



# Worksheet: Readiness Self-Assessment

Designate the Stage of Development of your community school for each of the three listed Capacities (Collaboration, Coherence and Commitment). Work individually first, then compare your selections with your team members. Pay special attention to where your assessment differs from your colleagues', and work toward consensus.

	Exploring	Emerging	Maturing	Excelling
COLLABORATION	<ul style="list-style-type: none"> <li>Characterized by interest in CS strategy as way to engage others in removing barriers and improving conditions for learning. Open to sharing leadership. Interested in increasing parental and community engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Characterized by increased efforts to engage parents and community in planning, implementation and oversight of academic and non-academic programs. Beginning to involve partners and parents in decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>Characterized by the regular involvement of and shared leadership with wide range of stakeholders. Transparent agreements and mutual accountability underpin the ongoing development of partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>Characterized by permanent engagement across community, collaborative mode of community and program development, and policymaking.</li> </ul>
COHERENCE	<ul style="list-style-type: none"> <li>Characterized by a recognition that effective management of needed programs and services exceeds capacity of existing staffing and structures. Recognized need for program integration. Planning process engages all stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Characterized by efforts to develop effective coordination and system of monitoring and accountability for programs and services. Development of new resources for staffing, communication patterns, management.</li> </ul>	<ul style="list-style-type: none"> <li>Characterized by the integration of CS structure/processes/ programs into “normal” operations of schools. Site manager role is clearly understood and leadership is reliably shared. Effective, consistent management is a hallmark of this stage.</li> </ul>	<ul style="list-style-type: none"> <li>Characterized by policy shifts that make CS a permanent approach to school reform, service delivery, community-based education, and civic engagement.</li> </ul>

C O M M I T M E N T	<ul style="list-style-type: none"> <li>• Characterized by an interest in building the CS for the long term, with policy changes, systems, resources and engagement geared towards permanency.</li> </ul>	<ul style="list-style-type: none"> <li>• Characterized by systematic, multi-year efforts to collect data, build focus on results, seek resources and build support.</li> </ul>	<ul style="list-style-type: none"> <li>• Characterized by growing realization that CS can provide coordination and targeting for numerous child/family/community goals. Policy and funding decisions begin to reflect site successes.</li> </ul>	<ul style="list-style-type: none"> <li>• Characterized by permanent political commitment, designated funding, private and community support, alignment of related initiatives, using CS as a coordinating strategy.</li> </ul>
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## Readiness Needs

For each Capacity, identify what would need to happen or change to move your community school to the next stage. Be brutal in your honesty and gentle in your delivery as you discuss each with your team members.

### Collaboration

To get to the next stage...

### Coherence

To get to the next stage...

### Commitment

To get to the next stage...