Community Schools Advisory Board Meeting

Nov. 16, 2016 Yuliana Del Arroyo, Melissa Harper-Butler

- Welcome & Introductions

- Community Schools Advisory Board Role and Responsibility

- Community Schools Evaluation Report Review

- Community Schools Advisory Board Updates

Role and Responsibility

- Advise OSSE and the Mayor on the progress of community schools in the District
- Identify supports that can further enhance the implementation of the community schools
- Provide feedback on evaluation plan
- Assess sustainability of the initiative

Ultimately, we seek from you to be a thought partner with us to ensure effective and efficient community schools in the District of Columbia!
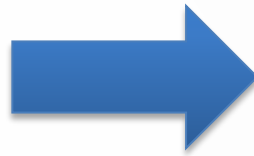
Community School

- A **public and private community partnership**
- Coordinates educational, developmental, family, health, and after-school-care programs during school and non-school hours for students, families, and local communities at a public school or public charter school
- **Objectives:**
  - Improve academic achievement
  - Reduce absenteeism
  - Building stronger relationships between students, parents, and communities
  - Improve the skills, capacity, and wellbeing of the surrounding community residents

If *schools work in partnership with parents and community members to* help build resources and support for students and their families…

➡️

Increased academic success for District students is possible!

Timeline of OSSE Community Schools Grantees

2012

Council approves and allocates $1M to OSSE for the creation of, at minimum, five (5) community schools.

2013

OSSE conducts a grant competition and identifies six (6) communities schools. Each community school receives $166,000 for SY 2013-14.

2014-15 school year

Grantees receive another $166,000.

2015 fiscal year

Council grants OSSE $1.466M to add two additional community schools and conduct an evaluation.

September 2015

OSSE conducts a grant competition and two community schools are identified.

As of today, there are eight OSSE-funded community schools:

- DC Scholars at Stanton Elementary
- Edgewood/Brookland Family Support Collaborative Community School Consortium at Jefferson Academy and Amidon-Bowen Elementary School
- Latin American Youth Center (LAYC) Community Consortium
- Mount Pleasant Community Schools Consortium
- Partnership Achieve
- Roosevelt Community School
- Communities in Schools of the Nation's Capital
- LAYC/Cardozo Community School

Evaluation aimed to answer the following questions:

- *Was, and to what extent, OSSE's Community Schools Incentive Initiative Grant implemented through the community schools model effective in improving student achievement and well-being?*

- *What components of the program were significantly correlated with the effectiveness of the overall model?*

The following activities took place during the evaluation period:

- Site visits to each community school site(s);

- Interviews with school principal and school staff (e.g., site coordinators, site leads, data team, as they exist);

- Online surveys of staff (e.g., teachers, parent coordinator, coaches, paraprofessionals, consortium partners, as they are involved in Community Schools Incentive Initiative Grant-supported activities);

- Classroom observations (as they pertain to Community Schools Incentive Initiative Grant-supported activities); and

- Analysis of student- and school-level outcome data.

- Home visits

- Mental and physical health screenings, referrals and services

- Regular school-wide activities that promote seat-time attendance

- Neighborly engagements

- Home-grown youth enrichment and development initiatives

*Retrieved from *Community School Evaluation Report*. MN Associates. (2016).

- Leadership and staff turnover

- Lack of parent engagement

- Lack of coordination with existing multiple partners at the school site

- Inadequate data systems and data sharing practices

- Out-of-boundary catchment of students and public transportation limits

*Retrieved from *Community School Evaluation Report*. MN Associates. (2016).

"To summarize the findings from the evaluation, the following points drive the change process that *CSII* has made throughout its implementation:

- A **shared vision and stable distributive leadership** with both principal and CSC is important for leading the change effort. The principal and the CSC are critical change agents for the school and surrounding community.

- While **leadership stays intact**, other partnerships change over time as needs change.

- Common partners like **Flamboyan, Mary's Center, Kids Hour**, etc. provide opportunities for shared practices and common language and coordination.

- There is some convergence in the types of **partnerships (limited, coordinated, collaborative) to the degree of implementation**. High implementers end up moving beyond a coordinated partnership to a collaborative partnership. The partners co-own the problems and the successes of the collaboration, which is characterized by interdependence and collective governance (Hora & Millar, 2011).

*Retrieved from *Community School Evaluation Report*. MN Associates. (2016).

- **Home visits** are a critical leverage point to draw out teachers to where their students and their families are and to build relational trust and common understanding. Home visits are critical bridge-building strategies, especially for at-risk students and families.

- **Local contexts, existing capacity and interpersonal relationships** shape the nature of CSII as played out in each site.

- Discussions on **sustainability** are underway but involved no more than looking for funding streams to replace CSII."

*Retrieved from *Community School Evaluation Report*. MN Associates. (2016).

"As OSSE and the DC Council consider the next steps for *CSII*, the findings above reveal ways that the organization can continue to improve, evolve, and expand the program:

- Revise future grant competition to be five-year grants, with a Year 0 for planning.

  The planning year should last at least the first six months of the grant with a percentage of the award set aside for planning. Planning should include devising MOUs (particularly data sharing), establishing data systems, processes and procedures, staff training, etc. in place. Ensure that the plan to be implemented is align with district and school plan goals, with commensurate performance measures and indicators.

- Have clear start and end dates of the grant with guaranteed minimum levels as a percentage of current budgeted year to aid grantees in planning for each year.

- Set clear expectations in the application, with a theory of change, inputs, outputs, short-term and long term outcomes, with indicators and expectations and measurable performance measures and/or targets.

- Hold both school sites and *CSII* partner grantees mutually accountable for results from *CSII* grant funded outputs and outcomes.

- Begin sustainable conversation in Year 1 and continue throughout the remaining years.

- Institutionalize the Community Schools Coordinator position through reallocation of the school budget, but ensure that no teaching or other administrative responsibilities added to the current job description. This will help avoid mission creep.

- Ensure that data systems are in place by the end of Year 1, if not already established.

- Change parental and engagement strategies to direct the school personnel out to the parents and the community instead of the reverse.

- Reframe the Community Schools Advisory Board for OSSE as a "critical friend" such that they are more active partners to the initiative.

- Expand academic enrichment and youth development to open students to wider possibilities in their future through career academies, career and technical education (CTE), and dual enrollment and certification with community colleges through stacked and latticed credentialing so that students will have a roadmap from high school to post-secondary education and careers in technology-heavy growth sectors."

*Retrieved from *Community School Evaluation Report*. MN Associates. (2016).

Agency Contact Information

If you have not already done so, please review the Community Schools Advisory Board Members list for the 2016-17 school year (SY) and provide any updates to your agency's contact information.

2017 Board Meeting Schedule/Survey Outcome

During our last meeting, members requested another survey poll on our meeting schedule for the upcoming year. The short survey will help us determine, by majority vote, what is feasible for the frequency of our meetings throughout the year.

Board meetings will resume in January 2017.

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