"How-To Do It:" Community School Resource Inventory

What It Is

An important first step for school and community leaders seeking to create or expand Community School partnerships is to assess the broad range of resources available within or connected to their school. Some of these programs and services may be directly supported by the school; others may be supported by community organizations and agencies. This checklist helps you to take inventory of the programs and services already administered by the school and its partners. Once you know what programs and services exist, your challenge is to make sure these programs and services are strategically coordinated to achieve desired results and to identify new programs and services that may be needed.

Through the Resource Inventory and Gap analysis part of the tool, schools, community-based organizations, and school systems review their current partnerships through a variety of lenses, assess the strengths and limitations of these partnerships, identify service gaps and purposefully and intentionally plan next steps in their evolution through the stages of development of a Community School. These stages of development are based on the continuous development of four key capacities:

1. **Comprehensiveness -** Programs, services and opportunities respond to a wide spectrum of identified needs by marshaling a full complement of partnership resources.
2. **Collaboration -** All stakeholders are involved in meaningful, permanent roles including educators, families, students, funders, community members, elected officials, providers, policy makers, etc.
3. **Coherence -** Programs, services and opportunities are integrated and aligned to achieve outcomes beyond the reach of any one entity.
4. **Commitment -** All partners view the Community School as a long-term strategy, not as a program and sustainability-planning activities are employed from the start

Triangulation of Data from the Resource Inventory to Strengthen Your Community School

While a Resource Inventory will illuminate which areas have the most/fewest partners, it will only partially illuminate the areas with gaps in partners. This information must be gleaned from other data sources. This is why your Resource Inventory is part of the larger Community School FANA process.

To fully identify gaps in partners or supports for student success, you will "triangulate" data from multiple sources, including quantitative school data, such as rates of proficiency by grade and sub-group in the core academic subjects; rates of aggregate and chronic absence; behavioral data; and health data (e.g., percent of children without immunizations, without a medical home, with rates of chronic asthma). This quantitative data is housed in EC Impact or via Community School Annual Reports.

You will then combine the quantitative data with qualitative data that may originate from conversations or surveys (i.e. Family Asset and Needs Assessment, PA Climate survey, Leader in Me surveys, etc.) of students, parents, teachers, administrators and community members.

This combination of data from multiple sources will reveal patterns of strength and need and should serve as the basis for priority setting. Matching competent partners with documented needs can be a complicated process, and that is where analysis of your Resource Inventory can be helpful – i.e. Identifying which partners were doing the strongest work, and which have the capacity to grow and expand their reach, which current partners to engage in a broader discussion about their competencies and strategic direction.

Often partners do more than we know. Building and strengthening partnerships depends on having them at the table, as appropriate, when discussing the needs of each individual school. Strategically identified partners would then populate your Community Leadership Team and engage more actively in your school priorities and direction.

What this looks like in practice

- Get to know your school via key staff members – i.e. get to know your student support staff members, interventionists, activities coordinators, guidance team, attendance team, etc.

- Utilize Google Maps to search Community Partners located around your school community. To do so, make a copy of the following: Ramos Elementary Asset Map - Google My Maps.
  Don't limit yourself to only identifying education partners, use this opportunity to virtually explore your local community. Chances are businesses and other partners that are in your community are invested in the success of that community, these partners may represent unexplored partnerships and assets your school can collaborate with.

- Utilize the Resource Inventory template to identify existing partners and conduct a gap analysis to present to your Core team.

- Annually, intentionally build relationships and partnerships with partners that align best with your school's priorities and needs – this is your Community Leadership Team. These will be partners best equipped to support your school priorities and more likely to align their vision, direction and resources with them.