

STAGES OF DEVELOPMENT IN A COMMUNITY SCHOOL IN SEVEN KEY DOMAINS

KEY COMPONENT	ORGANIZING PRINCIPLES	STAGES			
		EXPLORING	EMERGING	MATURING	EXCELLING
Management & Governance	Defining Characteristics	<input type="checkbox"/> Principal as sole manager of the school/programs	<input type="checkbox"/> Formal management of the partnership, mission and objectives are defined	<input type="checkbox"/> Early integration of leadership and management of services-establishing protocols, policies and procedures	<input type="checkbox"/> Integrated leadership team; Parents, staff & community seen as key stakeholders
	Key Activities	<input type="checkbox"/> Recognize that schools are most effective when their primary role is that of instructional leader	<input type="checkbox"/> Select a lead agency to manage partnerships <input type="checkbox"/> Develop criteria and selection; clarify roles and responsibilities of CBO and the school <input type="checkbox"/> Establish operational issues (space, services, hours) and revisit needs periodically	<input type="checkbox"/> Recognize both principal and site coordinator as authorities/leaders in the school <input type="checkbox"/> Site coordinator establishes sufficient trust and credibility to be the authority in the absence of the principal	<input type="checkbox"/> Establish efficient communication processes and mutually agreed on policies and procedures <input type="checkbox"/> Re: succession, principal or site coordinator can voice criteria to select best candidate
	Leadership	<input type="checkbox"/> Principal as the sole manager of the school	<input type="checkbox"/> Lead agency selected to serve as manager and leader for support services at the school	<input type="checkbox"/> High level of accountability by the CBO to school, parents, and community	<input type="checkbox"/> Collaborative leadership of school by both school administration and the CBO
	Formal Structures	<input type="checkbox"/> Existing school governance structures (i.e. school leadership team, PTA, etc.)	<input type="checkbox"/> Establish decision-making and communication processes between school and lead agency <input type="checkbox"/> Establish formal partnership agreements (MOUs, etc.)	<input type="checkbox"/> Regular meetings between principal and site coordinator <input type="checkbox"/> Some sites may establish governance bodies to monitor program quality, impact, etc. <input type="checkbox"/> Formal agreements with the school system	<input type="checkbox"/> Regularly scheduled meetings keeping decision-makers informed and engaged
	Informal Structures	<input type="checkbox"/> Network of staff and/or parents working to improve the school	<input type="checkbox"/> Informal parent, student, and community leaders who influence the design and delivery of programs	<input type="checkbox"/> Informal "grapevine" or phone tree to communicate with parents and community around urgent events	<input type="checkbox"/> The governance and process are established and well-known <input type="checkbox"/> Strong communication between school and CBO staff to assess gains and respond proactively to needs
	Integration	<input type="checkbox"/> Varying degrees (i.e. school leadership team, local school restructuring team, etc.)	<input type="checkbox"/> Lead agency/school leadership jointly develop a shared vision, strategic plan, service priorities, target groups	<input type="checkbox"/> Lead agency as an umbrella agency for other service providers in the school, without compromising the integrity and autonomy of the school and other partners	<input type="checkbox"/> Consistent integration in both administrative and operational activities <input type="checkbox"/> CBO serves on the school's leadership team and is integrated into the school fabric; Principal may serve on governance of CBO
	Objectives	<input type="checkbox"/> Establish a formal statement of interest by the school district to establish a community school	<input type="checkbox"/> Establish formal structures, e.g. MOUs with the school district	<input type="checkbox"/> Have established agreements with all partners, reflecting a deepened commitment with the school district; establish protocols and procedures	<input type="checkbox"/> Have established agreements that reflect a deepened commitment with the school district to further institutionalize the model

STAGES OF DEVELOPMENT IN A COMMUNITY SCHOOL IN SEVEN KEY DOMAINS

KEY COMPONENT	ORGANIZING PRINCIPLES	STAGES			
		EXPLORING	EMERGING	MATURING	EXCELLING
Staffing	Defining Characteristics	<input type="checkbox"/> Some thought is given to staffing, though not linked to a formal budget	<input type="checkbox"/> At least one key lead agency staff person is on site and is accessible to school community <input type="checkbox"/> Staff working long hours with more responsibility than delineated in job description	<input type="checkbox"/> Moving towards full staffing of programs and services <input type="checkbox"/> Staff is sometimes over-extended as they take on multiple tasks unrelated to primary duties	<input type="checkbox"/> Full complement of qualified, dedicated staff <input type="checkbox"/> Staff has more consistency between their job descriptions and actual duties
	Key Activities	<input type="checkbox"/> Generate preliminary ideas about staff, skills, roles & responsibilities	<input type="checkbox"/> Re-deploy staff and begin services at the school site <input type="checkbox"/> Establish staffing needs but maintain flexibility <input type="checkbox"/> Lead agency may contract with urgently needed staff to fill gaps <input type="checkbox"/> Hire site coordinator & other staff, recruit volunteers	<input type="checkbox"/> Begin succession planning for key positions <input type="checkbox"/> As operational needs change, consider change in position descriptions and skill set needs <input type="checkbox"/> Clarification of the staff and skill sets needed for the job <input type="checkbox"/> Expand opportunities for professional development	<input type="checkbox"/> Planned succession at all levels; core of experienced and committed staff provides stability during transitions <input type="checkbox"/> Seasoned staff contribute to process improvement <input type="checkbox"/> Staff is more attentive to and cognizant of implications of school, local, state, federal policy
	Leadership	<input type="checkbox"/> Principal has control over staffing	<input type="checkbox"/> A FT Site Coordinator is hired to work closely with the principal and share management of the school	<input type="checkbox"/> Innovative site coordinators and principal responsible for their respective staff <input type="checkbox"/> Site coordinator manages all the community school staffing issues <input type="checkbox"/> Agency staff accountable to site coordinator's organizational lead, even if not directly supervised by site coordinator	<input type="checkbox"/> Site coordinator manages multi-disciplinary & multi-generational staff. Is trusted with oversight of the school when principal and senior administrators absent <input type="checkbox"/> Seasoned staff are able to discern and influence changes in school climate and attitudes toward the community school
	Formal Structures	<input type="checkbox"/> School staff operate a district funded after school program (common example)	<input type="checkbox"/> Position descriptions; salary/benefits; policies and procedures established <input type="checkbox"/> Specific opportunities to celebrate gains and successes	<input type="checkbox"/> Policies around leave, vacation.. <input type="checkbox"/> Training and monitoring staff around professional practice <input type="checkbox"/> Performance reviews <input type="checkbox"/> Strategic plan with stated outcomes	<input type="checkbox"/> Establish structures for professional development <input type="checkbox"/> Staff use expertise to provide technical assistance to others <input type="checkbox"/> Joint intra & inter disciplinary professional development
	Informal Structures	<input type="checkbox"/> At will volunteers	<input type="checkbox"/> Some school staff may be employed by both school and lead agency <input type="checkbox"/> Various celebratory events are organized for the staff	<input type="checkbox"/> Celebrations, affirmations, and relationship-building between school and lead agency <input type="checkbox"/> Staff makes program & staffing recommendations based on observation & interactions	<input type="checkbox"/> Staff creates informal support and learning networks for their own nurturing & for quality service
	Integration		<input type="checkbox"/> Challenge of creating shared culture from integrating school, agency, and partner cultures <input type="checkbox"/> Unifier is the co-creation of shared vision, mission and initial goals and objectives	<input type="checkbox"/> Intentional work w/school staff & lead agency on shared goals <input type="checkbox"/> Staff delivers services collaboratively - clients don't distinguish b/w agency or school <input type="checkbox"/> Principal and site coordinator meet regularly - coordinator included in school teams	<input type="checkbox"/> Staff delivers services in collaborative fashion; school administered through shared leadership of principal and site coordinator <input type="checkbox"/> New staff acculturated into collaborative model
	Objectives		<input type="checkbox"/> To co-create a shared vision and culture	<input type="checkbox"/> To operationalize the shared vision and culture	<input type="checkbox"/> To maintain a high level of integration in all areas

STAGES OF DEVELOPMENT IN A COMMUNITY SCHOOL IN SEVEN KEY DOMAINS

KEY COMPONENT	ORGANIZING PRINCIPLES	STAGES			
		EXPLORING	EMERGING	MATURING	EXCELLING
Programs & Services	Defining Characteristics	<input type="checkbox"/> Awareness of service needs <input type="checkbox"/> No formal integrated programs or services	<input type="checkbox"/> Start-up targets small portion of the community <input type="checkbox"/> Staggered rollout is based on space, funding, etc.	<input type="checkbox"/> Service plans established but flexible based on changing needs <input type="checkbox"/> Signature programs emerge/are established	<input type="checkbox"/> Quality programs fully integrated into the school <input type="checkbox"/> Broad menu of services <input type="checkbox"/> Many signature programs
	Key Activities	<input type="checkbox"/> Brainstorm ideas to meet service needs <input type="checkbox"/> Conduct informal assessment of current resources	<input type="checkbox"/> Conduct comprehensive assessment including all stakeholders	<input type="checkbox"/> Services are consistent with core competencies of partner agencies <input type="checkbox"/> Data used to analyze utilization	<input type="checkbox"/> Establish clear and uniform referral process
	Leadership	<input type="checkbox"/> Combination of individuals, school staff, parents and/or community to provide leadership	<input type="checkbox"/> Principal and lead agency <input type="checkbox"/> Some funders become active <input type="checkbox"/> Site coordinator on site leading program implementation	<input type="checkbox"/> Program coordinator responsible for programs/services - reports to site coordinator <input type="checkbox"/> Principal and site coordinator work closely to develop services	<input type="checkbox"/> Principal and site coordinator work closely to ensure services are responsive to needs <input type="checkbox"/> Site coordinator and principal co-design programs where funds are co-mingled
	Formal Structures	<input type="checkbox"/> PTA/PTO; School strategic plan; others	<input type="checkbox"/> Establish service menu, staffing needs, policies, space, referral process <input type="checkbox"/> Grant goals determine target group and approach <input type="checkbox"/> Program/service use records	<input type="checkbox"/> One or more of the activities are formally integrated into the school day <input type="checkbox"/> Enrollment, disciplinary and termination policies for students	<input type="checkbox"/> Program calendar; formal program/service evaluation <input type="checkbox"/> Referrals for services come from both users and providers
	Informal Structures	<input type="checkbox"/> Individuals, small group of parents, staff, community organizations	<input type="checkbox"/> Groups of parents, teachers and CBOs advocate for services <input type="checkbox"/> Students self referring to service	<input type="checkbox"/> Open door for program graduates to return as employees, volunteers or clients	<input type="checkbox"/> Parents and teachers offer to instruct classes; students request/design/lead classes or programs
	Integration	<input type="checkbox"/> Willingness to align and integrate isolated activities but not on a programmatic level	<input type="checkbox"/> Parallel, extended day programming created to complement school-day programs <input type="checkbox"/> Content & staff from school day are part of after school <input type="checkbox"/> Early attempts to align EDP content with standards	<input type="checkbox"/> Referral for services through existing school structures <input type="checkbox"/> Services linked to school's priority outcomes <input type="checkbox"/> Other agency programs coordinated under one umbrella <input type="checkbox"/> Limited services integrated in day school hours	<input type="checkbox"/> Strong alignment between services and targets established for the school <input type="checkbox"/> School day includes before, during and after school programs <input type="checkbox"/> One orientation event and registration form for all extended day programs
	Objectives	<input type="checkbox"/> Fill the service gap with available resources, look for new resources	<input type="checkbox"/> Expand programs and services, integrate data of needs/assets, and current best practices	<input type="checkbox"/> Focus efforts on issues of quality	<input type="checkbox"/> Modify programs according to shifting needs, best practices and research

STAGES OF DEVELOPMENT IN A COMMUNITY SCHOOL IN SEVEN KEY DOMAINS

KEY COMPONENT	ORGANIZING PRINCIPLES	STAGES			
		EXPLORING	EMERGING	MATURING	EXCELLING
Parental Involvement	Defining Characteristics	<input type="checkbox"/> Awareness that parental involvement is directly correlated to children's academic success	<input type="checkbox"/> Strong outreach to engage parents as advocates of quality education for their children	<input type="checkbox"/> Parents are more connected and invested in their children's education	<input type="checkbox"/> Parents are more informed about and skilled in addressing educational issues <input type="checkbox"/> Strong prescience in the school as staff, advocates, volunteers, and in governance structures <input type="checkbox"/> Many parents have formal and informal leadership roles in the community
	Key Activities	<input type="checkbox"/> Investigate ways to expand/facilitate parental involvement	<input type="checkbox"/> Develop critical mass of parents committed to establishment of the community school	<input type="checkbox"/> Inform parents on using CS as an engine of change to improve quality of life for children and families	<input type="checkbox"/> Facilitate active parental engagement in educational development of their children; encourage taking initiative on pertinent school and community issues <input type="checkbox"/> Parents become active change agents to improve quality of life
	Leadership	<input type="checkbox"/> Informal identification of parent leaders who are involved in school change	<input type="checkbox"/> Hire parent coordinator to support parent involvement activities <input type="checkbox"/> Work to build capacity of elected & informal parent leaders -expand cadre of leaders	<input type="checkbox"/> Parent leaders have leadership positions in school or community <input type="checkbox"/> Some informal leaders become resources to other parents <input type="checkbox"/> Formal and informal leaders serve as advocates for their children and the community in public forums	<input type="checkbox"/> Established diverse cadre of parent leaders in the school that share knowledge, mentor other parents, serve as advocates for/with others <input type="checkbox"/> Parent leadership and activism is carried over into community to address critical issues
	Formal Structures	<input type="checkbox"/> PTA/PTO	<input type="checkbox"/> Space dedicated for parents	<input type="checkbox"/> Coordinator serves as a facilitator for parents	<input type="checkbox"/> Parent involvement bodies work closely with school partners to keep parents informed & engaged
	Informal Structures	<input type="checkbox"/> Groups naturally formed around commonalities (neighborhood, children in same class, etc.)	<input type="checkbox"/> Opportunities created to affirm, utilize, highlight and celebrate parental partnership	<input type="checkbox"/> Parents create their own network of supports, identify resources and trainings needed; recruit participants for events	<input type="checkbox"/> More seasoned parents direct new parents to available resources and serve as mentors to others
	Integration	<input type="checkbox"/> Not defined	<input type="checkbox"/> Parents are included in community schools planning and governance	<input type="checkbox"/> Parents in school as volunteers or employees	<input type="checkbox"/> Parents assume roles as advocates and change agents
	Objectives	<input type="checkbox"/> To get parents involved	<input type="checkbox"/> Dedicated staff to plan and coordinator activities with and for parents <input type="checkbox"/> Formal and informal parent leaders; space to meet <input type="checkbox"/> Promote parent involvement and education around their child's education	<input type="checkbox"/> Lead agency staff facilitate parent involvement with parents taking more active roles <input type="checkbox"/> Involve parents in support and advocacy of quality education <input type="checkbox"/> Support alignment and integration between parents and school governance	<input type="checkbox"/> Allow parents to demonstrate a commitment to their personal development and understand its importance to their child's success <input type="checkbox"/> Foster development of parent-led support networks

STAGES OF DEVELOPMENT IN A COMMUNITY SCHOOL IN SEVEN KEY DOMAINS

KEY COMPONENT	ORGANIZING PRINCIPLES	STAGES			
		EXPLORING	EMERGING	MATURING	EXCELLING
Community Involvement	Defining Characteristics	<input type="checkbox"/> Acknowledge that community school will be asset for entire community <input type="checkbox"/> School looking to build on community needs	<input type="checkbox"/> Community becomes educated about and embraces the idea of community schools to support students, families and communities	<input type="checkbox"/> Increased visibility within the community and responsiveness to its changing needs	<input type="checkbox"/> Community school as an important community pillar; delivering quality services with the well-being of the community as a priority
	Key Activities	<input type="checkbox"/> Preliminary awareness of community concerns/needs	<input type="checkbox"/> Host strategic community activities to build interest and support of the community school <input type="checkbox"/> Conduct needs and assets assessment of and with the community <input type="checkbox"/> Develop communication plan to keep community apprised of progress (i.e. standing community and school district meetings)	<input type="checkbox"/> Host events and celebrations open to the public <input type="checkbox"/> Lead agency commits percent of service for the community <input type="checkbox"/> Community school representatives attend community meetings, stay abreast of policy changes <input type="checkbox"/> Serve on committees planning community wide events consistent with its core competencies and values	<input type="checkbox"/> Community school joins community efforts aligned with community goals and priorities <input type="checkbox"/> Partners with other community organizations to jointly pursue funding for shared priorities <input type="checkbox"/> Partners are strategic in maintaining high levels of visibility and value to community <input type="checkbox"/> Community school develops and manages relationships with powerful community organizations
	Leadership		<input type="checkbox"/> Principal and CBO share responsibility	<input type="checkbox"/> CBO & school actively encourage parent and youth leaders to become change agents in the community through membership in various community organizations	<input type="checkbox"/> The principal & CBO continue to provide leadership, while retaining "autonomy"
	Formal Structures		<input type="checkbox"/> Partnership has community members on its governance bodies or school leadership team <input type="checkbox"/> Strong public education campaign & communication plan to keep community engaged <input type="checkbox"/> Contracts or MOU with community organizations	<input type="checkbox"/> Communication plan to keep community informed and engaged	<input type="checkbox"/> Community school and other community providers serve on influential committees and governance structures within the community
	Informal Structures	<input type="checkbox"/> Relationships with leaders concerned about healthy youth development		<input type="checkbox"/> Strong relationships with leaders and key influencers in the community	<input type="checkbox"/> CBO establishes viable relationships with key legislators, civic, faith entities, etc.
	Integration	<input type="checkbox"/> Not defined	<input type="checkbox"/> Community is involved in the community schools process from planning stages and thereafter	<input type="checkbox"/> Community members serve on governance structures for the school	<input type="checkbox"/> CBO and other groups jointly apply for funding, participate in outreach activities etc. <input type="checkbox"/> CBO may have office space at the local school district office
	Objectives	<input type="checkbox"/> To deliver services to students	<input type="checkbox"/> Include community in planning, assessment, and implementation <input type="checkbox"/> Garner strong community support	<input type="checkbox"/> Partner with other community organizations for more holistic and comprehensive services <input type="checkbox"/> Include influential community organizations in the CS process	<input type="checkbox"/> Find ways to partner and combine core competencies to deliver comprehensive services and supports to students, families and the community

STAGES OF DEVELOPMENT IN A COMMUNITY SCHOOL IN SEVEN KEY DOMAINS

KEY COMPONENT	ORGANIZING PRINCIPLES	STAGES			
		EXPLORING	EMERGING	MATURING	EXCELLING
Evaluation	Defining Characteristics	<input type="checkbox"/> Acknowledgement of need for measuring program impact and effectiveness <input type="checkbox"/> Some intimidation by the high cost of evaluation	<input type="checkbox"/> Desire to document and evaluate process of becoming a community school <input type="checkbox"/> Data collection establishes baselines and measures progress on goals	<input type="checkbox"/> Process evaluation underway or completed; baselines established <input type="checkbox"/> Outcomes evaluation begins	<input type="checkbox"/> First formative evaluation completed and outcome evaluation in process
	Key Activities	<input type="checkbox"/> Identify preliminary program objectives	<input type="checkbox"/> Establish criteria for and selection of evaluator and parameters of evaluation <input type="checkbox"/> Discuss/decide on design, period covered, and evaluation budget <input type="checkbox"/> Use preliminary data collection to demonstrate correlation between program use and documented need	<input type="checkbox"/> Adjust program quality, intensity, frequency and timeliness of interventions to produce the desired outcomes <input type="checkbox"/> Identify outcome evaluation components <input type="checkbox"/> Establish consistent data collection process	<input type="checkbox"/> Data continues to influence program design, policies and procedures
	Leadership	<input type="checkbox"/> Not defined	<input type="checkbox"/> CBO, principal and evaluator/evaluation team	<input type="checkbox"/> CBO, principal and evaluator/team	<input type="checkbox"/> CBO, principal, and evaluator/team <input type="checkbox"/> Evaluators take leadership roles in documenting results, analyzing and help interpret the data
	Formal Structures	<input type="checkbox"/> None or not defined	<input type="checkbox"/> Contract with evaluator <input type="checkbox"/> Grant goals and objectives <input type="checkbox"/> Information gathering instruments and requirements	<input type="checkbox"/> Contract with evaluator <input type="checkbox"/> Grant goals and objectives <input type="checkbox"/> Information gathering instruments and requirements	<input type="checkbox"/> Contract with evaluator <input type="checkbox"/> Grant goals and objectives <input type="checkbox"/> Information gathering instruments and requirements
	Informal Structures	<input type="checkbox"/> Observations by staff and others	<input type="checkbox"/> Schedules of time, space and participants for evaluation activities	<input type="checkbox"/> Collection of anecdotal reports of program impact on students and families; informal discipline or team discussion involved in action research; reflecting on variable influences of student success or lack of it	<input type="checkbox"/> Teams and disciplines reflecting on the evaluation data and implication for their work <input type="checkbox"/> Teams discussing outcomes observed that may not be part of the evaluation design
	Integration		<input type="checkbox"/> Program objectives aligned with evaluation goals	<input type="checkbox"/> Evaluation examines impact of the integrated service design	<input type="checkbox"/> Relevant data and analysis are shared with school on an ongoing basis to help inform instructional service delivery
	Objectives	<input type="checkbox"/> Identify goals and objectives	<input type="checkbox"/> Select evaluator based on established criteria <input type="checkbox"/> Define parameters of design <input type="checkbox"/> Establish evaluation goals <input type="checkbox"/> Establish data collection process for baseline data	<input type="checkbox"/> Complete process evaluation <input type="checkbox"/> Apply learnings from evaluation <input type="checkbox"/> Begin outcome evaluation	<input type="checkbox"/> Continue outcome evaluation, adjusting program and process based on evaluation data <input type="checkbox"/> Share data with school

STAGES OF DEVELOPMENT IN A COMMUNITY SCHOOL IN SEVEN KEY DOMAINS

KEY COMPONENT	ORGANIZING PRINCIPLES	STAGES			
		EXPLORING	EMERGING	MATURING	EXCELLING
Sustainability	Defining Characteristics	<input type="checkbox"/> Awareness that additional programs require more money <input type="checkbox"/> Optimism that "there is money out there"	<input type="checkbox"/> Commitment to secure funding determined by urgency for services offered & program size	<input type="checkbox"/> Funds for current implementation <input type="checkbox"/> Signature programs attract specific funding sources <input type="checkbox"/> Critical mass of diverse supporters developed <input type="checkbox"/> Diverse public and private funding streams identified	<input type="checkbox"/> Lead agency develops & implements comprehensive sustainability strategy <input type="checkbox"/> Community school has individuals or organizations who champion its work and generate funds for it
	Key Activities	<input type="checkbox"/> Research both public and private funds as options	<input type="checkbox"/> Identify funders to underwrite needs assessment, planning, etc. <input type="checkbox"/> Establish process for keeping funders informed of progress <input type="checkbox"/> Become part of networks with similar target groups & mission <input type="checkbox"/> Identify public funding streams to provide services to students <input type="checkbox"/> Begin to develop 3-5 year sustainability plan	<input type="checkbox"/> Develop public engagement campaign to develop a critical mass of supporters <input type="checkbox"/> Use existing public, organization or school funding streams to pay for some programs <input type="checkbox"/> Develop partnerships with organizations with independent funding & share common mission <input type="checkbox"/> Inform funders of progress <input type="checkbox"/> Approach school district to explore support for partnership <input type="checkbox"/> Implement 3-5 year plan <input type="checkbox"/> Identify and share powerful success stories	<input type="checkbox"/> Developer/grant writer on staff <input type="checkbox"/> Lead agency establishes credibility w/funders through quality programs, accountability, and positive impact on clients <input type="checkbox"/> Lead agency is part of network of organizations actively advocating for public funding <input type="checkbox"/> CBO works collaboratively with school and district or community organizations to pursue funding <input type="checkbox"/> Lead agency reviews trends in public education funding and identifies opportunities to pursue emerging or available funding
	Leadership	<input type="checkbox"/> Not defined	<input type="checkbox"/> Lead agency initiates and manages all activities. Principal consulted and apprised of funding and helps determine use	<input type="checkbox"/> Lead agency continues to be primary fundraiser, helps school to look creatively at how its funds can be maximized	<input type="checkbox"/> Lead agency organizes fund raising events, public relations activities, and visits to the school to generate funding
	Formal Structures	<input type="checkbox"/> Not defined	<input type="checkbox"/> Lead agency influences or directs sustainability direction <input type="checkbox"/> Funding requirements as outlined in grants	<input type="checkbox"/> Sustainability plan - established benchmarks for funders <input type="checkbox"/> CBO board or governance bodies who direct sustainability issues	<input type="checkbox"/> Staff development; goals and objectives in reporting to funder; sustainability plan; governance bodies influencing sustainability
	Informal Structures	<input type="checkbox"/> Almost all the processes and activities are informal	<input type="checkbox"/> Cultivating relationships with organizations with whom to partner for funding	<input type="checkbox"/> An intentional effort to build a strong constituency of advocates who can raise support	<input type="checkbox"/> Site visits for potential funders <input type="checkbox"/> Professional conference/meetings <input type="checkbox"/> Signature programs attract funds
	Integration		<input type="checkbox"/> Dialogues with school and school systems about directing discretionary funds to CS	<input type="checkbox"/> School and CBO funds are combined for special programming	<input type="checkbox"/> School district approached to identify support it can contribute to institutionalize partnership
	Objectives	<input type="checkbox"/> Have enough money to keep programs going	<input type="checkbox"/> Receive substantial funding for at least 3 years for planning and implementation <input type="checkbox"/> Partner with organizations with independent funding <input type="checkbox"/> Pursue additional funding	<input type="checkbox"/> Show accountability - deepen support of current funders <input type="checkbox"/> Implement sustainability plan <input type="checkbox"/> Be awarded funding <input type="checkbox"/> Develop signature programs to attract funding	<input type="checkbox"/> Implement sustainability plan <input type="checkbox"/> Involve champions and advocates in development activities <input type="checkbox"/> Secure committed 2-3 yr funding <input type="checkbox"/> Pursue emerging funding trends aligned with agency mission