

New York State Community Schools Technical Assistance Centers 2023 Impact Report

New York State Community Schools Technical Assistance Centers (CSTACs)

The New York State 2017-18 Enacted Budget first allocated funds to operate three regional technical assistance centers to support its investment in community schools funding to districts. The CSTACs disseminate information on effective and promising practices in the establishment and management of Community School strategies through professional learning and technical assistance designed to accomplish the following:

- Familiarize school personnel across New York State with Community School strategies;
- Increase the knowledge and skills of school personnel and community partners to aid in the implementation, management, and sustainability of Community Schools;
- Promote the establishment and development of Community Schools that incorporate a rigorous academic program with strong supports, a full range of school-based and school-linked programs and services, and partnerships in collaboration with the local community;
- Provide school districts with the tools to design and implement needs/resource assessments that will provide the data to effectively target Community School resources;
- Increase statewide capacity to support effective Community School strategies; and
- Identify and evaluate the school districts' needs within a region to provide tailored technical assistance and professional learning.

The CSTACs are overseen by the **New York State Education Department's Office of Student Support Services**.

The **Central/Western CSTAC at the Research Foundation for the State University of New York at Binghamton University (C/W-CSTAC)** serves the central and western regions. The **New York City CSTAC at Fordham University (NYC-CSTAC)** serves the five boroughs. The **Eastern CSTAC at Rockland 21st Century Collaborative for Children and Youth, Inc. (E-CSTAC)** served the eastern portion of the State from the North Country to Long Island, excluding New York City through June 31 when the previous contract period ended. Following a brief gap in services, **Fordham University (E-CSTAC)** was identified to serve the Eastern Region as of October 1st.

Services

Since their commencement in late 2018/early 2019, the three CSTACs have collectively offered the following resources and services to schools across the state:

- A [website](#) providing contact information and event listings for each CSTAC and curated resources including evidence-based and promising practices, and recorded webinars.
- A monthly newsletter highlighting the work of the CSTACs, highlighting resources, and providing spotlight features on New York Community Schools doing promising work.
- Technical assistance via phone and email with school staff and community partners.
- **368** on-site or remote technical assistance visits to school districts.
- **177** in-person or remote sessions focused on developing smaller communities of practice within each region. These events have collectively served 16,216 attendees and
- **42** webinars providing professional learning on topics of interest have served **7,297** participants.

Impact Highlights

Events of the past several years have heightened awareness of the issues impacting students, educators, administrators, and families. The CSTACs offer critically needed support to schools and districts included professional learning around topics aligned with a community school strategy, including implementation science, multi-tiered systems of support, family engagement, trauma-responsive strategies, diversity, equity, and inclusion, chronic absenteeism, mindfulness, and more. In 2023, they reported the following highlights:

- The CSTACs' website had over 6,000 visits and more than 30,000 page views in 2023, of which 77% were from new site visitors.
- The website's resource portal is a searchable database to support every aspect of the Community Schools approach, including diversity, equity, and inclusion. Over 20 new resources including articles, videos, and podcasts were added in 2023, bringing the total to about 305.
- A monthly newsletter is distributed to an audience of 2,380 across the state.
- The NYC-CSTAC's new CSD Institute has trained over 200 new Community School Directors through dedicated communities of practice and individual follow-up coaching sessions.
- The C/W-CSTAC co-sponsored monthly Community of Practice sessions in collaboration with the UPenn Netter Center University-Assisted Community Schools Technical Assistance Center to support school districts and community partners in developing and strengthening their partnerships with Institutes of Higher Education.
- The NYC-CSTAC created communities of practice that provide professional development to groups of community schools partnered with the same lead CBOs.
- The NYC-CSTAC supported school-based attendance team efficacy through communities of practice and coaching.
- The E-CSTAC's RoadMap Tool for Community Schools was featured on the National Implementation Research Network's website.
- The C/W-CSTAC hosted two Regional Roundtables where school districts and their key stakeholders gathered to share best practices, collaborate, and strengthen the Community Schools model within their districts. These Roundtables build and enhance collaborative partnership enabling the C/W-CSTAC to expand support to the region, using an interdisciplinary and cross-sector approach.
- The C/W-CSTAC hosted a series of webinars on Cultivating Authentic Relationships in collaboration with the National Center for Community Schools.
- The E-CSTAC hosted a webinar on sustainability through diverse funding sources to support districts in maintaining their strategies as federal ARPA funds sunset.
- The NYC-CSTAC provided school building leadership coaching and needs assessment support to 15 new community schools that opened during the calendar year.
- The E-CSTAC emphasized family engagement in community schools in 2023, including a webinar on family engagement and student learning, as well as through their direct technical assistance to districts, one of whom hired family engagement specialists for each building in their district as a result.