Cincinnati Public Schools
Community Learning Centers
Community Learning Centers

- Community Learning Centers are “hubs” for a variety of services and resources for students and their families.

- Through co-located community partnerships, CLC schools provide:
  - Tutoring
  - After School Programs
  - Mentoring
  - Careers and College Access
  - Health/Wellness
  - Parent and Family Engagement

- CLC schools work to integrate school-day and extended day learning
Resource Coordination
REFORM. . . Linking Resources to Students ..One At a Time

2002-2009
Transformation Begins

- Stakeholders commit to CPS schools as Community Learning Centers (CLC’s)
- 21 CLCs established with Resource Coordinators and partnership networks
- CPS Board policies establish CLCs as model for all schools
- CLCs become national model for school community partnerships

**Important Questions raised:**
How is investment in CLCs impacting student achievement?
What does success look like and how do we know when we get there?

2010-2011
Data-Driven, Goal-Focused

- 26 CLC’s. Pilot in 16 lowest-achieving schools transforms Resource Coordination into data-driven process focused on student needs
- Learn how to leverage Learning Partner Dashboard (LPD) to collect and integrate partner service data with student academic, health, attendance, and behavior data
- Impact analysis to determine if partner services are positively impacting students

2012+
Scaled & Sustainable

- 32 CLC’s; standard processes incorporate the use of data and assure quality in CLCs
- Volunteer Coaches provide support for use of process at school level
- Continuous Improvement to increase impact

**Tutoring Impact on Math Scores**

<table>
<thead>
<tr>
<th>Tutoring Impact</th>
<th>% Scores Improved</th>
<th>% Scores Declined</th>
<th>% Scores Unchanged</th>
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</thead>
<tbody>
<tr>
<td>Tutored</td>
<td>40%</td>
<td>10%</td>
<td>50%</td>
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<tr>
<td>Untutored</td>
<td>29%</td>
<td>16%</td>
<td>55%</td>
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</table>
Resource Coordinators at each school:

- Identify and Assess Student Needs and Priority Factors
- Identify Partners to Meet School Priorities and Student Needs
- Assess the Alignment and Impact of Community Partners
- Ensure the Appropriate Use of Data
- Follow Program Evaluation Timelines
REFORM
Process + Tool = Success
Review the Data

Assemble the Team
Use Comprehensive Data
Set Specific, Measurable Goals
**21st Century Community Learning Center @ Pleasant Ridge**

**Cincinnati Public Schools**

- **Pleasant Ridge Montessori**
  - Principal Maria McDonough

- **Local School Decision Making Committee**

**Angie Okuda**
- CLC Resource Coordinator
- 363-4474
- aokuda@cincinnatiymca.org
- okudaan@cpsbge.k12.oh.us

**YMCA of Greater Cincinnati**
- Rebecca Kelley
- rkelley@cincinnatiymca.org

**COORDINATING PARTNER**
- **Target PRMS Students in Need of Mental Health Services**
  - **ALL PRMS Students**
  - **Parents**
  - **Families**
  - **Community Members**

**ACADEMIC**
- Better alignment of Volunteers and students identified as “targeted” paired with appropriate services.

**PARENT INVOLVEMENT**
- Reach ALL families to impact student success.

**COMMUNITY ENGAGEMENT**
- To create a CLC w/active participation of parents, extended families, community members, neighbors & partners

**WELLNESS**
- To develop awareness & practice in each child and adult at PRMS that incorporates the values of a healthy lifestyle: Physical, Mental and Spiritual

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**TECHNICAL AREAS**

<table>
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<tr>
<th>Community Engagement</th>
<th>Mental Health</th>
<th>Primary/Dental Health</th>
<th>After School</th>
<th>Tutoring</th>
<th>Mentoring</th>
<th>Other</th>
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<tr>
<td><strong>COORDINATING PARTNER</strong></td>
<td><strong>CLC Resource Coordinator Angie O. 363-4474</strong></td>
<td><strong>Children’s Home Of Cincinnati Kristen Meyer 363-4449</strong></td>
<td><strong>School Health Aide Cecily Laycock 363-4421</strong></td>
<td><strong>YMCA Angela Grunkemeyer 363-4482</strong></td>
<td><strong>Maureen Simon Tut. Curric. Coord. #363-4479</strong></td>
<td><strong>Cincinnatii Youth Collaborative Donald Swain</strong></td>
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</table>

**TARGET**

- **ALL PRMS Students**
- **PRMS Students in Need of afterschool programming**
- **Targeted PRMS Students in 3rd-6th grade**
- **3rd-6th graders #1 priority Homeless and Students w/ Incarcerated parents**
- **ALL PRMS Students Parents Families and Community Members**
<table>
<thead>
<tr>
<th>Name of Provider</th>
<th>Service Type (e.g., Academic, Health &amp; Wellness, Arts and Culture, Student Support, Parent Engagement, Community Engagement)</th>
<th>Brief Description</th>
<th>Target Audience</th>
<th>Number Served</th>
<th>Outcomes/Targets</th>
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<tbody>
<tr>
<td>Xavier University</td>
<td>Academics</td>
<td>Provide professional development for PRMS staff and develop a professional practices program for Xavier students majoring in Montessori education, and other teaching specialties, such as educating students with disabilities</td>
<td>All PRMS staff, students, families and Montessori Community</td>
<td>600+</td>
<td>Youth Development</td>
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<td>Xavier University</td>
<td>AfterSchool Activity</td>
<td>Keyboard educational program</td>
<td>PRMS Students</td>
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<td>“Keyboard Kids” Program</td>
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<td>Pleasant Ridge</td>
<td>Community Engagement</td>
<td>Neighborhood within PRMS boundaries</td>
<td>Residents and families</td>
<td>Unlimited</td>
<td>Social Responsibility, Youth Development, Healthy Living</td>
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**PLAN FOR SCHOOL SUCCESS**

**CINCINNATI PUBLIC SCHOOLS**

**ACTION PLAN FOR PARTNERSHIPS TO REACH SCHOOL GOALS**

**GOAL 1-- ACADEMIC:** (Select curricular goal for students from the school improvement plan, such as improving reading, math, writing, science, or other skills.)

<table>
<thead>
<tr>
<th>Desired result(s) for THIS goal:</th>
<th>How will the school measure the result(s)?</th>
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<tr>
<th>PARTNER (CONTACT INFO)</th>
<th>SPECIFIC GRADE &amp; ACTIVITY</th>
<th>DATE / TIME OF ACTIVITY</th>
<th>STATUS (PLANNING, IN PROGRESS, COMPLETED)</th>
<th>DATE OBSERVED</th>
<th>COMMENTS</th>
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Note if funds, supplies, and/or resources are needed for these activities?

Add pages to outline more activities that support THIS goal.
# Needed Resources

## TUTORS

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<th>Grade Level</th>
<th># of ELA Tutors Needed</th>
<th># of Math Tutors Needed</th>
<th># of Science Tutors Needed</th>
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## SERVICES

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Focus on Individual Student Needs

Classroom Profile
LPD Reports
Welcome to the Cincinnati Learning Partner Dashboard! This site enables schools and partners to have more comprehensive information on students to ensure that the students have access to coordinated and quality services to help them achieve success in school.

**Learning partners** have the ability to upload student-level data about the programs and services they are providing to students. The benefit to the partners is that they can help support students in school, as well as have better data to modify and enhance their programs. In return, **schools** get access to data collected by its partners on the frequency and length of visits by its students to various in school and out of school activities and services.

Schools and partners are able to better communicate and collaborate as well as ensure that the services being provided are having maximum impact on student academic success.

To view a demonstration video of this system, click here.

### Dashboard Summary

<table>
<thead>
<tr>
<th>Number of Students Served By All Partners</th>
<th>Percentage of CPS Students Being Served</th>
<th>Number of Partners Serving Students</th>
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<tbody>
<tr>
<td>26,773</td>
<td>82.8%</td>
<td>429</td>
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</table>
Comprehensive Student Data

- District Student Data:
  - Student Demographics
  - State Test Scores
  - Attendance
  - Behavioral Incidents
  - GPA
  - Course Grades
  - ACT/SAT Scores
  - Graduation Status

- Learning Partner Dashboard
  - Mentoring Services
  - After School Programs
  - College Access Services
  - College Enrollment Data
  - Health Services
  - Early Childhood
  - District Student Data
  - Tutoring Services
Benefits

Channeling Resources to Students
Helping Them Succeed

Learning Partner Dashboard (LPD) integrates academic and non-academic data in one place:

• CPS uploads school and performance data nightly
• Partners contribute information on students they service (who, what, when)

LPD highlights which partner are serving which schools and students that need help. Resource Coordinators, or other school-based experts, help them get it.

Driving Data-based Decision Making

Summaries available to Resource Coordinators, partners, schools, and CPS, showing:

• “At risk” students and resources assigned (or not)
• Who is servicing which students, in which schools

Data analysis creates “intelligence”, helping schools and partners:

• Understand the impact of services on student learning
• Invest resources in a way that maximizes impact on student success
AGREEMENT FOR LEAD AGENCY RESOURCE COORDINATOR

THIS AGREEMENT is entered into by:

City School District of the City of Cincinnati and Urban League, a not for profit corporation, based in Ohio at 3458 Reading Road, Cincinnati, Ohio 45229, Lead Agency for Resource Coordination at Woodward High School.

THIS AGREEMENT is effective July 1, 2010 to June 30, 2011.

City School District of the City of Cincinnati ("CPS") is a district committed to the development of all schools as Community Learning Centers designed to support student achievement and family and community engagement.

Urban League ("Agency") is a not for profit corporation selected to provide the Resource Coordinator.

AGREEMENT

1. CPS agrees to provide the management services and fiscal responsibility for the CPS Community Learning Center Lead Agency Resource Coordinators and will be responsible for the orientation and support of the Resource Coordinators. CPS retains responsibility for its Community Learning Centers. CPS funding will be provided from Title I funds, Greater Cincinnati Foundation and United Way.

2. Agency agrees to:
   a. Hire and employ a Resource Coordinator, at a cost not to exceed $70,000 for the 2010-2011 school year, who will work full time at the CPS Community Learning Center and whose primary responsibilities will be the Community Learning Center.
   b. Comply with applicable CPS board policies and in accordance with local, state, and federal laws including but not limited to a criminal background check for the Resource Coordinator and other Agency staff with notification to the Principal and Local School Decision Making Committee of criminal convictions on an ongoing basis.
   c. Ensure that the Resource Coordinator signs and abides by the Confidentiality Agreement in Exhibit I and forwards a copy of the signed agreement to the Principal. Resource Coordinators may not promote a specific SES provider. Resource Coordinator may provide parents general information concerning SES tutoring but not information regarding specific providers. Resource Coordinators may not distribute SES promotional materials on CPS property. Neither Resource
CONFIDENTIALITY AGREEMENT FOR RESOURCE COORDINATORS

City School District of the City of Cincinnati ("CPS") will provide the Resource Coordinator ("Coordinator") with access to the District’s Dashboard system to view student information. As an authorized user of Cincinnati Public Schools’ student information, the Coordinator must maintain the confidentiality of student information. "Student information" means all records that are directly related to a student and are maintained by CPS and CPS’ employees for the student’s education. The Coordinator may not use or disclose student names or any other student information outside of any authorized use.

The Family Education Rights and Privacy Act (FERPA) prohibits disclosure without authorization of any student information that you may become aware of as part of your duties. Students have the right to expect that student information will not be shared with individuals other than designated school officials. Even when discussing a student with individuals directly involved in the student’s education, such as teachers, principals, guidance counselors, or other designated school officials, you may share student information only to the extent that the information is relevant to the student’s education.

You may not attempt to alter, change, modify, add or delete student information unless specifically authorized to do so. You are only authorized to access or copy student information to the extent necessary to perform your legitimate duties. You may not access or copy student information that you have no legitimate need to know or use. Any copies of student information, regardless of legitimacy, must be protected.

As an authorized use of CPS’ student information you are required to safeguard your access code and are responsible for any unauthorized use of your code. You must report any suspicion or knowledge that your access code or any student information has been misused or disclosed without authorization.

Student information may be disclosed in a grave medical emergency to the extent necessary to facilitate medical care.

I have read the above and agree to maintain the confidentiality of student information. I understand that failure to fully abide by the above is grounds for immediate discipline, up to and including legal liability and termination.

___________________________________________________________________________
Name (Please Print)

___________________________________________________________________________
Signature

___________________________________________________________________________
Date
Parent/Guardian Consent Form
Student Computerized Records

The Cincinnati Public Schools partners with a number of organizations to assist with addressing student needs. At School Name these organizations include:

- Partner 1
- Partner 2
- Partner 3
- Partner 4

The partners offer an array of services related to the following areas: tutoring, mentoring, health, and after school services. Services are organized and expedited through coordinators who are assigned to individual schools.

The coordinators from organizations may request access to the student computerized records system, including IEP data, to view personally identifiable student data. This would enable the coordinators to appropriately identify and assign services to students. If granted access, the coordinator must maintain the confidentiality of student identifiable information, educational records, and the individual names of students. In addition, the coordinator is only permitted to access student records in their own program and to the extent necessary to perform their assigned duties.

A "privacy" flag on a student's record will not be in effect with the signing of this letter. Confidential information may only be shared to the extent that the information is relevant to the student's educational progress, safety, or well being. Student information may be disclosed in a grave medical emergency which necessitates facilitation of medical care.

A parent/guardian authorization is required to allow the coordinator access to your child's data. Please indicate your consent below.

I have read the above and consent to all partners listed above serving School Name to have access to my child's information.

_________________________________________  _________________________________________
Parent/Guardian Name (print)                Student Name (print)
<table>
<thead>
<tr>
<th>School Name</th>
<th>Grade</th>
<th>Student Name</th>
<th>Student ID</th>
<th>Targeted Service</th>
<th>Referral</th>
<th>Disability</th>
<th>LEP</th>
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Priority Factors and Pilot Project

- Five or More Unexcused Absences
- Five or More Tardies
- Five or More Behavioral Referrals
- OAA Reading Performance “Not Proficient”
- OAA Math Performance “Not Proficient”

Students with these risk factors are given priority access to resources and services.
Offer Support To Partners

Training
Partner Meetings
Data Reports
Resource Coordination: Identifying and Meeting Student Needs

- Percent Math Risk Receiving Tutoring: 64%
- Percent Reading Risk Receiving Tutoring: 66%
- Percent Behavioral Risk Receiving Service: 86%
- Percent Attendance Risk Receiving Service: 75%
- Percent with Risks Receiving Any Service: 77%
Measure Impact of Community Learning Centers
Support Service(s) and Point Increase in OAA scores from 2009-10 to 2010-11

Average Point Increase

- **Tutoring**
  - No Service Math Scores: 2.6
  - Support Service(s) Math Scores: 7.2
  - No Service Reading Scores: 2.4
  - Support Service(s) Reading Scores: 6

- **Mentoring**
  - No Service Math Scores: 3
  - Support Service(s) Math Scores: 5
  - No Service Reading Scores: 2.7
  - Support Service(s) Reading Scores: 3

- **College Access**
  - No Service Math Scores: 2.7
  - Support Service(s) Math Scores: 3.8
  - No Service Reading Scores: 3
  - Support Service(s) Reading Scores: 1.9

- **After-School**
  - No Service Math Scores: 3
  - Support Service(s) Math Scores: 4.6
  - No Service Reading Scores: 2.7
  - Support Service(s) Reading Scores: 3.7

- **Any Service**
  - No Service Math Scores: 1.8
  - Support Service(s) Math Scores: 4.6
  - No Service Reading Scores: 2
  - Support Service(s) Reading Scores: 2
Despite having higher average number of priority factors, students with tutors made important gains in OAA math and reading.

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<td>390.4</td>
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<td>+7.2</td>
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Partner Data Analysis for Continuous Improvement

Programs

Math - Fall 2010
32.1 24.8 32.5 27.6 31.5 24.2 27.7 32.4 36.3 22

Math - Spring 2011
48.6 39.2 46.2 45.2 46.6 41.3 40.5 50.3 56.1 48.5

Difference
16.5 14.4 13.7 17.6 15.1 17.1 12.8 17.9 19.8 26.5
Parent and Family Engagement

- Parent engagement plays a vital role in supporting students’ social and academic growth.

**Percent of Families Engaged**

- CLC Schools: 54.0%
- Pilot Schools: 67.1%

**Percent of Families Who Volunteer**

- CLC Schools: 8.5%
- Pilot Schools: 6.9%
School Turnaround in Cincinnati: Effectively Leveraging Families and Community Resources to Support Academic Goals

As part of Cincinnati Public Schools’ (CPS) aggressive school turnaround initiative—the Elementary Initiative—school principals modified the role of existing “Resource Coordinators” from volunteer coordinators to analysts charged with allocating and tracking external resources and holding partners (e.g., student mentoring programs, parent volunteers, and nonprofits interested in providing services to the school) accountable. Volunteers are assigned to individual classrooms and programs according to schools’ academic priorities as opposed to volunteers’ interests. Focusing volunteer efforts necessitates saying no to some offers (e.g., sponsorship of a program that does not support high-priority turnaround goals). Principals in CPS schools identified the role of the resource coordinator as extremely valuable to managing the principal’s time and targeting valuable resources, including families and other community members.”
