

We need community schools because research and experience tell us that young people need a wide range of opportunities and supports to succeed. A quality academic program is necessary, but not sufficient.

- Coalition for Community Schools
www.communityschools.org

Building Bridges: A Summer Program for Middle School Students Highlights a Community School in Action

By Mary Hofstedt in partnership with staff at Kennedy Middle School

This paper outlines key features of a community school and examines how one summer program leverages and models these features. Specifically, this brief focuses on the Summer Bridge program at Kennedy Middle School, one of four schools in Redwood City, California, shifting to a community school approach. Summer Bridge showcases key community school design features in action, highlights how these features support student success, and provides concrete examples of challenges and lessons learned in the process of community school development.

Kennedy Middle School (KMS) has spent the past four years becoming a community school: a “full-service” or “extended-service” learning environment which combines rigorous academics with a wide range of vital in-house services, supports and opportunities for youth and families.¹ Through this process, Kennedy has created new positions, partnerships, and leadership structures. Kennedy’s Summer Bridge program, and the opportunities and supports it offers, emerged from the community school structure.

In 2003, Kennedy launched the Summer Bridge Program for the purpose of familiarizing incoming sixth graders with the school and giving them a boost for the start of the academic year. Summer Bridge has three key goals: 1) support students in forming positive and supportive relationships with peers and adults, 2) build youth’s capacity to access and navigate opportunities for growth and involvement at KMS, and 3) increase students’ ability to succeed in academic settings. These goals reflect the overarching intent of a “full-service” school: providing every single young person with the supports and opportunities they need to thrive – now and in the future.

Kennedy Middle School enrolls approximately 960 students who come from five different elementary schools and represent a diverse cultural and socio-economic population. Of the students, 36% are English Language Learners and 57% are enrolled in free and reduced lunch programs. Kennedy is not a neighborhood school per se: many students rely on public transportation to travel from the east side of town.

Source: California Department of Education, 2005-2006, reported by www.greatschools.net/cgi-bin/ca/other/6931

Key Features of a Community School

Research shows that academic achievement – while important – is just one aspect of the path to early adult success.² Students need to achieve a full range of outcomes to become successful young adults. They need opportunities and supports for healthy growth across developmental domains: physical, emotional, social, and cognitive.

Research also shows that youth need certain conditions for this positive development to occur: multiple supportive relationships with adults and peers; meaningful opportunities for involvement; challenging and engaging activities and learning experiences; and safety (emotional and physical).³ Creating an environment like this is a challenge for all schools – a challenge that community schools are specifically designed to meet. A community school is an *approach* rather than program. It brings family, school, and community under one umbrella, recognizing each as a critical and primary arena of youth development.

Community schools connect people, agencies, and institutions in a web of support that nurtures children’s development and learning. The community school structure builds this web through three inter-related areas: a strong core instructional program with high academic standards; enrichment activities designed to extend student learning outside of the classroom and across developmental domains; and a full range of mental and physical health services to promote student well-being.⁴

While specific practices may vary from one community school to another, the following four design features are common across promising community schools.⁵

Youth Engagement

Community schools focus on the “whole child,” addressing a full range of developmental outcomes for students – emotional, social, psychological, physical and cognitive. Youth are partners in their own learning, and are supported in gaining skills and experiences that build on their interests, expose them to enriching opportunities, and connect them to the broader community.

Academic Supports

Community schools emphasize quality instruction. Students are held to high academic standards and benefit from school-based curricula and as well as a range of learning opportunities designed to complement students’ work in the classroom.

Comprehensive Youth and Family Resources

Community schools provide resources and services that meet the needs of children and families, protect their well-being, and therefore facilitate learning. Services from local, county, state and federal public and private agencies are part of the school, and are easily accessible for students and families.

Shared Leadership

Community schools are structured as partnerships among schools, families, communities, funding agencies and local and county governments. Shared leadership means that school stakeholders apply their various strengths and skills to create effective structures and responsibilities for planning, implementation, evaluation, advocacy and decision-making.

The above features facilitate and enhance core conditions needed for learning: 1) qualified teachers, challenging curriculum, and high expectations; 2) motivated and engaged students; 3) recognition of and provision for the basic needs of youth and families; 4) respect and collaboration among staff; and 5) an engaged community, the context for learning.⁶

In a community school, the four key features do not function as stand-alone services and supports. Instead, stakeholders take an integrated approach; working collaboratively to develop a comprehensive and seamless system of services, supports and opportunities for youth and families.

What does a community school approach look like in practice? How does a community school approach work to support student success? Kennedy Middle School provides some concrete answers to these questions.

**Kennedy Middle School:
A Community School in Action**

After four years of development as a community school, Kennedy incorporates a wide array of agencies and institutions working together to create a web of support for students and families. These include mental health services, youth leadership and civic engagement programs, tutoring, apprenticeships, sports, parent leadership, art, music, performing arts, etc. (Table 1).

The development of these partnerships did not occur overnight; it was time-intensive and required extensive coordination to ensure that the work of these programs matched the existing community school vision.

Key to this process is the Community School Coordinator position, a full-time employee of the school district who works with the principal to drive and sustain the community school’s development. The Coordinator convenes the Community School Leadership Team (comprised of teachers, staff, program

Table 1: Collaborative Partners and Service Providers at Kennedy

Partner Agency or Institution	Service Provided During the School Year	Staff Allocated During the School Year
San Mateo Health and Human Services Agencies*	Mental Health Services and Other Family Support <i>One-on-one student counseling, student group counseling, family counseling, case management communications with CPS, crisis intervention, family referrals, county benefits enrollment, health insurance enrollment</i>	1 full-time Therapist 1 part-time Case Manager 1 part-time Counseling Intern 1 full-time Benefits Analyst
Redwood City School District (RCSD)*	Community School Infrastructure Support, Development, and Coordination <i>Off site: fundraising and technical assistance for four schools</i> <i>On site: Kennedy specific coordination, partner formation, support, leadership, administrative support and technical assistance</i>	1 full-time Director of School-Community Partnerships at the District Office 1 full-time Community School Coordinator at Kennedy 1 full-time Administrative Secretary at Kennedy
John W. Gardner Center for Youth and Their Communities (JGC) at Stanford University*	Youth Development Coaching and Technical Assistance <i>Technical assistance on school integration of youth development, retreats, conferences and workshops, writing and research</i>	1 part-time Program and Policy Specialist
Youth and Family Enrichment Services (YFES)*	Youth Development and Youth Leadership Coordination <i>Support of programming and coordination of youth leadership efforts at the school</i>	1 full-time Coordinator 1 Americorps Intern
Citizen Schools	After School Program <i>Academic support, apprenticeship, enrichment opportunities, physical activities, team building</i>	1 full-time Campus Director 2 full-time Americorps Teaching Fellows 5 part-time Program Leaders
Cleo Eulau	Teacher Resiliency Training and Coaching	2 part-time Coaches
Peninsula Conflict Resolution Center (PCRC)*	Parent Involvement and Education Coordinator <i>Parent education classes, volunteer coordination, parent involvement in school decision-making, home visits and service connections</i>	1 full-time Parent Involvement Liaison
Youth Leadership Institute	Girls Involved in Research and Leadership (GIRL) Project <i>After school enrichment, leadership and research skills, health issues research</i>	1 part-time After School Group Leader

* Indicates organizations and specific staff that also work with the Summer Bridge program

and service providers, students, parents, and administration), supports incorporation of youth perspectives into school development, works to connect program practices and missions to the community school vision, and facilitates relationships with and among Kennedy's collaborative partners. The Coordinator works as part of this broader team to ensure that programs and services are integrated into a school-wide vision and master plan for student growth and development, and are not operating as ad hoc or isolated efforts.

The Community School Coordinator is positioned at the hub of the school, putting her in a unique position to identify student and family needs and to identify creative methods and potential opportunities to meet those needs. This structure allows for the principal to remain the "instructional lead" of the school while the Community School Coordinator works as the "integration lead."

The idea for Kennedy Summer Bridge emerged from the vision of the Community School Coordinator and the Community School Leadership Team. The team allocated resources and provided leadership for Summer Bridge's development.

Summer Bridge: Leveraging a Community School Context

The transition to middle school is challenging for many Kennedy sixth graders, who can be overwhelmed by the size of the school, new sets of teachers, new peer groups and cliques, and new rules, pressures, and expectations. Kennedy staff and teachers have observed that students facing social and emotional issues have an especially hard time transitioning, and often exhibit behavioral issues, lack of engagement, truancy and academic problems. And unfortunately, by the time these issues are identified and services are provided, the school year is usually well underway. In addition, many new students and families are unaware of the resources available to them through the programs and services on campus. The Community School Leadership Team recognized that incoming sixth grade students and their families need opportunities to connect to school staff and structures in positive ways, even before their first

day art KMS. To provide a better transition for new students, Kennedy created the Summer Bridge program.

The Structure

Each year Summer Bridge includes 70-80 students (about 25% of the incoming class) for a two-week program. To recruit students, the Community School Coordinator provides information to fifth grade teachers, school administrators, and parents from the five feeder elementary schools. From 2003-2006, approximately 320 students participated in the program.

Summer Bridge takes place at Kennedy, and is scheduled for the two weeks just prior to the start of the school year. Program hours are Monday through Friday from 8:30 a.m. to 12:30 p.m., and transportation is provided to and from the school. Each day, four cohorts of fifteen to twenty youth rotate through forty-minute classes including math, art, language arts, and leadership and team-building.

Summer Bridge reflects its community school context: it includes core instructional programming, integrates systems and services for youth and families, and provides students with enriching learning opportunities. Over the two weeks, students make friends, get to know teachers and adult staff, develop ties with peer mentors, and become familiar with the resources and opportunities offered at Kennedy. Physical activity is integrated into the curriculum through games and sports. Each cohort is supported by two peer mentors who work on program implementation with adult teachers and staff.

The Community School Coordinator raises and distributes program funds. While the program is free of charge for students, a \$10 donation is encouraged for each family to help offset supply and transportation costs. The overall budget is \$10,000, which includes program supplies, student transportation, mentor stipends, and teacher salaries. Summer Bridge receives funds from a combination of sources. In 2006, Silicon Valley Community Foundation and Wells Fargo Bank were the core contributors. In-kind support for student snacks is provided by a local food bank, and the school provides facilities usage and janitorial services.

More than an orientation program: While any school could carry out a program to orient sixth graders to their new school environment, the community school framework provides critical resources and supports to make Summer Bridge more than a basic “transition to middle school” program. In addition to providing orientation to academic expectations, basic classroom skills, and school rules, Summer Bridge leverages the community school structure to do much more. For example, students establish connections with the school’s primary mental health worker/art therapist through her facilitation of an art class. Informal time is built in for students to develop relationships with teachers, staff, and mentors. New and innovative curricula are implemented by math and language arts teachers, and one class is focused specifically on leadership, team building and communication. In addition, parents are introduced to the school through personal phone calls, home visits, “Kennedy 101” classes, networking and volunteer opportunities.

A representative population: While many summer programs target a particular population of students, such as “at-risk” youth, English Language Learners, immigrant youth, etc., the Summer Bridge program demographic is generally reflective of the school as a whole. Summer Bridge is for all kids, and as such, provides youth with opportunities to build bridges and break barriers across social boundaries in a safe, structured and supportive environment.

How Summer Bridge Works: Modeling Community School Features

Summer Bridge models the community school features that support successful developmental outcomes for new Kennedy students. Below, we examine some concrete examples within these features (youth engagement, academic supports, comprehensive youth and family resources, and shared leadership) that reveal how the community school resources are applied to yield key results benefiting youth, families, and the school overall.

Youth Engagement

Summer Bridge integrates youth development theory and proven effective practices⁷ to build on youth’s

strengths, interest them in activities, and meet a full range of needs. Following are program components that facilitate youth engagement:

Staff and mentors create a safe and supportive structure: By placing peer mentors in cohorts, providing secure transportation, creating student-developed agreements, and implementing a consistent schedule with built-in informal time, Summer Bridge provides a safe and secure setting.

Youth are seen as partners and assets: Youth direct the course of program development, lead groups and activities within the program, and evaluate the program and the adult staff. In planning and implementation, youth discuss roles and responsibilities with adult staff, and all youth have opportunities to share recommendations and advice for program improvement. Eighth grade students from Kennedy’s youth leadership program are incorporated into the Summer Bridge structure as cohort leaders and peer mentors, building their own skill and knowledge base as they support younger youth. In addition, a high school mentor and Kennedy alumnus co-develops and co-teaches a leadership and team-building class as part of the core curriculum.

Attention to the “whole person:” At Summer Bridge, all developmental domains are seen as important. Table 2 highlights Summer Bridge’s approach to each domain of development, and lists the features of a young person’s environment that promote positive developmental outcomes.

Fun matters: Play (structured as games, team building, and relationship-building activities) is an essential part of the program.

Academic Supports

Summer Bridge hires qualified, credentialed Kennedy sixth grade teachers to plan and teach two core academic courses, math and language arts. In 2006, the math teacher introduced students to curriculum concepts through an innovative computer program, which the students helped to assess as part of the class. The language arts teacher integrated identity exploration and

Table 2: Developmental Domains and Summer Bridge Program Features

Developmental Domain	Program Approach: <i>Quotations from the Community School Coordinator</i>	Summer Bridge Features That Support Positive Development ⁸
Social Development	<i>We don't just give the students opportunities to meet new people and make friends, but to think together about how we make and continue friendships.</i>	<p>Physical and Psychological Safety: Intentional supports and opportunities for safe peer group interactions, positive coaching and intervention for unsafe interactions</p> <p>Appropriate Structure: Clear and consistent rules and expectations, continuity, predictability, clear boundaries</p> <p>Supportive Relationships: Warmth, connectedness, good communication, caring, support, guidance, responsiveness</p> <p>Opportunities to Belong: Social inclusion, social engagement, identity formation</p> <p>Positive Social Norms: Clear expectations and rules of behavior, participation encouraged</p> <p>Support for Efficacy and Mattering: Students are taken seriously, have responsibilities; the focus is on growth and improvement rather than comparison</p> <p>Opportunities for Skill Building: Students learn skills across developmental domains, communication skills, habits of mind</p> <p>Integration of Family, School, and Community Efforts: Coordination within community school model</p>
Physical Development	<i>Kids need time to be physical and to play. There are games and activities that can fulfill the need for kids to be active - and still be building on their sense of community and identity. We use a lot of games and team building activities, many led by other youth.</i>	
Emotional Development	<i>We create safe and supportive structures that allow youth to explore their worries and hopes for middle school, their identities, and their dreams for the future. We strive to model supportive relationships.</i>	
Intellectual Development	<i>We pilot a new interactive curriculum and involve youth in evaluating and thinking about the best way to use/not use this curriculum. Academic and non-academic coursework develops students' critical thinking skills and supports their ability to succeed academically.</i>	

dance into her coursework, giving youth opportunities to learn about each other and build connections in the context of language arts standards. In addition to holding high standards for student participation and achievement, the teachers get to know the incoming sixth graders and have informal time to identify student interests, strengths, and needs prior to the school year.

Comprehensive Youth and Family Resources

Summer Bridge is a time for youth and their families to learn about school resources. By learning about the services and opportunities available, parents gain tools to advocate for themselves and their children and develop a sense of belonging in the school environment. For example, in Summer Bridge 2006, the school's Parent Involvement and Leadership Facilitator (PILF) made personal phone calls to all Summer Bridge

parents/guardians, inviting them to the school for workshops and volunteer opportunities. Two workshops called "KMS 101" were held, with 15-20 parents attending each one. Before school started, new sixth grade parents were volunteering to staff KMS orientation events.

Shared Leadership

Summer Bridge strives for mutual respect and effective collaboration with community school partners, youth, and teachers. The program focuses on a broad range of outcomes, with teachers and staff working together to co-develop programming. The collaborative structure honors the expertise and interests of youth, mental health professionals, professional educators, parent volunteers, and partner agencies. While each Summer Bridge employee has autonomy in content development and

pedagogy within his or her area of expertise, daily staff meetings bring the team together to discuss overall program effectiveness and address the needs and interests of individual youth and families.

Does Summer Bridge Support Student Success?

To evaluate the program, the Community School Coordinator observed Summer Bridge in action, debriefed with teachers and staff, and surveyed student participants on such topics as engagement, motivation, connection, and navigation of services. Survey results were tabulated from 69 respondents, all but one of the 2006 Summer Bridge participants. Overall, students reported a safe and supportive structure that engages students and motivates them to come to school.

Motivating and Engaging Students

97% of participants agreed or strongly agreed that the Summer Bridge activities were “interesting and fun.” As one 2006 participant put it, “I liked all the classes because they have really fun things to do.”

Similarly, student motivation to come to school was high; 91% of participants agreed or strongly agreed with the statement “I look forward to coming to school.” Another 2006 participant explained, “It helped me to become more confident in coming to a new school.”

Helping Students to Connect, Navigate and Be Productive

The survey data show that students feel connected to peers and staff and indicate student skill development related to resource navigation and connection.⁹

Learning to connect: Connecting to peers and adults, and learning to keep those connections, is one of the key goals of Summer Bridge. Results from the student survey indicate that 93% of students agreed with the statement “I learned ways to meet people, make friends and be a friend.”

Learning to navigate: While the majority of participants reported that they learned how to get involved and access resources, the Community School Coordinator is

working to strengthen outcomes in this area. Overall, 70% of students agreed or strongly agreed that they know where to go when they have a problem, and 78% agreed or strongly agreed that they know how to get involved. As in past years, the Community School Coordinator will learn from what worked well and not so well, and continue to identify areas for improvement.

On the first day of school, a sixth grade student and Summer Bridge participant approached Kennedy’s school counselor to report and seek help regarding abuse. In 30 years at the school, the counselor had never before had a student approach her for help on the first day.

Learning to be productive: While the program needs to develop further measures for academic skill development and productivity, anecdotal evidence suggests that students develop greater capacity to meet academic expectations.

During Summer Bridge, a student’s math skills were identified as remedial, but he built confidence with the math software, and as result, became a leader and “teacher” in his math class when school started in the fall.

In addition to student outcomes, Summer Bridge also leads to staff and systems-level outcomes. Teachers and service providers report an increased capacity to support students across settings. Because Summer Bridge allows for early identification of learning and behavior difficulties, staff are supported in being proactive with students and one another as the school year begins. Mental health professionals and teachers alike are able to identify students’ needs early on, and strategize together about how to address those needs.

Lessons from Summer Bridge: Reflections for a Maturing Community School

As a small-scale program within the larger school, Summer Bridge provides a unique opportunity for reflection on the broader community school context. Summer Bridge can demonstrate how a community school infrastructure facilitates leveraging of resources so that the school and collaborative partners can better

fulfill their missions for children and youth. At the same time, Summer Bridge can grant insight into the attitudes and orientations that contribute to a fully integrated community school. Below are five of the key lessons learned from Summer Bridge and from Kennedy as a maturing community school.

Programs and Positions Matter

At Kennedy, a full-time Community School Coordinator position, supported by the Redwood City School District, is critical to leveraging and advocating for a community school approach. The Community School Coordinator provided the fund development and created the infrastructure needed to support the Summer Bridge program. By utilizing the in-house skills and expertise of the Parent Involvement and Leadership Facilitator (PILF), mental health specialists, the Youth Development Coordinator, academic teachers, and students, the Coordinator built a new, robust program from the community school components. The principal's role also is particularly important as a pace-setter for and generator of buy-in from the more traditional school community. Participating teachers can bring relationships with service providers and youth mentors into their classrooms, and become cheerleaders for the community school approach within the traditional school environment.

Programs and Positions Are Not Enough

While the funding for critical positions and programs is crucial (along with competent people to run those programs), the positions and programs are not sustainable unless they are embraced by the school structure and culture. This paradigm shift—toward a school culture that shares common goals and approaches to youth across academic, service, and programmatic arenas – is central to community school development and sustainability.

A Common Goal and a Long-Range Vision Are Essential

Individual staff who are invested in the community school vision and connected with students and each other can help build a truly collaborative infrastructure

that brings consistency to the messages and supports that youth receive across contexts.

Because change takes time, commitment from a wide array of stakeholders with a common vision for student success and school development is necessary for continuity. This points to the importance of assessing new partnerships and what they add to the existing model, rather than accepting a new partner or program only because its services are free or convenient. The vision and goals also need to be kept front and center for the entire school community, with regular meetings and communication systems that reflect a shared vision.

Young People's Voices and Perspectives Improve Programs and Practices

Student voices benefit not just the participating youth, but also the school as a whole. In Summer Bridge, youth—including “non-traditional” leaders—serve as mentors, facilitators, and advisors to adult staff. Youth evaluate the program and give input that is used for improvement. The co-development of youth leadership programming and the integration of youth development principles in Summer Bridge make the program more engaging, fun, and relevant for the students involved.

Critical Self-Examination is Key

Community stakeholders at all levels need to assess the strengths and the weaknesses of participating institutions. Taking time for reflection and evaluation strengthens the development of programs and the school.

Summer Bridge staff and youth made changes to the program in response to what works and what has not. Over four years, the quality of Summer Bridge has improved due to this critical reflection and responsiveness. Over time, the Summer Bridge staff have learned to better identify and meet needs for early intervention; to improve methods for communicating high expectations to students; and to implement activities that improve teamwork, relationship building, and more.

For example, in the first year of Summer Bridge, twelve youth mentors were hired, with four mentors assisting each of three classroom teachers. Staff lacked training on

how to best coach the mentors, and the mentors lacked a specific understanding of how to fulfill their assigned roles and responsibilities. Based on this experience, staff learned several things. First, adult staff need support in understanding how best to utilize youth mentors. Second, mentors need to be better connected and engaged. Finally, youth participants need structured opportunities to build connections to one another. Today, the program hires eight mentors, with pairs assigned to each group of youth. The mentors rotate through classes with sixth graders, and build relationships within a cohort.

Challenges

Summer Bridge also reflects some of the struggles of a maturing community school, described below.

Everyone agrees in theory and in conversation about the needs of the whole child – but after these conversations, we go back to our jobs, and return to isolation. Our minds forget how to think and work collaboratively.

- Community School Leadership Team Member

Difficulties Achieving Shared Leadership

At Kennedy, two school cultures still co-exist. While the school has made tremendous progress in its work as a community school, Kennedy still strives to create shared leadership and systems to bring closer together the traditional school culture and the community school approach. Service providers struggle to be seen as equal partners with administrators and many classroom teachers. Youth development practices for the most part remain the domain of after school programs.

For example, Summer Bridge currently hinges on the coordination and support of the Community School Coordinator for fundraising, hiring, implementation, and evaluation. While the school supports the program through facilities usage, and individual teachers work for the program and invest in its success, Summer Bridge is not yet intentionally connected to the instructional and disciplinary domain of the school administration, and thus remains largely associated with service providers. Importantly, this segmentation of

leadership can undermine the sustainability of the community school model, hindering the school's ability to harness and leverage human and financial resources.

While Summer Bridge staff get to know the new Kennedy students and meet their families, there is little transfer of this knowledge to the classroom teachers and after school program providers that work with the students daily throughout the academic year. Summer Bridge (and the school as a whole) currently lacks a system for transferring the teachers' critical insights.

Struggles to Include Youth Voice

As a whole, Kennedy struggles to incorporate authentic youth voice into school decision-making. Student leadership is bifurcated between the school day and after school environments. School day leadership functions include student help with dances, spirit days, and school events, while after school leadership programs focus on youth action research, advocacy, and team building. Although the school is open to multiple roles for student leaders, key policy setting bodies (including the school leadership team, site council, and climate committee) still struggle to include student voices on issues that impact the lives and daily educational experiences of youth.

Fragmented Approaches

During the school year, divisions remain among the service providers and after school groups on one hand, and the teachers and administrators on the other. There remain perceptions that test scores and the intellectual development they strive to reflect still trump (or even compete with) other forms of student support and development. As long as different domains of development are viewed as the sole responsibility of different staff and sectors, youth will be provided with fragmented supports and conflicting messages.

Conclusion

A community school approach can generate and support programs like Summer Bridge. At the same time, such programs can increase understanding of what it takes to move the community school structures to become more deeply embedded in the school culture and systems.

In conversations about Summer Bridge and her work on the community school process, Kennedy's Community School Coordinator repeatedly speaks to what keeps her going: "Not a single student lacks dreams for a positive future." As a community school, Kennedy partners with people, institutions, and the broader community with the goal of supporting every youth in every aspect of their development.



Resources

Center for Community School Partnerships
University of California, Davis: School of Education
education.ucdavis.edu/cress/ccsp/index.html

Children's Aid Society
<http://www.childrensaidsociety.org>

Coalition for Community Schools
<http://www.communityschools.org>

Community Network for Youth Development
<http://cnyd.org/home/index.php>

Forum for Youth Investment
<http://www.forumforyouthinvestment.org>

Notes

¹ *Building a Community School, Third Edition (2001)*. New York, NY: The Children's Aid Society.

² Eccles, Jacquelynne and Appleton Gootman, Jennifer, Editors (2002). *Community Programs to Promote Youth Development* National Research Council and Institute of Medicine, Committee on Community-Level Programs for Youth. Board on Children, Youth, and Families, Division of Behavioral and Social Sciences and Education. Washington DC: National Academy Press.

³ Coalition for Community Schools, <http://www.communityschools.org/>

⁴ Ibid.

⁵ The John W. Gardner Center's Community Schools Framework (Fall, 2003), and the Coalition for Community Schools, <http://www.communityschools.org/>

⁶ Coalition for Community Schools, <http://www.communityschools.org/>

⁷ Eccles and Appleton Gootman, 2002.

⁸ Ibid. National Research Council and Institute of Medicine. *Community Programs to Promote Youth Development*. National Academy of Sciences. National Academy Press, 2002.

⁹ Gambone, Michelle Alberti and Connell, James P. The Community Action Framework for Youth Development. *The Prevention Researcher* 11(2) April 2004. Community Network for Youth Development (CNYD) <http://www.cnyd.org/framework/index.php>

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