSES
Government Entities	28
Nonprofit Organizations	40
Private Sector	26
Academia	6
Other	7

Partner organizations were defined as: Government Entities, Nonprofit Organizations, Private Sector, Academia and Other.

Six districts did not report if any of their schools partner with outside organizations.

Of all the partner types, the most frequent partner reported by school districts was *Nonprofit Organizations*.

Partner Organizations



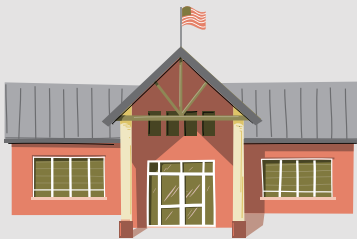
Appendix 6: Schools Included in Survey Response Analysis

Agua Fria Union
Ajo Unified School District
Alhambra Elementary School District
Amphitheater
Bagdad Unified School District
Beaver Creek ESD
Bisbee USD
Bonita ESD #16
Buckeye Union HSD
Canon Elementary School District 50
Cave Creek Unified School District
Chandler Unified School District
Cochise Elementary School District #26
Creighton
Deer Valley Unified School District
Flagstaff Arts and Leadership Academy
Flagstaff Unified School District
Florence Unified
Flowing Wells Unified
Hayden-Winkelman School District
Heber-Overgaard USD
Higley Unified School District
Holbrook USD #3
Humboldt Unified School District
Kirkland Elementary School District #23
Kyrene
Laveen
Litchfield Elementary School District
Madison School District
Morenci Unified
Nadaburg Unified School District
Peoria Unified School District
Pima Accommodation District
Prescott Unified #1
Queen Creek Unified School District
Red Rock Elementary
Roosevelt School District
Sacaton Elementary School District
Saddle Mountain Unified School District
Safford
Sahuarita
Sanders Unified School District
Snowflake Unified School District
Stanfield Elementary School District
Topock Elementary School District #12
Tombstone Unified
Tri-City College Prep High School
Union ESD
Vail Unified School District
Washington Elementary School District #6
Wickenburg
Willcox
Williams School District
Window Rock Unified School District
Winslow Unified School District
Yuma Elementary School District #1

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Arizona's Community Schools: Beyond Education



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Improving well-being in Arizona by addressing root causes and broader issues that affect health.

Count on us to pursue the following goals:

- Improve access to care and coverage throughout Arizona
- Advance community policies and practices that result in healthy communities that are accessible to all
- Increase the capacity and effectiveness of community-based leaders, organizations and coalitions
- Cultivate collaborations and innovations that leverage the elements of a healthy community
- Increase civic participation for inclusive decision-making to advance health equity

For more publications, news, and other education and advocacy resources, visit vitalysthealth.org.



A CATALYST FOR COMMUNITY HEALTH