THE GROWING CONVERGENCE OF COMMUNITY SCHOOLS AND EXPANDED LEARNING OPPORTUNITIES

December 3, 2013
OVERVIEW

- Report Highlights
- **Case Study:** Strategic Alignment of community schools and expanded learning opportunities in **Baltimore, MD**
- **Best practice:** Boosting afterschool with partners and data to get results in **New Haven, CT**

Speakers include:
- Reuben Jacobson, Coalition for Community Schools
- Julia Baez, Family League of Baltimore
- Laoise King, United Way of Greater New Haven

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REPORT HIGHLIGHTS

THE GROWING CONVERGENCE OF COMMUNITY SCHOOLS AND EXPANDED LEARNING OPPORTUNITIES

Reuben Jacobson • Shama S. Jami • Linda Jacobson • Martin J. Blank

IEL
Institute for Educational Leadership
Leading Across Boundaries
Because Every Child Deserves Every Chance

www.communityschools.org
DEFINING EXPANDED LEARNING OPPORTUNITIES
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“Time is the variable, learning is the constant.”

- Bill Fetterhoff, Superintendent of the Godwin Heights Public Schools (Michigan)

Expanded learning opportunities provide more time for academics and enrichment beyond the conventional school day and include efforts to provide learning and development experiences that enhance the school curriculum during the conventional school day.

For more information on community schools and ELO, please visit www.communityschools.org/elo
ABOUT THE STUDY

Purpose

- To capture the scope and nature of expanded learning opportunities in community school partnerships
- To identify the state-of-the-art ELO practices in community schools

Data Sources

- **ELO Workgroup** of partners, ELO experts, and community school practitioners
- **Survey** of community schools initiatives (community and school levels)
  - Initiative Level: 706 community schools across 31 initiatives
  - School Level: 394 community schools across 18 initiatives
- **Case studies** (Lincoln, NE & Baltimore, MD)
- **ELO blog series** by ELO type
- **Superintendents** meeting
CREATING AN ELO TYPOLOGY

- **Required** for all students

- **For some/all** students that increases the number of school days

- **For some/all** students that increases time beyond conventional school days

- **During** conventional school day
# REQUIRED FOR ALL STUDENTS

## ELO Required for All Students

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Expanded school day</strong></td>
<td>Formally lengthens the school day for all students beyond the standard 6.5 hours offered in most public schools. (In some cases, mandatory ELO may be targeted to only certain grades in a school.)</td>
</tr>
<tr>
<td><strong>Expanded school year</strong></td>
<td>Formally lengthens the school year beyond the standard 180 school days for all students. For example, a revised school calendar may add days and rearrange school “breaks” or intersessions. (In some cases, mandatory ELO may be targeted to only certain grades in a school.)</td>
</tr>
</tbody>
</table>
### ELO for Some/All Students to Increase Number of School Days

<table>
<thead>
<tr>
<th><strong>Expanded school week (e.g., weekends)</strong></th>
<th>Includes academic and non-academic supports and activities for some to all students on Saturdays and Sundays (either mandatory or voluntary).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intersessions</strong></td>
<td>Includes academic and non-academic supports and activities for some to all students during weekdays when school is not officially in session. Applies only to schools with an expanded-school-year model.</td>
</tr>
<tr>
<td><strong>School breaks</strong></td>
<td>Includes academic and non-academic supports for some to all students during school breaks such as days off for teacher professional development, one-day holidays, winter and spring breaks, and so forth (This does not include summer).</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>Includes academic and non-academic supports and activities for some to all students during summer. Does not apply to breaks in extended year models. Those are considered “intersessions.”</td>
</tr>
</tbody>
</table>
**FOR SOME/ALL STUDENTS TO INCREASE TIME BEYOND CONVENTIONAL SCHOOL DAYS**

<table>
<thead>
<tr>
<th>ELO for Some/All Students to Increase Time beyond Conventional School Days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>After school</strong></td>
</tr>
<tr>
<td><strong>Before school</strong></td>
</tr>
</tbody>
</table>
### FOR SOME/ALL STUDENTS DURING CONVENTIONAL SCHOOL DAYS

**ELO for Some/All Students during Conventional School Days**

| Expanded learning opportunities during the conventional school day | School partners provide academic and other learning supports (e.g., internships, service learning, linked learning, Science, Technology, Engineering and Mathematics (STEM) programs, and so forth) to young people and their families during the conventional school day. |

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**Highlight: ELO during conventional school days**

- Ex: Philadelphia – Netter Center for Community Partnerships
- Area of growth for school-community partnerships
  - STEM
  - College and Career (e.g., Linked Learning)
  - Project and community based learning
KEY FINDINGS: PREVALENCE OF ELO IN COMMUNITY SCHOOLS

- ELO is a core strategy for community school initiatives
  - Close to 90% of initiatives described the expansion and improvement of ELO activities as part of their core strategy.
  - One-third of respondents indicated at least 50% of their work focuses on ELO

- Community schools provide expanded learning opportunities across all ELO types
  - Tend to focus on **afterschool** (90%) and **summer** (65%)
  - Over 25% of community schools offer **extended school day** and ELO during the conventional school day
KEY FINDINGS: BEST PRACTICES FOR IMPLEMENTING ELO IN COMMUNITY SCHOOLS

- Community schools align with school’s core mission
  - Role of School Districts
  - Data-driven Decision Making (New Haven)
  - School Alignment: The role of site coordinators

- Community-wide and school site leadership structures support a comprehensive ELO strategy

- Quality is an important and shared responsibility across partners

- Community schools blend and sustain ELO funding
Community and School Engagement Strategy

Case study: Strategic Alignment of community schools and expanded learning opportunities in Baltimore, MD
What is the CSE Strategy?

• In FY13 the Family League implemented a new strategy that braided together the previously independent work of Community Schools (CS) and Out of School Time (OST) Programs.

• Under this new Community and School Engagement Strategy Family League invested in collaborative Community School applications from schools and community partners that demonstrated strong principal commitment and intentional alignment to school and community goals.
Baltimore’s Community and School Engagement Strategy in FY14

43 Community Schools
Representing Over 19,000 Students

48 Comprehensive Out of School Time Programs

Over 23,000 Families Connected to Resources
History of Alignment: Before FY13

Out of School Time
• Deep Rooted in Community
• Millions in Funding
• Strong Advocacy Base
• Existing Evaluation Framework
• Existing Quality Assessment Tool

Community Schools
• Multiple Iterations of a “Baltimore” Model
• No City-Wide Shared Vision or Language
• Lack of Technical Assistance, Professional Development and Financial Support
• Driven (in part) by compliance deliverables and not collaborative integrated outcomes
• No Quality Standards or Data/Evaluation
Integration of Strategies

• Able to leverage more collective dollars (blended funding streams)
• Aligned advocacy base
• City-wide inter-agency steering committee focused on whole school model (breakfast to supper)
• Aligned work to existing and emerging coalitions and local priorities:
  – 21st Century Schools Construction Process
  – Grade Level Reading
  – Summer Learning
  – ExpandED
• Expansion of professional development, program quality and data and evaluation work to include and focus on Community Schools model
Different Types of ELO

- **After-School** (37 Community Schools)
  - Community based providers partnering with schools to provide ELO after the end of the school day
  - Academic, physical fitness, enrichment and nutrition requirements
  - Using Youth Program Quality Intervention framework
  - Professional Learning Communities focused on:
    - STEM (city-wide STEM steering committee, STEM ELO cohort)
    - Inclusion
    - Using Data
    - Serving Older Youth
Different Types of ELO

- **Expanded** (3 Community Schools)
  - School reform model in 3 schools
  - 30% more learning time for 10% additional cost to the traditional school day, shared budget between school and partner
  - Rethinking what “school” looks like and the role of traditional educators and OST providers/community educators

- **HS Pilot Program** (1 Community School)
  - NFL 1st & Goal Pilot focused on academic interventions for student athletes

- **Summer** (12 Community Schools)
  - Read to Succeed program alignment to Community Schools
  - FLBC-NSLA Partnership
  - HS Bridge Program
Systems Level Work

- **City-wide capacity building**
  - Building the capacity of funded and unfunded agencies to be able to partner with schools in the CS or ELO role
  - Bringing together local Universities and Colleges to identify pathways to school partnerships

- **Sustainability**
  - PBC program in partnership with Towson University focused on Community School Leadership
  - Policy and advocacy at state and local level
  - Expanding FLBC to include stronger development and fundraising including a focus on creating a model for self-sustaining partnerships (e.g. Cincinnati)

- Engaging leaders in “defining” CS in Baltimore for a city-wide shared vision

- Partnering with Mayor’s Office and City Schools on **city-wide plans** around health, early childhood, nutrition, recreation, etc... and the intersection with education and Community Schools
Progress To Date

- Stronger analysis of student level data
- Stronger alignment between school day and after school academic content
- Sharing of resources and partnerships
- Leveraging family engagement across school and ELO
- Increase in numbers of suppers serve
- Ability to identify students most in need of additional learning time
- More coordinated effort around inclusion and support of SWD
Best practice:

Boosting afterschool with partners and data to get results in New Haven, CT
What is Boost?

Boost! is both a philosophy and a place.

It is the City’s commitment that every child and every school is capable of excellence given the right conditions for learning – and that those conditions include supporting students and families in their out of school lives.

It is also a set of 16 schools which have committed to fully implementing this belief.

This unique partnership between the City of New Haven, New Haven Public Schools and United Way of Greater New Haven helps to ensure that children receive high quality supports and services to promote their physical, social, and emotional development, that families are welcomed in schools and engaged in their children’s educations, and that public and private resources for wraparound services are used efficiently and effectively.
Boost:

• is an effort to increase focus and accountability around the provision of quality wraparound supports and services within the schools and in the community.

• complements improvements in schools by “wrapping around” the school day with supports and services that have been shown to contribute to academic success, by:
  • brokering connections among schools, community-based providers and public agencies to support children’s overall development, and
  • assisting schools and community organizations in using data to make deliberate decisions about the services, programs and interventions they chose to utilize to support students.

• provides a systemic framework that enables communities to understand the impact of services on student learning and to invest resources in a way that maximizes impact on student success.

• focuses on the following areas: Physical Health and Wellness, Social-Emotional and Behavioral Health, Family Support and Engagement, and Student Engagement/Academic Enrichment.
How does it work?

• Each school identifies a current staff member to be the **Boost! Coordinator** – a point person for focusing on wraparound needs and working with external partners. The coordinator works closely with school leadership and a team of representatives from each domain to analyze data and make decisions.

• Boost! provides schools with **indicators** on how students are doing in each of the four domains

• Schools complete **Asset Maps** which identify current internal and external resources in each domain.

• School teams look at **data** up against their assets and identify service gaps.

• United Way and District personnel work together to help schools **identify services to fill gaps** – either though partnership with external community providers or through enhanced district supports.

• School teams use data throughout the year to **track impact** of services

• Boost! provides **tools** to help keep the lines of communication open between schools and external partners. Boost! schools use Partnership Agreement Forms which clearly lay out, goals, objectives, mutual expectations and responsibilities, communication and data sharing protocols and sustainability planning.
Identifying Needs

1. **What are the needs of the students in your school?**
   Determine common indicators to track needs and improvement over time

<table>
<thead>
<tr>
<th>Wellness Indicator</th>
<th>Grade Surveyed</th>
<th>This School</th>
<th>K-8 Average</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOCIAL-BEHAVIORAL HEALTH</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who report feeling safe at school (Climate Survey)</td>
<td>5-8</td>
<td>73.3%</td>
<td>74.1%</td>
<td></td>
</tr>
<tr>
<td>Students bully other students at my school (Climate Survey)</td>
<td>5-8</td>
<td>18.0%</td>
<td>26.2%</td>
<td></td>
</tr>
<tr>
<td>Students who received out-of-school suspensions (Discipline Track)</td>
<td>K-8</td>
<td>4.2%</td>
<td>7.4%</td>
<td></td>
</tr>
<tr>
<td>Students bring alcohol or illegal drugs to school (Climate Survey)</td>
<td>K-8</td>
<td>6.0%</td>
<td>5.4%</td>
<td></td>
</tr>
<tr>
<td><strong>STUDENT ENGAGEMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students having 10 or more unexcused absences per year (Tenex)</td>
<td>K-8</td>
<td>28.5%</td>
<td>24.6%</td>
<td></td>
</tr>
<tr>
<td>Students who report they feel good about their school. (Survey)</td>
<td>5-8</td>
<td>42.2%</td>
<td>69.2%</td>
<td></td>
</tr>
<tr>
<td>Student who report there is at least one adult at school that knows them well (Survey)</td>
<td>5-8</td>
<td>53.0%</td>
<td>74.1%</td>
<td></td>
</tr>
<tr>
<td>Students who report there are activities and programs they look forward to at their school (Survey)</td>
<td>5-8</td>
<td>24.0%</td>
<td>72.0%</td>
<td></td>
</tr>
<tr>
<td><strong>PHYSICAL HEALTH</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who pass/exceed all 4 state fitness tests (Phys Ed)</td>
<td>3-8</td>
<td>14.7%</td>
<td>37.6%</td>
<td></td>
</tr>
<tr>
<td>Students with known chronic physical or mental condition requiring a school medical plan (Nursing Records)</td>
<td>K-8</td>
<td>31.5%</td>
<td>34.6%</td>
<td></td>
</tr>
<tr>
<td>Students who are overweight (CARE*)</td>
<td>5-6</td>
<td>26.4%</td>
<td>19.5%</td>
<td></td>
</tr>
<tr>
<td>Students who are obese. (CARE*)</td>
<td>5-6</td>
<td>35.5%</td>
<td>30.1%</td>
<td></td>
</tr>
<tr>
<td><strong>FAMILY ENGAGEMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents who attended report card night (Tracking)</td>
<td>K-8</td>
<td>59.4%</td>
<td>62.9%</td>
<td></td>
</tr>
<tr>
<td>Parents reporting that they attended a meeting or conference more than twice per year (Climate Survey)</td>
<td>K-8</td>
<td>61.0%</td>
<td>53.6%</td>
<td></td>
</tr>
<tr>
<td>Parents reporting they feel welcome in the school (Climate Survey)</td>
<td>K-8</td>
<td>88.5%</td>
<td>92.0%</td>
<td></td>
</tr>
<tr>
<td>Students having 10 or more excused absences per year (Tenex)</td>
<td>K-8</td>
<td>20.8%</td>
<td>17.7%</td>
<td></td>
</tr>
</tbody>
</table>
Identifying Assets

2. What are the assets in your school?
Identify personnel and programs in each domain

<table>
<thead>
<tr>
<th>Personnel</th>
<th>days provided</th>
<th># students/families served</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century Afterschool Coordinator</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>150</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PE Teacher/Coach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Library Media Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs</th>
<th>days available</th>
<th># students/families served</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<tr>
<td>21st Century After school Program</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>150</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Boys Basketball</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>On site</td>
</tr>
<tr>
<td>Book Club</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>On site</td>
</tr>
</tbody>
</table>
Identifying Gaps

2. What holes can you identify?

<table>
<thead>
<tr>
<th>Personnel</th>
<th>days provided</th>
<th># students/families served</th>
<th>Additional details…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>Tues</td>
<td>Wed</td>
<td>Th</td>
</tr>
<tr>
<td>21st Century Afterschool Coordinator</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PE Teacher/Coach</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Library Media Specialist</td>
<td>X</td>
<td>X</td>
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<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Gap Analysis

Use the data you have gathered to make intentional decisions about which potential partners can best meet the needs of your students and families

• Be sure to look at your Assets from different perspectives
  • Grades served
  • Days offered
  • Transportation needs
  • Gender
  • Cost

• Identify 2-3 critical needs for your school to tackle each year

Link with Partners

Connect with a purpose. Find those organizations which can meet the needs your team has identified. Be creative – partners do not have to offer programming on site to be a partner. Are there organizations in your community which serve a large number of your students? Establish regular communication with them, share information on students, consider them as an asset!
Track impact

- Establish goals for both internal and external services
- Be clear on expectations
- Collect the data – and use it!!!
- Communicate regularly and use data to make adjustments mid-stream

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**Boost! Partnership Agreement**

**(School) and (Community Partner)**

Boost is an effort by New Haven Public Schools to increase focus and accountability around the provision of quality wraparound supports and services within the schools. A key element of the New Haven School Change Initiative, Boost improves school systems by "wrapping around" the school day with supports and services that have been shown to contribute to academic success. Through a partnership with the City of New Haven and United Way of Greater New Haven, Boost brokers connections between schools, community-based providers and public agencies to support children's overall development and assure schools in using data to make decisions about the services, programs and interventions they choose to utilize to support their students. Boost provides a systemic framework that enables school communities to understand the impact of services on student learning and to invest resources in a way that maximizes impact on student success. Boost focuses on the following areas: Physical Health and Wellness, Social-Emotional and Behavioral Health, Family Support and Engagement, and Student Engagement/Academic Enrichment.

This Partnership Agreement is made on (date) between (School) and (Partner). The program/service will officially begin on (date), and it will end on (date).

**Scope of Services**

(Partner • contact person, official business address, email, phone number)

Goal/Purpose of the program

(Partner) will provide the following programmatic components to (School):

(Insert specific performance benchmarks)

**Boost! Partner Responsibilities**

As a Boost partner, (Partner) will be required to maintain and provide necessary quantitative and qualitative data to the (School) Boost Coordinator. Boost will analyze the overall effectiveness of the program based upon the stated performance benchmarks. The data may include, but is not limited to the following:

- Attendance records of daily, weekly or monthly sessions
- Monthly updates on students’ progress
- Release of any posttesting results

(Partner) will also be responsible for conducting the following activities:

- Attend Meet and Greet opportunities, ie: School Orientations, Open House and Report Card Conferences
- Ensure communication to parents, administrative staff, teachers, and support staff
- Maintain a file for applications and special programmatic forms

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**Boost Partner Program: EIR Boxing**

**What we do**

Our goal is to introduce amateur boxing to New Haven youth, fostering sportsmanship, discipline, teamwork and promoting education. The program includes a stretching routine, fitness drills calisthenics, and cardiovascular activities.

**Who we serve**

8-18 year olds

90 min 4-5x/week

**How We Impact**

Provide each student with individualized goals and objectives to assist them in advancing through various levels of the program. The students participating will learn how to discipline themselves with different time durations and with certain fitness drills.

**Performance Measures:**

**How Much: # of Participants**

Average = 55 participants

**Who served**

8-18 year olds

90 min 4-5x/week

**Better Off:**

**Percent of Participants Scoring Proficient in Reading**

(Partner) will provide the following programmatic components to (School):

(Insert specific performance benchmarks)

**Disciplinary Incidents of Participants**

**Percentage Participants Overweight or Obese**

What does the data tell us?

EIR Boxing had a positive impact on reading and math performance as well as behavior of participants, however, the impact on student weight was minor. In addition, the program only serves 15% percent of the student body. This suggests for the future, we will.....
Student Engagement by Grade

- Student Engagement by Grade - Before
- Student Engagement by Grade - After

New Haven, A City of Great Schools
Boost! Schools showed greater improvement than both state and district averages at both proficiency and goal.

Three Boost! schools, Barnard, Troup and Wexler-Grant ranked among the top ten most improved schools district wide. Overall percentage of students reaching proficiency across all subjects at Troup increased by 3.5 percentage points, with 7.2 percent gains at Barnard and 7.4 percent gains at Wexler-Grant. Although not in the top ten - Clinton Avenue School also posted gains at more than twice the state average – and had particular success with third graders reading at goal – with an impressive increase of 44.7 percentage points.
Key Questions:

- Who do you have at the table?
- Who is missing from the discussion?
- What additional information do you need?
- Who in the community can you connect with?

- Do you use data to make decisions?
- Are the programs in your school connected to identified needs?
- Are you using data to track program impact?

- Are you communicating about Assets and Needs with staff, parents and community members?
- How do you resolve conflicting priorities?
QUESTIONS?
Cincinnati, OH
April 9-11, 2014

Register Now!
www.communityschools.org
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