Testimony to the Committee on Education
For the Performance Oversight Hearing on Office of the State Superintendent of Education

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Good afternoon Chairman Grosso and members of the Committee on Education. Thank you for this opportunity to testify. I am Nadia Gold-Moritz Executive Director of the Young Women's Project (YWP) and a DC Public School parent. YWP is a DC-based nonprofit organization that builds the leadership and power of young women so that they can shape DC policies and institutions to expand rights and opportunities for DC youth. We've worked in DC public schools for the past 20 years -- implementing after school programs and working side by side youth to develop them as trainers, educators, and advocates. In the past year our youth staff educated 6,000 other youth in sexual health, distributed more than 20,000 condoms, trained 150 health teachers, collected data from more than 500 youth on health, violence, education, and other issues, made significant contributions to the DC Health Education Standards, and presented more than 40 testimonies to five Council Committees. Right now, we have 70 youth staff and educators and will support additional 100 youth educators from 30 schools this year as part of our Youth Health Educator Program (YHEP). Our work with foster and homeless youth (through the Foster Care Campaign) engages more than 30 youth leaders who work as advocates and organizers to improve the lives of their peers through advocacy, education, and policy work. This year we expanded our team to include emancipated and homeless youth in response to the rising numbers of our own youth who--whether because of family hardship, emancipation or aging out of the foster care system—have become homeless. Education is an issue that is central to the development and survival of our youth.

I am here today to testify in support of an expanded Community School Initiative, which is currently run out of the Office of the State Superintendent (OSSE). As an organization who has spend 20 years working closely with schools through after school programming and in with at-risk youth struggling to make the public education system work for them – we believe that Community Schools could be a powerful source of development and support to the 30,000 students in DC Public Schools (DCPS) and public charter schools who are considered at-risk.

YWP is involved in this work because we are desperate for solutions and high quality programming for the youth we work with – especially foster and homeless youth who fair the worst within our education system. Many of these youth are exiting the public education and child welfare systems completely unprepared to live productive, independent lives. Based on what we know about youth, problems, systems, program design

and what we've learned about the Community School model – we believe that this approach has great promise especially in high schools. YWP is not representing the organizations funded as part of the current Community School Initiative (CSI). Staff from these organizations will be presenting testimony at the budget hearing to report on their progress. Since January, we have been working with the Coalition for Community Schools and and the organizations who are part of the CSI grant to develop a common vision, goals, and framework for supporting and growing this work. As part of this, YWP staff members have met with a number of stakeholders, government leaders, and national experts to build support for and raise awareness and build support for this work.

The Problems We Know How to Solve

You met many of our youth staff at the DCPS hearing. They are doing amazing work as peer health educators -- at the same time they are struggling as DCPS students to find adequate academic supports. Their needs range from academic support– through more and more rigorous AP classes, tutors, help applying to college, math and writing labs to more after school sports and other activities, better food, help finding jobs. Our homeless youth need a place to do homework, wash clothes, use working computers, grab a healthy snack, or just make a call. These are the problems we know how to solve – and should be solving more often in more schools.

And then there are the ones we haven't figured out yet. Basic literacy. Many of the youth we work with have trouble writing a complete sentence, doing basic arithmetic, and even reading. These youth are in high school getting Bs. Poverty. There are 30,000 at-risk children and youth in the DC public school system that are struggling with housing instability, poverty, food shortages, poor living conditions, educational neglect. The majority of these youth are not succeeding in the education system and their numbers grow every year as more and more families sink into poverty, poor health, and prison. Disengagement. A significant percentage of our high school aged youth miss school on a regular basis for many reasons– home responsibilities, weather, travel, and (most troubling) because they do not believe that the education they are getting will impact their success in life. I've included more data on these issues below:

Large numbers of youth are living in poverty. According to the Kids Count Data Center, in 2013, there were 21,000 youth ages 18 to 24 and 7,000 youth 14-17 living in poverty. DCPS estimates that there are 4,000 homeless youth and children in the public school system (a number that has grown 37 percent in two years).

There are about 2,000 each year who turn 18 and leave the school system without graduating. Over 30,000 students in DC Public Schools (DCPS) and public charter schools are considered at-risk.

Youth are unemployed. Although the Washington Area economy has remained strong and regional unemployment is low, youth unemployment is at an all time high at 50 percent for 16 - 19 years olds - twice the national average. Further, 32 percent of low-income youth without college degrees are not working compared to 22 percent nationally (according to a report by the Brookings Institution). Without opportunities for employment, many foster youth rely on public assistance and are incarcerated after aging out –which costs the city millions of dollars each year. Although DC does not keep data on youth aging out, a 2007 study by the University of Chicago focused on foster youth in the Midwest found that 68 percent of men and 46 percent of women are arrested within one year of aging out.

Youth are not ready to be employed. Most DC youth need help getting to the starting line. Most foster youth are facing significant barriers as they prepare to enter the workforce. The majority of older youth have dropped out of school, are lacking in communication, problem solving, reading, writing, and other basic work-readiness skills, and are in need of basic supports (like transportation, food, clothing) that will enable them to participate in the workforce. Further, these youth have spent years in chaotic placements without positive exposure to the workforce or caring adults to guide their career exploration. In many cases, they have not developed the discipline, team work orientation, or self control to be functional in workplace settings. This is not an issue of resume writing o professional dress or polishing up the rough edges. This is an issue of major reeducation. Many youth spend a majority of their time with their peers. Many don't even go to school often and so they are on their own with their peers. Succeeding in a peer-based culture, means developing a set of skills and sensibilities that are needed for survival and peer support -- but that often don't translate into workforce success.

Homeless youth face significant educational barriers: DCPS estimates that there are 4,000 homeless youth and children in DC Public Schools (a number that has grown 37 percent in two years). Most DCPS high schools have between 59-92 homeless students with a significant number of homeless youth clustered in three wards (6, 7, and 8). Homeless youth are twice as likely to drop out of school (73 percent do), more likely to be unemployed (81 percent are), and have higher levels of truancy, family conflict and system involvement. (Interagency Council on Homelessness (ICH), 2013) They are also more likely to experience abuse, neglect or chronic family conflict -- which many youth site as a primary reason behind their homelessness.

The lack of educational progress among foster youth continues to be a significant barrier to their independence and successful transition. Although foster youth high school graduation rates have jumped to 80 percent (which may indicate a change in calculation approach rather than progress) – we are concerned that many foster youth are not getting a quality education. The majority of foster youth face multiple educational barriers including truancy, placement in low performing schools, limited access to enrichment activities and computers, frequent school transition (in FY14 48 percent of youth had 2+ placements), and a lack of parental support.

Graduation Rates: According to OSSE, in 2013, the adjusted cohort graduation rate was 58 percent. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. DC Learn has the 2014 graduation rate at 61 percent.

Academic Performance: Across the district 51 percent of students are proficient or advanced in math and 48 percent are proficient or advanced in reading. In 2013 DCPS was composed of 67 percent black/African American students. In 2014 38.6 percent of black students were proficient in reading as compared to 91.6 percent of white students. In addition 41 percent of black students were proficient in math compared to 92.3 percent of white students. The Statewide Longitudinal Education Data System (SLED) data reports that 48 percent of ward 6 students are proficient in reading 31.4 percent of ward 7, and 23.8 percent of ward 8. In Math 49.5 percent in ward 6, 39.9 percent in ward 7, and 26.1 percent in ward 8 tested proficient.

Drop Out: According to OSSE, the 2013 dropout rate for 2013 was 38 percent. A 2014 Report by the Office of Deputy Mayor on Education (DC Graduation Pathways Project Summary), sites a 70 percent point difference in the on-time graduation rates of top- quartile grade 8 students between the highest and lowest performing high schools. They also found that 50 percent of the most disengaged students (and most likely to drop out) are concentrated in just seven schools. As early as 8th grade, seven factors emerge as both predictive of off-time graduation: 1) Special education status; 2) Limited English proficiency; 3) Being overage at high school entry; 4) Basic or below basic performance; 5) Suspensions; 6) Absences; and 7) Course failures before HS. Even the city's highest performing students have significantly different odds of graduating on-time based on their high school. Students with behavioral issues and system involvement are more likely to be in this group. Only 30 percent of non-graduates have continued on in some way in our public education system.

College Enrollment and Graduation: Fifty-three percent of DC's graduates have gone on to enroll in 4-year postsecondary institutions. Another 9 percent have enrolled in 2-year postsecondary institutions.

Truancy: All DCPS schools track chronic absenteeism internally, but they are not required to report it publicly. Charter schools have released chronic absentee data publicly. According to DC Kids Count data, in 2012-2013, 42 percent of high school students were truant. Further, 30 percent of high school students had at least 20 unexcused absences. In 2012-13, no DCPS school with more than 40 percent of students who were truant had the majority of its students reading at grade level.

Mental Health: According the Mental Health Report Card issued last year by the Children's Law Center, more than 5,000 of the District's vulnerable children do not have access to quality mental health care.

The Community Schools Model as One Solution

Given what we are up against, we need all hands on deck and to use all the tools at our disposal to make progress against these seemingly intractable problems. We all agree on what needs to happen. The Chancellor herself acknowledged this in a recent letter to DC Council. She wrote, "We know what will help our neediest students — a longer school day, engaging content, parent engagement, social and emotional supports — and we want to ensure that our at-risk students receive these services." Chancellor Henderson has been a stellar and steady leader. We support her work and recognize how difficult it is. YWP is grateful to work with many dedicated DCPS principals, teachers, and staff. But the work we need to do is not only about providing high quality educational instruction. It's about breaking the cycle of poverty. It's not DCPS's job alone. The responsibility belongs to all of us.

Through a century of development, testing, documentation, and growth – the Community Schools model has emerged as one promising approach to developing the academic, social and economic capacity of children and youth and at the same time, providing support to their families. The model is widely used and loved by community organizers and data crunchers alike. Here is a little background on how the model has emerged nationally and has been implemented locally.

Nationally, Community Schools is a proven, research-based, best-practice focused strategy that organizes school and community resources around student success –offering intensive academic programming, school enrichment, workforce readiness training and job placement, coordinating existing community programming, expanding resources available to families, integrating youth-development services,

engaging youth and adults as stakeholders and leaders, and facilitating partnerships between schools, community organizations and businesses. Community schools bring new resources into a school. But they also require partnership, power sharing, collective planning, coordination, and transparency. Nationally, there are more than 5,000 community schools operating in 44 states and DC, serving 5.1 million students. The model has been well documented and thoroughly researched and has a vast network of technical assistance and support for governments and individuals interested in doing this work. Students who participate in high performing CBSs (for example those implemented by the Community Aid Society in New York) experience steady increases in math and reading performance, improved attendance, fewer disciplinary incidents, and better rates of on-track graduation. Youth Development Institute, 2012).

There are many community school models that vary significantly in approach, staffing, infrastructure and impact. One on end is the single school-based coordinator who recruits and coordinates after school programs and works alongside existing school personnel as an extra support staff. On the other end of the spectrum are models that put a full team on the ground (director, coordinators, specialists) who provide programming and interventions and coordinate additional partners and work in partnership with the academic team to conduct assessments, define goals, coordinate supports, and track data.   These are very different kinds of interventions with different partnership approaches and different outcomes. We are especially encouraged by the Beacon School Models which have been used widely in New York City (where there are 80) and include several elements that make them especially suited for high school. Based on a comprehensive needs and asset assessment, each school identified its own partnerships and targeted services and programs that can include enrichment and expanded-learning opportunities (tutoring and mentoring; after-school and summer programs; as well as the arts, music, dance and theater); college preparedness and access services; health, dental and vision clinics; mental health and other social services; job and housing assistance, translation services and food programs; and adult education and family engagement programs. *We provided more detail on Beacon and other community school models these models at the end of this testimony*.

Locally, the DC government first invested in community schools with the Community Schools Incentive Act of 2012, created by former Councilmember Michael Brown and education advocate Jeff Smith as part of the Raising the Expectations for Education Outcomes Omnibus Act of 2012. This act defined community schools, mandated a Community Schools Advisory Committee to lead and evaluate the project, and created a Community Schools pilot RFP that is administered by OSSE. In FY2012, OSSE issued an RFP and in FY2013 awarded $1 million to six organizations ($166,000 each) for a one year contract. This contract was extended for

another year when the Council approved the funding in FY2015. These organizations serve 11 DC public and charter schools, all grades, located in wards 1,4,5,6,8, as follows: 1) Latin American Youth Center runs community school programming out of three of their own charter schools (Next Step PCS, Youth Build PCS, LAYC Career Academy PCS); 2) Partnership Achieve (led by Mary's Center for Maternal and Child Care) provides services to (E.L. Haynes Middle School and E.L. Haynes High School; 3) Mount Pleasant Community School Consortium (also led by Mary's Center) provides services to Briya PCS -adult education program and Bancroft Elementary; 4) The Georgia Avenue Family Support Collaborative provides support at Roosevelt High School; 5) DC Scholars is in Stanton Elementary; and 6) Edgewood/Brookland Family Support Collaborative provides services in Jefferson Academy Middle and Amidon-Bowen Elementary.

The programming varies from school to school, organization to organization. LAYC focuses on health and wellness providing mental services, sexual health, and dental care and engage youth through a youth leader summit. Partnership Achieve has two mental health therapists from Mary's Center, a dental bus, and an attendance specialist who works with youth and families. Roosevelt offers a mental health therapist (from Mary's Center), Tutoring, Dance, and fitness and wellness classes. DC Scholars supports family well being through food assistance, family workshops, and clothing donations, and truancy prevention. Mount Pleasant community School consortium provides a broad range of training and support to adults including housing, immigrant issues, financial literacy, rights, and employment. Edgewood/Brookland Community School offers after school arts programs and oral exams through the Colgate dental bus.

For the past two years, these CSI pilot organizations have been working independently in schools, implementing new and existing organizational programming using their own models. Each organizational has a coordinator on the ground, who recruits and schedules after school programs and in some cases works along side of the existing schools staff to support their work. The DC CSI organizations do not share common outcomes or programming or data collection. At the school level, in many cases, the work is recognized by organization or individual but not as a community school. The six coordinators meet monthly to share resources, strategize and troubleshoot site issues but there is no local leader or coordinating organization. OSSE administers the grant through the Wellness and Nutrition Services Division but does not provide other oversight, support, or leadership. Technical assistance and advocacy support has been provided on a limited basis from the Coalition for Community Schools, a national alliance of more than 170 organizations that advocates for community schools. No other government agency provides support or leadership for this program.

Although they do not receive funding through this the DC CSI grant, Communities in Schools (CIS) of the National Capitol is the longest running (10 years) community schools with the widest reach (they are in 5 schools now and hope to grow into two more next year). CIS-NC schools include Cardozo Elementary Education Campus, Johnson Middle School, Stuart Hobson Middle School, Moten Elementary, and Garfield Inquiry-Based Preparatory Academy.   Nationally, this model operates in 2,200 schools. CIS-NC raises their own funds from private sources.

Recommendations for moving forward:

YWP is asking for a commitment to expand the number of community schools and increase funding for this work. Funding alone will not ensure the success of this work and we caution against renewing the current level of funding to the current organizations without any additional assessment or support. Nationally, the model has had enormous success and impressive outcomes. But without the focus of government education leaders and the cultivation of community based leaders, planning, and the true partnership of principals and other school based leaders – the national models will not translate into local outcomes. The element most missing right now is government leadership! No one has claimed leadership for this work. The Mayor has voiced her support for this work – which is very encouraging – but there is a lot to do to make it happen. We would like to see this work coordinated out of the Deputy Mayor for Education's Office working closely with DCPS and the Deputy Mayor for Health and Human Services. Given the authority needed to move the initiative on the city level and the buy in needed at the local principal level – we do not think OSSE is <u>not</u> the right agency to lead this work. They have been great as a grants administrator. But the distance between administration and leadership is vast.

We have seven recommendations to strengthen and grow the Community Schools Initiative:

1) **Assess what we've got on the ground** now and figure out, what kind of impact community schools have had so far, how we can build on the successes, where they need additional support, and how this work fits into the outcomes and priorities identified by DCPS and the most pressing needs of at-risk youth. We need to better understand the work that is happening as part of CSI and fit it into a larger community strategy. As a community, we need to get clear on what exactly constitutes a community school and to come together as a diverse group of stakeholders including youth and parents to define our needs and goals. What models are likely to work best, who has the capacity to implement them, and what programs and supports are already in place. For example, most DCPS Elementary Schools already have extended day academic programs and aftercare for parents. How would community schools working on this level complement the work and support the existing framework?

2) **Expand the current initiative to include more schools and a broader diversity of CS models:** Our recommendation is to expand the number of community school to 15 with five of those schools designated as DSPS low performing high schools. We would also like to see a higher concentration of community schools in wards 6, 7, and 8 and specific programming for homeless and foster youth. We recommend a per school grant

range of $150,000-350,000 to allow for more intensive models at larger schools. (The average budget for a BCS in NYC is $400,000 a year.) The program could be launched by October 2015 if we get started now.

3) **Establish a government leader for this work.** Community Schools make the most difference when there is strong government leadership and support. Without strong leadership from the Deputy Mayor for Education's office, DCPS, the Deputy Mayor for Health and Human Services, and this Committee – this Initiative will not have the support, funding, or stability it needs to reach its potential. We would like to see this work coordinated out of the Deputy Mayor for Education's Office working closely with DCPS and the Deputy Mayor for Health and Human Services. DME would be charged with raising funds, leveraging government power and relationships, collecting and reporting data, and running the Community Schools Advisory Committee which would be responsible for making much of the implementation and program design decisions, providing hands on monitoring, providing technical assistance and training, and oversight, and tracking monthly progress.

4) **Reconstitute the Community Schools Advisory Committee**: Across the country, there are a number of school districts that are operating integrated government-stake holder coordinating bodies. The 2012 Community Schools legislation calls for the creation of a Community Schools Advisory Committee -- including representatives for relevant agencies and UDC, representatives from 4 CBOs, directors of charter and public schools, and reps from business and philanthropy. This Committee, which has not met since 2013, is charged with many important functions including; 1) developing a results-based framework and accompanying performance indicators and annual goals; 2) Helping to selecting schools; 3) Developing recommendations for community use of schools; and 4) Identify funding sources. We would like this Committee reconstituted and immediately engaged around some of the key questions of expanding the Community School Initiative.

5) **Support the Development and Leadership of the DC community school community**: Right now we have many dedicated individuals doing this work, but these efforts do not connect as a cohesive network with common practices, guidelines, protocol, or data collection. Most groups are working in their own silo, trying to raise resources and support independently. To help build this community level leadership, we recommend designating two organizations as Network Administrators who are responsible for coordinate site planning and data collection, convening meetings, providing communication support, arranging for technical assistance, and programming where needed and interventions for common problems, and representing sites on the CS Advisory Committee. The Administrators would receive additional funding for this work.

6) **Revise and Reissue the RFP and open up the grant making process to new applicants.** The current RFP framework, as defined in the law, gives priority to schools sites, "where there was an existing focus on mental health prevention and treatment services, adult education programming and schools where at least 75 percent of the student population qualified for free or reduced-price lunch." This focus does not reflect critical youth needs of academic strengthening, increased engagement (and reduction in truancy), work readiness, and the impact of poverty on education. We would also like to see the special needs of homeless and foster youth addressed. The funding level should include a broader grant range ($150-$350) range to account for of grants to account for a variety of models and school sizes.. We would like to see a more rigorous application process that include site goals and outcomes, logic model, and an evaluation plan. DC's standard RFP process often gets in the way of finding and enlisting the best work. The process of choosing school sites and community-school providers should also be reworked as part of the RFP so that the needs of specific schools and wards (with the highest number of at-risk students) are considered and able to directly benefitting from this initiative. Rather than a straight up paper RFP—this initiative would benefit from site visits, presentations, and in person meetings. We need to make sure that doesn't happen here.

7) **Increase Funding:** Expanding the Community School Initiative to 15 schools and increasing the amount per school to accommodate a range of $150-350 would require $4 million--$3 million beyond the current budget of $1 million. There are many Federal, State, and Private sources of funding that community schools draw on to support their work. Federal funds include Title 1, 21st century, workforce investment funds for high schools. For DCPS schools, it makes sense to include Community Schools as part of the at-risk youth menu and to fund a significant portion of the CS budget through these funds. The current school funding formula provides $2,079 additional local dollars to meet at-risk student needs. At-risk students are defined by DCPS as including youth who are homeless, in foster care, on public assistance, or a year behind in school Here is an example of what might be available at several Low Performing DCPS High Schools based on that formula (http://atriskfunds.ourdcschools.org/).

School	# at-risk students	percent at-risk	Estimated at-risk funds allocation
Anacostia High School	612	79 percent	$1,272,348
Ballou High School	470	72 percent	$977,130
Cardozo High School	462	69 percent	$960,498
Coolidge High School	239	58 percent	$496,881
Dunbar High School	411	66 percent	$854,469
Roosevelt High School	301	70 percent	$625,779
Woodson High School	499	68 percent	$1,037,421

Given that a significant percentage of at-risk youth are homeless and in the foster care system, and community schools are targeting these youth, it makes send for the Department of Human Services (DHS) and the Child and Family Services Agency (CFSA) to contribute to community school funds. Nationally, community schools have been able to leverage outside funding at a rate of $3 for every $1 in school district (Blank, 2010). Requiring grantees to raise 20 percent of their budgets from outside resources is a reasonable expectation.

We are asking you to take the leadership role to renew and expand this important and promising work. We have also talked and met with DCPS, OSSE, the current CSI grantees, the Coalition for Community Schools, the Deputy Mayor's Office on Health and Human Services, and other folks to gather information, build support, and lay the foundation for a more ambitious initiative. We are happy to do the leg work but we are asking you to put your leadership and authority behind this work and figuring out the best path forward.

Thank you for this opportunity to share our work and recommendations. We look forward to working with you and your staff on this important work.

<u>**Selected Models of Community Schools**</u>

The Beacon Community School Centers (BCS) were first developed in New York City in the early 1990s to serve as community resources in high-need neighborhoods. Today NYC has 80 BCSs and there are 5,000 more in the US, serving more than 150,000 children, youth and adults in cities including San Francisco, Chicago, Philadelphia, Minneapolis, West Palm Beach, and others. On a city-wide level, CBSs maximize scarce resources, encourage the use and development of best practices, and allow for program monitoring and evaluation. Based on a comprehensive needs and asset assessment, each school identified its own partnerships and targeted services and programs that can include enrichment and expanded-learning opportunities (tutoring and mentoring; after-school and summer programs; as well as the arts, music, dance and theater); college preparedness and access services; health, dental and vision clinics; mental health and other social services; job and housing assistance, translation services and food programs; and adult education and family engagement programs.

Although BCS are designed to adjust to the needs of their communities, they share these common characteristics: BCSs

1. Are led by community organizations and based in schools
2. Build a structure for interagency collaboration, programming and partnership
3. Share responsibility with partners to support a broad set of outcomes for youth, families and communities
4. Use a youth development approach and a community-youth development framework;
5. Create leadership roles for young people to take on leadership roles in BCS programs and initiatives often called a Ladder to Leadership.
6. Have strong youth-adult partnerships that guide the work of BCS from the site to the initiative level
7. Utilize social group work methodology where youth can work on interpersonal skill development with peers and staff, provide support, work out conflicts and relationships, take responsibility for group process and problem-solving.

Beacon Community Schools strive for multi-level impact by engaging youth and adults in community development with a focus on youth leadership and engagement (Youth Development Institute, 2009). BSCs have been evaluated in many cities for a range of indicators. The results are very promising for high-implementing, high-performing BSCs, specifically those implemented by the Community Aids Society (CAS) and Communities in Schools (CIS), as follows:

➢ High-implementing CIS schools scored +6 percent than comparison non-CIS schools in percent proficient in grade 8 math (p<.01) and +5.1 percent in grade 8 reading (p<.05)

➢ CIS: High-implementing elementary schools had higher attendance levels than comparison group (+0.2 percent, p<.05). So did high-implementing high schools (+0.3 percent, p<.01)

➢ CAS: students who participated in CAS after-school programs for 3-4 years had better attendance than students with lower or no participation (p<.05)

➢ SF (San Francisco) Beacons: participants who attended 30+ days of Beacon after-school had 3.9 percent less total days of unexcused absences than those who participated less than 30 days (p<.001)

➢ CIS: high-implementing community schools had a significantly better graduation rate than comparison schools (+4.8 percent, p<.01)

➢ Compared to other large-scale dropout programs, high-implementing CIS schools had the highest effect size for graduation rate (ES=.31) and second-highest for dropout rate (ES=.36)

➢ CPS (Chicago Public Schools): schools that have been in CSI longer have better rates of ninth-grade students "on-track" to graduate than comparison group (p<.05)

➢ CPS schools had significantly less disciplinary incidents than their matched comparison group from 2002 to 2006

➢ More students who participated in CAS after-school programs demonstrated a steady increase from 2004 to 2007 in their math performance levels as measured by the state assessment compared to students who did not attend CAS activities (p<.05)

Children's Aid Society: The Children's Aid Society began their community schools initiative in New York City in 1993. In 1994 CAS funded the National Center For Community Schools which provides information and advice about community schools implementation. To date the NCCS has facilitated the development of over 15,000 community schools nationally and internationally. Currently CAS supports 20 schools and has a plan to scale up their initiative under the Mayor's community school initiative. Each site employees a site director who partners with the principal and is a member of the schools leadership team; Program director who oversees the facilitation of programs; A Parent Coordinator (separate for NY Dept of Ed's Parent Coordinator) who facilitates workshops, addresses parent concerns, and connects families to resources in the community; A Data Specialist who inputs and monitors data for each site; An Education Coordinator who is typically some on the school staff with a Master's degree that is responsible for aligning school time and out of school time curriculum. In addition each site has an Office Manager, Part time receptionist, and Youth Facilitators who tutor, mentor and facilitate programs. A study conducted by Fordham University saw a 40 percent increase in math scores over a 2 years at IS 218. They

concluded that higher participation in afterschool programs led to high academic gains for students. Student attendance in all three studies by Fordham and Acknowledge found that CAS community schools have higher attendance than students in comparison schools. In addition, teacher attendance was higher than peer schools. The same study found teachers reported being able to spend more time on instruction than their counterparts in comparison schools.

http://www.childrensaidsociety.org/community-schools

http://nationalcenterforcommunityschools.childrensaidsociety.org/

Chicago Public Schools: The Community Schools Initiative (CSI) within the Chicago Public School system has successfully launched 200 community schools since 2006.CSI had over 50 lead non-profit organizations that serve communities students and families. CSI has 5 goals: Transform and maintain public schools to become the centers of their communities; connect children and families to a range of services; Counteract the effects of a range of negative factors that contribute to students' lack of opportunities and underachievement; and Engage parents and the community to improve academic achievement. Each Community school provides services in the following categories: academic supports for students and families, social and cultural enrichment aligned to the school day, health and wellness services and referrals for students and families, socio-emotional health of students, and family and community engagement activities. The nine Key factors for student success guide every CSI schools partnerships and programming. In a study done by the University of Illinois Chicago in 2008, more out of school time was associated with greater student success meeting minimum school attendance standards. In the 2005-06 school year 70 percent of students who needed to improved their homework completion and 73 percent of students who needed to also improve their overall academic performance.

http://www.cps.edu/PROGRAMS/DISTRICTINITIATIVES/Pages/CommunitySchoolsInitiative.aspx

Cincinnati Public Schools: The Cincinnati Public Schools district began the Community Learning Centers initiative in 2000. At the time it was the lowest performing district in Ohio. The local Board of Education created legislation that set the goal of transforming every school in the district into a Community Learning Center (CLC). As of today all 55 schools are CLC servicing 31,000 students and their families. In Cincinnati's model there are 3 types of partnerships: General where an organization provides programming or services, Data Sharing in which an organization shares and/or receives data through the Learning Dashboard system, and Lead agency these organizations provide funding for the Resource Coordinator salary and are co-locate in the school. The Resource Coordinator works with the Principal and the Local School Decision Making Committee(LSDMC) to assess the needs of the school community, develop strategic partnerships with organizations to meet the needs of the

community, and assess the outcomes of each partnership. Every year the resource coordinator leads the principal and LSDMC through the REFORM process, which stands for Review data, Engage partners, Focus on student success, Offer support, Reset, and Measure the needs of the school community and the results of the partners. Since beginning the CLC initiative, Cincinnati Public School have become the highest performing urban school district in the state. Form 2009-10 to 2010-11 SY youth who participated in CLC services saw a 5.6 point increase in reading scores and a 4.6 math increase compared to the 2.0 reading and 1.8 math increase in their non CLC counterparts. In addition high school CLC have seen graduation rates increase for 51 percent in 2000 to 80 percent. CLC have also succeeded in closing the achievement gap between white and African-American students from 14.5 percent to around 4 percent in 2003.

http://www.communityschools.org/assets/1/AssetManager/Community percent20School percent20Results percent202013.pdf

http://www.cincinnaticlc.org/

http://www.cps-k12.org/