



**Raising the Expectations for Education  
Outcomes Omnibus Act of 2012**

**Community Schools Incentive Initiative**

**Annual Report  
School Year 2014-2015**

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## Acknowledgements

This report could not have been developed without the contributions of the following community schools partners:

- Latin American Youth Center (LAYC) Community Consortium
- DC Scholars at Stanton Elementary School
- Partnership Achieve: E.L. Haynes and Mary's Center Community Schools Initiative
- Roosevelt Community School
- Mount Pleasant Community School Consortium
- Edgewood/Brookland Family Support Collaborative Community School Consortium at Jefferson Academy and Amidon-Bowen Elementary School

The Office of the State Superintendent of Education (OSSE) appreciates each partner's responsiveness to the requirement to submit mid-year and end of year evaluation reports. Through dissemination of this report, it is OSSE's intent that the District will begin to identify, and build upon, evidence-based best practices that can be expanded upon to support the success of District students and their families.

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## CHAPTER I

### INTRODUCTION: THE DISTRICT OF COLUMBIA COMMUNITY SCHOOL MODEL

In the District of Columbia, public schools include both traditional public schools in DC Public Schools (DCPS) and public charter schools. Many of the students who attend District schools come from low socioeconomic backgrounds, with a high number qualifying for free or reduced-price lunch through the National School Lunch Program. Communities of low socioeconomic status experience many risk factors, including, but not limited to, poor academic achievement, truancy, poor mental and physical health, and homelessness. However, according to the Institute of Educational Leadership (IEL), in many urban areas, the “community schools” model has been an effective approach to ensure that students and their parents/caregivers have access to school and community programs and services that help them build resilience and achieve success in life. **Nationally, community schools have proven to be successful in reducing absenteeism, improving health and well-being of students and their families, and increasing the rates of high school graduation and college attendance.**<sup>1</sup>

Given the success of this approach and the critical need that exists in the District of Columbia, in 2012, the Council of the District of Columbia Council passed the “Community Schools Incentive Act of 2012”, effective April 20, 2012 (D.C. Law 19-345), directing the Mayor to establish and administer the Community Schools Incentive Initiative to award grants to no fewer than five community schools charged with implementing the community school model in the District of Columbia. This effort’s primary goal was to utilize the community school model to increase student academic achievement and improve family and community well-being.

#### **Definition of Community School**

The “Community Schools Incentive Act of 2012” defines a community school as a “public and private community partnership to coordinate educational, developmental, family, health, and after-school-care programs during school and non-school hours for students, families, and local communities at a public or public charter school with the objectives of improving academic achievement, reducing absenteeism, building stronger relationships between students, parents, and community and improving the skills capacity and well-being of the surrounding community residents.” These partnerships may be a consortium between an LEA and one or more community partners. As part of the District of Columbia community school grant requirements, a consortium must demonstrate its ability to provide “eligible services” that were not previously provided to the student/community population by the consortium prior to receiving grant funding by OSSE.

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<sup>1</sup> See for example: Coalition for Community Schools. (2010). Community Schools – Results That Turn Around Failing Schools Test Scores, Attendance, Graduation and College-Going Rates. [http://www.communityschools.org/assets/1/AssetManager/Turning\\_Around\\_Schools\\_CS\\_Results2.pdf](http://www.communityschools.org/assets/1/AssetManager/Turning_Around_Schools_CS_Results2.pdf)

## Eligible Services

According to the *Community Schools Incentive Act of 2012*, “eligible services” include:

- Primary medical and dental care that will be available to students and community residents;
- Mental health prevention and treatment services that will be available to students and community residents;
- Academic-enrichment activities designed to promote a student’s cognitive-development and provide opportunities to practice and apply academic skills;
- Programs designed to increase attendance, including reducing early chronic absenteeism rates;
- Youth development programs designed to promote young people’s social, emotional, physical, and moral development, including arts, sports, physical fitness, youth leadership, community service, and service-learning opportunities;
- Early childhood education, including Head Start and Early Head Start programs;
- Programs designed to:
  - Facilitate parental involvement in, and engagement with, their children’s education, including parental activities that involve supporting, monitoring, and advocating, for their children’s education,
  - Promote parental leadership in the life of the school, and
  - Build parenting skills.
- School-age child-care services, including before-school and after-school services and full-day programming that operates during school holidays, summers, vacations, and weekends;
- Programs that provide assistance to students who have been truant, suspended, or expelled and that offer multiple pathways to high school graduation or General Educational Development (GED) completion;
- Youth and adult job-training services and career-counseling services;
- Nutrition-education services;
- Adult education, including instruction in English as a second language, adult literacy, computer literacy, financial literacy, and hard-skills training; or
- Programs that provide remedial education and enrichment activities.

## Key Features & Characteristics of a Successful Community School

As stated by the Coalition for Community Schools (2010), “community schools are built on the simple logic that schools and communities are mutually dependent, and that strong and purposeful partnerships between them are essential to student’s academic success.”<sup>2</sup> The

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<sup>2</sup> Coalition for Community Schools. (2010). Community Schools: Promoting Student Success: A rationale and Results Framework. Retrieved from [http://www.communityschools.org/assets/1/AssetManager/CS\\_Results\\_Framework.pdf](http://www.communityschools.org/assets/1/AssetManager/CS_Results_Framework.pdf)

community school model is most effective when community schools do not exist as isolated entities, but rather when the model is embedded in a geographical area. As such, it is critical that communities leverage available resources in order to meet both academic and non-academic needs of their students.

Given the theory of action behind the community school approach, the Coalition for Community Schools proposed a “results” framework for student success (see Appendix B). At its core, the results framework outlines and defines the specific results that community schools should seek in fostering an environment where students and their families can be successful, both in and outside of school. The framework describes the conditions for learning, the essential results community schools should seek, and effective indicators for measuring the results.

As noted on the Coalition for Community Schools Results Framework, the following are results of successful community school implementation:

- Children are ready to enter school;
- Students succeed academically;
- Students are actively involved in learning in their community;
- Students are healthy: physically, socially, and emotionally;
- Students live and learn in stable and supportive environments;
- Families are actively involved in children’s education; and
- Communities are desirable places to live.

### **SY 2013-14 District of Columbia Community School Advisory Committee Recommendations**

Coupled with the results framework noted above, in fiscal year (FY) 2013, through recommendations made by the District of Columbia Community School Advisory Committee<sup>3</sup>,

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<sup>3</sup> Pursuant to the *Community Schools Incentive Act of 2012*, the Community Schools Advisory Committee consisted of:

- (1) The Chancellor of the District of Columbia Public Schools, or designee;
- (2) The Director of the Department of Parks and Recreation, or designee;
- (3) The Director of the Department of Health, or designee;
- (4) The Director of the Department of Employment Services, or designee;
- (5) The President of the State Board of Education, or designee;
- (6) The President of the University of the District of Columbia, or designee;
- (7) The President of the University of the District of Columbia Community College, or designee;
- (8) The Deputy Mayor for Education, or designee;
- (9) Representatives from at least 4 community-based organizations;
- (10) Representatives from at least 4 philanthropic or business organizations;
- (11) The Director of the Public Charter School Board, or designee; and
- (12) The directors of 2 public charter schools.

the District identified key characteristics and features for a successful community school in Washington, DC.<sup>4</sup> They include:

- A strong collaborative relationship between the school principal, the local school advisory board, and the community partners;
- A full-time community school coordinator to facilitate effective implementation and maintenance of the community school, including providing ongoing vision for the community school;
- The maintenance of community partnerships, including the integration of eligible services into the school community and the assurance that students are participating in these services;
- A budget which reflects the core concept of service coordination and integration and is sufficient to fund the Community Schools Coordinator and the eligible services;
- A plan for obtaining ongoing funding;
- A Community Advisory Board (CAB) which includes representatives from school leadership, school faculty, parents of students, community leaders, community-based organizations, and their community members;
- A strong student and community involvement plan, including a plan for seamless integration of the additional services into the school environment; and
- A well-developed evaluation plan to assess the success of the community school in terms of services provided and improvement in health, academic, or social outcomes.

OSSE utilized both this national framework and the local priorities outlined above to review the goals, objectives, and outcomes of each of the six sub-grantees.

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<sup>4</sup> Community Advisory Committee Report to the Mayor. (2014). Retrieved from <http://seo.dc.gov/publication/2013-community-schools-report/>

## CHAPTER II

### PERFORMANCE REVIEW: DISTRICT OF COLUMBIA COMMUNITY SCHOOL SUB-GRANTEES

In addition to the funding awarded during SY 2013-14 of \$166,000 per identified sub-grantee, during SY 2014-15, OSSE awarded each of the following sub-grantee an additional sum of \$166,000 to continue implementation and support sustainability of the community schools incentive initiative grant. The awardees that received this funding are:

- Latin American Youth (LAYC) Community Consortium
- DC Scholars at Stanton Elementary School
- Partnership Achieve: E.L. Haynes and Mary's Center Community Schools Initiative
- Roosevelt Community School
- Mount Pleasant Community School Consortium
- Edgewood/Brookland Family Support Collaborative Community School Consortium at Jefferson Academy and Amidon- Bowen Elementary School

The following section offers a brief overview of the purpose and goals of each community school sub-grantee.

#### **LAYC Community Consortium**

Located in the Columbia Heights neighborhood of the District of Columbia, LAYC Community Consortium is a partnership of The Next Step Public Charter School, YouthBuild Public Charter School, and the LAYC Career Academy Public Charter School. As noted its mission statement, the LAYC Community Consortium aims to “empower a diverse population of youth to achieve a successful transition to adulthood through multi-cultural, comprehensive, and innovative programs that address youths' social, academic, and career needs.”

The partnership served over 500 disconnected youth and young adults ages 16-24, providing academic, workforce, and leadership development curricula combined with other support services during SY 2014-15. The majority of the consortium's students are English language learners (ELLs), with some who are parents or will become parents. Some students are also homeless, and some have involvement with the criminal justice system.

The following are the three primary goals for the LAYC Community Consortium:

1. Expand mental health care and dental care;
2. Reduce absenteeism; and
3. Promote health and fitness.



## **DC Scholars at Stanton Elementary School**

DC Scholars at Stanton Elementary School, located in Ward 8, served approximately 550 students in SY2014-2015, all of whom were minorities (97% African American and 3% Hispanic/Latino) and nearly all of whom were growing up in families poor enough to qualify for Temporary Assistance for Needy Families (TANF) or the Supplemental Nutritional Assistance Program (SNAP).

The following are the three primary goals for the DC Scholars at Stanton Elementary School:

1. Enhance coordination of services between community organizations;
2. Create rigorous use and evaluation of data by community partners; and
3. Increase parental involvement.

## **Partnership Achieve: E.L. Haynes and Mary's Center Community Schools Initiative**

Located in the Columbia Heights/Petworth neighborhoods of the District, Partnership Achieve: E.L. Haynes and Mary's Center Community Schools Initiative ("Partnership Achieve") is a community school comprised of a partnership between E.L. Haynes Public Charter School (PCS) and Mary's Center.

E.L. Haynes PCS is comprised of students from all over the District. Approximately 75% of students in the middle and high school campuses come from low-income households. Two-thirds of the student population is comprised of residents from Ward 1 and 4. The poverty rate of Ward 1 residents is 22% and approximately 19% of the populations do not have a high school diploma. In Ward 4, 10% of the population lives in poverty and 17% do not have a high school diploma. In addition, Wards 1 and 4 have the highest teenage population of all wards. As noted by Partnership Achieve, without a proper support system, the youth in these wards feel isolated and disenfranchised and see little opportunity for success in life.

The following are the three primary goals for Partnership Achieve Community School:

1. Promote student learning and close the achievement gap;
2. Reduce student chronic absenteeism; and
3. Ensure students and their families' access to medical, dental and mental health care.

## **Roosevelt Community School**

Located in the Petworth neighborhood of Washington DC, the Roosevelt Community School consists of a partnership between Georgia Avenue Family Support Collaborative and Roosevelt Senior High School. The consortium provides neighborhood based services to families in Ward 4. Through various supports, the Roosevelt Community School aims to provide high-quality afterschool programming, mental health resources, and bilingual social work support and skill building to address issues faced by the students it serves.

The following are the primary goals of Roosevelt Community School:

1. Mental health prevention and treatment services;
2. Primary health care;
3. Skill-building opportunities; and
4. Access to educational opportunities.

### **Mount Pleasant Community School Consortium**

Located in Ward 1, Mount Pleasant Community Schools Consortium is comprised of the following main partners: Briya Public Charter School, Bancroft Elementary School, and Mary's Center. Families served by the consortium face several risk factors combined with barriers to needed services and lack of information support networks. Students who attend Briya PCS and Bancroft ES come with significant barriers to academic success. Most have limited language and literacy skills in English as well as their home language. As reported by the subgrantee, approximately 94% of Briya PCS parents have less than a college degree, 65% have less than a high school diploma, and 5% have no formal school experience. Moreover, 69% of parents are either unemployed or not currently in the labor force, and 95% of families qualify for free or reduced-price lunch. To address these identified challenges through the consortium, the community school employs a two generation model that weaves health and social services into the educational setting. The consortium targets services to language-isolated immigrant families with young children living in poverty.

The following are the primary goals of Mount Pleasant Community School Consortium:

1. Primary medical and dental care to students and community residents;
2. Mental health treatment and prevention of illness services;
3. Early childhood education for pre-kindergarteners, infants and toddlers;
4. Programs to facilitate parental involvement, parental leadership, and build parenting skills;
5. Adult education programs including English as a Second Language, adult literacy, computer literacy, financial literacy and hard-skills training; and
6. Youth development programs.

### **Edgewood/Brookland Family Support Collaborative Community School Consortium at Jefferson Academy and Amidon- Bowen Elementary School**

Located in Wards 5 and 6, the Edgewood/Brookland Family Support Collaborative Community School Consortium at Jefferson Academy and Amidon-Bowen Elementary School supports families in southwest DC and all of Wards 5 and 6. The consortium integrates school-based programming with social services, parent engagement, youth development and community

engagement to improve student and adult learning, strengthen families, and promote healthy communities.

The following are the primary goals of the Edgewood/Brookland Family Support Collaborative Community School Consortium at Jefferson Academy and Amidon- Bowen Elementary School:

1. Mental health prevention and treatment services for families and community residents;
2. Youth development programs;
3. Academic enrichment activities;
4. Parent involvement activities; and
5. Youth and adult job-readiness and career counseling services.

## CHAPTER III

### SY2014-15 Results-Based Outcomes

As noted earlier, the community school model is most effective when community schools do not exist as isolated entities, but rather when the model is embedded in a geographical area. This chapter offers a comprehensive summary of the accomplishments and promising practices identified at community school sub-grantee sites during SY 2014-15.

For the purposes of this evaluation of the sub-grantees for SY 2014-15, OSSE is using the Coalition for Community Schools *Results Framework* to highlight the accomplishments and promising practices attained by the sub-grantees.

As noted on the Coalition for Community Schools Results Framework, the following are evidence of the result of successful community school implementation:

- Children are ready to enter school;
- Students succeed academically;
- Students are actively involved in learning in their community;
- Students are healthy: physically, socially, and emotionally;
- Students live and learn in stable and supportive environments;
- Families are actively involved in children's education; and
- Communities are desirable places to live.

#### **Essential Result #1: Children are Ready to Enter School**

According to the Coalition for Community Schools (2010), "a condition for learning in schools is that early childhood development is fostered through high-quality comprehensive programs that nurture learning and development." A result when this condition of learning is met is that *children are ready to enter school*. Indicators to evaluate this result include, but are not limited to, immunization rates, blood lead levels, the rate at which parents read to children, the rate at which children attend early childhood programs, children's receptive vocabulary level, and the rate at which families are connected to support networks/services (Community Schools, 2010).

During SY 2014-15, the following community school grantee(s) demonstrated promising practices in this area:

**Mount Pleasant Community School Consortium.** During this past school year, through its family support approach, the Mount Pleasant Community School Consortium successfully provided early learning experiences to 100 infants and toddlers of Briya PCS and Bancroft ES families. Through its program, parents of Briya PCS and Bancroft ES were offered the opportunity to participate and learn in adult-focused classes while

their infants/toddlers attended early learning classes in the same building during the same time.

In addition, through its *Creative Curriculum-Teaching Strategies GOLD*, the consortium successfully increased language and literacy skills to prepare preschoolers for kindergarten. Over 100 pre-K English language learners (ELLs) received high-quality pre-K services. Results from the program's GOLD Literacy assessments showed increased literacy skills. Similar success was observed with math scores. Approximately 97% of pre-K children enrolled for the full academic year at Briya PCS met or exceeded expectations as measured by GOLD Math. The consortium also observed increased the social and emotional development necessary for preschool children to be ready for kindergarten.

## **Essential Result #2: Students Succeed Academically**

According to the Coalition for Community Schools (2010), another condition for learning in schools is that “schools have a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students.” When such conditions are met, students succeed academically. Indicators to evaluate the results include, but are not limited to, standardized test scores, students who demonstrate competencies via multiple modes, increased graduation rates, reduced dropout rates, and increased teacher attendance rates.

In SY 2014-15, the following community school grantee(s) demonstrated promising practices in this area:

**DC Scholars at Stanton Elementary School.** During SY 2014-15, the consortium demonstrated best practices in this area through the following activities and supports:

- **People Animals Love.** As part of its mission to increase academic support and ultimately boost reading, math, and science skills for children at risk of academic failure, DC Scholars at Stanton ES brought in the People Animals Love (PAL) curriculum through its community school partnership, integrating the program into its afterschool and summer programs. In this program, after children work with adults in small groups on reading and math, staff introduce an animal studies program, teaching children about natural science through concepts like migration, life cycles, and adaptation. Students meet and care for living animals, read books about these animals, complete projects, and go on a variety of field trips. Through this partnership, the following progress was made in literacy support, academic support, and academic enrichment:
  - The consortium found that homework completion occurred at a rate of 90%. However, it must be noted that the consortium did experience

inconsistency in tracking the data and has committed to ensure data is tracked consistently and accurately in SY 2015-16.

- **City Year.** DC Scholars at Stanton ES has also partnered with City Year, an organization that unites corps members for a year of full-time service in high-need public schools. Last year, 18 corps members brought additional community resources to meet student needs. Every day, corps members work with students who are not on track to meeting goals in attendance, behavior, and course performance in math or reading. By providing interventions in these key areas before, during, and after school, corps members help struggling students stay in school. Corps members provided the following support services:
  - **Math/Reading Support:** One-on-one and small-group tutoring in math and literacy and in-class academic support;
  - **Positive Behavior Development/Mentoring:** Lunchtime pro-social behavior club called "50 Acts of Greatness";
  - **After-School Programming:** In partnership with PAL, corps members provide academic and enrichment after-school programming;
  - **Attendance Improvement Strategies and Implementation:** Before school greeting/mentoring, positive incentives, phone calls home; and
  - **Parent Engagement:** Parent-focused workshops, home visits, one-to-one support and family learning events.

Through the support of City Year, during SY2014-15, 80 students received attendance coaching, 189 students received behavior intervention support, 181 students received English Language Arts (ELA) intervention support, and 176 students received math intervention support. Data captured by the consortium revealed that, on average, students receiving reading support from City Year scored 2 points higher in reading than students who did not. Likewise, on average, students who receive math support from City Year scored 5 points higher in math than students who did not receive support from City Year.

**Edgewood/Brookland Family Support Collaborative Community School Consortium at Jefferson Academy and Amidon- Bowen Elementary School.** During SY 2014-15, the consortium demonstrated best practices in this area through the following activities and supports:

- **Truancy Intervention.** Through its partnership with Kid Power, Inc., this community school provided summer enrichment programming to students referred during SY 2014-15 for truancy intervention services. Of the 25 students served, approximately 10 students were elementary school students and 15 students were middle school students. At the conclusion of the summer camp program, the community school hosted a one-day *RagBaby Exchange* workshop,

which was aimed at developing healthy self-images and inspiring participants to positively embrace their identities through doll-making.

The community school team also participated in weekly attendance team meetings at Amidon ES and received a total of 27 referrals for students considered truant. Approximately 67 students were referred from Jefferson for truancy intervention. Barriers to attendance assessed by the community school team included asthma-related conditions, homelessness, challenges with transportation, and social-emotional factors that impacted the child and/or parent. In response to the identified barriers, families were provided with tokens for transportation, educated on the DCPS school attendance policy, supported in completing Asthma Action Plans, and linked with mental health or other community-based organizations to address the identified need.

- **Literacy Support.** Over 30 students in the 8<sup>th</sup> grade at Jefferson Academy enrolled in a college literature class and participated in an *Author's Panel*. The panel consisted of local children's authors in the DC area. Students received biographical sketches of the authors and conducted preliminary research on each author to aid with the questions they prepared for the panel discussion. Each author was able to augment his or her presentation to give recognition to the unique path his or her took to pursue a career in writing.

**LAYC Community School Consortium.** In an effort to ensure that students were actively involved in learning, the LAYC Community School Consortium embarked on a mission to develop a logic model that captured how students envisioned succeeding academically and graduating school ready for college, career and civic engagement. To accomplish this task, the consortium sought the support of four (4) student leaders. Students participated in four two-hour sessions where they provided insight about their challenges to meet anticipated academic outcomes. Students were then charged with developing a logic model in which they identified short-term outcomes and long-term outcomes to achieve academic success.

The logic model was completed in fall 2015. Student leaders identified five (5) competencies in reaching their overall goals. The competencies include: (1) academic improvement: students succeed academically; (2) healthcare: students utilize community health care services regularly to maintain a steady and healthy medical track; (3) nutrition and wellness: students make choices towards maintaining a healthy balance of the mind, body, and spirit that result in a feeling of overall well-being; (4) leadership development: students become leaders in their personal lives, schools and in their communities; and (5) family engagement: students' families take an active supportive role in helping students achieve their educational and career goals. The consortium intends to implement the logic model during SY2015-16 to measure the success of student academic success through the support of the consortium.

**Roosevelt Community School Initiative.** During SY 2014-15, the consortium demonstrated best practices in this area through the following activities and supports:

- **City-wide Electronic Race.** During the school year, the consortium sponsored a team of Roosevelt High School students to assemble an electric car and participate in a city-wide race that took place in spring 2015. The electric car kit and technical assistance were provided by the Global Education, Energy and Environmental Organization. For six weeks leading up to the competition, students from grades 9-12 spent three hours each week on the project and earned community service hours for their work. This approach offered students an opportunity to immerse themselves in science and technology while earning service hours to ensure graduation completion requirements. As a result of the talent and hard work exemplified by the community school educators and students, the Roosevelt team earned 5<sup>th</sup> place in the city-wide competition that included over 20 participating teams. The community school sponsored an event recognizing the members of the electric car team.
- **Student advocacy.** Through programs such as *Guide to Post-Secondary Education*, *The Future Project*, *Just Keep Livin'*, and *Liberty Promise*, students were offered assistance in the following areas: applying to colleges and education summer camps, addressing issues regarding community involvement and civic duty, supporting young immigrants to be active and conscientious American citizens, providing information on advocacy for African American students, and learning about empowerment to make healthy life choices regarding physical activities and community services. Data captured between January through September 2015 showed a combined total of 269 students who participated in one or more of the activities.

### **Essential Result #3: Students are Actively Involved in Learning and in their Community**

According to Coalition for Community Schools (2010), a condition for learning in schools is that “students are motivated and engaged in learning both in schools and in community settings, during and after school.” When the condition is met, students are actively involved in learning and in their community. Indicators to evaluate results include, but are not limited to: attendance rates, suspension rates, truancy rates, the percent of students reporting feeling connected to the school, and the percent of students engaged in and contributing to their community and homework completion rate.

The following community school grantee(s) demonstrated promising practices in this area:

**DC Scholars at Stanton Elementary School.** The DC Scholars at Stanton Elementary School consortium addressed student absenteeism through the implementation of the People Animals Love (PAL) program, as described earlier. Through the support provided



by PAL, attendance showed an uptick both in the program and at school. Data from PAL revealed 93% average daily attendance (ADA) in program participation, surpassing its annual goal. Although the ADA of program participants during school hours did not surpass the annual goal, the average was 93%, a higher average than that of the entire student body ADA of 91%.

**Edgewood/Brookland Family Support Collaborative Community School Consortium at Jefferson Academy and Amidon- Bowen Elementary School.** During SY 2014-15, the consortium demonstrated best practices in this area through its youth development support and programming. During SY 2014-15, the consortium contracted with *Dreams Work, Inc.* to offer an art enrichment program. *Dreams Work, Inc.* is a youth-based artist enrichment program that takes a holistic approach to preparing the next generation of leaders. The program includes mentoring, civic engagement, peer-to-peer engagement, tutoring, and exposure to, and instruction in, fine arts. At Jefferson Academy, approximately 20 students were referred to the Dreams Work program, which met during the lunch period. Approximately 10 students in the 6<sup>th</sup> grade and 10 students in the 7<sup>th</sup> and 8<sup>th</sup> grade met weekly. At Amidon, approximately 10 students in the 2<sup>nd</sup> grade and 3<sup>rd</sup> grade met twice weekly after school.

**LAYC Community School Consortium.** During SY 2014-15, the LAYC Community School Consortium demonstrated best practices in this area through the following activities:

- **LAYC Youth Summit.** The LAYC Community Consortium addressed student absenteeism by increasing student engagement through the facilitation of high-interest activities and events, including a youth summit. LAYC conducted a daylong summit to develop specific recommendations for enhancing student engagement at schools. The summit, which was held on October 10, 2014, was hosted by the LAYC Community School Consortium in partnership with LAYC's AmeriCorps. The event, which engaged 45 students, was also attended by principals and other educators from the community school partnership. The event offered activities such as family group sessions (i.e. sessions focused on youth recalling positive and negative experiences with their education and focusing on how to remain resilient through challenging circumstances), workshops on problem solving, and presentations by students to school officials regarding recommendations on how to improve their schools.
- **Youth Leadership Retreat.** The consortium hosted a Youth Leadership Retreat in November 2014, which focused on encouraging students to think about how to increase student engagement in their respective schools. The retreat was attended by 21 youth and 20 staff representing each of the partner schools. Support staff from LAYC also attended the event. Retreat activities included: family groups, leadership workshops, and team building for both staff and students. Students developed action plans for a project to take back to their schools with the goal of implementation.

- **Monumental Scholars Project.** Through funding obtained from the National Council of La Raza (NCLR), the consortium coordinated a two-month project in which 8 youth leaders attended 18 workshops covering topics such as public speaking, development of research techniques, customer service skills, planning, coordination, and team-building. In addition, youth welcomed 32 high school students from across the country who visited DC as part of the other NCLR sponsored youth advocacy programs. DC youth served as tour guides of the National Mall.

**Mount Pleasant Community School Consortium.** In SY 2014- 15, the Mount Pleasant Community School Consortium demonstrated success in this area by supporting the Bancroft ES student wellness team, which is charged with identifying academic and emotional supports needed for students; discussing individual student cases; and developing strategies for youth leadership development, bullying prevention, cross-cultural understanding and community building.

During SY 2014-15, the consortium also planned a community partners' reception recognizing individuals and groups who have contributed to Bancroft ES and Briya PCS. The consortium also co-chaired Family Fitness Nights at Bancroft to provide fitness activities and health/nutrition information to elementary students and their families. It served on a planning committee for Bancroft's family expedition to provide enrichment opportunities for elementary students and their families. Approximately 150 people (parents and children) attended each of the three family expeditions. It also linked families with summer learning opportunities and provided enrollment assistance.

**Partnership Achieve.** E.L. Haynes' absenteeism rate for SY 2014-15 was at 8.2% at the high school, 5.5% at the middle school and 5.6% at the elementary school, far better than the school's target of 13% for the middle and high school campuses. Such goal was attained through various supports implemented by the community school. Throughout the school year, a specialist was identified to work 1:1 with 68 students to develop Attendance Success Plans, which included wake-up calls, home visits, and regular weekly check-ins through the Check and Connect Program. The specialist incentivized and awarded good attendance with tickets to movies, music, and school-based dance parties. The specialist also recognized students with improved and perfect attendance at grade-level community meetings and at the end of the year celebratory award ceremonies.

At the middle school, the attendance specialist worked 1:1 with 81 students to develop Attendance Success Plans. At grade-level community meetings, the specialist recognized students with improved and perfect attendance with certificates, board games, and with tickets for movies and music.

At the elementary school, the Attendance Specialist worked closely with 114 families to identify barriers they encountered in bringing their children to school on time every day. The Specialist met with families and developed Attendance Success Plans, provided monthly check-ins, and made community referrals. Elementary school students and families were recognized during all-school meetings with the Most Improved Attendance Award and at the Movie and Pajama Night for Quarterly Perfect Attendance. Families received incentives, such as tickets for movie nights and other family activities.

During the period of July 2014 through August 2015, a combined total of 76 referrals were made to DC's Child and Family Services Agency (CFSA). During the same period the total number of Court Social Service Truancy Referrals for students ages 14 through 17 was 27.

#### **Essential Result #4: Students are Healthy: Physically, Socially, and Emotionally**

According to Coalition for Community Schools (2010), a condition for learning in schools is that the "basic physical, social, emotional and economic needs of young people and their families are met." By implementing this condition, the results would show that students are healthy: physically, socially, and emotionally. Indicators to evaluate results include, but are not limited to: percent of students demonstrating social and personal competencies, percent of students demonstrating well-being on a range of health indices, and evidence that students have access to good nutrition.

The following community schools partners have demonstrated exemplary work in the area of creating an environment where students are healthy physically, socially, and emotionally:

**DC Scholars at Stanton Elementary School.** During SY 2014-15, the consortium demonstrated best practices through the following activities:

- **Mental Health Services.** During the SY 2014-15, the consortium developed a family engagement team and mental health team dedicated to supporting the social-emotional and academic well-being of students and their families. In addition, an average of 15 parents attended monthly workshops held by the consortium on topics regarding managing challenging behavior, handling crisis situations, self-pampering, substance abuse prevention, workforce development, and other related topics.

**LAYC Community School Consortium.** In SY 2014-15, the LAYC Community School Consortium addressed student physical, social, and emotional health through the following activities:

- **Dental Services.** In SY 2014-15, LAYC continued partnering with Kids Smile DC to provide bilingual dental education, preventive services, screenings on-site in the

schools, and dental services at their clinic for procedures requiring clinic visits. During the school year, the consortium hosted various events in which students were encouraged and some received x-ray screenings and dental cleanings. Twenty-three students received X-ray screenings and dental cleanings. Since the inception of the consortium, over 100 students have received some form of education or services to meet their dental needs.

- **Medical Care Services.** The consortium, through the La Clinica del Pueblo, assisted in enrolling uninsured students with health insurance plans. Information sessions were also conducted on how to select health insurance and effective use of health insurance plans.
- **Mental Health Services.** In SY 2014-15, the consortium expanded its mental health services by hiring a full-time, bilingual licensed therapist (LT). During the school year, the LT provided support and services at each site, including case management and crisis intervention support, which freed up existing staff to work with students with less acute needs. Data captured by the consortium showed that 43 mental health referrals were made; 33 total participants met with a mental health counselor and 10 participants attended an anger management workshop at the WISE program. In addition, 18 youth completed mental health counseling.
- **Physical Fitness Services.** The consortium offered wellness and physical fitness activities on-site to encourage proper eating and physical fitness. Through the summer, services were also provided in this area. A total of 25 students and 28 staff attended the fitness classes, 18 students and staff participated in yoga classes, and 49 students and staff participated in Zumba classes. In addition, through its partnership with CVS Health, the consortium provided the first in a series of workshops on topics regarding healthy eating and nutrition management. The workshop was taught by a local CVS pharmacist. 10 students attended the workshop.
- **Sexual Transmitted Disease (STD)/ Sexual Transmitted Infection (STI) Testing.** The consortium, in partnership with the DC Department of Health (DOH), conducted free and confidential STI/STD testing for 36 youth. Community Peace Building programs were also delivered to students and focused on topics such as maintaining trusting relationships, moral responsibilities, conflict negotiation, and mediation. Sexual Wellness Advocacy by Teens (SWAT) also delivered workshops and activities in this area.

**Mount Pleasant Community School Consortium.** During SY 2014-15, the consortium demonstrated best practices through the following activities:

- **Medical and Dental Care.** The Mary's Center dental staff conducted presentations about dental health for the Briya adult education classes. The Mary's Center Dental Bus provided on-site dental care for Bancroft and Briya families. A total of 45 students received treatment on-site at their school. Staff from Mary's Center's health insurance access program conducted presentations and provided on-site one-on-one assistance to Briya adult students. The consortium conducted an adult student survey (215 students) to quantify the need for health insurance, health care, and dental care. Survey responses indicated where students currently obtain care and what the remaining needs were, and this data was used to inform program planning.

Health information was also provided at a monthly community resource table for families. Information about cold and flu prevention, lice treatment, health insurance, dental services and primary care was provided. Additionally, two Family Fitness Nights events were held at Bancroft. These events included health fairs with representation from Mary's Center, la Clinica del Pueblo, Institute for Student Health, Brainfood, Past Tense Yoga and Sports 4 Sharing.

- **Mental Health Services.** Made possible by Community Schools funding, Mary's Center's School-Based Mental Health Program provided on-site mental health therapy for Briya PCS and Bancroft ES students and developed a referral tracking system for the student services staff at Briya. As an outcome of this new system, 391 student contacts were made between January and June 2015. Of those contacts, 196 required direct assistance, 48 were referrals to Mary's Center, 127 were referrals to other organizations and 20 fell into the "other" category. Mental health orientations were also held in adult education classes (300 students) to provide information, assess needs, and facilitate access to mental health and social services with Mary's Center and other organizations. Individual therapy as provided on-site to 16 Bancroft students and 16 Briya students.

In addition, during the SY 2014-15, a total of 24 Bancroft ES students and 29 Briya PCS students participated in on-site mental health therapy through Mary's Center's School-Based Mental Health program. A weekly support group was provided to Briya students. Case review/support groups were also facilitated for student services staff at Briya in order to ensure quality services and share resources. The community school also hosted domestic violence presentations for adult classes (300 students), developed policy for Briya students who leave the program while receiving on-site mental health services, and updated and distributed a list of mental health, family therapy, legal services and other resources to share with parents.

**Partnership Achieve.** During SY 2014-15, the consortium demonstrated best practices through the following activities:

- **Dental Services.** Dental services were provided through Partnership Achieve. 100% of E.L. Haynes families without a medical or dental home received letters and phone calls from the project coordinator to inquire about their need for services. The project coordinator used different communication tools to inform the school community about services available at Mary's Center and ways to access them.

In October 2013, approximately 32% of elementary school students, 40% of middle school students, and 31% of high school students had dental forms on file. Less than a year later, in June 2014, nearly all students -- 96% of elementary students, 92% of middle school students and 90% of high school students -- had dental forms on file. Mary's Center's dental bus provided on site services every six months.

- **Mental Health Services.** School-based mental health services were provided to those referred by the wellness team. Mary's Center mental health clinicians volunteered 2.5 days of services per week due to the large demand. 17 students received clinical assessment, family outreach, and weekly school-based therapeutic services. 100% of families were provided information on how to access these services. Teachers were trained in the appropriate identification of behavioral health concerns and the need for referral.

All senior students were connected with a wellness team member in some capacity during their four years of high school. The wellness team members served as conduit for students to access services such as medical, dental, social services, and school based mental health services. During SY 2014-15, all 53 seniors graduated in June 2015 and were accepted into college.

- **Student and Family Support.** Through active support and information sharing with families, the use of Mary's Center services by E.L. Haynes students during the period between October-August 2015 increased 24% from Year 1 to Year 2 of the project (from 1,457 to 1,811). E.L. Haynes students used Mary's Center services at a rate of about 100-250 visits per quarter from January 2010 until September 2013, prior to project activities in the school. Since that time, students have been using Mary's Center services at a growing rate up to 500 plus visits per quarter.

**Roosevelt Community School Initiative.** During SY 2014-15, the consortium demonstrated best practices through the following activities:

- **Georgetown University Medstar Mobile Clinic Van.** The school nurse at Roosevelt High school provided referrals to the Georgetown University Medstar Mobile Clinic Van, which came to the school on a monthly basis. Services

included immunizations and physicals, free of charge. The community school assisted in facilitating referrals to the school nurse.

- **Mental Health Therapy/Mary’s Center for Maternal and Child Care.** With the assistance of a licensed clinical social worker, the community school provided in-school mental health services to student and their families in English and Spanish. A total of 65 students were served between January and September 2015. Discussion topics included: effective communication, family relationships, legal/immigration services, civic duty, anger management, conflict resolution, and goal setting. Such services and support resulted in a number of students receiving individual mental health services.

### **Essential Results #5, #6, & #7: Students Live and Learn in Stable and Supportive Environments, Families are Actively Involved in Children’s Education, and Communities are Desirable Places to Live**

According to Coalition for Community Schools (2010), a condition for learning in schools is “mutual respect and effective collaboration among parents, families and school staff, and the community is engaged in the school and promotes a school climate that is safe, supportive, and respectful and that connects students to a broader learning community.” Results from the conditions are students live and learn in stable and supportive environments, families are actively involved in children’s education, and communities are desirable places to live.

Indicators to evaluate results include, but are not limited to:

- Percent of families whose basic needs are met;
- Student mobility rates;
- Percent of students reporting relationships with caring adults;
- Incidence of bullying;
- Incidences of school vandalism;
- Percent of families who report involvement with children’s education;
- Percent of families who participate in parent/teacher conferences;
- Percent of families who report positive interactions with school;
- Percent of teachers who report positive interactions with families;
- Employment/employability rates;
- Rate of participation in adult education programs;
- Rate of participation at school events;
- Percent of residents with health insurance; and
- Neighborhood crime rates.

The following community school grantee(s) demonstrated promising practices in this area:

**DC Scholars at Stanton Elementary School.** For SY 2014-15, the community school consortium addressed family engagement with schools through the following activities:

- **Increased parental engagement.** Through monthly workshops, a community resource fair, and other collaborative efforts (e.g. home visits, family nights), the consortium used multi-modal methods for increasing parental involvement.
- **Martha’s Market.** Through a partnership with Martha’s Market, the consortium was able to build a pop-up fresh food market that distributed food to families and hosted a cooking demonstration. The markets have been held once a month, immediately following school dismissal, for about 2 hours. The markets are joyful community events open to families with children enrolled at Stanton. Families move from table to table choosing fruits and vegetables, whole grains, lean protein and beans as they fill grocery bags with 23 pounds of food (the equivalent of 18 meals) per enrolled child, with a minimum of 40% fresh produce. Joyful Markets have seen record numbers of families turn out for community engagement events at Stanton. Stanton was one of four schools selected to pilot the Joyful Market in the 2014-15 school year. Attendance for the school year was: October-249 students, November-261 students, December-169 students, January-275 students, February-161 students, March-199 students, April- 215 students, May - 285 students, and June – 260 students.
- **Flamboyant Foundation.** The Flamboyant Foundation is a private, family foundation focused on improving educational outcomes for children in public schools in Washington, DC and Puerto Rico. Flamboyant has provided the following services to DC Scholars:
  - **School leadership and teacher training in parent engagement:** A curriculum and staff to lead trainings for school leadership teams and staff. Flamboyant also provided training and support to implement three yearly Academic Parent Teacher Teams (APPT), where parents and teachers meet to discuss student progress in a collaborative environment and set individual student and whole classroom goals.
  - **Home visit support:** Training and resources to support teacher visits to student homes.
  - **Best practice sharing:** Documentation of the promising practices and lessons learned. Flamboyant also convened partner schools to facilitate the sharing of parental engagement lessons learned.

The home visit program this year was successful. A total of 323 students received a home visit from their teacher (some with City Year corps members as well), reaching the school-set goal of 55% students visited. In addition, the following were additional data points captured by the community school:



- 323 students home visits conducted
- 55% of families participated in the first round of APTT
- 54% of families participated in the second round of APTT
- 26% of families participated in the third round of APTT

A key highlight was that students who received both a home visit and had a parent in attendance at APTT were more likely to attend school and had higher-than-average math and reading growth.

- **Blessings in a Backpack.** This program is a national non-profit that partners with local funders to provide backpacks full of food for the lowest-income students to take home for the weekend every week. This partnership between Blessings in a Backpack and Transitions Healthcare provided nutrition support for Stanton families and also led to Transitions Healthcare receiving the Mayor’s Community Service Award. As a result of this partnership, 170 students received a weekly backpack filled with enough food to feed them for a two- to four-day weekend every Friday, packed by residents of the Transitions Healthcare facility. In addition, 30 students on the girls and boys basketball teams received brand-new donated basketball uniforms, 25 families received Thanksgiving baskets, the school received a \$200 donation of uniform pants and belts, socks, underwear, and shoes. In addition, four holiday-based events were hosted at the Transitions Healthcare, where students who received backpacks visited with seniors in the nursing facility.
- **Fall Festival.** The consortium held a Fall Festival Family Fun Night in which more than 70 parents and over 100 students attended. At the festival, the consortium hosted a community resource fair, at which 15 non-profit and governmental entities were in attendance.
- **Family Learning Nights.** City Year hosted two family learning nights in April 2015 with average attendance of 20 parents and more than 100 students.
- **Health and Wellness Fair.** In May 2015, City Year hosted a health and wellness fair with 50 parents and more than 100 students in attendance.
- **Voices for a Second Chance.** Through its partnership with Voices for a Second Chance, which aims to provide essential services to DC Jail inmates and their families, from the time of incarceration through post-release, the consortium conducted support groups for young children who are affected by incarceration. Group attendance was high (85%), and students opened up in ways the school mental health team had not seen before. In order to capture this in a more quantitative and formal way for the SY 2015-16, VSC will be conducting pre- and post-assessments with all participants.

Outcomes of the partnership included:

- 19 students attending bi-weekly support groups for students affected by incarceration, average attendance was 10 students;
- 20 families received Thanksgiving Baskets; and
- 4 families attended one or more of the monthly support groups for parents.

**Edgewood/Brookland Family Support Collaborative Community School Consortium at Jefferson Academy and Amidon- Bowen Elementary School.** During SY 2014-15, the consortium demonstrated best practices through the following activities:

- **Principal/Parent Coffees.** The consortium hosted monthly coffee meetings to facilitate parent focus groups and parent workshops. Sessions included topics on homework support, school and teacher engagement, bullying and school violence, and stress management.
- **Parent Support.** Eligible families and/or individuals were referred to the consortium’s workforce development program to receive assistance with job readiness and job placement in their desired area of interest.

The community school workforce development program also partnered with James Creek and neighboring communities to offer a 2-day parenting workshop. Approximately 20 individuals completed the sessions. The community also sponsored courses on healthy relationships to support fathers on being responsible parents for their growing children.

The community school also partnered with Martha’s Table to provide a monthly nutrition and food distribution market for students and their families. Each monthly market-style food distribution accommodated up to 100 individuals at one time.

The community school also partnered with City Year to renovate the Amidon ES Parent Resource Center. For Jefferson Academy, the community school was also able to purchase a washer/dryer unit. The intent for the appliances was to assist families that have limited resources with cleaning their students’ uniforms. Understanding this need, a community partner, Creative Laundry, donated 120 detergent pods to be distributed among the families.

**LAYC Community School Consortium.** For SY 2014-15, the LAYC Community School Consortium addressed family engagement with schools through the following activities:

- **Redefining “family.”** To allow for full program participation, the consortium redefined family as any person the youth identified as support. This included spouses, children, extended family, case workers, and others. The modification

allowed for greater participation in the program, with 22 families reached. Additionally, increasing family engagement has now included in the consortium's logic model and will be addressed more intentionally.

- **National Family and Community Engagement Conference: Shaping Our Future by Leading together (Chicago, Illinois).** During SY 2014-15, the consortium also attended the National Family and Community Engagement Conference: Shaping Our Future by Leading together (Chicago, Illinois). The conference offered a wealth of information, which the consortium plans to use in order to develop a comprehensive family engagement strategy for the consortium.
- **Community Outreach.** The community school reached 150 unduplicated youth across all efforts.

**Mount Pleasant Community School Consortium.** In SY 2014- 2015, the following activities were completed by the consortium:

- **Family Support.** The consortium offered parent coffee and conversations, including monthly meetings with various topics, e.g. bullying prevention, bilingual math, Bancroft's dual language model, global life skills with Sports 4 Sharing, parent resources, Parent Encouragement Program's (PEP's) positive discipline, helping kids prepare for tests at all grade levels, and healthy eating. An average of 15-20 parents attended each meeting.

In addition, the community school planned and coordinated a summer options information fair for families at Bancroft. The District of Columbia Public Schools (DCPS), the District of Columbia Parks and Recreation (DPR), and Centronia participated by hosting outreach tables. This event targeted the parents of 500 Bancroft students and Briya students at the Bancroft site.

- **Adult education programs.** The following are a list of activities hosted by the community school to support adult education:
  - English as a second language, adult literacy, computer literacy, financial literacy, and other related trainings.
  - Formation of a parent programming committee to develop a parent resource center and related programming. This committee met with two Spanish literacy programs to research possibilities for next school year and arranged for a parenting workshop series.
  - Spanish classes for Bancroft and Briya parents and other community members. An average of 5-7 students participated regularly, and over 446 ELL adults learned English, digital literacy, parenting, and workforce skills.

- Immigration reform presentations and consultations for adult classes (300 students, 100 for consultations).
- Safety presentations through Metro Police Department and the Crime Victims Compensation Program for adult classes.
- Presentations for all adult classes about DCPS summer school, DPR summer camp and other summer programs. Staff provided assistance with the online registration process.
- Nutrition presentations through la Clinica del Pueblo, Mary's Center and WIC for adult classes.
- Parent coffees with school leader, providing an opportunity for adult students to ask questions and share their ideas for school growth. Also conducted a focus group with parents to get input on the development of a parent resource center and parent programming, in general. 10 parents participated.
- Co-ordination of monthly community resources table on topics as a way to promote family engagement activities at Bancroft and Briya. Also coordinated several community resources fairs during family events, including back-to-school playdate, back-to-school night and family fitness nights.
- Coordinated two Know Your Rights information fairs for Briya adult students. A total of 11 organizations shared information/assistance during the May event and 13 participated during the June event.
- Prepared adult students to obtain their Medical Assistant certification. 92% of adult students who completed the Medical Assistant (MA) program earned their RMA credential.
- Prepared adult students to obtain their Child Development Associate (CDA). 45 adults engaged in coursework to attain a Child Development Associate credential. 91% of Child Development Associate students who took the Early Childhood Studies Review certification exam passed the certification exam.
- Briya prepared adult students to have the computer knowledge necessary for employment. 76% of students in the labor force entered employment or post-secondary education/career training. 89% of students in the labor force retained employment or entered post-secondary education/career training.

**Partnership Achieve.** In SY 2014- 2015, through the consortium, Parent engagement team offered a variety of parent/guardian engagement opportunities, including: Back to School Night, orientations for new and returning families, one-on-one parent teacher conferences, ES Literacy Night, ES Math Night, PK and K parent discussions, Principal ChitChat, Latina Mothers Group, senior parents college orientation, E.L. Haynes PCS End of Year Family Celebration, and Haynes Family Team meetings. Finally, the Community School Advisory Board held two meetings this reporting period.

**Roosevelt Community School Initiative.** During SY 2014-15, the consortium demonstrated best practices through the following activities:

- **Parent Engagement.** In effort to increase parent engagement, the consortium took a multi-modal approach in its communication with families. For example, translation services for “robo-calls,” which are automated calls home regarding school matters. In partnership with the Mignon Inniss Ford Foundation, the community school supported robo-calls by translating messages in Spanish and Amharic. This translation ensured that all families, regardless of language barriers, received timely communication from the school. Another vehicle for communication was through the creation and publication of the school’s community newsletter, the Rough Rider Express. In efforts to ensure families receive information regarding school events, announcements and descriptions of in-school and out-of-school services, community school partners developed the newsletter and disseminated to students and their families. Mailing costs were covered through community school funds.
- **Roosevelt Integrated Summer Experience (RISE).** During SY 2014-15, in partnership with Mary’s Center, the community school offered the RISE program. The program focused on two main themes: (1) self-exploration, which was led by licensed social worker at Mary’s Center, and (2) financial literacy sessions, which were facilitated by the community school. The RISE program was consistently attended by half a dozen students.

## CHAPTER IV

### CONSIDERATIONS FOR INCREASING THE IMPACT OF DC'S COMMUNITY SCHOOLS MODEL

Based on the lessons learned through a review of DC's program activities and best practices over the last year of programmatic implementation, this chapter aims to set forth a pathway for building upon a solid foundation to deepen the impact of the community schools model in DC. The following are key considerations as the District enters the third year of program implementation.

- **Consideration #1: Using Data to Evaluate Outcomes and Effectiveness and Inform Program Design**

Both qualitative and quantitative data are critical for ensuring that program evaluation efforts are robust. OSSE is committed to strengthening its evaluation model and ensuring that sub-grantees have an easy method for collecting and sharing critical and, where possible, comparable data on program services, outcomes and effectiveness. The following chapter will discuss in detail OSSE's work thus far in developing a community school evaluation tool to be used in the third year (and beyond) of the community school grant implementation.

- **Consideration #2: Ensuring Alignment Between Supports/Services and Academic Achievement**

The community schools model is organic in the sense that it develops in response to the evolving needs of the community it serves and draws on and complements available neighborhood resources. At the same time, OSSE believes that it is important to consider how supports and services provided demonstrate clear alignment with goals and needs identified by sub-grantees, overall academic success, and an empirical basis with which to judge. Although pockets of excellence were observed, OSSE wants to work with its partners to ensure that the academic success of the students remains a primary focus with any supports and services provided to students and their families.

- **Consideration #3: Providing Structural Support for Community Schools**

OSSE received anecdotal feedback from grantees around the importance of each consortium having a dedicated family friendly space to the model which is conducive for implementing each program's core activities. Adequate space is needed to provide direct services, hold meetings, and facilitate any other coordination activities that are central to the program. Space should also be identified for housing the community school coordinator and key partners.

- **Consideration #4: Ensuring Sustainability**

Sustainability is an area that requires continued attention. Sub-grantees should ensure that they actively collaborate with partners to strengthen in-kind partnerships and identify other possible funding sources to augment the current sub-grants so that efforts can be sustained and expanded upon, including for evaluation. In addition, it is critical that District of Columbia community school sub-grantees continue to develop promotional materials and find opportunities to “tell their story” and showcase their work.

▪ **Consideration #5: Strengthening Student and Family Engagement**

For some community school models, family engagement was an area that was found in need of attention and emphasis. Given what the research reveals regarding the critical role of family engagement in student success, community schools can and should play a primary role in bridging home and school. It will be important for sub-grantees to learn from each other’s challenges and successes in this area and build upon what works, including programming being supported by private and philanthropic funding.<sup>5</sup>

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<sup>5</sup> See: Flamboyant Foundation’s findings around parent engagement. <http://flamboyantfoundation.org/focus/family-engagement/fep-student-outcome-evaluation/>

## CHAPTER V

### FY 16 COMMUNITY SCHOOL EVALUATION TOOL

As part of the FY2016 funding for the community schools incentive initiative grant, OSSE was charged with also developing an evaluation tool that will be used to determine the impact services funded under the Community Schools program is having on students and the school community. Typically, in the emerging Community Schools literature, outcomes of interest are identified as including:<sup>6</sup>

- improved academic performance in reading and math;
- improved student and teacher attendance;
- reduced dropout rates and improved graduation rates;
- improved behavior;
- gains in indicators of positive youth development, such as leadership and conflict resolution skills;
- greater parent involvement; and
- community benefits, such as better use of school buildings and safer neighborhoods.

OSSE proposes a service-based approach for its evaluation tool. This approach would assess the impact of specific services against identified student and community outcomes, as opposed to assessing fidelity of the CS model implementation against outcomes.<sup>7</sup>

This approach would build on a stream of work that OSSE has developed to support evaluation of services provided to students by College Access Providers (CAPs). The work involves bidirectional data sharing to support benchmarking of success across numerous success metrics to evaluate the impact of services. The work is deeply collaborative with partners, which builds trust and develops consensus about expectations, definitions, and results.

The framework includes the following steps:

1. OSSE works with grantees to create an inventory of services (including definitions) and map those services against expected outcomes, based on a shared understanding of sub-components of outcomes (such as dosage) and potential causal pathways between services and outcomes. (Attached is an example from the CAP project).
2. OSSE works with grantees to develop and execute any needed data sharing Memoranda of Understanding. (Attached is an example of one from the CAP project).
3. OSSE works with grantees to develop shared tools and systems for collecting and reporting data on agreed-to services and outcomes.

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<sup>6</sup> See for example:

<http://www.communityschools.org/assets/1/AssetManager/CCS%20Research%20Report2009.pdf>

<sup>7</sup> This more traditional, model-based approach is not currently possible, given the variability among sites in breadth and depth of programs and services provided to students and the community.



4. OSSE supports grantees in collecting and reporting data using those tools and systems.
5. OSSE develops a web-based portal to support data exchange with grantees.
6. OSSE works with grantees to develop a high-quality propensity matching mechanism to allow creation of relevant virtual comparison groups and automating statistical methods to look at impact.
7. OSSE develops and implements reporting on metrics by service to grantees.
8. OSSE supports grantees in using data for improvement.
9. OSSE aggregates and analyzes data to evaluate the impacts of the funded services at the student, school, provider, and state levels. (Attached is an example from the CAP project).
10. OSSE publishes a public report and briefs the DC Council on the evaluation results.

### **Timeline**

While OSSE can begin this work immediately, the collaboration necessary to develop and map the inventory of services to expected outcomes, as well as develop and execute the needed data sharing agreements, will require (and deserves) time. As soon as that is complete, however, OSSE would be able quickly to move toward data sharing, likely by the end of SY2015-2016, based on existing infrastructure developed for the “CAP” project. This would enable us to collect, analyze and report data for SY2015-2016 and beyond.

**APPENDIX A:**

**COMMUNITY SCHOOLS INCENTIVE INITIATIVE GRANTEES**

Name of Consortium	Consortium Partners	Ward(s) Represented	Services Provided	Contact Information
<b>Latin American Youth Center (LAYC) Community Consortium</b>	<ul style="list-style-type: none"> <li>• The Next Step PCS</li> <li>• Youth Build PCS</li> <li>• LAYC Career Academy PCS</li> <li>• Mary’s Center</li> </ul>	Ward 1	<ul style="list-style-type: none"> <li>• Mental Health Care</li> <li>• Dental Care</li> <li>• Absenteeism Reduction</li> <li>• Health and Fitness</li> </ul>	<p align="center">Lori Kaplan President/CEO, Latin American Youth Center 1419 Columbia Road, NW Washington DC 20009 (202) 319-8642 <a href="mailto:lori@layc-dc.org">lori@layc-dc.org</a></p>
<b>Partnership Achieve</b>	<ul style="list-style-type: none"> <li>• E.L. Haynes</li> <li>• Mary’s Center</li> </ul>	Ward 4	<ul style="list-style-type: none"> <li>• Primary Medical and Dental Care</li> <li>• Mental Health Prevention and Treatment Services</li> <li>• Truancy Intervention</li> <li>• Youth Development</li> </ul>	<p align="center">Joan Yengo, Vice President, Programs, Mary’s Center for Maternal &amp; Child Care Inc. 2333 Ontario Road, NW Washington, DC 20009 (202) 420-7007 <a href="mailto:jyengo@maryscenter.org">jyengo@maryscenter.org</a></p>
<b>Roosevelt Community School</b>	<ul style="list-style-type: none"> <li>• Roosevelt HS (Lead)</li> <li>• Georgia Avenue Family Support Collaborative</li> </ul>	Ward 4	<ul style="list-style-type: none"> <li>• Primary Medical Care</li> <li>• Mental Health Care</li> <li>• Tutoring and SAT Preparation</li> <li>• Mental Health First Aid Training</li> <li>• Teen Suicide Prevention</li> <li>• Care Coordination and Diversion Program</li> <li>• Truancy Prevention</li> </ul>	<p align="center">Karen Feinstein Executive Director Georgia Avenue Family Support Collaborative 4420 Georgia Avenue, NW Washington, DC 20011 (202) 722-1815 ext. 289 <a href="mailto:kfeinstein@gafsc-dc.org">kfeinstein@gafsc-dc.org</a></p>
<b>DC Scholars at Stanton Elementary</b>	<ul style="list-style-type: none"> <li>• DC Scholars Stanton ES (Lead)</li> <li>• City Year</li> <li>• People Animals Love</li> <li>• Flamboyant Foundation</li> </ul>	Ward 8	<ul style="list-style-type: none"> <li>• Mental Health Prevention and Treatment,</li> <li>• Academic-enrichment Services</li> <li>• Absenteeism Prevention</li> <li>• Youth Development Programs</li> <li>• Parental Involvement Initiatives</li> <li>• School-age Child-care Services</li> </ul>	<p align="center">Jon Rybka, Managing Director/External Relations, DC Scholars at Stanton Elementary, 2701 Naylor Road, SE, Washington DC 20020 (202) 480-6108 <a href="mailto:jrybka@scholaracademies.org">jrybka@scholaracademies.org</a></p>

<p><b>Mount Pleasant Community School Consortium</b></p>	<ul style="list-style-type: none"> <li>• Briya PCS (Lead)</li> <li>• Bancroft Elementary School</li> <li>• Mary’s Center for Maternal and Child Care</li> </ul>	<p>Ward 1</p>	<ul style="list-style-type: none"> <li>• Primary Medical and Dental Care</li> <li>• Mental Health Treatment and Prevention Services</li> <li>• Early Childhood Education</li> <li>• Parental Involvement &amp; Leadership Programming</li> <li>• Adult Education Programs</li> <li>• Financial Literacy Courses</li> <li>• Youth Development Programs</li> </ul>	<p>Christie McKay, Executive Director, Briya Public Charter School, 2333 Ontario Road, NW, Washington, DC 20003 (202)797-7337 <a href="mailto:cmckay@briya.org">cmckay@briya.org</a></p>
<p><b>Edgewood/Brookland Family Support Collaborative Community School Consortium at Jefferson Academy and Amidon-Bowen Elementary School</b></p>	<ul style="list-style-type: none"> <li>• Edgewood/Brookland Family Support Collaborative (Lead)</li> <li>• Jefferson Academy</li> <li>• Amidon Elementary School</li> </ul>	<p>Wards 5 &amp; 6</p>	<ul style="list-style-type: none"> <li>• Mental Health Prevention and Treatment Services</li> <li>• Youth Development Programs</li> <li>• Academic Enrichment Activities</li> <li>• Parent Involvement Activities</li> <li>• Youth and Adult Job-Readiness and Career Counseling Services</li> </ul>	<p>Sharon Crytzer Deputy Director Edgewood/Brookland Family Support Collaborative 801 7<sup>th</sup> Street, SW, Washington DC 20024 (202) 832-9400 <a href="mailto:scrytzer@ebfsc.org">scrytzer@ebfsc.org</a></p>

**APPENDIX B**

**COMMUNITY SCHOOLS: PROMOTING STUDENT SUCCESS: A RATIONALE AND RESULTS FRAMEWORK <sup>8</sup>**

<b>RESULTS</b>	<b>INDICATORS THAT ALIGN WITH EACH RESULT</b>	
<b>Children are ready to enter school</b>	<ul style="list-style-type: none"> <li>• Immunizations</li> <li>• More children with health insurance</li> <li>• Children in expected height and weight range for their age</li> <li>• Availability of early childhood education programs</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at early childhood education programs</li> <li>• Parents read to children</li> <li>• Vision, hearing, and dental status</li> </ul>
<b>Students succeed academically</b>	<ul style="list-style-type: none"> <li>• Reading on grade level by third grade</li> <li>• Daily attendance</li> <li>• Early chronic absenteeism</li> <li>• Tardiness</li> <li>• Truancy</li> </ul>	<ul style="list-style-type: none"> <li>• Standardized test scores</li> <li>• Teachers support students</li> <li>• Grades</li> <li>• Graduation rates</li> <li>• Dropout rates</li> </ul>
<b>Students are actively involved in learning and their community</b>	<ul style="list-style-type: none"> <li>• Students feel they belong in school</li> <li>• Availability of in-school and after-school programs</li> <li>• Students feel competent</li> <li>• Schools are open to community</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at in and after-school programs</li> <li>• Partnerships for service learning in the school/community</li> <li>• Post-secondary plans</li> </ul>
<b>Students are healthy: physically, socially and emotionally</b>	<ul style="list-style-type: none"> <li>• Asthma control</li> <li>• Vision, hearing, and dental status</li> <li>• Physical fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Nutritional habits</li> <li>• Positive adult relationships</li> <li>• Positive peer relationships</li> </ul>
<b>Students live and learn in stable and supportive environments</b>	<ul style="list-style-type: none"> <li>• Students, staff, and families feel safe in school</li> <li>• Families provide basic needs</li> </ul>	<ul style="list-style-type: none"> <li>• Incidents of bullying</li> <li>• Reports of violence or weapons</li> </ul>
<b>Families are actively involved in their children's education</b>	<ul style="list-style-type: none"> <li>• Families support students' education at home</li> <li>• Family attendance at school-wide events and parent-teacher conferences</li> <li>• Family experiences with school-wide events and classes</li> </ul>	<ul style="list-style-type: none"> <li>• Family participation in school decision-making</li> <li>• Trust between faculty and families</li> <li>• Teacher attendance and turnover</li> <li>• Faculty believe they are an effective and competent team</li> <li>• Community-school partnerships</li> </ul>
<b>Communities are desirable places to live</b>	<ul style="list-style-type: none"> <li>• Employment and employability of residents and families served by the school</li> <li>• Student and families with health insurance</li> </ul>	<ul style="list-style-type: none"> <li>• Community mobility and stability</li> <li>• Juvenile Crime</li> </ul>

<sup>8</sup> Coalition for Community Schools. (2010). Community Schools: Promoting Student Success: A Rationale and Results Framework. Retrieved from [http://www.communityschools.org/assets/1/AssetManager/CS\\_Results\\_Framework.pdf](http://www.communityschools.org/assets/1/AssetManager/CS_Results_Framework.pdf)