

# Community Schools: The United Way

By Sarah S. Pearson

“Organizing is about transforming private aches and pains into a shared vision of collective action.”  
– Robert Putnam, *Better Together*

It takes more than energy, talent, and commitment to unite a community. It also takes passion, time and attention to details to match up the right partners and give them the tools they need to solidify a strong, long-lasting relationship. The United Way of Greater Lehigh Valley (UWGLV), a Coalition for Community Schools partner located in the Northeast corner of Pennsylvania, has been perfecting their matchmaking skills since they launched their ambitious COMPASS Community Schools Initiative (Community Partners for Student Success) in 2005. The Lehigh Valley is composed of three major urban hubs, suburbs, and pockets of rural communities between Philadelphia and New York City.

COMPASS is a collaborative team effort of individuals committed to helping local students graduate from high school ready to lead meaningful and productive lives. This approach is consistent with the underlying goals of the United Way of America and serves as a vehicle for addressing critical concerns in Lehigh Valley such as an alarming high school dropout rate and an enduring disconnect between the community and public schools.

Believing that schools need the support of an engaged community to address these challenges, UWGLV staff work their magic to build relationships among those who have a stake in, and a care for the health of youth and families in the community. “We’re not single-issue focused, we’re community focused. It’s not just about children and youth, it’s about adults, families and the neighborhood. Our reputation is around work that supports the community as a



whole,” said Susan Gilmore, president, UWGLV.

To gain a sense of the broadness of their reach, consider that they work to engage the business community, medical clinics or linked healthcare services, family centers, preschools and daycares, comprehensive after school programs, community service programs through local colleges, and more.

## Community Matchmaker

“Matchmaker, matchmaker, make me a match, find me a find, and catch me a catch... .” Those words from a song from *Fiddler on the Roof*, a classic Broadway musical resurrected in high school auditoriums across the nation could describe what the UWGLV does as an [intermediary](#) to link-up partners in the community. Matchmaker? We joke that we are the reverend at the wedding. We foster relationship development and

offer the skills needed to engage in this very unique community initiative. It really is about a marriage of shared community responsibility,” said Marci Ronald, Director of COMPASS.

As an intermediary, UWGLV COMPASS convenes partners, funds and sustains relationship building, and provides the training and technical assistance needed to develop a solid Community School framework and plan for success. At present, the two-county, three school district COMPASS Community Schools initiative includes five lead partner organizations, serving seven sites (or 11 schools). “It truly is a marriage between the school, the school district, and a community based organization (CBO). In just three years, we’ve had tremendous growth, success, and energy around what it takes to engage CBOs, schools, districts, and others to work together, for the long-term, around a common mission for students in our community,” said Ronald. Other partners include higher education institutions, local hospitals, local business and corporations, local government, and others.

### **The COMPASS Strategy**

COMPASS works to mobilize partners to “create in every school a climate and framework where every student succeeds, every parent is engaged, and every surrounding neighborhood is connected and enriched.” To accomplish this task, the initiative focuses on quality early childhood programs, quality education for all, positive youth

development opportunities, basic needs of students and families, mutual respect and effective collaboration of parents and educators, and safe and supportive school environments.

### *Results-Based Accountability*

The COMPASS Community School strategy is a blend of three models: the United Way’s Community Impact strategy, the core ingredients of a Community School championed by the Children’s Aid Society in New York, and Mark Friedman’s Results-Based

“It truly is a marriage between the school, the school district, and the CBO,” said Ronald.

Accountability (RBA) framework. Each COMPASS Community School develops a results-based plan that is designed to support the principal’s

accountability or building plan.

An [end-of-year Community School report card](#) is developed by the site-based leadership team (composed of the Community School coordinator, lead partner, principal, and other partners) from all COMPASS Community Schools. Data collected provides information about the numbers of students in before-school, after-school, summer school activities, adults in adult education, and more. Also measured is how well services were provided to highest-need students and families, including the number of programs/strategies connected to the academic curriculum, programs targeted to students performing below grade level, and more. (See section on *Impact* for data highlights.)



### Lead Partners

Guided by United Way’s decision to invest in communities with the highest need, each COMPASS Community School is carefully selected based on a decision by the school district, commitment by the principal, available resources, and the recruitment of a seasoned lead partner organization.

Every COMPASS Community School is linked with a lead partner organization, which functions as 1)

fiscal agent, 2) supervisor of the Community School Coordinator, 3) gatherer of resources on behalf of their school partnership, and 4) champion for the school and the initiative.

Together, the lead partner and school form a site-based leadership team that serves as the engine for the work to be done in creating an effective Community School.

Based on a shared vision for serving students and families, a CBO may express interest in being a lead partner. Schools are encouraged to carefully select a lead partner through an interview process based on the following criteria:

- Fiscal responsibility
- Solid organizational management and supervisory system
- Proven “track record” of positive results in the community
- Demonstration of collaborative relationship efforts in the community

- Ability to direct resources (human and dollars), as well as seek additional resources to bring to the Community School without causing a hardship on the CBO

Lead partners for UWGLV COMPASS Community Schools include:

- Boys & Girls Club of Allentown (in 2 schools),
- Communities In Schools of the Lehigh Valley (in 2 schools),
- The Center for Humanistic Change (in 1 school; a local prevention education and life skills organization), and
- The Northampton Community College (in 1 school).

On a district wide level, the Slater Family Network continues their eight-year partnership with the Bangor School District, championing the beginning of a

Community School District (5 schools) this year.

Lead partners come together once a month to dialogue about resource development, share common challenges and successes, and identify strategies for engaging the broader community around the concept. More experienced lead partners support and advise newer partners.

### Community School Coordinators

Community School coordinators, employed by lead partner organizations, assist in finding or matching up other partners from within the community to

With a strong network at its fingertips, expertise in building relationships, and the funding to support this endeavor, the United Way is well positioned to support and build sustainability for the Community Schools movement.



address the most critical challenges that students and families face. This may include procuring services to provide food, clothing, and medical care. Also they work to connect them to quality after school programs that are linked to academics, school to work or career preparation opportunities, easy-to-access adult education, parenting programs, and more. “We know that all of those things contribute to school and life success, and by organizing the best of the community under one roof, we can reach our goal to help Lehigh Valley students graduate from high school ready to lead meaningful and productive lives,” said Ronald.



### *Volunteers*

An integral component to the COMPASS strategy are volunteers from among vested stakeholders who are encouraged by the UWGLV to work collaboratively to ensure that the school and surrounding community are doing their best for children, youth, families and neighborhoods. “Our board of volunteers is comprised of representatives of corporate and business partners, school districts, county government officials, higher education, parents, retired community members, lead partners, and others,” said Ronald.



The equation in simple terms is this:

$$\begin{aligned}
 & \text{UWGLV's resources and staff} \\
 & + \text{Lead partner's resources and staff} \\
 & \text{(including a Community School} \\
 & \text{Coordinator)} \\
 & + \text{School \& District's resources and staff} \\
 & + \text{Volunteers} \\
 & \hline
 & = \text{a COMPASS Community School}
 \end{aligned}$$

### **What strengths does UWGLV bring?**

*Leadership support and a longstanding reputation for serving the community*

In many communities, local United Ways traditionally have the largest reach in terms of the network of leaders from higher institutions, government, philanthropic organizations, public and private sector, and community organizations. Superintendents from two of the largest school districts in the Lehigh Valley have served as members of the UWGLV board. Through expertise gleaned from these relationships, partnerships and work already accomplished in community neighborhoods, the UWGLV has built credibility. This puts the organization in a position to be a convener for community problem solving.

“For the first time in our community we have a vehicle in which the community as a whole can invest in public education and that is the Community School framework.”



The UWGLV is part of the local chamber of commerce. The top 20 employers in the county are supporters of the United Way and when the UWGLV gives them an overview of the needs of the community, their language is focused on reaching solutions for neighborhoods. “To build a strong Community School, it’s all about the partnerships. Our work over the last 100 years has been about community problem solving,” said Susan Gilmore, UWGLV president.

Gilmore is a fan of COMPASS Community Schools. “I love that it talks about the wholeness of family—it isn’t only about students in the school from 8 a.m. to 4 p.m., it’s about what families need to support students in school. It’s an evidence-based, system change strategy and we are investing dollars in evidence-based, systems change strategies that focus on long-term results.”



According to Gilmore, the Community Schools concept makes good business sense for UWGLV because it strengthens their credibility in the community. “We are not just talking

about the woeful and sad problems in a community. We’re talking about solutions to ‘turn the curve’ for some of these kids and their families. Everyone wants to hear a story of hope. We are creating hope through partnerships. Community Schools is hope through partnerships in action.”

### *Funding and fundraising*

The UWGLV has chosen to invest its dollars in the most critical issues facing residents of its community. Their strategic focus is around four community goals: Children Healthy and Ready for School, Youth Succeeding in School, Older Adults Aging Successfully, and Strong Families in Vital Neighborhoods. Each community goal area includes a Community Building Partnership, which serves as the catalyst for a community-wide initiative or movement, such as COMPASS, and leverages dollars to support broad-based systems-level changes.

The UWGLV is committed to addressing the growing disparities among students in the Lehigh Valley, investing \$2 million (18% of which is targeted to the COMPASS Community School initiative) of undesignated funds for the next three years to support programs and services that will address one or more indicators of student success. Indicators include third grade reading scores, 8<sup>th</sup> grade reading/math scores, middle school attendance rates, and graduation rates. COMPASS also receives funding from county departments of human services, grants, and private foundations.



## What do School and District Leaders Say?

UWGLV COMPASS Community Schools are in three school districts: the Allentown School District (2 elementary and 1 middle school), the Bethlehem School District (3 elementary schools), and the Bangor School District, a rural community in Northampton County.

### *Bangor School District – Rural*

In Bangor, the superintendent is championing a district-wide implementation of Community Schools for its 5 schools. The first step was to hire a Community School Director and begin developing a district level leadership team to plan for their Community School district. “We are now mapping their assets and addressing the resources that are needed to move forward. We’re working closely with [National Technical Assistance Center for Community Schools of the Children’s Aid Society](#) to better understand the needs of the Bangor district, gain a sense of the programs that currently exist within the district, and decide what the Community School plan should look like,” said Ronald.

Bangor School District Superintendent John Reinhart, a native of the

community, says the District is still small enough that people know each other on a personal level, but in recent years it has experienced growing pains as it transitions from a rural to suburban community. “That growth is at a stage where it could be positive or negative. I felt that I could help make the growth a positive force by going district-wide with the COMPASS initiative. Our relationship with the UWGLV has grown over the past decade. The community initiative started blossoming as a means of accomplishing many of their goals. We were on board for a lot of their initiatives and that led us to the door of the Community Schools concept. We were connected through mutual interest,” said Reinhart.

“We want the schools to remain as the center of the community. We want to reestablish the sense that schools *are* the center of the community,” said Reinhart.

Rural communities are frequently overlooked by policymakers and funders when considering assistance with social needs. “People often believe that the money and support needs to be funneled into our cities, but there are issues of poverty, isolation, and community disconnection here. We want the schools to remain as the center of the community. We want to reestablish the sense that schools *are* the center of the community. Through the Community Schools initiative there is something for everyone. That’s really what schools

should be. Especially if it is our intent to maintain what our schools were originally set out to be—the first place where people learn about democracy. That’s the cornerstone of schools in this country.”

#### *Allentown School District – Urban*

The Superintendent and school board for the Allentown School District, one of the largest in the state, actively embrace and champion the COMPASS Community Schools initiative. Susan Lozada, Executive Director of Community & Student Services, Allentown School District says, “For Allentown, it is an opportunity for us to maximize services for our students and to do it in such a way that we involve all stakeholders. It’s a framework that allows participation at all levels. It is a very welcoming and supportive environment for people who want to make a difference in the life of children.”

For example, Lozada described that at one of the district’s elementary schools, few parents were involved on a regular basis, but three years after the introduction of the Community Schools initiative over 300 parents are now consistently involved in the school. Another example is the mobilization of the community behind a teacher’s idea to



improve a rundown playground for the school. “Students started a community wide fundraiser, collecting pennies, and businesses got involved. Now it is a \$100,000 investment!” said Lozada.

## **Challenges and Solutions**

### *Systems-level growing pains*

Not every partnership starts out smoothly and “bumps in the road” are common in systems-change work. Adding to this, in recent years, schools have become labyrinths of policy and security regarding those coming onto school grounds. Disconnects between community based organizations and schools can be incredibly frustrating on both ends.

The role of the Community School Coordinator is to help smooth some of those bumps by serving as a center point, organizing all of the services and programs coming into a school around a common vision. “The Coordinator provides support to principals and staff in schools and serves as the glue to hold the initiative together.” However, Ronald suggests, “adding a new person to the building, even in a role of shared accountability isn’t always easy. There can be growing pains to the relationship, which makes finding the right person all the more important.”

A [collaborative agreement](#), signed by everyone on the site-based leadership team, clearly outlines the expectations for all involved regarding details from data collection and communication to marketing. “Clearly communicating common concerns and challenges, as well as celebrating successes, is part of

the Community School model,” said Ronald.

To further ease challenges, the UWGLV sponsors training and technical assistance along with annual events focused on strengthening the relationships of each COMPASS Community School’s site-based leadership team.

*Getting faculty and district staff on board and ready for implementation*

Susan Lozada of the Allentown School District described challenges around the introduction of the Community Schools model, specifically in convincing school faculty and district staff that “this isn’t a once-and-done-thing.” Staff development, she suggested, shepherded by a dedicated leadership team assures all that the initiative is supported and sustained.

Exposure to the Community School concept led to shifts in her management style, particularly in the realm of shared decision making, fundraising, and evaluation.

Once the initiative gains momentum and the community is mobilized, principals must be prepared to handle the influx of extra support from the community. Many principals would welcome this challenge. Still, schools can become inundated by outside agencies coming forth with a variety of services and items to help. “Some will get 5 or 6 calls in one day with deliveries to the building. It can be overwhelming,” said Lozada. It is

important to have a plan or system in place to handle these goods, services and volunteers.

According to Ronald, this is an example of growing pains that can be managed. “A key trait of a Community School Coordinator (CSC) is discernment and part of their role is to organize and align the programs and services coming into a school—to *be* the link to the community,” said Ronald. Eventually, the principal will begin the transition of funneling those opportunities through the CSC. Finally, Lozada suggests that to sustain the initiative at the district level “You need a champion, someone at a high level.”

Championing a Community School can mean acquiring broad-based support from community and business partners, helping to ease policy and procedure changes, and helping to leverage funds to support the model. A long-time supporter of the UWGLV, Bethlehem Area School District Superintendent Joe Lewis championed the raising of dollars to support the launch of COMPASS. “Dr. Lewis’ influence and support for COMPASS on behalf of UWGLV helped to create the success Community Schools experience today,” said Ronald.

*Balancing the role of intermediary and funder*

Traditionally, United Way organizations have served as the ‘community chest’ for many communities. In recent years, the United Way’s Community Impact model has guided it towards a more hands-on, non-traditional role in the community and with its partners. “Engaging CBO’s in non-traditional partnerships can be a bit tricky,” Ronald says. “The

accountability part of our work means that all COMPASS Community Schools need to formally apply for funding to support their work. Our intermediary role is to make sure our partners have all the tools and support they need to fulfill expectations. We've been tremendously fortunate to be able to utilize the expertise of the National Technical Assistance Center of the Children's Aid Society in New York. As we have matured as an initiative, they have offered supportive guidance regarding this very delicate role."

*Changes in leadership at schools or CBOs – Succession and Sustainability*

What happens when a principal who has embraced the Community School concept retires? Just ask parents at a COMPASS Community School in Bethlehem, PA. "Everyone worried about the new principal not

wanting to continue the partnership. Thankfully the district was committed to ensuring the Community School model would continue and included information about the strategy in the interview process. In addition, parents from the school volunteered to participate in the final selection of a new principal. Those parents were empowered as leaders and decision-makers for their school and the current principal couldn't be more engaged," said Ronald.

Sustaining the model in a school or district through succession planning is one of the UWGLV's goals. Building a broad base of supportive stakeholders, including city and county officials,

corporate and business partners, and community members also helps to ensure that the model is here to stay.

## Impact

COMPASS staff and partners see the initial results of their investment in the initiative. Results fluctuate among Community Schools, but evidence is mounting around improved behavior and attendance, improved parent engagement, and a rise in the number of engaged community partners, some of whom are relocating their services to the school. Other areas of improvement include corporations identifying ways to bring adult volunteers and mentors to

assist students, lead partner organizations building capacity in their own organizations to bring resources to support the partnership, schools shifting or blending their

funding to assist with the growth of the initiative, and changes in policies to accommodate shared facility usage.

"The Community School model is a vehicle in which the community as a whole can invest in public education. It's a comprehensive and powerful package of programs and services designed to reach students and families who need it the most," said Ronald.

### *Capacity building*

Executive director of the Boys & Girls Club of Allentown Deb Fries-Jackson was chosen to speak about her organization's role in the COMPASS Community School initiative at the

**"The Community School model is a vehicle in which the community as a whole can invest in public education."**

United Way of America’s annual conference. “She gave powerful examples of the differences between being engaged in a traditional relationship (more formal, less frequent) versus a non-traditional relationship (informal, more frequent),” said Ronald. Exposure to the Community School concept led to shifts in her management style, particularly in the realm of shared decision making, fundraising, and evaluation.

“We are bringing in businesses, agencies, and parents and involving them in the improvement process. The vision is about the community and the school is the center.”

The Boys and Girls Club of Allentown isn’t the only partner engage in a non-traditional role with COMPASS. Communities In Schools (CIS) of the Lehigh Valley are lead partners in COMPASS. They are known for their work as a state-licensed alternative education provider for students in local middle and high schools. Nationally, CIS organizations are heavily involved in Community School-type models. “It has been exciting to help this organization grow into new roles in the Lehigh Valley, most notably partnering with an elementary school and COMPASS’ first middle school,” said Ronald.

Bethlehem Area School District has long-standing partnerships that bring after school programs through a 21<sup>st</sup> Century Community Learning Center grant and family center services to the district’s schools. Family Centers provide federally funded services to assist with basic needs of students and their families. Lehigh Valley and Sacred Heart Hospitals both have school-based health clinics. Also, the Bethlehem

Partnership for a Healthy Community, a healthcare model with a vision and dental van, travels to schools across the Lehigh Valley. Each of these partnerships plays an integral role in ensuring the success of a Community School.

*New partnerships*

The energy and momentum generated in the community by the COMPASS initiative has inspired new partnerships. In 2007, a team of empowered parents, teachers, and community partners led Fountain Hill Elementary School to select Northampton Community College as a new lead partner organization. “The college has a reputation for being actively engaged with the community, particularly for its easy-to-access adult education and literacy classes. It was a perfect fit for Fountain Hill Elementary, who had an urgent need to offer literacy services to adult English Language Learners,” said Ronald.

Last year the Community School leadership team at Fountain Hill began finding ways to make non-English speaking parents feel comfortable volunteering at the school. One parent in particular expressed the intimidation she felt due to her limited English skills. She felt powerless and unable to fully participate in her child’s school. The Community School coordinator convinced her to get involved in a small after school program. By the spring, she was volunteering regularly and registered for the school’s first ELL



class. When Fountain Hill hosted its first Community School tour later in the year, she introduced herself to the crowd of 20, proudly saying in English, “I am parent.” Susan Gilmore says, “If you can make that kind of change in a mother, can you imagine the impact on her children?”

As one of the largest organizations in the Lehigh Valley, PPL Corporation, a utilities company has a reputation for positive community involvement. In the past two years, PPL has begun strengthening their partnership with one of the most challenged schools in the Lehigh Valley.

One of their corporate volunteer coordinators has led an effort to engage multiple stakeholders to come together in multiple ways to support the school. In addition to finding coats and mittens, encouraging colleagues to become tutors and volunteers for students, and wrapping gifts in the school store during the holiday season, Steve McDaniel, a PPL executive, declared that when he retires later this fall, he will serve as an unpaid volunteer coordinator at the school through its lead partner organization. “Mr. McDaniel exhibits



the kind of infectious energy and spirit that exists in the Community School model,” said Ronald.

### *Data on Results*

Nothing speaks like data, and according to Ronald, while COMPASS is seeking an outside evaluator to prepare a formal report on the initiative’s progress, with only a couple of years under their belt, they have collected information on impact for the 2006-2007 school year and shared preliminary reports from the 2007-2008 school year. Ronald is careful to note that results do not generally demonstrate a cause/effect relationship saying, “We believe high quality programs and services through the Community School model contribute to improving state standardized tests, attendance rates, mobility rates, and more. These are indicators, not the end result.”

### Capacity Building:

- 47 new business and community partners came on-board, increasing the pool of partners to 153.
- At one school, 54% of all students participated in after-school programs—one school noted 86% participation.
- In 2007, all 5 Community Schools reported increased use of the school building (before, after school, on weekends)—one school reported an 84% increase in building use during non-school hours.

### Improved Student Behavior:

- At one school, implementing Positive Behavior Intervention System (PBIS), only 6 of its nearly

700 students were suspended, a reduction of 50% from the previous year.

- At one school, school-wide PBIS was implemented for the 2nd year in a row; office discipline referrals dropped from 153 to 102.

#### Improved Student Performance:

- Four schools increased the number of 3<sup>rd</sup> grader's proficiency in reading, as measured by the Pennsylvania System of School Assessment (PSSA), by an average of 58% as compared with the year before, and
- Five schools increased the number of 3<sup>rd</sup> grader's proficiency, as measured by PSSA, in math by 43%.

#### Family Health & Sustainability:

- At one school, mobility dropped from 47% to 31%, increasing family stability, with fewer students moving in and out of school during the school year.



- A local hospital reported a 35% increase in the number of patients seen at the hospital's school-based health clinic. The rise is believed to be related in part to the greater awareness by parents of services available at the school through the Community School Coordinator's outreach.
- At one school, parenting classes were offered free-of-charge. 28 parents enrolled and 11 parents completed the class with 100% reporting that they recommend the class to others for strategies on discipline and relating to their child.

#### Parent Involvement:

- At one school, 7 out of 30 parents who attended social hours at the school formed relationships with the Parent Coordinator and began volunteering on a regular basis. Over 106 parents and community members volunteered at one school during the year.
- At one school, more than 75 parents attended "Parent Literacy Nights" to learn reading and math strategies to use with their children at home.
- At one school, a new on-site GED program enrolled 15 parents and other adults. Three have already received their GED.



#### Youth Community Involvement:

- 73 Community School students and 4 volunteers visited a local nursing home 9 times during the school year to read to elderly residents, forming new relationships and improved oral reading skills.
- 22 students and 12 volunteers worked together with the Banana Factory, the Mount Airy Neighborhood Association and Service Electric, using PP&L funds through the United Way, and created a mural in nearby West Side Park. Over 154 people attended the mural unveiling where the students and artists show cased their work.

### **Community Schools Respects and Strengthens Individuals as they Invest in Families**

Gilmore describes the ethos of COMPASS Community Schools as respecting individuals and recognizing

and honoring the dignity in every person. “In the school system we separate the children from their parents. If we can strengthen the family unit, that is about respecting individuals. This initiative talks about the school as community and that includes the children and their families.”

Susan Lozada of the Allentown School District concurs. She believes that the most important aspect of Community Schools is the way it transforms the adults that are involved. “It’s not just about transforming children through education. Given the right framework, through engagement, the work that adults do can not only transform the lives of youth, but transform their own lives as well.” When these adults become transformed, they come back wanting to do more.

Lozada believes that Community Schools is a holistic approach that not only changes the climate in the school, but changes the climate in the community. It is showing students that adults embrace the community. It is, as she says, “an endorsement of hope for that community. We are bringing in businesses, agencies, and parents and involving them in the improvement process. The vision is about the community and the school is the center. Where the school improves, the neighborhood improves.”

### **Matchmaking is Only the Beginning**

UWGLV and COMPASS are only three years into their Community School initiative, but plan to go much further with their matchmaking. “With this model we have an opportunity for real

change. This is about sharing power, accountability, and results between the CBOs, businesses, parents, and schools on behalf the children in this community,” said Ronald.

## **Coalition for Community Schools**

The Coalition mobilizes the resources and capacity of multiple sectors and institutions to create a united movement for community schools. Our goals are to share information about successful community school policies, programs, and practices; build broader public understanding of and support for community schools; inform public and private-sector policies to strengthen community schools; and develop sustainable sources of funding for community schools.

Please visit the Coalition’s website for more information and the latest news on The Community Agenda, a nationally-driven, widely endorsed campaign for community schools.

[www.communityschools.org](http://www.communityschools.org)

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Sarah S. Pearson is a writer, researcher and convener of policymakers, practitioners, and researchers at the national, state, and local levels. Her work has focused on the evolving field of youth policy including: youth development, education reform, community involvement, service-learning, civic engagement, tribal youth, youth with disabilities, adjudicated youth, at-risk youth, out-of-school time and after school programs, and transition to careers. Formerly with the American Youth Policy Forum and the Close Up Foundation, she has recently joined the Coalition for Community School’s staff.

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