

Transforming Schools Revitalizing Neighborhoods™

Cincinnati Public Schools Community Learning Centers Manual



A Guide for Resource Coordinators



CPS' Community Learning Centers

"... Cincinnati Community Learning Centers ... are 'putting the public back in public education'. The goal is to make all ... schools in Cincinnati into Community Learning Centers, and the district is well on its way to reaching that goal. Each Community Learning Center school has the support of a site Resource Coordinator who collaborates with health, legal, after school and other services that provide wraparound services for the students and families served by that school. The schools become 'neighborhood hubs that provide academic and enrichment support to students, families and communities beyond the traditional school day.' There is absolutely nothing complacent about the community leaders and educators in Cincinnati, Ohio, as they galvanize their communities to meet the complex needs of the students they serve."

Excerpt: Urgency and Complacency in Public Schooling
By Cheryl S. Williams, Executive Director of the Learning First Alliance
Education Week

May 29, 2012

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Community Learning Center Manual

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Introduction

Cincinnati Public Schools’ Community Learning Centers

The story of Cincinnati Public Schools’ Community Learning Centers (CLC) and their Resource Coordinators is the story of a community’s quest for success for its children, its schools and its neighborhoods. The belief that all three must work together if children are to be successful is the basic tenet of Community Learning Centers.

The physical school building changes when it becomes a Community Learning Center. Space is allocated to selected community partners who set operations in the building from which to serve students and the community.

The goal? To leverage a community’s strengths and assets in order to lift students to a high level of achievement and thereby improve schools and revitalize neighborhoods. In this process, taxpayers see the kind of return on their investment in public schools that reinforces the model — and inspires even greater community participation and support.

Sound lofty? It is, but it’s happening, and the results are proven. It began with the idea of returning schools to their long-ago role as centers of community life — places where individuals, agencies and local businesses participated in school success — but doing so in a planned and intentional way, fortified by 21st century know-how.

Over the years, schools became more isolated from their communities and, by the late 20th century, were seen mostly as academic centers. But they never totally lost community participation. Community members, agencies and local businesses still were showing up in schools across the country, offering to tutor, mentor, donate supplies, and to provide some health services or career training. These efforts were well-meaning, but no one knew if they were really helping schools and students succeed.

Something was missing. No one was responsible for making sure that goals were set, progress was tracked, or community partners were given the resources needed to help students succeed — or, at the least, that the partners were thanked for their services. No one had responsibility for figuring out which students needed which services, for taking an unblinking look at what was and wasn’t working, and championing changes.

The Resource Coordinator’s role in Cincinnati Public Schools began with the understanding that the community had to find people to do that work if Community Learning Centers were to succeed. Nine people were hired and named Resource Coordinators as part of a pilot in 2006.

Through several years of trial and error, successes, misses and resets, we have been finding our way — developing processes, measurements, standards and best practices. It was difficult in the beginning, but we saw improvements and knew we were on the right track. The 2012-13 school year began with Resource Coordinators in 33 Community Learning Centers, and the ultimate goal is to have resource coordination in all Cincinnati Public Schools as funding is acquired.

Cincinnati Public Schools are making progress, and other districts have started coming to Cincinnati to see how we’re doing it. Not because we’re finished, but because we’re on to something that’s working.

The purpose of this manual is to begin to codify our best practices and processes, so we can share them among our own Resource Coordinators as well as with anyone who thinks that what we’ve learned might help their own community or school district.

We are a learning community, and we view this manual as an evolving learning tool. Our school teams will help us refine and define best practices, all the while becoming more and more adept at balancing standard practices with the unique needs of their individual schools and communities.

We’ll share and update these best practices as our Community Learning Center teams demonstrate excellence and results, and that also will help us build on the learning reflected in this manual.

History

The Growth of the Community Learning Centers Movement

Fertile Ground for Change (1990s – early 2000s)

After years of use — for some, more than a century — Cincinnati Public Schools' buildings required renovating or rebuilding. The district and community leaders hoped to find a way to simultaneously transform the schools and revitalize surrounding neighborhoods. Observing the effectiveness of several community organizations already working in a handful of CPS buildings, they explored creating schools as joint-use facilities with colocated community partners. Research and visits to other districts validated this Community Learning Center model. Cincinnati Public Schools adopted its Facilities Master Plan in May 2002 for rebuilding its schools and to begin providing a structure and framework for community partner support.

A community engagement campaign, led by the Children's Defense Fund and funded by the Greater Cincinnati Foundation and the KnowledgeWorks Foundation, began for the district's 52 neighborhoods. With learning from these outreach efforts, Cincinnati Public Schools and the Children's Defense Fund developed written plans for community engagement and community learning centers, including:

- The need for a Resource Coordinator in each school, to be chosen by the Local School Decision Making Committee (LSDMC).
- Two defining documents: "Guiding Principles for Community Learning Centers" and "Parameters for Partnerships." (See appendix for the two documents.)

Taking Root and Gaining Community Support - (2003– 2008)

Through outreach campaigns and a 52 neighborhood community engagement process, the Cincinnati community understood the need to renovate school buildings and worked together to help revitalize neighborhoods. In 2003, they approved a bond issue

that launched the largest public works project in Cincinnati's history. With funding from private local sources, various grants, the state and the voter-approved bond issue, nearly \$1 billion was identified to rebuild or renovate Cincinnati Public Schools.

Two early Community Learning Centers were Rockdale Academy and Riverview East Academy, both designed with specific partnerships in mind.

Rockdale Academy opened in January 2005 with a 1,200-square-foot health clinic built into the new school. Riverview East opened in January 2006, designed by three communities close to the Ohio River — East End, Linwood and Columbia Tusculum. Cincinnati Early Learning Centers is established as Riverview's colocated partner with child-care space built into the school design.

The U.S. Department of Education awarded to CPS several 21st Century Community Learning Center grants to fund academic enrichment opportunities during after-school programs. This funding allowed CPS and its partners to begin a pilot project that places Resource Coordinators at nine Community Learning Centers. And, the Greater Cincinnati Foundation and United Way of Greater Cincinnati invested \$1.8 million over four years in CPS' Community Learning Center initiative.

Like agencies began working together to create a system for matching specific services to specific schools. For example, Mindpeace became the partnership network for behavioral health services, and Growing Well Cincinnati became the network for general health services and support. Other like agencies began to meet together to look at data and common practice. Resource Coordinators worked with these networks to identify partnerships and expand services at CPS' Community Learning Centers.

Nurturing and Cultivating the Work (2009 – 2011)

Cincinnati Public School's Board of Education declared that each school building would be a Community Learning Center. The communities designed their schools, including selection of partners to support school and community goals. School design teams included school staff, parents and other community members appointed by the LSDMCs (Local School Decision Making Committees). In addition, the Board stated that each Community Learning Center would have a Resource Coordinator. These Resource Coordinators were charged to work as a team with principals and LSDMCs to engage partners in concert with school needs and priorities.

Cincinnati Public Schools (CPS) and its partners took an unblinking look at the district's schools, some still rated by the state in Academic Emergency — including some of the 26 schools now touted as Community Learning Centers — and asked:

- How is investment in CLCs impacting student achievement?
- What does success look like, and how do we know when we get there?

A data-informed process, designed to measure results and prescribe actions for Community Learning

Centers, was introduced. Sixteen schools, all part of the Elementary Initiative school turnaround model, engaged in a pilot project using the new process and tracked how individual students responded to services in the Community Learning Centers. The pilot introduced Elementary Initiative Strategies such as the intense use of data to drive decisions and track results into the Community Learning Center.

Resource Coordinators in this pilot were challenged to take on a stronger analytical role to drive accountability throughout the system. Working with principals and partners, they used academic and non-academic data to allocate partner resources, track results, and identify and minimize barriers to academic achievement.

The Learning Partner Dashboard (LPD), a data-management system designed by CPS in partnership with The Strive Partnership, Microsoft, and Procter & Gamble, was used in the pilot to track individual student progress. With the Learning Partner Dashboard, mountains of Excel spreadsheets, formerly used by Resource Coordinators to track partner services and student progress, are replaced by an electronic tool designed to meet their needs more simply and efficiently.

The pilot showed promising results that are described in detail in an independent evaluation by Innovations, with Cincinnati Children's Hospital Medical Center. In Fall 2010, CPS announced measurable improvement in 13 of 16 low-performing elementary schools in the pilot project, with five jumping two full categories in state ratings.

In August 2010, CPS became Ohio's first urban school district to earn an Effective rating.

Growing, Learning and Continuous Improvement (2012 – present)

Success of the pilot project is leading to an expansion of data-informed practice to all 33 Cincinnati Public Schools' Community Learning Centers. The REFORM model has been written and introduced to provide how-to steps and guidelines for resource coordination in the schools and to share best practices, tools and resources. Resource Coordinators are implementing the new approach and contributing critical feedback for refinement.

The Learning Partner Dashboard (LPD) is being utilized to collect and report data consistent with the REFORM model. The process (REFORM) and the tool (LPD) support resource coordination. Coordinators continue to help refine and improve the process as their work gains attention, and their data analysis becomes critical to supporting student success.

CPS maintains its ranking as the highest-achieving urban school district in Ohio on the 2010-2011 Ohio Report Card.

CPS' Community Learning Centers continue to receive recognition as an outstanding model of school reform by the Coalition for Community schools, the American Federation of Teachers, and the U.S. Department of Education — as well as in various local, regional and national media. Resource Coordinators, school personnel and partners are being recruited to show other districts and communities how Cincinnati's Community Learning Centers and Resource Coordinators are helping to transform schools and revitalize neighborhoods.



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.”

Rhim, L. M. (in press). Learning how to dance in the queen city: Cincinnati Public Schools’ turnaround initiative. Charlottesville, VA: Darden/Curry Partnership for Leaders in Education, University of Virginia Darden School Foundation.

Getting Started as a Community Learning Center

Funding

Once funding for the Resource Coordinator has been secured, the school can begin the transformation to a Community Learning Center. Funding typically comes from a combination of district funds combined with grant dollars received from Greater Cincinnati Foundation, United Way of Greater Cincinnati and the Carol Ann and Ralph V. Haile, Jr./U.S. Bank Foundation. In some cases, an organization may offer to be a lead agency for resource coordination without the need for funding. For example, the Community Learning Center Institute, a local non-profit agency working in partnership with Cincinnati Public Schools to expand this work, currently provides fully funded Resource Coordinators in six Cincinnati Public Schools.

Choosing a Lead Agency

Selecting the lead agency may be the most important decision in transforming from a traditional school to a Community Learning Center. The lead agency's mission must be consistent with that of the Community Learning Center; mutual benefit is probably the best predictor of long-term success and the best incentive for the hard work involved in the partnership. The lead agency's role includes hiring and employing the Resource Coordinator and, via that critical role, helping the school to develop and carry out its mission.

Announcement: The district announces the school's need for a lead agency and invites community organizations to respond with letters of interest, which are forwarded to the principal for sharing with the LSDMC. The LSDMC should have representatives from all stakeholder groups, including students, parents,

families, neighborhood residents, businesses and organizations, to enable an efficient, all-inclusive process for the lead agency selection and creation of the Community Learning Center.

Selection of Lead Agency Candidates: The LSDMC reviews the letters of interest and selects potential lead agencies to interview. Additional information may be requested from applicants to facilitate the selection of the best candidates for interviews. Invitations to interview are extended to the selected agencies by the principal on behalf of the LSDMC. The district is notified of those agencies selected for interview.

Interview: Questions are designed to determine the agency's competence, capacity and long-term potential as a partner:

- Is the agency's mission consistent with that of the Community Learning Center?
- Does the agency understand and is it committed to the Community Learning Center model and resource coordination?
- Can the agency train and support a Resource Coordinator?
- How will the agency sustain and support a trained professional who works full time in an off-site location?

Decision: The principal, on behalf of the LSDMC, notifies the candidate selected as lead agency. Those agencies interviewed but not selected are contacted directly by the principal. The principal notifies the district of the selection, and the district draws up a formal contract.



Silverton Paideia Academy

The staff and community of Silverton Paideia Academy, a preK-6 magnet school, envisioned a change and adopted the museum school concept. The school now partners with local nature, cultural and scientific organizations to engage students in creating projects, artifacts and exhibits — creative processes that stimulate and enhance students’ traditional classroom learning. The LSDMC selected the Cincinnati Art Museum to be the school’s lead agency, and the museum is helping the school strengthen partnerships with local cultural institutions and build capacity for student engagement in project-based learning.

Hiring a Resource Coordinator

The lead agency presents two or three top prospects for the position of the Resource Coordinator to the LSDMC. Successful candidates typically have experience working with schools, families and communities, but can come from diverse backgrounds, such as education, social work or business. The LSDMC provides input on the selection of the Resource Coordinator as this position works closely with school leadership. The district provides training and support for the Resource Coordinator.

Job skills —

What to look for in a Resource Coordinator:

- Experience working with schools, families and communities
- Ability to build relationships with diverse stakeholders
- Data collection and management, compiling and reporting data
- Presentation skills
- Experience creating and managing partnerships
- Ability to implement a new idea
- Marketing experience

Value-add —

What a Resource Coordinator does for a school:

- Lessens burden on principal and teaching staff to meet diverse needs of students
- Helps principals “use community resources to improve student learning” (Standard 5.1 on principal evaluation)
- Assumes a marketing role that ranges from writing partner newsletters to motivating community influencers to act on behalf of the school
- Develops and manages effective partnerships with minimal oversight
- Promotes trust and collaboration between internal and external school stakeholders
- Helps retain and/or increase student enrollment

Creating the Plan

The District's Vision: The CPS Board of Education, with encouragement from the voting public, decided that all Cincinnati Public Schools would become Community Learning Centers. This mandate incorporated a vision of schools as community hubs — as centers of neighborhood life with parents, businesses, community leaders and residents participating in the work of educating the community's young people and preparing them to succeed as adults. This broad vision allows great latitude for customization by individual communities and schools.

Your School's Vision: Each school community decides, through a visioning process, how to design its Community Learning Center to meet the unique needs of the community and school.

The resource coordinator leads this visioning process by following the steps below:

Step 1: Meet with the LSDMC and Principal — The Resource Coordinator needs a clear picture — an inventory — of what is already going on at the school. The first meetings are with the principal and the LSDMC to learn about the school's challenges, strengths and weaknesses; current school partners and what they bring to the school; programs in place both during and after the school day; what's going well and what isn't; and what are their expectations of the Resource Coordinator's role. This team designs the message that the Resource Coordinator will carry to the community, i.e. "Helping students succeed is something we all care about: How do you think our school, families and community can work closer to meet the needs of young people?" This message guides the Resource Coordinator to reach into the community to inspire the collective action needed to establish a successful Community Learning Center.

Step 2: Assess the Pulse of the Community — The Resource Coordinator spends time in the community, talking with students, parents and other constituencies, to learn about their perceptions and experiences with the school. Community outreach develops and deepens the Resource Coordinator's understanding of the school and community, and helps position the Resource Coordinator to lead the Community Learning Center.

The Resource Coordinator shares the information gathered from community outreach with the principal, and prepares a written report that combines these findings with academic, attendance and behavior data provided by the principal. This report will inform both the process of envisioning the Community Learning Center and all steps in the REFORM model.

Engagement continues even after the Community Learning Center is open and operating, with the Resource Coordinator involved in some or all of the following initiatives:

- Door-to-door campaigns to solicit organization and business support
- Community events, such as student performances, health fairs, etc.
- Campaigns to recruit mentors and tutors
- Community conversations with district leadership at school sites
- Community newsletters
- Participation in community council meetings

A community's needs can change; a CLC thrives only when connected to the community's pulse and responsive to its needs and interests.

Step 3: Create the Vision — The Resource

Coordinator, assisted by the district's Community Learning Center Coordinator leads the LSDMC, principal and other key stakeholders through the process of envisioning the transformation into a CLC — identifying desired partners, programs and operational guidelines. The group is encouraged to explore a set of fundamental questions, such as the ones listed below, before the first CLC blueprint is drawn:

Reflecting on Your Community

Learning Center Vision:

- Who are our students and families, and what are their unique learning needs, interests and assets?
- What does the data say about our school's progress in meeting student needs?
- What community resources are available to help address needs or interests?
- What academic and non-academic barriers will our Community Learning Center address?
- How should we organize ourselves, structure our work, and engage key stakeholders to assure we are successful?
- What does success look like, and how will we measure it?

This group may meet several times, synthesizing ideas, feedback and needs into concrete plans for the school. This is a critical step to laying the groundwork for the Community Learning Center and establishing the goals for the work of the Resource Coordinator.

Getting Started Checklist:

- School acquires funding for the Resource Coordinator position
- Announcement is made by district
- Lead agency is chosen by the school
- Resource Coordinator is hired by lead agency with consent of LSDMC
- District is notified of decision and initiates contract with lead agency
- Contract is signed by all parties (lead agency, LSDMC and principal)
- Confidentiality Statement is signed by Resource Coordinator
- Resource Coordinator meets with principal and LSDMC
- Resource Coordinator assesses community
- Community data is compiled by Resource Coordinator and shared with LSDMC
- LSDMC creates Community Learning Center vision for implementation by the Resource Coordinator

See appendix for Getting Started section tools.



Mt. Washington School

In 2011, Mt. Washington School chose the Community Learning Center Institute as its lead agency for resource coordination. This agency provided a full-time Resource Coordinator to the school and worked with the LSDMC to create a Community Learning Center vision.

The visioning process resulted in the identification of some of the challenges and opportunities for engagement. Challenges included the location of the school, at the time temporarily housed in a different neighborhood while its building was under renovation. Demographics were changing with enrollment of increasing numbers of students with special needs and students from families living at or below the poverty level. The school had recently dropped from an Effective state rating to Continuous Improvement, and school leadership was concerned about increasing student achievement.

The Resource Coordinator, charged with connecting to the community, went to council meetings, presented locally, went door to door in the business district, and reached out to the larger Cincinnati community, to deliver the message that Mt. Washington School was serious about meeting the needs of students and families and wanted community support.

Results were astounding. The principal and Resource Coordinator engaged 65 partners in collective action. Anderson Hills United Methodist Church offered to host 25 students to its site weekly for dinner, tutoring, and mentoring. Businesses, such as Procter & Gamble, and Morgan, Stanley, Smith and Barney — stepped up support to the school as Adopt-a-Class partners. Two mental health agencies, Cincinnati Youth Collaborative and the University of Cincinnati, placed staff to work in the school.

Mt. Washington School's vision for a school supported by its community is being realized — and was rewarded with a rating of Excellent on the 2010-11 Ohio Report Card.

Making It Happen — Implementation of the REFORM Model

Traditional schools become successful Community Learning Centers when Resource Coordinators, LSDMCs and principals work together, and community resources are successfully linked to students and families. The steps to this successful resource coordination process are:

REFORM =

Review data and set goals
Engage partners
Focus on individual students
Offer support
Reset
Measure impact

Although these steps are presented consecutively, all overlap, all remain part of the ongoing process and all require continuous review and management.

The goal is to allow for school-by-school customization while applying the best practices gleaned from our experience. Each school is different; skills and capabilities vary among Resource Coordinators and the partners, staff and community linked to the school. But no one should have to reinvent the proverbial wheel.

R = Review data and set goals

Overview:

This is where school data, both academic and non-academic, are collected and analyzed by the Data Review Team; needs and priorities are identified; and school goals are set.

pening broadly in a particular population: Too many third-graders not reading at grade level is an academic trend; high incidence of a health condition is a non-academic trend. Both likely will impact academic results.

Description:

Data can be overwhelming, particularly for anyone new to the process. It becomes manageable when viewed in a prescriptive way — that is, with the school's challenges and goals in mind.

Community Learning Center partnership goals are “stakes-in-the-ground.” Ideally they are bold, specific and measurable outcome statements that paint a picture of what success looks like and motivate others to support – i.e. “All third-graders are proficient in reading,” or “All ninth-graders complete required coursework.” These goals mirror the school’s OnePlan goals but are tailored for partners and community.

The job is to identify trends, decide what resources are needed to impact school success, and set partnership goals accordingly. Trends are anything hap-

Process:

Take Inventory: First, a clear picture — an inventory — of all available data is needed. Looking at data is an ongoing process. The data vary for elementary and high schools. There are objective and subjective data.

Objective data are quantifiable and measurable. Subjective data are based on informed impressions and observations. Here are examples:

Academic	Health & Wellness	Partner	Parent	Community
<p>Objective: State test data from previous year and current pretest; attendance data, discipline, college placement data</p> <p>Subjective: School culture, barriers to learning</p>	<p>Objective: Health screenings, visual, dental, mental health</p> <p>Subjective: health literacy, cultural influences, family diet habits</p>	<p>Objective: Number of students participating in activities; Learning Partner Dashboard, progress data</p> <p>Subjective: Partner satisfaction, anecdotal reports by students, parents</p>	<p>Objective: Parent attendance at conferences and events; parent demographic data, number of parents using Power School, number involved in school</p> <p>Subjective: Communication with parents, parental interests</p>	<p>Objective: Number of community members involved in the school; community demographics, number of business partners</p> <p>Subjective: Community relationships, school's reputation in community</p>

Organize the Data: The resource coordinator and principal review the data collected by the resource coordinator together, prepare a preliminary evaluation of trends and needs, and prepare a packet of information for the "Data Review Team."

Assemble Data Review Team: With input from the principal/LSDMC, the resource coordinator invites a representative group of partners, school and community staff to be part of the Community Learning Center "Data Review Team". This group is charged with reviewing trends and aggregate data to help determine those targets and goals for resource coordination. The team is informed of its role and responsibilities: to help set goals/targets for Community Learning Center work and to support by monitoring progress throughout the year.

Key stakeholders — the Data Review Team:

- Principal
- LSDMC member or chair
- Teacher(s), Instructional Leadership Team (ILT), Academic Coaches
- Health professional (e.g., school nurse)
- Lead agency representative(s)
- Community leader (e.g., president of community council)

Set the Goals: With the principal's and Resource Coordinator's leadership, the Data Review Team studies trends and sets goals for the Community Learning Center, as well as for specific student groups, and defines what success looks like. Goals are specific, measurable and intended to move the bar by impacting academics, behavior, health and wellness — or any trend that has been identified. The goals are consistent with the school's OnePlan and stated in ways that are motivating and engaging for partners.

The Data Review Team meets throughout the year to look at new data and assess progress toward goals. Reports from the Learning Partner Dashboard are shared at the meeting. The Data Review Team assists the Resource Coordinator throughout the year to support achievement of goals.

Review the Data Checklist:

- Data from various sources is collected and shared with principal
- Principal and Resource Coordinators compile data for Data Review Team
- Data Review Team meeting is scheduled and roles/responsibilities shared
- Data Review Team sets CLC goals for academic achievement, family, community engagement, and health and wellness
- Resource Coordinator puts goals in Learning Partner Dashboard and creates Organization Chart
- Learning Partner Dashboard classroom profiles are used to identify targeted students

See appendix for Review Data section tools.

Sample questions for discussion by Data Review Team:

- What trends are making academic achievement difficult?
- What services appear to be positively impacting academic achievement?
- What do we most need to do for the school as a whole?
- Which subsets of students most need help?
- What partners and services can best achieve this change?
- What are the "stakes in the ground" (goals) that partners can help achieve?



Ethel M. Taylor Academy

The closing of a city health center located in the recreation center behind Ethel M. Taylor Academy left many families and students without accessible health care. The school nurse no longer could walk across the street to pick up student's prescriptions. Data showed many asthmatic children attending Taylor, and many families were transportation-challenged. One-hundred percent of Taylor's student population was on the federal free lunch program, and most of its families were on Medicaid.

The team at Taylor, including the Resource Coordinator from Central Clinic, realized they needed to make the case for a school-based health center. Otherwise, there would surely be a decline in the health of students and families, impacting attendance and academic achievement.

The Resource Coordinator and Data Review Team dove into the data. They closely followed chronic health problems, mental health trends such as students with Attention Deficit Disorder (ADD) not getting their prescriptions filled, absentee trends and more. They also surveyed parents and students about how often they'd been to the doctor or been sick, and surveyed teachers about coughing and other symptoms in their classrooms.

Among the discoveries, after the clinic closed: the number of asthma issues increased; the school nurse was seeing a large patient load of 80 students per week; more students with ADD and Attention Deficit Hyperactivity Disorder (ADHD) were not getting their prescriptions filled; dental issues increased to a higher percentage than at the average school.

Simultaneously, the Taylor team rallied community partners, parents and residents in support of the need for a school-based health center.

Confident, based on the data and community support, that the school could make the case, they also began interviewing potential partners and chose the Cincinnati Health Department as their proposed partner.

The persuasive data became the catalyst for requesting a grant from the Health Foundation for planning and implementing a school-based health center. When the Health Foundation came to Taylor to evaluate the grant request, the school's partners, parents and community members were there. The LSDMC had prepared a letter of support. The Growing Well Cincinnati collaborative and Taylor's Data Review Team were there, too, to present data and help make the case. The grant was awarded. The new clinic opens September 2012.

E = Engage Partners

Overview:

This step is about identifying and recruiting the right partners, integrating them into school operations, sharing accountability for results, and nurturing the relationships. A partner is defined as any group or organization providing a program, activity, or service to individuals or groups of students on an ongoing basis. Engaging and aligning these partners is the primary role of the resource coordinator.

Description:

Having partners in the school is important; having the right partners in the school, focused on the right goals, is vital. Engagement of partners must be strategic and intentional; every partner has a problem-solving role. The Resource Coordinator leads and facilitates all aspects of partner engagement: identifying and successfully recruiting partners, integrating them into the school, nurturing the relationships, and supporting each partners ability to get results.

The Resource Coordinator is the face of the school to the community, knows what's happening and participates in the community as well as in the school. The Resource Coordinator understands the community's issues, strengths and assets, and likely attends community council meetings as well as functions for local business leaders, politicians and other decision-makers. It is this broad perspective that enables the successful Resource Coordinator to continuously match the assets of the community to the needs of the school and its students.

For example, if the CLC's goal is to boost third-grade reading proficiency, the Resource Coordinator knows that tutors will be needed. Partners also can support

this goal in an indirect way. For example, scout meetings can include a reading session. Food partners can have the students read about the foods they're eating or write recipes. Obviously, the third-graders won't learn to read and write if they aren't coming to school, so partners can be engaged to help address attendance and other non-academic factors that impact learning.

The Resource Coordinator ensures that every partner and its agents have a shared sense of the school's responsibility for student success — no matter whether a partner has committed to helping raise third-grade reading, improve attendance or provide enrichment through an arts program. The possibilities for alignment are as limitless as the creativity of the Resource Coordinator and the school team.

The Process:

Complete a Gap Analysis – Gap Analysis is the process of comparing what you have against what you will need to meet a Community Learning Center's goals. This helps to clarify what types of partners to engage. The output of the gap analysis is a list of the types of resources and partnerships needed to fill gaps. These needed resources are shared to engage partners.

Know Your "Ask" – Successful Resource Coordinators know what they want, how to communicate with diverse audiences, and how to tap into the passion of others to serve students. They demonstrate to stakeholders the "value-add" of collective action and shared accountability for student achievement.

Reach Out to Invite In – Partners are everywhere — they just don't know it! From the parent who walks his child to school every day to the owner of the small business down the street, they all have a role to play. Reach out in person, on the phone, via newsletter, at community events — you are the messenger. Engage other school partners in carrying your message — the broader the ask, the greater the chance you will get what you want.

Explore the Networks – Some partners are organized into networks, making it easier to engage a needed service. For example, Growing Well Cincinnati (health), Mindpeace (mental health), Leave No Child Inside (environmental), Be The Change (tutoring), and Adopt-A-Class (business) all have a single point of contact to support Resource Coordinators in locating potential partners.

Orientation – Resource Coordinators host regular orientations for partners coming into the schools. This helps with engagement and provides valuable information for navigating within a school culture. School leadership and key building personnel should be introduced. Resource Coordinators support individual volunteers by providing information on Cincinnati Public School's policies, background checks and security badges.

Formal Agreement – Resource Coordinators establish agreements with partners, whether formal or informal. The partner and school sign a Memorandum of Understanding that includes the statement of goals, how they're aligned with school needs, and expected outcomes. A signed Memorandum of Understanding is a requirement for any partner that provides an ongoing service or activity to the school. These documents assure there is agreement on policies and alignment.

Recording the Partner – The Resource Coordinator ensures that every partner is recorded in the Learning Partner Dashboard and on the Community Learning Center organization chart, partner log and school success plan. This assists in tracking data and sharing progress throughout the year.

Engage Partners Checklist

- Gap Analysis completed
- Clear "ask" established
- Outreach to multiple groups/individuals ongoing
- Orientation schedule established
- Memorandum of Understandings signed
- Badges obtained
- Partners added to Learning Partner Dashboard
- Organization chart, partner log and success plan completed

See appendix for Engage Partners tools and resources.



FamiliesFORWARD

FamiliesFORWARD partners with five CPS schools and is impacting school success through an award-winning program called The Gifts We Share. This nationally recognized program pairs students with older adults who live in the community. Students who participate in this program tend to have attendance rates that are at or above the state average. Their discipline problems also are in the lower quartile, while letter exchanges with their senior mentors help with reading and writing skills.

F = Focus on Individual Students

Overview:

This section is about digging deeper into the data and getting the right resources to students.

Resource coordination is designed to deliver targeted and intentional support to those students most likely to benefit.

Description:

After the Data Review Team analyzes broad school trends and groups of students needing support, the next task is to identify individual students who most likely will benefit from the additional support. The Learning Partner Dashboard is the tool provided to Resource Coordinators to help them single out these students and monitor their progress over time.

This focus on individual students does not mean that the Resource Coordinator ignores other students. It does mean that the Resource Coordinator is claiming those students who will be targets for attention during the school year. As one teacher cannot adequately serve an entire school, one Resource Coordinator never will be able to meet all needs. A targeted approach narrows and intensifies the focus while making it possible to assess the effectiveness of resource coordination.

At most schools, a minimum of 125 students are targeted for Community Learning Center programs or services. These are students who, if gains are made, will help meet the Community Learning Center's goals. For example, a high school may wish to increase the daily attendance rate to 92 percent. The Resource Coordinator can use the Learning Partner Dashboard to identify those students most likely to fall short and target them for services. At the same time, the

Resource Coordinator can look at students with high attendance averages and recommend them for peer mentoring programs and/or awards and incentives.

The Process:

Identify the Students – The Resource Coordinator encourages regular input, in both formal and informal ways, from everyone who works with students in the school. A teacher might mention during an informal hallway conversation that a student needs help. Or, more formally, the teacher can press a "Needs Services" button in the teacher dashboard system, which sends an electronic message to the Learning Partner Dashboard. Data on academics, attendance and behavior are provided in the Learning Partner Dashboard to run reports and identify high-priority students, before meeting with the Principal and Instructional Leadership Team to identify students targeted for Community Learning Center services. Data will change throughout the school year, so students targeted at the beginning of the year may improve over time. Once targeted, however, the student remains on the list until the end of the year for the purpose of assessing the impact of Community Learning Center support.

Connect Students to Partners – Connecting a student to a partner and following up to make sure the connection is successful helps ensure that a positive and productive relationship is developing. When a student is successfully engaged with a partner, the Resource Coordinator officially closes the targeted status in the Learning Partner Dashboard. This doesn't mean the coordination is over, but it is an indication that the student is being served. Resource Coordinators run reports to monitor the number of targeted students receiving services. The goal is 100 percent of targeted students are served, and this is tracked and monitored with regularity.

Monitor progress – Partners update the Resource Coordinator about the participation of individual students, and Resource Coordinators then input data into the Learning Partner Dashboard and share this information with the school’s leadership team. Some partners use their own systems to track student progress and some can upload their data directly into the Learning Partner Dashboard — part of ongoing enhancements to the system. Parents can keep informed about their child’s involvement in partner programs via PowerSchool, an electronic system for communicating student progress to parents. Teachers and Resource Coordinators communicate often about individual student progress and partner support, in Instructional Leadership Team meetings, data meetings, LSDMC meetings, staff meetings, and informal meetings over lunch or after school. Resource Coordinators report monthly to the LSDMC about the Community Learning Center’s programs and the progress being made by partner programs in the school.

Focus on Individual Students Checklist

- List of targeted students compiled by team
- Students “tagged” in Learning Partner Dashboard as targeted for Community Learning Center services
- Partners matched to meet student needs
- Students receiving services are “closed” in Learning Partner Dashboard
- Learning Partner Dashboard and information from partners used to assess student progress and participation

See appendix for Focus on Individual Students section tools.



Woodward Career Technical High School

When the Woodward Career Technical High School team met in 2011 to review data, they concluded what their focus needed to be going forward: Increasing the number of tenth-graders passing the Ohio Graduation Test (OGT). A Community Learning Center goal was set: All 157 sophomores would pass the Ohio Graduation Test in Spring 2012.

The goal became a rallying point for partners to engage with the school and support student achievement. The Resource Coordinator from the Urban League of Greater Cincinnati used data to identify and target students most in need of additional support to pass the test. She targeted the students for Community Learning Center support and planned a multifaceted approach to meet the goal. Working with the principal, the Resource Coordinator planned tutoring sessions for students. Community volunteers hosted “OGT Blitz” sessions at the school on Saturdays, and Messer Construction offered incentives for students who met the goal. All involved at Woodward eagerly are awaiting the end-of-year data to see the improvements in targeted students.

O = Offer Support

Overview:

This section is about ensuring that all school partners have the support they need to serve students and families, and support CLC goals.

Description:

Partners give generously of their time and resources, and in turn the CLC supports the partners by doing whatever it takes to help them be successful in their work with our students. Resource Coordinators invite partners to attend various training and information sessions at the school and Central Office. Partners receive orientation, training, materials aligned to classroom curriculum when appropriate, and support at monthly meetings. Data are shared in aggregate form so as not to violate student confidentiality. If a partner has completed a Memo of Understanding and submits the Cincinnati Public School data-sharing permission form, they receive their own Learning Partner Dashboard access and can monitor student progress directly. In this case, the Resource Coordinator helps the partner understand student progress and adjust services accordingly.

Partner meetings provide a platform for sharing school successes and challenges, deepening the relationship between the school and its partners, and promoting open communication. The Resource Coordinator schedules partner meetings monthly, and comes prepared with a thoughtful and productive agenda. Principals often attend the meetings to share school updates and thank partners for their support.

Partnerships should be celebrated, and Resource Coordinators find many ways to ensure partners feel valued. They may plan a Partner Appreciation Day, send certificates or cards from students, use the school newsletter to thank partners publically, and submit stories to the district for posting on the Website so as to share partner success with a broader audience. All of these initiatives help to deepen current partner relationships and attract new ones.

Offer Support Checklist:

- Provide partners with training, orientation, materials and information as needed
- Create a schedule for regular partner meetings and invite all partners
- Run Offer Support Report in Learning Partner Dashboard
- Plan an agenda, and keep meeting records and minutes
- Host a Partner Appreciation Day and plan other ways to recognize partners' efforts

See appendix for Offer Support section tools.



Pleasant Hill Academy

The team at Pleasant Hill Academy, including the Resource Coordinator from the Powel Crosley YMCA, identified a need for mentors for boys in fifth through eighth grades. Long-term relationships were needed to keep these young men focused on school achievement and personal goals. St. Xavier High School responded to the need and recruited students to serve as mentors. Some of the mentor-mentee relationships were working very well, but, by the end of the first year, the Resource Coordinator noticed that more than half of the relationships had dissolved.

The Resource Coordinator met with St. Xavier's mentor coordinator to discuss how to make the program more successful. For starters, it was clear that the St. Xavier mentors, many of them very young themselves, needed more guidance. The parents of both the children and their mentors (if possible) needed to be involved. And communication processes had to improve all around. The team developed a detailed plan and timeline.

- *In August, the school team identifies the students needing mentors, talks with their teachers and screens the parents for buy-in. Other types of support are explored for students whose challenges might be too much for young mentors.*
- *St. Xavier recruits and trains the mentors, and makes the matches based on needs and interests of both the child and mentor.*
- *In late September, an evening meet-and-greet event is held where everybody — students, their parents and siblings, and mentors and their parents — get to know each other in a relaxed setting. Program leaders lay out roles and expectations, and how things will work — including a process for updating phone numbers and other contact information.*
- *Communication improvements include broad distribution of schedules for outings, field trips, open-gym days, other special events and updates.*

By the end of the program's second year, 90 percent of the relationships were intact, with ongoing contacts and regular outings. That high "completion rate" has continued with the program's third year (2011-12).

R = Reset

Overview:

If something isn't working, change it. If the data reveal that something is working really well, maybe it's time to expand it. The goal is to keep the Community Learning Center on course, with a comprehensive set of programs meeting student needs and addressing barriers to student achievement.

Description:

Reset is a result of the success of CPS' Elementary Initiative, a 2010 effort to turn around the district's lowest-performing elementary schools. In this initiative, school data — primarily academic data — were used to revise, adjust or intensify instruction at 16 schools. The learning from that initiative — which helped make CPS the first urban school district in Ohio to achieve an Effective rating — informed the Reset process in resource coordination.

Reset doesn't happen in a haphazard way. Data drive the assessment, the decision and the action. Reset actions are objective and data-based, and almost always initiated by the Resource Coordinator or school leadership. Offering Support, step 5 in REFORM, and Reset, step 6, are similar processes. The main difference in Reset is that it is driven by data and applied to achieve the greatest impact. For example, a student may appear to be successfully engaged in tutoring. The data show, however, that the student is not gaining skills in the targeted tutoring area. A closer look may reveal that the tutor is not using the materials correctly. Providing additional training or changing tutors may be the outcome of Reset.

In January, there's a formal Reset process. By then, students have received two report cards. The results of the practice Ohio Achievement Assessments (OAAs) are in, and there is extensive feedback from teachers and partners. This formal Reset looks at data on all students and adjusts services accordingly.

Occasionally, Reset may lead to the conclusion that a partner is struggling to meet student needs and requires increased support. The Resource Coordinator schedules time to meet with the partners, shares constructive feedback and proposes solutions. If this intervention is unsuccessful, the Resource Coordinator solicits feedback and other ideas from the LSDMC and principal regarding how to support the partnership. In rare cases, a partner may be asked to terminate services if they are of poor quality and not in the best interest of the students. This decision should be made by the principal and LSDMC only after efforts have been made to improve the partnership.

The Process:

Data Dive: Reset begins with a deep data dive using the Learning Partner Dashboard (LPD). The Resource Coordinator uses the January data to predict whether or not partner programs are on track to achieve intended outcomes, identifies where things aren't going as planned and where adjustments might be in order.

Communication: The Resource Coordinator meets with the principal, teacher and partner to discover what may be causing the lack of progress with the student.

Adjust or Intensify: No blame is assigned for the lack of progress. A tutor may be doing everything correctly, but the student needs more help. Usually partners appreciate the honesty of the conversation and the intent of making sure students get everything they need at the right dosage.

Reset Checklist:

- Run the Reset Report in Learning Partner Dashboard
- Meet with principal – determine students needing Reset
- Communicate with partner if new material or practice is required

See appendix for Reset section tools.



Rockdale Academy

At Rockdale Academy, the school nurse discovered alarmingly high BMI — body mass index — rates for third- and fourth-graders. A grant already was paying for obesity prevention and other health education programs for fifth through seventh grades, and baskets of produce were being delivered to the school through a grant obtained by the Resource Coordinator.

But a Reset was needed: health education had to focus on the younger students. Working with the Rockdale Resource Coordinator from St. Aloysius Orphanage, Cincinnati Children's Hospital Medical Center stepped up with a health education program for second- through fourth-graders. Among other measures, the children's food choices vastly improved. The percent of third-graders eating half or more of the vegetables they were offered increased from 10 percent to more than 90 percent by the end of the year.

M = Measure Impact

Overview:

At the end of the school year, an intensive analysis of all Community Learning Center data is conducted by an independent evaluator. Innovations, with Cincinnati Children’s Hospital Medical Center, is the independent evaluator that performs this analysis.

Description:

“Measure impact” is the moment of truth for CLCs and resource coordination. It’s how we know — and can prove — whether the CLC model is working and therefore is worthy of continued investment. Reporting the results, and committing to continuous improvement, are the primary means by which Cincinnati Public Schools justifies the ongoing funding it receives for Community Learning Centers and resource coordination. Funders and supporters, rightfully, expect no less.

In the first step of the REFORM process, at the beginning of the school year, the Data Review Team looked at the data from the previous year and set bold, specific and measurable goals. Did Community Learning Center partnerships make a difference — were the goals met? This requires intensive analysis of all data.

By measuring impact and ensuring transparency through third-party analysis, we progress from assumptions and opinions to being able to state, with confidence, how integrating partnership services into educational goals is making a difference for students, families, schools and communities.

Process :

Data Collection by an Independent Evaluator – The Resource Coordinator turns over the data analysis role to the independent evaluator. The Resource Coordinator’s job now is to be responsive to the evaluator’s

need for follow-up information and data. This includes collecting teacher and parent surveys and providing information about partner services. Having been engaged in all the REFORM processes, entering all data into the Learning Partner Dashboard and conducting analysis, the Resource Coordinator should feel confident about what the evaluator will report. In other words, there should be no surprises.

Data Analysis and Report – The evaluator analyzes the data and generates a formal report that ultimately is shared broadly, sometimes nationally, as CPS has become more and more known for its Community Learning Center work.

Share the Findings – The Resource Coordinator meets with every partner, data in hand, to discuss results, to say “thank you” and encourage the partner to return. Partners look forward to seeing the data and getting this feedback. They’ve worked hard to help the school and its students achieve goals. The results, objectively reported by a third party, underscore their successes. The Resource Coordinator also shares the report with stakeholders, and uses it to market the Community Learning Center, engage support, and to plan for the following year. Success stories are written and distributed widely through newsletters, presentations and the Cincinnati Public School’s Website.

Measure Impact Checklist:

- Data entry for the year completed
- Run the Measure Impact Report in Learning Partner Dashboard
- Additional data requested by the independent evaluator submitted
- Evaluation report from the independent evaluator reviewed
- Success stories written and shared
- Final independent evaluation report shared with partners

See appendix for Measure Impact section tools.

Conclusion

The long-term impact of Cincinnati's Public School's Community Learning Centers, particularly beyond school walls, is unknown, but the potential is great. We've seen enough progress to be confident that what we're doing is helping students and schools succeed — and we have data to prove it.

It doesn't seem like much of a leap to believe that growing numbers of young people, prepared to succeed and doing so, will revitalize the communities they call home. We do know that where there are better schools there usually are better neighborhoods; which comes first probably doesn't matter. We know they function together and that one cannot succeed without the other.

CPS and our partners are proud of the Community Learning Center initiative, and we hope, that by sharing our ideas, successes and lessons learned, we will inspire others to consider this model.

Community Learning Center Manual

Resource Coordination Tools

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History

Parameter for Partnerships

1. Partnerships with the school will support the mission of Cincinnati Public Schools (CPS) to educate all students to meet or exceed the district's defined academic standards.
2. District dollars must be devoted to education.
3. Partnerships colocated in the school must be financially self-sustaining.
4. Capital Partners are financially responsible for design, construction, maintenance, operation, utilities and capital replacement costs for their spaces, dedicated access and parking. CPS retains ownership of the property and building.
5. Agreements with Capital Partners must be approved by the Superintendent and are subject to final approval by the Board of Education.
6. Partnerships colocated in the school will be integrated into the school's operation and governance by working with the LSDMC toward the mission and goals of the school's OnePlan.
7. Partnerships must have measurable outcomes related to the mission of CPS and the school's OnePlan, which will be monitored by the LSDMC. If the partnership is not demonstrating a positive impact, the LSDMC and Principal have the authority to discontinue the partnership subject to controlling legal agreements. Relationships with Capital Partners must be negotiated with the administration.
8. Services and programs offered by partnerships must be accessible and affordable to students, parents and the school community.

Guiding Principles for Community Learning Centers

1. In order to serve more fully the needs of our students and to support the improvement of their academic and intellectual development, all Cincinnati Public Schools will engage their communities in improving student achievement. As centers in the community, the schools and their partners should foster strong collaboration, set high expectations, embrace diversity, and share accountability for results.
2. Each school in the district will assess the needs of its student population using the One Plan process. As a result of that process, the school will develop the partnerships needed to enhance opportunities for student success and community investment.
3. Where the school and its community deem it appropriate, those partnerships may result in organizations and agencies locating at the school site to deliver services. When that occurs, the school will be defined as a community learning center.

Approved 5-12-2001
Cincinnati Public Schools
Board of Education

History

Cincinnati City School District

Bylaws and Policies

7500 - Community Learning Centers

The Board of Education believes that each school should also be a Community Learning Center in which a variety of partners shall offer academic programs, enrichment activities, and support to students, families, and community members before and after school as well as during the evenings and on weekends throughout the calendar year. Each school's Community Learning Center shall hereinafter be referred to as CLC. The Board envisions each CLC as the neighborhood's center of activity.

The Board further believes that in order to serve more fully the needs of students and to support the improvement of their academic and intellectual development, each District public school must engage its community if these worthy purposes are to be realized.

As the learning center in the community, each school and its partners must demonstrate strong collaboration, set high expectations for all students, embrace diversity, and share the accountability for results.

Each CLC should have a Resource Coordinator, who develops and coordinates services and programs that serve the students, their families, and the community. The Resource Coordinator shall be appointed in accordance with the Superintendent's administrative guidelines and shall work collaboratively with the principal and the Local School Decision Making Committee (LSDMC) to provide the services and programs that meet the needs and priorities identified by the school's leadership.

Annually, as part of the OnePlan process, each school shall assess the needs of its student population. As a result of that process, each school's OnePlan shall describe the partnerships deemed necessary to enhance opportunities for student success and

community and parental involvement. The LSDMC, Instructional Leadership Team (ILT), parents, and the school community shall participate in the development of this comprehensive plan.

It shall be the responsibility of the Resource Coordinator to develop written agreements with the agencies and organizations that shall provide the services and programs. The agreements shall include a provision clarifying that the partnering agency or organization shall be responsible for reimbursing the District for actual costs for the services rendered by District custodial or operations employees that occur outside the employee's regular scheduled work hours, if applicable, in accordance with Board Policy 7510, Use of Facilities. These charges shall not apply to the District's capital partners that maintain exclusive control over and responsibility for the facilities in which their programs and services are provided.

In addition, the agreement shall include a provision that requires the agency/organization to provide evidence that each employee and/or volunteer has submitted to a criminal history records check in accordance with Board Policy 3121 and Policy 4121.

Once developed, the agreements shall then be submitted to the LSDMC through the principal for approval. Each agreement shall provide for an annual evaluation of the programs and/or services provided under said agreement. The agreement shall include a provision whereby the LSDMC retains the right to cancel said agreement for cause, either at the conclusion of the agreement or with sixty (60) days written notice served upon the agency.

The Superintendent shall be responsible for preparing administrative guidelines necessary to implement this policy.

A.C. 3301-35-01(D)(5), 3301-35-02(C)(1)(C), 3301-35-02(C)(3)

Getting Started

Community Learning Center Resource Coordinator

Job Description

Position Title: Resource Coordinator

Supervisor: Lead Agency, with Principal and LSDMC advice and consent

General Function:

To support the districtwide community learning center initiative of creating schools as centers of community, the Resource Coordinator will initiate, facilitate, and maintain programs and strategies that are aligned with the school's OnePlan, as well as youth and community development goals. He/she develops, promotes and furthers the wisest use of community resources to create optimal positive impact by enhancing community and individual assets, meeting critical human service needs, and promoting long-term community solutions.

Skills and Qualifications:

This position requires excellent networking, training, communication and interpersonal skills. Demonstrated ability in grassroots community outreach and organizing, leadership training, and youth development is desired. An Associate Degree, Bachelor's Degree and related training is preferred. Understanding and knowledge of public schools helpful. Good organization/planning, team building, verbal and written communication skills necessary. Prefer 4-year college degree and experience in coordinating comprehensive program activities in a school or institutional setting.

Principle Activities:

- 1) Participate as key leader in the school needs assessment process to identify gaps in service for students, family and community members. Work with LSDMC to establish goals for Community Learning Center.
- 2) Engage community in partnerships that meet critical needs and support student achievement. Promote long-term solutions. Integrate and align resources to Community Learning Center goals.
- 3) Maintain and update agreements for all partners and programs, (using CLC partnership agreement) and include outcome measurements against CLC goals. Collaborate with the LSDMC on monitoring effectiveness of partnerships in measurement or progress against CLC goals.
- 4) Coordinate all community resources serving school, including tutoring, primary health, mental health, arts, recreation, afterschool, and other any other resources identified as partners in the CLC per the community engagement process (needs assessment) and district-wide initiatives
- 5) Facilitate communication and relationship-building with community building partners, key stakeholders, and volunteers including participation in community groups and/or committees.
- 6) Track resource activity in the CLC using Learning Partner Dashboard
- 7) Prepare monthly reports for submission to school, district and agency leadership regarding resource activity and progress. Maintain up to date records for all programs.
- 8) Lead partnership meetings to ensure ongoing synergistic, coordinated and integrated programming working seamlessly with the school staff
- 9) Serve as key information contact for non-school day schedule; communicate and coordinate full slate of activities; act as key community contact person for school and their assigned school staff. Provide supervision and coordination of programming during and beyond the school day for students, families and the community during extended daily hours and year long.

Effect on End Results:

- 1) Student academic achievement and positive behavior improvements.
- 2) Increased efficiency of the Community Learning Centers.
- 3) Improve social and economic vitality of the school's neighborhood, and ultimately, the school district.
- 4) Positive and helpful relations with all constituents.

Getting Started

Sample Announcement for Recruiting Lead Agencies

Cincinnati Public Schools is seeking a lead agency for resource coordination at the following schools:

Rees E. Price Academy

1228 Considine Ave.
Cincinnati, Ohio 45204
Principal: Shelley Stein

Midway School

3156 Glenmore Ave.
Cincinnati, Ohio 45211
Principal: Cathy Lutts

Wm. Howard Taft STEM School

270 Southern Ave.
Cincinnati, Ohio 45219
Principal: Wayne Lane

Rothenberg Preparatory Academy

2120 Vine St.
Cincinnati, Ohio 45202
Principal: Alesia Smith

The lead agency for resource coordination will provide a full-time Community Learning Center Resource Coordinator to work at these schools to engage, align and support school partnerships with communities and families. This Resource Coordinator should have the experience and skills to work independently and effectively manage partnerships in the school building. The agency will receive salary reimbursement for this position up to \$63,000.00 through an annual contract with the district. CPS will provide some training and support for the Resource Coordinator, but the agency should have the capacity and expertise to support this employee as they perform the attached job duties. If you are interested in serving as lead agency for resource coordination at any of these schools, please email a brief letter of interest to Julie Doppler, CLC Coordinator at dopplej@cps-k12.org by Friday, May 25. These letters will be forwarded to the Principal to arrange interviews with the LSDMC. If you are selected for an interview, you will be notified directly by the Principal.

As always, thank you for supporting our schools and we look forward to securing lead agencies at these sites. If you have any questions, please feel free to contact me at (513) 363-0685 or via email at dopplej@cps-k12.org.

Julie Doppler
CLC Coordinator
Cincinnati Public schools

Getting Started

Agreement for Resource Coordinator

THIS AGREEMENT is entered into by the Cincinnati City School District (CPS) and (lead agency name), ("Agency") a not for profit entity located at (address) for a Resource Coordinator at Douglass School (the School), a Community Learning Center (CLC). The Local School Decision Making Committee (LSDMC) and principal serving at the School acknowledge this agreement.

THIS AGREEMENT is effective _____ to _____ but may be cancelled by either party with 30 days written notice.

The goal of this contract is to provide for a Resource Coordinator, who will work to facilitate the School's function as a CLC. The Resource Coordinator will accept direction from the LSDMC and principal while serving at a school. Nevertheless, this is not an employment agreement for the Resource Coordinator.

AGREEMENT

1. CPS agrees to:
 - a. Provide ongoing support and training for the Resource Coordinator as described in § 3(e) of this agreement.
 - b. CPS retains all responsibilities for its CLCs.
1. Agency agrees:
 - a. To provide, with funds for payment provided by CPS, a Resource Coordinator who will work full time at the school whose primary responsibilities will be to coordinate the resources for the School.
 - b. That it will comply with CPS board policies; board procedures; and with local, state, and federal laws including, but not limited to:
 1. A yearly criminal background check for the Resource Coordinator and as appropriate for other Agency staff who meet the criteria in CPS Board Policy 8475.
 2. Sending notification of any criminal convictions to the Principal and Local School Decision Making Committee as soon as Agency is aware of them.
 - c. To ensure that the Resource Coordinator signs and follows the Confidentiality Agreement in Exhibit 1 and forwards a copy of the signed annual agreement to the Principal and to CPS' CLC/SES Coordinator.
 - d. That it will attend district-sponsored Resource Coordinator meetings, training sessions, and any other events involving resource coordination or CLCs.
 - e. To provide supervision and training.
 - f. To provide Resource Coordinator with sufficient office supplies and materials to perform all job duties, including a computer, which will be maintained at the School and will remain the property of the Agency.
 - g. That it will ensure performance of and responsibility for the Resource Coordinator's job duties and responsibilities as outlined below:
 - 1) Lead in the school needs assessment process to identify gaps in service for students, family, and community members.
 - 2) Work with LSDMC and the principal serving at the School to establish goals for CLC.
 - 3) Engage community in partnerships to:
 - a. support student achievement
 - b. align resources to CLC goals, and
 - c. promote long-term goals

- 4) Maintain and update all required paperwork for CLCs, including but not limited to:
 - a. Organization chart with goals
 - b. Student success plans
 - c. Needed resources forms
 - d.. Partner logs
 - e. Partnership agreements for all partners and programs, (using CLC partnership agreement) and include outcome measurements against CLC goals.
- 5) Collaborate with the LSDMC on monitoring effectiveness of partnerships in measurement or progress against CLC goals.
- 6) Coordinate all community resources and programs to serve the school, including but not limited to: tutoring, arts, recreation, and any other resources identified as partners in the CLC through the community engagement process (needs assessment) and district-wide initiatives.
- 7) Coordinate volunteers for service to schools and ensure that volunteers follow all CPS policies for background checks, badges, confidentiality, and training.
- 8) Facilitate communication and relationship-building with community building partners, key stakeholders, and volunteers including participation in community groups and/or committees.
- 9) Track resource activity in the CLC using Learning Partner Dashboard.
- 10) Prepare monthly reports for submission to school, district, and agency leadership regarding resource activity and progress. Maintain up to date records for all programs.
- 11) Lead partnership meetings with the objective of creating synergistic and integrated programming for working with the school staff.
- 12) Serve as an information contact for non-school-day schedule; communicate and coordinate activities; act as community liaison contact person for school & their assigned school staff.
- 13) Provide supervision and coordination of programming during and beyond the school day for students, families, and the community during extended daily hours and year long.
- h. To provide payment to the Resource Coordinator on a bi-monthly basis for services rendered.
- i. Not to access or accept personally identifiable or individual student information to which the Resource Coordinator may have access outside the scope of explicit written, signed, and dated parental consent previously filed with CPS. "Student Information" means any information on an individual student not designated as "directory information" in CPS' Board of Education policy 8330.
- j. That failure to follow items (h) or (i) shall be grounds for immediate termination of this agreement.
3. Principal will:
 - a. Provide a dedicated office space at the School for the Resource Coordinator. This office space will be provided without cost, including lighting and floor covering, phone service, utilities, computer hook-up, maintenance services, and fire and security systems as provided within the school building.
 - b. Provide the Resource Coordinator with a CPS phone number and email address.
 - c. Provide the Resource Coordinator with the necessary keycode for access to the building outside school hours.
 - d. Provide the Resource Coordinator with the CPS data needed for required outcome measurements and evaluation in accordance with CPS policies, local, state, and federal laws. These outcome measurements and evaluation are completed by CPS.
 - e. Include the Resource Coordinator in school training, No Child Left Behind, and other meetings and committees to ensure the alignment of the Resource Coordinator with OnePlan.
 - f. Provide on-site supervision.

4. LSDMC will:
 - a. Utilize data to establish CLC goals consistent with the OnePlan.
 - b. Approve of co-located partners and other programs requiring LSDMC review in support of the CLC.
 - c. Review partnership performance.
5. This agreement is governed by the laws of the State of Ohio.

Title, Cincinnati Public Schools

Date

Executive Director

Date

Acknowledgment:

Principal

School

Date

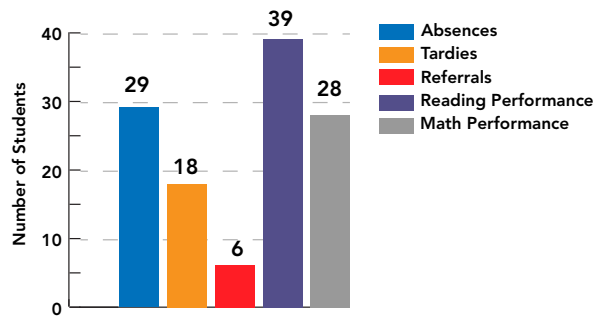
LSDMC Chair

School

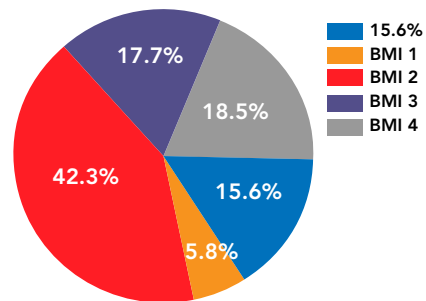
Date

1 — Review Data — LPD Report Sample

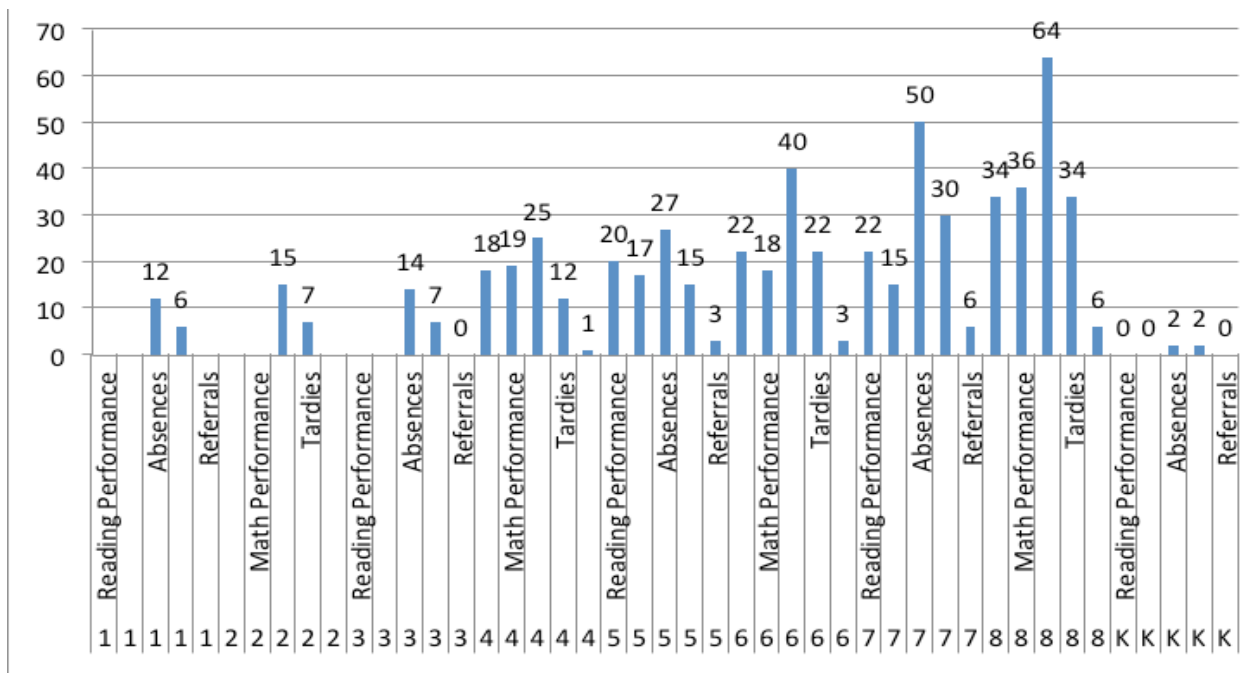
Number of Students by Risk Type



BMI Categories



Number of Students By Risk By Grade Level



Partners Serving Students

Partner	Service Type	Num Students
5/3rd Young Bankers Club	Classroom Enrichment	45
AAC UC Project PASS	Special Project Mentoring	26
AAC/Cincinnati Health Department School Health	Special Project Mentoring	24
AAC/E. Walnut Hills Community Group	Special Project Mentoring	23
AAC/Enquirer Media Central Advertising	Special Project Mentoring	23
AAC/Ernst and Young Diversity Network	Special Project Mentoring	23
AAC/Jr. League Board	Special Project Mentoring	20
AAC/Jr. League Sustainer Council	Special Project Mentoring	22
AAC/Metro	Special Project Mentoring	42
AAC/PG Purchases Affinity Group	Special Project Mentoring	28
AAC/School Amici	Special Project Mentoring	21
AAC/United Way of Greater Cincinnati Team A	Special Project Mentoring	11
AAC/United Way of Greater Cincinnati Team B	Special Project Mentoring	25
AAC/US Bank Mortgage Loans	Special Project Mentoring	63
AAC/Xavier Athletics	Special Project Mentoring	103
Adopt A Class	Special Project Mentoring	219
Alcoholism Council of the Cincinnati Area	Social Wellness	96
ArtsWave	Special Project Mentoring	115
Assistance League-Operation School Bell	Basic Needs	30
Cincinnati Health Department	Primary/Dental Health and Wellness	566
Cincinnati Public Schools	PreK-12 Education	577
Cincinnati Youth Collaborative	Traditional Mentoring	3
CincyAfterSchool	After School Program	133
Community Volunteer	Tutoring	42
CPS Student Services Intervention Program (SSIP)	Tutoring	52
DARE	Social Wellness	105
Freestore Foodbank - Power Packs	Basic Needs	53
Gear Up	Family Engagement	3
	Tutoring	145
Hamilton County Park District	Classroom Enrichment	65
Junior Achievement	Classroom Enrichment	103
Mill Creek	Special Project Mentoring	97
Supplemental Education Services	Tutoring	94
Talbert House	Social Wellness	15
Winners Walk Tall	Classroom Enrichment	42

Tool : Establishing Data Review Team Membership

Instructions: Use the following template to document the Data Review Team's membership. Recruiting is best done through intentional and personal recruitment. Principals, teachers, parents, representatives of community agencies and organizations, and faith-based community leaders all have the capacity to identify and help recruit team members. Existing local community forums such as school board meetings, church services, and PTO/PTA meetings are opportunities to engage potential members. When recruiting, be prepared to explain the following:

- The purpose of the Data Review Team
- The potential member's role on the team
- Other opportunities to partner with the school
- The value of their perspective
- Their role in outreach or communication
- The time commitment expected
- The duration of the commitment

When identifying members consider including persons that represent the following:

- Geographic regions where students/families reside. Consider neighborhoods and the various residential communities

- Diverse student groups. Consider inviting parents, community members and students representative of the student groups in the building (i.e., racial and ethnic groups, disabled and non-disabled, and economically disadvantaged and advantaged)
- A broad array of people skills and subject expertise
- Various kinds of data and information needed to support collaborative decision-making such as statistical data; the perspectives, values, and ideas of diverse stakeholders and community groups; and information about the building and the community's assets, politics, and history
- Connections to influential people, organizations, and groups directly affected by the issues addressed by the Ohio Improvement Plan (OIP) (e.g., service providers, government agencies, private sector funders, academic institutions, businesses, and other helpful groups in the community)
- Endorsements from those influential people that give the OIP legitimacy and credibility with various stakeholders
- Financial and other capital resources including space, equipment, and supplies

Team Chair(s):

Organization/Group Represented	Name	Contact Information

Insert additional rows, as needed.

Membership:

Organization/Group Represented	Name	Contact Information

Insert additional rows, as needed.

Tool: Potential Roles of Partners in Schools

Instructions: Consider the partners currently in your school and surrounding community. List the partner in the first column. Place a check in all boxes that are consistent with the potential roles that might be addressed by this stakeholder.

	Roles, Responsibilities and Expertise								
	Delivering Direct Services	Professional Development	Advocacy	Evaluation	Public Relations	Resource acquisition	Student Health (physical,	School Climate	Parent and Family Engagement
School or Community Stakeholder									
Indicate school or community stakeholder in this space.									
Indicate school or community stakeholder in this space.									
Indicate school or community stakeholder in this space.									
Indicate school or community stakeholder in this space.									
Indicate school or community stakeholder in this space.									
Indicate school or community stakeholder in this space.									
Indicate school or community stakeholder in this space.									
Indicate school or community stakeholder in this space.									

Review Data Tool: Potential Needs Assessment Surveys

Measure/Scale/Survey: Family and Civic Engagement (FCE) Risk and Protective Factors Measurement Scales for Youth and Young Adults

Brief Description: This resource is a compendium of public domain, psychometrically sound measures of various critical risk and protective factors. It is available without cost and can be used freely to construct a student needs assessment.

Source: OSU Center for Learning Excellence Website: <http://cle.osu.edu>

Measure/Scale/Survey: ODE Parent and Family Focus Group Questions

Brief Description: Ohio Department of Education (ODE) developed the focus group questions to encourage conversation and gather feedback from parents and caregivers to help schools measure the degree of effectiveness for Level IIIC of the Decision Framework. ODE has developed a set of questions to guide each group's discussion. Each set of questions focuses on a particular Indicator from Level IIIC of the Decision Framework. Two open-ended and one short-answer question are included for each area.

Source: Ohio Department of Education, (n.d.). Parent and Family Involvement Survey. Survey is available at the following Website: <http://www.ode.state.oh.us>

Measure/Scale/Survey: ODE Parent and Family Involvement Survey

Brief Description: The Ohio Department of Education's Parent Survey provides schools and their partners with a tool for gathering data on their efforts to engage families. The 27-item survey asks families to give their perspective on whether their school is providing the six areas of service and conditions that research shows are effective for engaging families. Family members rate their school using a five-item Likert scale that offers a range of choices from strongly disagree to strongly agree. The survey contains several questions that relate to the ODE needs-assessment tool: Decision Framework, Level IIIC, areas 1 and 2. The instrument provides a proxy for determining the Decision Framework indicator ratings (i.e., high, moderate and low).

Source: Ohio Department of Education, (n.d.). Parent and Family Involvement Survey. The survey is available at the following Website: <http://www.ode.state.oh.us>

Measure/Scale/Survey: Youth Risk Behavior Surveillance System (YRBSS)

Brief Description: The Youth Risk Behavior Surveillance System monitors priority health-risk behaviors and the prevalence of obesity and asthma among youth and young adults. The YRBSS includes a national school-based survey conducted by the Centers for Disease Control and Prevention (CDC) and state, territorial, tribal and district surveys conducted by state, territorial and local education and health agencies and tribal governments.

Source: Centers for Disease Control: <http://www.cdc.gov/HealthyYouth/yrbs/>

Review Data Tool: Tabling and Trending Information

Instructions: Insert data relating to key indicators and determine whether the trends are positive (+), negative (-) or neutral (N). Based on state standards, district expectations and building level values, indicate low, medium, or high level of concern.

Indicator:					
Unit	Year 1	Year 2	Year 3	Trend over Time	Level of Concern
Classroom/Grade:					
Classroom/Grade:					
Classroom/Grade:					
Building:					
Insert additional rows, as needed.					

Review Data Tool: Creating SMART Goals

Specific - A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

- Who: Who is involved?
- What: What do I want to accomplish?
- Where: Identify a location.
- When: Establish a time frame.
- Which: Identify requirements and constraints.
- Why: Specific reasons, purpose or benefits of accomplishing the goal.

Measurable – Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

Attainable – Set a goal that can be reached in the time frame allocated and with the resources available. This does not require you to lower your expectations. If you believe a goal is attainable, it will be!

Realistic – Your goal is probably realistic if you truly believe that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

Timely – A goal should be grounded within a time frame. "Someday" won't work. But if you anchor it within a timeframe, "by May 1", then you've set your unconscious mind into motion to begin working on the goal.

SMART =

Specific

Measurable

Attainable

Realistic

Timely

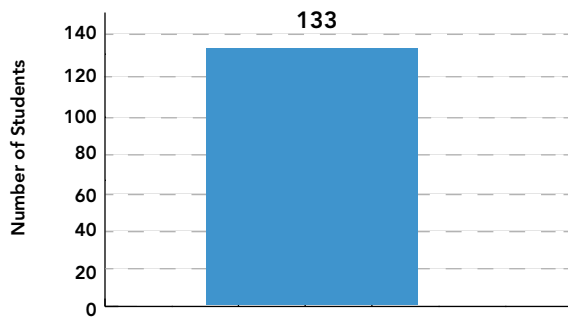
Review Data Tool : Defining Short-term Impact Goals

Define a measurable goal.

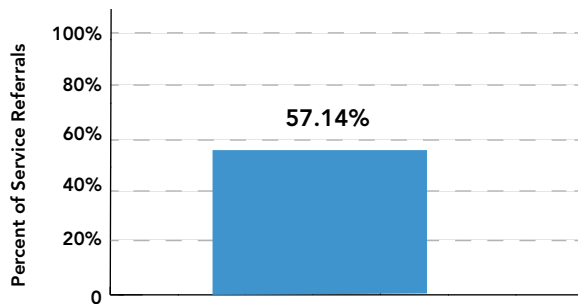
Elements of Outcomes	
What is the intent of resource coordination efforts?	
Who is the target population ? How many students make up the target population?	
What indicator will you review to know if you have achieved your intent?	Source:
What must be observed (criterion for success) to conclude that a student in the target population achieved the intent?	
How many students will be targeted (anticipated number of participants)?	
How many students in the target population will achieve your criterion for success (amount of change)? How much time will it take to achieve this goal (time frame)?	

2 – Engage Partners Tool – Sample LPD Report

Total Number Service Referrals by School



Percent of Completed Service Referrals



School Goals and Aligned Partners

	Goal	Partner	Partner Action Plan
Academic	Increase student reading, math, and science (5th and 8th grade) score by at least 10%.	Project Grad	Project Grad agrees to provide a math and reading coach and tutoring to support the academic curriculum for grade 2-8. Project Grad will work intensively with our 150 target students in Reading and Math.
Academic		FamiliesFORWARD	FamiliesFORWARD afterschool program agrees to provide the students homework help and tutoring in the afterschool program 4 days a week from retired teachers. The daytime teachers will provide a copy of their students homework and any additional information they would like to share with the tutors.

Engage Partners Tool: Needed Resources

School Name: _____ **Resource Coordinator Name:** _____

Phone _____ **Email:** _____

Tutors

Grade Level	# of ELA Tutors Needed	# of Math Tutors Needed	# of Science Tutors Needed	# of Social Studies Tutors Needed	Best Days for Tutoring	Best Times for Tutoring
Kdg						
1st						
2nd						
3rd						
4th						
5th						
6th						
7th						
8th						

Services

Grade Level	Mentors	Mental Health	Medical/Dental	Fine Arts	Other
Kdg					
1st					
2nd					
3rd					
4th					
5th					
6th					
7th					
8th					

Send this completed form to Julie Doppler - dopplej@cps-k12.org - or fax to (513) 363-0025

Engage Partners Tool: Tips For Recruiting Partners

Tips:

- When recruiting community partners
 - Focus on the unique aspects of what his/her organization has to offer
 - Be clear about the role(s) that they might play and what they stand to gain from the partnership
- Be prepared to describe how you will support his/her organization's activities in the building.
- Identify key influential leaders (for example, the principal or an existing business partner) who might facilitate efforts to secure community partnerships; existing, well-known and highly-respected partners can assist with engaging new partners.
- If a particular community stakeholder is unable to serve as a resource, ask him/her to identify one or two other individuals/agencies that might be interested in a partnership.
- Consider a face-to-face meeting when recruiting partners as you are more likely to establish a connection and get their undivided attention.
- When interviewing prospective partners, consider asking the following questions:
 - Which of our school's priority needs does your program address?
 - How does your program address this need (what activities do you engage in/propose to engage in with students)?
 - What non-academic barriers to learning/school climate issues does your program address?
 - What level of results is your program designed to achieve (knowledge acquisition, attitude change, skill acquisition, skill mastery, short-term behavior change, and/or long-term behavior change)?
 - How will you demonstrate that your program has achieved these results? What data will you collect? (Consider reviewing data at the beginning (baseline) and the end of each program cycle.)
 - How will your program contribute to our academic goals?
- Send a follow-up e-mail to summarize discussions with community partners
- Ensure that programs collect data that will be sufficient to make a judgment about whether they achieved agreed-upon results (including number of students served (process goals) and impact goals.) Remember that achievement of process goals alone does not provide any information about whether students were positively impacted by a program.
- When developing public relations tools, answer the following questions to refine the content of these tools:
 - What do you want to accomplish?
 - Who do you want to reach?
 - How do you/your school wish to be perceived?
 - How will you brand yourself so that your materials are easily recognized? (Consider color, layout, logo, images and font)
 - How do you want to communicate with your target audience?
 - Consider fact sheets, flyers, brochures, newsletters, posters, blogs, events (for example, a community breakfast or resource fair), presentations at existing community meetings, hosting or cosponsoring community events.
 - How will you accomplish this strategy? Develop a detailed action plan.
 - How will you determine the success of your strategy and identify areas for improvement in public relations?

Engage Partners Tool: Profiling Resources

Instructions: Use the following table to facilitate a discussion with existing partners about existing resources that address non-academic barriers to learning and/or school climate. Resources represent strategies or programs, policies and/or practices.

Non-Academic Barrier:			
Resource	Level of Intervention	Evidence of Effectiveness	Target Population
Insert additional rows, as needed.			

- Are there adequate resources (i.e., programs, policies, practices) to address this issue?
 - ☐ No, there are inadequate resources
 - ☐ Just barely
 - ☐ More than necessary
- Are available resources effective?
 - ☐ All resources are effective
 - ☐ Some are and some are not effective
 - ☐ None are effective
- Are appropriate resources accessible to the target population in need?
 - ☐ Target population has access to needed resources
 - ☐ Some members of target population have access to needed resources
 - ☐ Resources are not available to target population
- Are available resources age and culturally appropriate?
 - ☐ Resources are age and culturally appropriate
 - ☐ Some resources are age and culturally appropriate
 - ☐ Resources are not age and culturally appropriate
- Is there enough capacity to provide services to all those in need?
 - ☐ There is inadequate capacity
 - ☐ There is just enough capacity
 - ☐ There is more capacity than necessary
- Are providers well qualified to provide the service in question?
 - ☐ Providers are well qualified
 - ☐ Some providers are well qualified
 - ☐ Providers are not qualified

Engage Partners Tool: Roles of Partners

Instructions: Consider the partners currently in your school and surrounding community. List the partner in the first column. Place a check in all boxes that are consistent with the potential roles that might be addressed by this stakeholder.

	Roles, Responsibilities and Expertise								
	Delivering Direct Services	Professional Development	Advocacy	Evaluation	Public Relations	Resource Acquisition	Student Health	School Climate	Parent and Family
School or Community Stakeholder									
Indicate school or community stakeholder in this space.									
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Engage Partners Tool: Memorandum of Understanding

Memorandum of Understanding

Between CPS and Partners

This Memorandum of Understanding is entered into as of _____ between _____ ("Partner"), a non-profit corporation based in _____, and City School District of the City of Cincinnati ("CPS") for the benefit of _____ school, a CPS Community Learning Center (collectively, "CLC"). Partner wishes to provide services enumerated below for the benefit of CPS' Community Learning Centers and their stakeholders. Both parties agree that if a provision of this Memorandum of Understanding is found to be invalid the rest of the memorandum will remain in effect.

I. Terms

- A. The term of this Memorandum shall be _____ year(s).
- B. Either party may elect to terminate this Memorandum with 30 days written notice to the other party.

II. Partner Services, Operations, and Agreements

A. Operations and Services

1. Partner agrees to provide the following services: _____

2. The Partner's services will focus on _____ and serve the following populations of students or families: _____

3. The Partner's process for providing services will be: _____

4. The Partner will use the following mechanisms to measure its success ("outcome measures");_

5. The Partner's days and hours of operations will be: _____

6. The Partner's sources of funding are: _____

7. The Partner Agrees to charge only the following fees: _____

B. Insurance Policy

1. The Partner will maintain insurance and provide a certification of insurance to CPS
2. CPS may contact the Partner's insurer at: _____

3. CPS will be added as an additional insured on the Partner's insurance policy.
4. The partner understands that such coverage may include the following:
 - i. That Cincinnati Public Schools be named as an additional insured and the insurance will be primary and non-contributory.
 - ii. That the partner has a minimum limit, acceptable to CPS, of _____ dollars in professional liability, general liability, employers' liability and automobile liability insurance.
 - iii. If the certificate of insurance is in standard form, the Partner will make the following changes to the "Cancellation" provision:
 - a. The words "endeavor to" shall be deleted;
 - b. The words "but failure to mail such notice shall impose no obligation or liability of any kind upon the company" shall be deleted; and
 - c. That the partner agrees to indemnify and hold the Cincinnati Public Schools harmless.
 - d. To provide CPS with a minimum of thirty days' notice of cancellation or non-renewal of insurance.

C. Adherence to CPS Policies and "Partner Guidelines"

1. The Partner will follow all CPS board policies and state and federal law in connection with its activities at the CLC.
2. The Partner will ensure that all personnel regularly on CLC premises will wear CPS ID badges at all times while at the CLC. "Personnel" means any managerial staff, employees, contractors, volunteers or other agents.
3. The Partner and its personnel will follow criminal background checks as required by CPS Board Policy 8475 and state law.
4. The Partner and its personnel will follow the child abuse reporting requirements discussed in CPS Board Policy 8462.
5. The Partner will uphold the mission of CPS to educate all students to meet or exceed the district's defined academic standards.
6. The Partner acknowledges that it has received and read "Partner Guidelines," attached as Exhibit 1.
7. The Partner will abide by the "Partner Guidelines."
8. The Partner agrees to follow the CPS board policies, attached as Exhibit 2, and any other applicable policies listed at: <https://community.cps-k12.org/sites/boardpolicies/default.aspx>. The Partner understands and agrees that those policies attached as Exhibit 2 are provided as courtesy and are not the official language of board policies.

III. CPS Commitment

A. Commitment

1. CPS commits to supporting the Partner's endeavors to serve the target population at the CLC.

B. Dedicated Space and Other Resources

1. CPS agrees to provide a space at the CLC of _____ square footage.
CPS further agrees to provide lighting, floor covering, utilities, phone services, computer modem hook-up, computer maintenance services, fire systems, and security systems.
2. CPS agrees to provide the appropriate badges for Partner's personnel.
3. CPS may approve Partner requests to modify space at the CLC. If CPS agrees, Partners are financially responsible for design, construction, maintenance, operation, utilities, and capital replacement costs for their spaces, dedicated access, and parking. At all times, CPS retains ownership of the property and building.

IV. Choice of Law and Legal Effect

- A. The laws of the State of Ohio govern this Memorandum
- B. If any portion of this Memorandum is invalid or inoperative under the law, the remaining portions shall be given full effect.
- C. This Memorandum may only be modified by a written agreement signed by both parties.

Principal Name

Date

Executive Officer or Board Member for Partner

Date

Acknowledgment of Agreement By:

Principal Name

Date

LSDMC Chair

Date

Partner Guidelines (Exhibit 1)

- Partnerships with the school will support the mission of CPS to educate all students to meet or exceed the district's defined academic standards.
- Any District funds received by the Partner must be used solely for legitimate educational purposes. Any ambiguity should be resolved by contacting _____.
- Partnerships must be financially self-sustaining, unless CPS waives this requirement. "Self-sustaining" means that the Partner can operate without additional funding by CPS.
- Agreements with Partners must be approved by the Superintendent and are subject to final approval by the Board of Education.
- Partnerships located in the school may be integrated into the school by working with the LSDMC toward the mission and goals of the school's OnePlan.
- Partnerships must have measurable outcomes related to the mission of CPS and the school's OnePlan, which will be monitored by the LSDMC. If the partnership is not demonstrating a positive impact, the LSDMC and Principal have the authority to discontinue the partnership subject to the Memorandum of Understanding between CPS and Partners and, when applicable, Resource Coordinator agreements and the Learning Partner Dashboard usage agreement. Relationships with partners must be negotiated with the administration.
- Services and programs offered by partnerships must be accessible and affordable to students, parents, and the school community.
- Partners must comply with all applicable CPS Board Policies.

List of CPS Policies Included¹ (Exhibit 2)

Number	Policy Name	Date of Last Revision
7540.04	Employee Network and Internet Acceptable Use and Safety	8/24/2009
8350	Confidentiality	8/13/2007
8400	School Safety	8/13/2010
8405	Environmental Health and Safety	4/11/2011
8410	Crisis Intervention	8/13/2007
8442	Reporting Accidents	8/13/2007
8462	Student Abuse and Neglect	8/13/2007
8475	Procedure for Background Checks for Consultants, Vendors, and Volunteers not Employed by CPS	8/13/2007

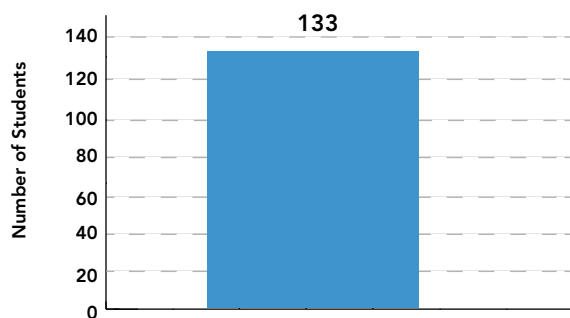
¹The following policies are provided as a courtesy; the policy language in this packet should not be deemed as the final controlling language. The official version of all policies is as it appears on the board policies' page, <https://community.cps-k12.org/sites/boardpolicies/default.aspx>.

3 — Focus on Individual Students — Sample LPD Report

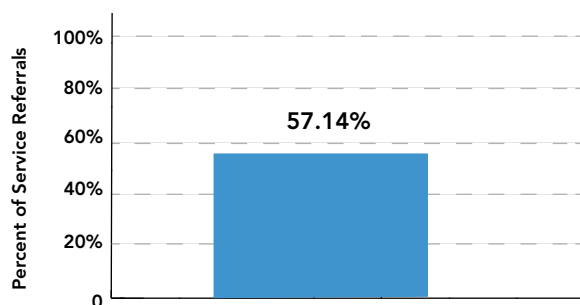
School Name	Grade	Student Name	Student ID	Targeted Service Referral	Disability	IEP	Gifted	Absences	Tardies	Referrals	Reading Performance Level	Math Performance Level
Total			505									
School X	04					Y		7	1	7	Proficient	Proficient
						Y		1	4	0	Advanced	Proficient
						N		2	2	0	Advanced	Advanced
					Y	N		4	5	0	Basic	Basic
				Y	Y	N		6	1	0	Basic	Basic
				Y		Y		9	0	0	Basic	Proficient
						N		11	2	10	Accelerated	Accelerated
				Y		N		3	6	7	Proficient	Proficient
				Y		N		4	9	0	Limited	Proficient
				Y		N		5	1	0	Basic	Accelerated
				Y		N		1	7	2	Proficient	Proficient
				Y		N		14	11	0	Basic	Basic
				Y		N		1	1	0	Basic	Basic
					Y	Y		21	1	0		
				Y		N		21	5	1	Basic	Proficient
						Y		0	3	0		
						Y		4	1	0		Basic
						Y		4	0	0		
						Y		9	1	6	Accelerated	Accelerated
				Y		N		0	1	0	Advanced	Accelerated
				Y		N		5	18	0	Limited	Proficient
						N		11	5	2	Accelerated	Accelerated
						Y		10	1	0	Accelerated	Proficient
					Y	N		0	1	0		
						N		3	1	0	Accelerated	Accelerated
				Y	Y	N		1	3	1	Accelerate	Proficient
						N		0	0	0	Accelerated	Advanced
				Y		N		16	6	0	Basic	Proficient
						Y		10	2	4	Limited	Accelerated
				Y		M		6	3	0	Proficient	Proficient
					Y	N		9	12	3	Accelerated	Accelerated
				Y		N		8	32	1	Basic	Basic
						Y		2	1	0		Advanced
						Y		13	0	0	Advanced	Advanced
				Y	Y	N		2	2	8	Accelerated	Proficient
						N		3	2	1	Accelerated	Proficient
						Y		0	0	0	Proficient	Accelerated
				Y		Y		2	0	0	Basic	Accelerated
				Y		Y		1	0	0	Proficient	Accelerated
				Y		Y		2	1	0	Limited	Basic
				Y		N		3	0	0	Proficient	Proficient
						N		1	1	0	Advanced	Proficient

4 — Offer Support: Sample LPD Report

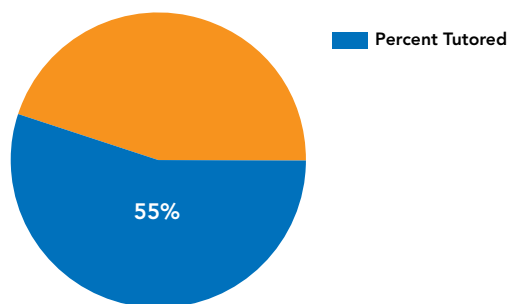
Total Number Service Referrals by School



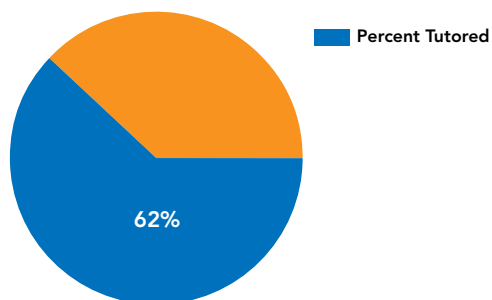
Percent of Completed Service Referrals



Percent of Students Who Did Not Pass Reading That Received Tutoring



Percent of Students Who Did Not Pass Math That Received Tutoring



Offer Support: Sample Thank You Letter

Sarah Tedford
Anthony Munoz Foundation
8919 Rossash Road
Cincinnati, OH 45236

May 31, 2012

Dear Sarah,

It has been an amazing school year! Everyone at Roberts Academy is blessed to have the relationships and partners who give their time, effort and resources, to make a difference in the lives of our students. It truly is humbling to realize that so many community members, businesses and organizations wrap their love and dedication around our entire Community Learning Center. Every student at Roberts will continue to benefit from the impact you have made with Whiz Kids, the Payless/LaRosa event, Nationwide Zoo event and all of the wonderful opportunities Anthony and your entire staff make possible for our students.

The dedication each of you, individually and collectively, has shown through either a program, partnership or volunteering continues to be a catalyst for positive relationships, academic growth and self-esteem for each of the students at Roberts Academy. Our students have developed skills that will remain with them as they grow, which will strengthen their confidence, their academics and character. Not only has your involvement proven beneficial for the students' sense of self, but it has shown impact in their academic achievement as well. Your vision of a good school partner benefits not only the individual classroom but the greater community as well. The foundation you provide gives all of our students opportunities to thrive in not only their academics but in every aspect of their daily lives.

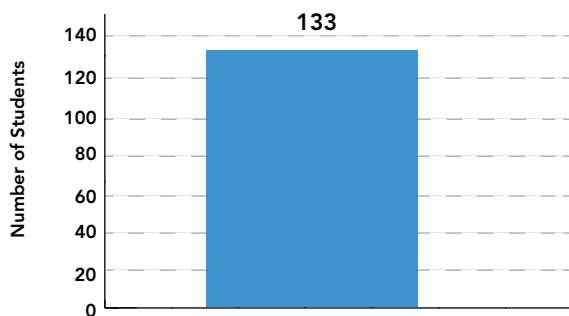
Speaking on behalf of the entire Roberts' staff, many thanks and congratulations on your efforts as you are a vital linkage of our school community. We look forward to another wonderful year of engagement with you!

Warmest regards,

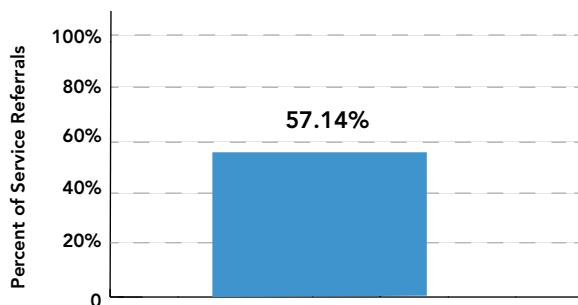
Tracy Power
CLC Resource Coordinator

5 — Reset — Sample LPD Report

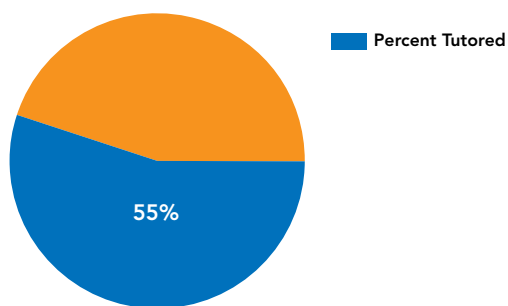
Total Number Service Referrals by School



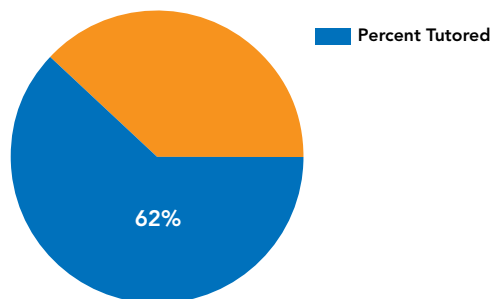
Percent of Completed Service Referrals



Percent of Students Who Did Not Pass Reading That Received Tutoring



Percent of Students Who Did Not Pass Math That Received Tutoring



Reset – Tips to Consider

Tips:

- Routinely engage community partners in problem solving discussions
- Ultimately, work toward a comprehensive set of programs that produce optimal school climate and reduce non-academic barriers sufficient to contribute to an impact in academic achievement.
- Review program data and make a judgment about whether they achieved agreed-upon results (including number of students served (process goals) and impact goals). Remember that achievement of process goals alone does not provide any information about whether students were positively impacted by a program.

6 — Measure Impact Tool: Program Goal Achievement Report

Instructions: Answer the following questions for the goal to which your program was accountable in the most recent program cycle.

Short-Term Impact Goal:

Agency Name:

Program Name:

Prior Program Cycle (Time Frame): From _____ To _____

Elements of Outcomes	
What is the intent of the program?	
Describe the target population that was served.	
What indicator was used to assess whether program participants achieved the programs intent?	Source:
What was observed (criterion for success) to conclude that a member of the target population achieved the program intent?	
Describe the measurement procedures that were used to evaluate this program.	
How many people participated in the program (anticipated number of participants)?	
How many members of the target population achieved your criterion for success (amount of change)?	

Key Evaluation Question #1: Was the program implemented with a high degree of fidelity (as agreed upon in the MOU)?

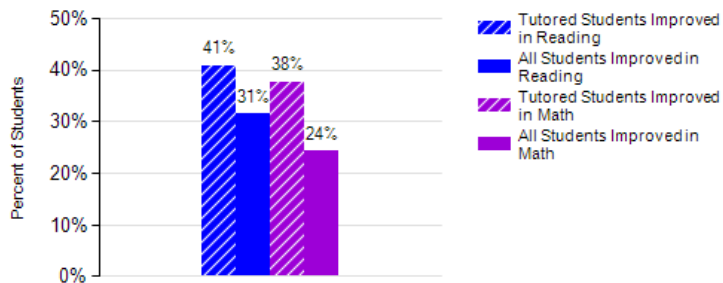
- ☐ There is compelling evidence to suggest that the program was implemented with high degree of fidelity. (+)
- ☐ There is insufficient data to tell. (NC)
- ☐ There is evidence to suggest that the program was not implemented with a high degree of fidelity. (-)

Key Evaluation Question #2: Was the goal achieved?

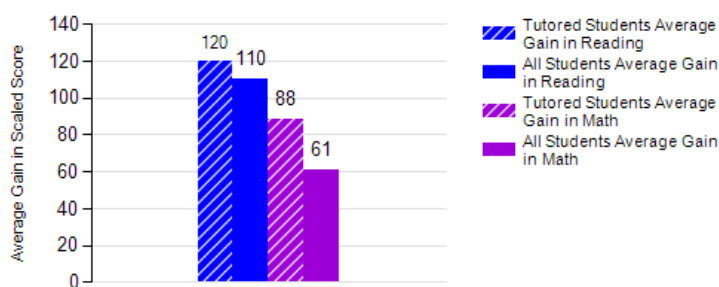
- ☐ There is compelling evidence to suggest that the goal was achieved. (+)
- ☐ There is insufficient data to tell. (NC)

Measure Impact — Sample LPD Report

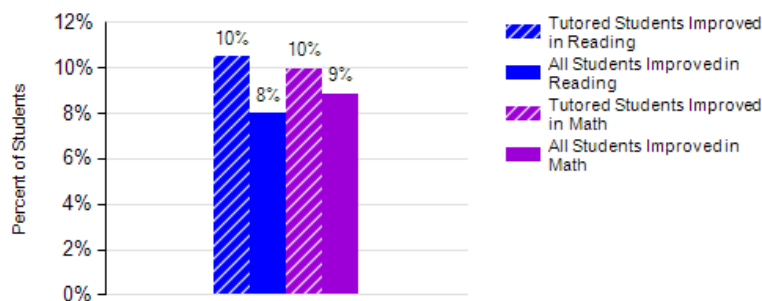
Percent of Students with Improved State Test Scores



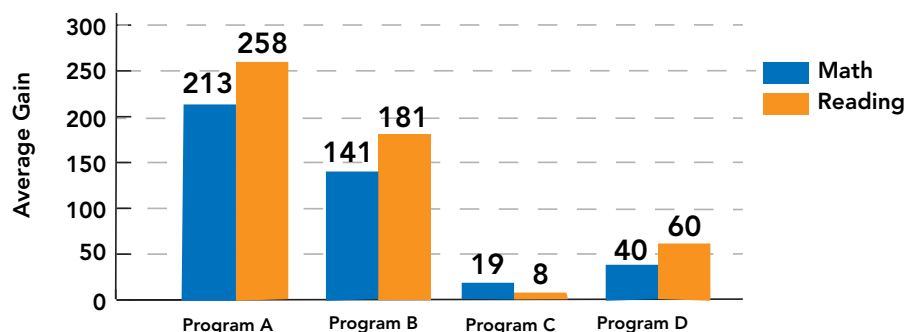
Average Gain in State Test Scores



Percent of Students with Improved State Test Performance Levels



Average Gain in State Test Scores By Tutoring Partner



Cincinnati Public Schools would like to thank the following for their contributions to this manual:

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