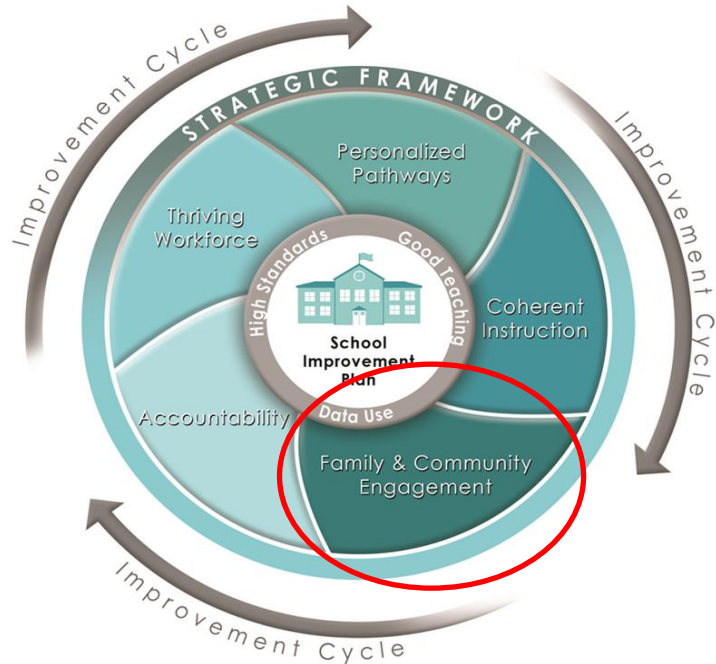


Board of Education Special Workshop



City Education Committee Recommended Focus Areas

June 29, 2015

Meeting Outcomes

1. Solicit guidance from the Board regarding areas of focus for the City Education Committee for next year.
2. Deepen the Board's understanding and solicit feedback about the Full Service Community Schools strategy and work plan.
3. Provide the Board with a progress report on Madison Out-of-School Time (MOST) and work plan for next year.

Agenda

- Full Service Community Schools Overview
- Madison Out of School Time (MOST)
Update
- City Education Committee Proposed
Focus Areas



Full Service Community Schools



MADISON
COMMUNITY
FOUNDATIONSM

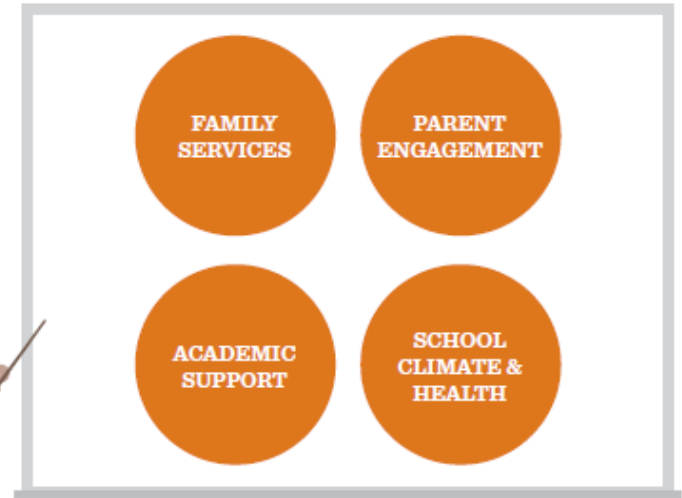
Helping good people do good



What is a Community School?

Full Service Community Schools (FSS) are a place and a set of partnerships connecting school, family, and community.

Full Service Community Schools connect students, and their families, to the services and support they need in order to advance instruction.



FSSs are a way of working, a strategy for effectively organizing resources on behalf of students.

What does a Community School look, or feel, like?

Every Community School looks a bit different because each school is designed based on the needs of the students, their families and the available community resources.

However, successful community schools are anchored in a few commonly shared values:

- **Strong core instruction** for students
- **Expanded learning opportunities** for students and their families
- **Robust engagement** of youth, families and community members
- **Range of services** to support a student's well being and to remove barriers to learning
- **Continuous improvement** using school and student data to adjust to the needs of students

What does a Community School look, or feel, like?

Community Schools often have similar structures:

- **Key Community Partner**
Trusted community partner, with proven results, with whom the school shares leadership and decision making authority
- **Community School Advisory Board**
Parents, community members, and the principal who define the needs of the school, identify opportunities and resources, and work with the School Based Leadership Team (SBLT) on instructional content and school/climate culture
- **Resource Coordinator**
SBLT and Advisory Board Member who works with the school principal to program the school during and after the school day, organize the support services and opportunities available for students and families, and plan for Advisory Board meetings
- **Data Evaluation Plan**
Ensure data based decision making, continuous improvement and community accountability

What is a Collaborative Leadership Structure?



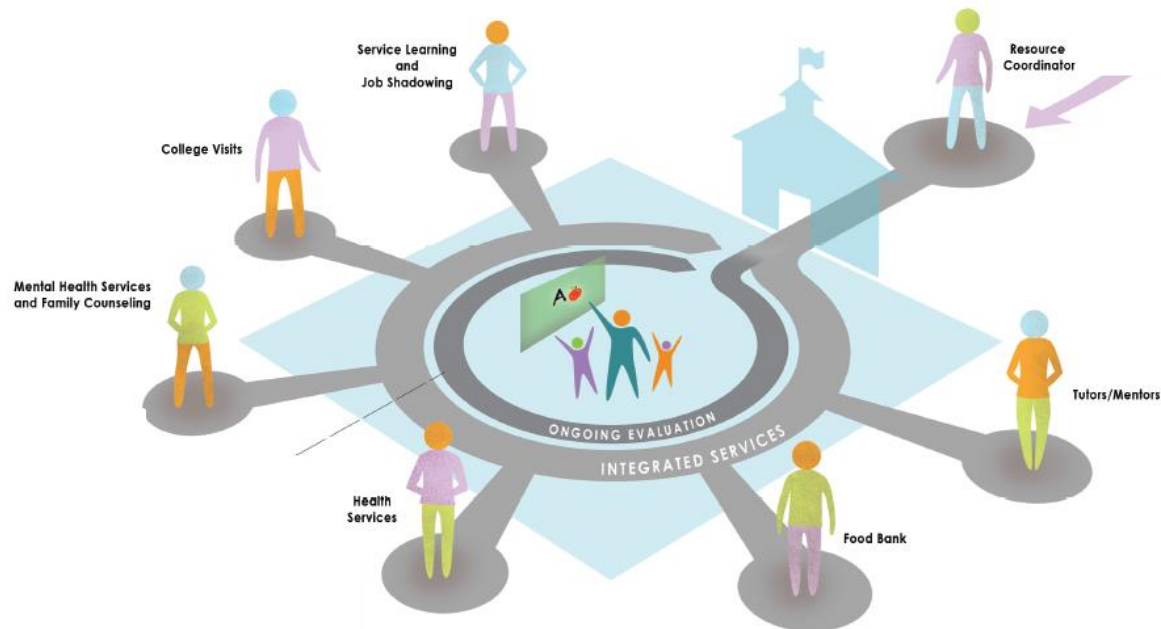
Source: www.communityschools.org

What are the typical services and who provides them?

Community Schools have a menu of supports, provided by community partners, available to students and their families. School staff work with the Resource Coordinator to ensure students are surrounded with the support they need.

Most schools would provide:

- Tutoring/Mentoring
- After school programs
- Health care
- Mental Health
- Food Bank
- Parent Academy (Job training, adult education)
- More as needed...



What can we expect from Community Schools?

Using community schools as a high leverage family and community engagement strategy is not new. However, there is now a nation wide network of support thanks to federal, state and various foundations investments into the research and best practice sharing.

- Students in Tulsa outperformed students in non-community schools by 32 points in **math** and 19 points in **reading**
- A Nashville Community School increased their **graduation rates** from 66.4% to 81.2%
- In Oakland, **tardiness, truancy, and suspensions** have plummeted
- Cincinnati families and community members survey data states that they **feel empowered** to have a say in how their school is run

Community schools across the nation are seeing results in achievement, attendance, graduation, parental involvement, health and more. Visit

www.communityschools.org/results

How does Family Engagement impact a school?

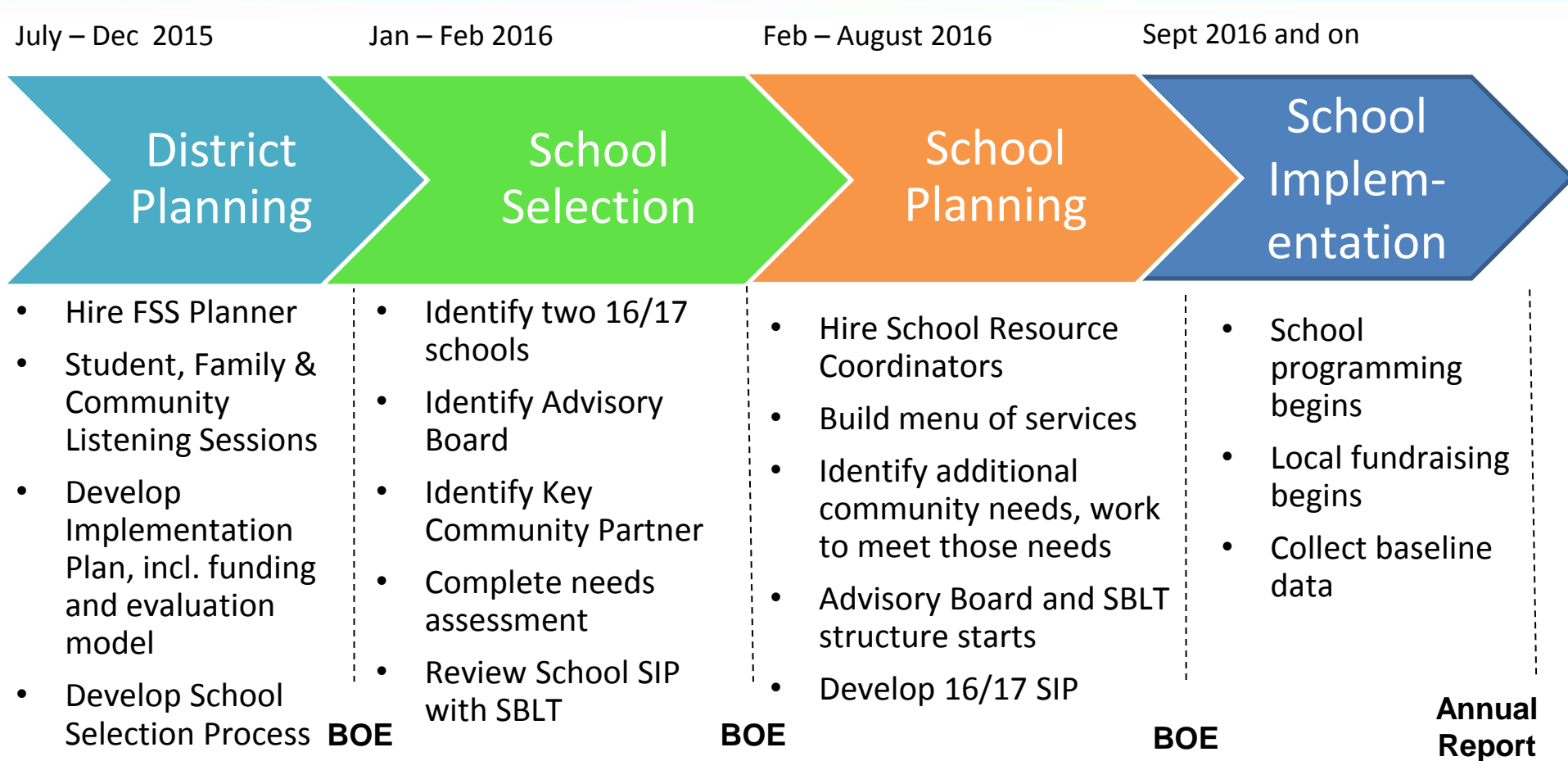
Schools with a high amount of family engagement:

- Exhibit faster rates of literacy acquisition
- Earn higher grades and test scores
- Enroll in higher level programs
- Adapt better to school and attend more regularly
- Have better social skills and behavior
- Graduate and go on to higher education



Source: Karen Mapp

What is the timeline for Community School planning?



High Level Funding Plan:

Utilizes the MCF \$100,000/yr for 3 years

Year 1

Year 2

Year 3

On-going

MCF Grant

- Hire FSS Planner
- Evaluation Consultant
- Development Consultant

MMSD In-Kind

- Staff Support
- Position Overhead

MCF Grant

- Hire School Resource Coordinators
- School extended employment
- Data Evaluation
- Development Consultant

MMSD In-Kind

- Staff Support
- Position Overhead

MCF Grant

- School extended employment
- Data Evaluation
- Development Consultant

Funds to Raise

- School Resource Coordinators

MMSD In-Kind

- Staff Support
- Position Overhead

Funds to Raise

- School Resource Coordinators
- Data Evaluation
- New Programs

MMSD In-Kind

- Staff Support
- Position Overhead
- School extended employment

Questions



MOST

MADISON OUT-OF-SCHOOL TIME

INITIATIVE



Vision Statement

The Madison Out-of-School Time (MOST) initiative will ensure that all of Madison's children and youth have access to comprehensive, high-quality, out-of-school time programs that support positive youth development, educational achievement, and readiness for college, career and community.

Out-of-School Time Programs are Improved, Expanded and Saved by Sustainable OST Systems

"The [Wallace] initiative provided a proof of principle—that organizations across cities could work together toward increasing access, quality, data-based decision making and sustainability." – *Hours of Opportunity*, RAND

Before...

Waste of city resources

Without data on matters like neighborhood needs and program attendance, leaders fund OST blindly.

Uneven program quality

No standards means program quality varies wildly.

Fewer children participate

Good programs are unavailable to many who need them.

Public skepticism

Lacking information on program value, policymakers resist OST investment.

Children lose

Many programs are ill-staffed, uninspired and unsafe.



Leadership

Mayor tasks coordinating group to set priorities, plan, involve OST programs and collect data.

Data

A complete city OST picture – service gaps, children's participation, program quality – emerges.

The Four Elements of Ongoing Citywide Coordination

Participation

With carrots and sticks, coordinators nudge programs to meet attendance goals.

Quality

Coordinators set standards, then use assessment and training to lift program quality.

After...

Smarter use of city resources

By analyzing demographics, service gaps and attendance, leaders can make the most of every OST dollar.

Program quality improves

Staff training and program assessment help programs meet standards.

More children participate

Higher quality programs, especially for those needing them most, lead to higher attendance.

Public support

Armed with data, city leaders and providers can make a stronger case for quality OST.

Children gain

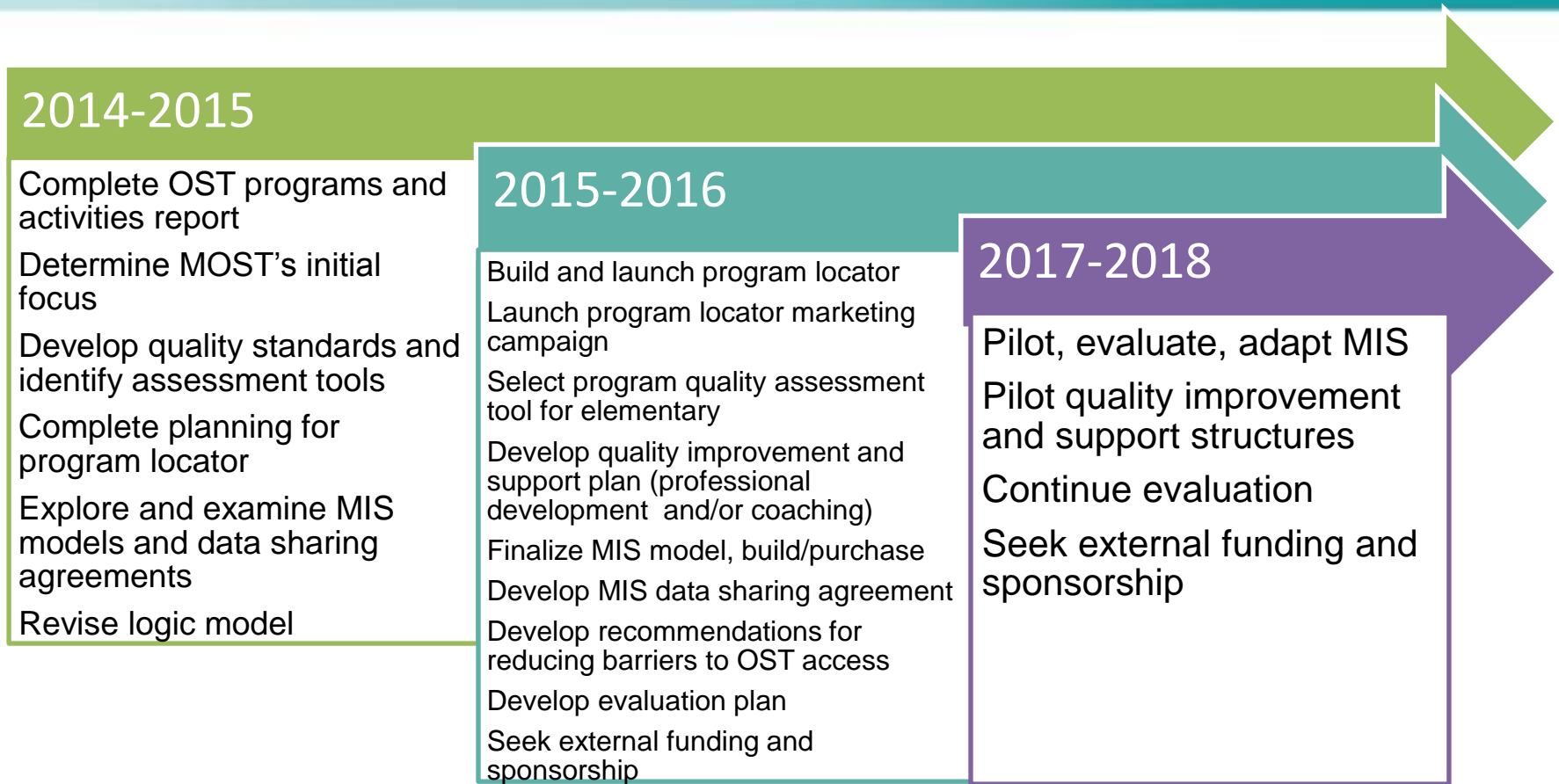
The best OST has to offer becomes accessible to those who need it most.



2014-2015 MOST Progress

System Strategies	Status	Status Detail
Support coordination and collaboration amongst OST program providers	On Track	<ul style="list-style-type: none"> Coalition meetings (October, January, May) Town Hall meeting (October) New Member Orientations (on-going quarterly) Action Team meetings (on-going monthly) Workgroup meetings (on-going, schedules vary) Newsletter (September, January, May)
Increase access to and awareness of OST programs	On Track	<ul style="list-style-type: none"> Released final OST programs and activities report Selected elementary as initial focus Conducted OST access focus groups with families Launched Elementary Access Workgroup Examined program locator models Conducted provider and family surveys on program locator Completed preliminary planning for program locator build Launched Communications Workgroup Developed draft communications/marketing timeline
Develop and sustain data systems for citywide OST data collection	Caution	<ul style="list-style-type: none"> Examined Management Information System (MIS) models Gathered data on systems currently used by OST providers Identified goals of MOST MIS Developed draft data dictionary, data fields, user roles Develop MIS model (in revision) Draft data sharing agreement for MIS (delayed)
Develop infrastructure for OST program quality improvement and support	On Track	<ul style="list-style-type: none"> Launched Quality Workgroup Developed values, beliefs, standards for OST quality Reviewed and recommended OST quality assessment tools

MOST Timeline 2014-2018



Questions



City Education Committee

Background: The City Education Committee has requested guidance from MMSD on how to focus work next year to compliment and support the district.

Recommendation: Focus on 2 or 3 projects that require City, County and school district collaboration to be successful:

- Full Service Community Schools
- Madison Out of School Time

Discussion

- Are there other projects the Board would like to consider for the City Education Committee?
- What are the recommendations we should put in front of the Committee?