

**Choice Neighborhood Planning Initiative
People's Task Force – 1st Education Sub-committee
August 3, 2011**

Present: Curtis Law, Rev. Lindsey Curtis, Candace Mayer, Rhonda Kiest, Dr. Susan Marks, David Kennedy, Dr. Sally Grose, Sherelle Harris, Bruce Morris, Gayle Epp.

Curtis Law welcomed the committee members to the 1st education sub-committee and Rev. Lindsey Curtis (Chair of the People's Task Force) introduced himself and welcomed the committee. He acknowledged the experience and commitment to the youth that was evident around the table. Committee members introduced themselves and Gayle Epp, EJP consultant facilitated the meeting.

Gayle provided overview of Choice Neighborhoods highlighting the educational component. She provided the group with HUD material that outlined the educational strategy that would be needed to demonstrate a well-defined, sound and result oriented Education strategy to achieve the priority outcomes of early learning, school and education programs. Additional handouts were provided by Gayle that provided examples of an educational plan for early childhood, developing schools- improving schools as organizations and expanding learning opportunities to the community as a whole.

There was discussion around the achievement gap and the issue of Norwalk not having neighborhood schools. This presents a challenge for parents in the targeted area to have access to their children's schools and the resources they could offer. Committee members discussed the concept of having Columbus School (a magnet school within the target area) as a community center after hours that would allow for after-school programming, parent workshops (parent academy) as examples of programs. 40% of Washington Village (WV) residents are below the poverty level which impacts their ability to access enrichment programs due to costs and transportation.

Rev. Curtis also raised the need to develop an "elevator" speech in addressing the general community need, educational concerns and the hopes of what Choice Neighborhoods could bring to this community. There was expressed concern by some members that the transformation of this targeted community (WV) could be interpreted as a change in the resident profile so that the community would become "gentrified".

Two areas that the committee identified during this meeting as strategies for addressing the educational component were:

- The plan must include a parental involvement component and intensive community outreach. The outcome must commit to goal of enrolling at least 65% of families with children 0-5 living at the revitalized site in high quality pre-school programs.

- The plan must also commit to goal of enrolling at least 65% of families with school aged children living at the revitalized site in high quality schools and schools undergoing significant improvements.

The group also discussed that high quality education programs need to be based on successful models such as programs that increase learning time and evidenced based programs that prepare students for college and career success.

Next Steps:

- Dr. Marks, recommended adding Karen Hyler, Early Childhood Specialist- Norwalk Public Schools to provide the link with the Early Childhood Council and access to the work they have done regarding early education within Norwalk Community and integrate that into the educational plan.
- Dr. Marks will explore the selection process for students to be matched with schools. The committee will review the schools attached to WV looking at current resources within the schools.
- Rhonda Keist, will provide an inventory of out-of-school-time enrichment programs that has been generated by the out-of-school-time alliance a component of Norwalk ACTS.
- The concept of an “elevator speech” will be developed as a means of conveying educational needs and goals to the community. A smaller committee maybe developed for this task. (TBD)
- NHA and EJP will provide some research regarding past grantees and winning points for their educational plans.
- Upon completion of the survey, the committee will review the resident needs assessment. This will provide a direction for the educational plan.
- NHA will consult with the Carver Center who recently discussed applying for a Promise Neighborhood Grant with Dr. Marks.
- Next sub-education committee meeting to be scheduled after results of the resident needs assessment. Please forward any information that you had offered to share to pmkish@norwalkha.org. Committee agenda and member list is attached with additional HUD material on educational strategy.

Prepared by Patricia Marsden-Kish (NHA), PDF attachments of handouts provided by Gayle Epp, EJP Consulting Group.

CHOICE NEIGHBORHOODS: Education Strategy

HUD's expectation is a high level of resident access to high quality early learning programs and services so children enter kindergarten ready to learn, significant improvement in the quality of schools nearest to the target development that prepare students to graduate from high school college- and career-ready, and significant growth in existing individual resident educational outcomes over time relative to the state average

Per 2010 CN Planning Grant NOFA

b) **Policy Priority.** As noted in the FY 2010 General Section, a policy priority of the Department is to utilize housing as a platform for improving quality of life. As a result, HUD seeks to connect HUD assistance to improved socioeconomic outcomes including those related to, among other indicators, education... HUD will consider the extent to which you undertake directly or partner with local educators, including community-based early learning professionals, to (a) ensure resident children have access to high quality educational opportunities, including high quality early learning programs and services, and (b) increase access to programs that combine a continuum of effective community services, strong family supports, and comprehensive education reforms to improve the academic and developmental outcomes for resident children and youth through support or implementation of the types of programs listed below.

- (i) High quality early learning programs and services may include programs that are comprehensive, inclusive, evidence-based and that lead to significant improvements in the health, social-emotional and educational outcomes for children.
- (ii) Activities to ensure that young neighborhood residents have access to high-quality schools, by either providing them access to existing high-quality schools or making school improvements, which may include (a) significant improvements to the programs, policies and personnel of an elementary, middle/junior high and/or high school to improve academic outcomes; or (b) establishing a new high-quality school serving your target population.
- (iii) High quality education programs may include: (a) knowledge evidence-based programs that increase learning time, which may include high quality after-school, summer school, and expanded-learning-time programs designed to improve student outcomes; and (b) evidence-based programs that prepare students for college and career success.
- (iv) Family and community supports may include programs to improve child health, safety, community stability, family and community engagement, and access to learning technology.

Planning Activities

Conduct comprehensive needs assessments to inform the development of the Transformation Plan. The needs assessments should include access to key assets, such as .. local schools, child care facilities, ..

Develop a comprehensive and integrated Transformation Plan that addresses the challenges and gaps in services and assets identified through the needs assessment

**CHOICE NEIGHBORHOODS: Education Strategy
Per 2010 CN NOFA Round 2 Implementation**

Demonstrate a well defined, sound and results oriented Education strategy to achieve the priority outcomes:

- i. **Early Learning (3 points)**
Describe the specific activities during the grant period and sustained after implementation to ensure children ages 0 – 5 have access to high quality early learning programs that are evidence based and that lead to significant improvements in child health, social emotional and educational outcomes; describe how you and your partners will continue to provide access to these programs beyond the life of the grant; identify and describe the metrics you will use to measure progress. Consider accreditation by NAEYC. ~~Must include a parental involvement component and intensive community outreach. Must commit to goal of enrolling at least 65% of families with children 0-5 living at the revitalized site in high quality programs.~~

- ii. **School (3 points)**
Describe the specific activities to ensure young neighborhood residents have access to high quality schools after implementation of the Transformation Plan; explain the student outreach plan, enrollment policies and parent involvement strategies for the schools; describe how you and your partners will continue to provide access to high quality education beyond the life of the grant; identify and describe the metrics you will use to measure progress. Consider one of four rigorous intervention identified Title 1 School Improvement grant program. ~~Must commit to goal of enrolling at least 65% of families with school aged children living at the revitalized site in high quality schools and schools undergoing significant improvements.~~

- iii. **Education Programs (1 point)**
Describe specific activities to provide access to high quality education programs based on successful models such as programs that increase learning time and evidence based programs that prepare students for college and career success.

[Education Strategy worth 7 of 120 total points]

Educational Plan (Extract) – An Example

Early Childhood

The early learning childhood component has six different strands:

1. An early childhood needs assessment for Woodlawn, designed by Chapin Hall for Children at the University of Chicago.
2. A coordinated series of interventions and supports designed on the basis of the needs assessment. The lead partner in this work will be Ounce of Prevention, which will also give us guidance on the quality of program implementation. They will pay particular attention to special needs families.
3. A pre-K literacy partnership with the Children's Literacy Initiative, ensuring our children continuity of instruction from pre-k through 3rd grade.
4. A campaign to convince parents of the value of center-based, rather than home-based care.
5. A program to help us identify special needs children as soon as possible.
6. A program to strengthen the overall quality of work in the early grades.

The needs assessment is in process with 1600 screening interviews completed and plans for 250 more in-depth interviews. Most of the data-gathering is being done by community residents trained by Woodlawn Choice Promise Communities (WCPC), working in teams with college students. Our hope is that when interviewing is over, the residents – some of whom are WCPC parents – will continue to be advocates in the schools and community for early childhood education and other core programs of WCPC. We also plan to train some of these parents to actually staff some of the programs that develop from the work of Ounce of Prevention.

The particular programs we develop are likely to include some combination of the following:

- Early learning programs for new and expecting parents, along the lines of the Harlem Children's Zone's Baby College.
- Home visitor programming.
- Early language development program; perhaps in conjunction with Leap Learning Systems.
- Detailed tracking of literacy development from age 3 on, perhaps in partnership with Professor Stephen Raudenbush.
- Improved quality pre-K and K instruction, perhaps in conjunction with Children's Literacy Initiative or Tools of the Mind.
- Early identification of special needs children, perhaps in conjunction with the University Medical Center.
- Identifying medical homes for all young children, ideally through a school-based health clinic we are establishing.
- Targeted use of parent volunteers to improve climate in early grade classrooms.
- Extensive literacy tutoring in early grades from both older students and parent volunteers.
- Early involvement in after school cultural and enrichment programs.

Early Childhood Indicators

Indicator	Source
Number of children in preschool, full or part day	Chapin Hall
Number of children in center-based care	Chapin Hall
% entering kindergarten in medical compliance	Administrative records
% entering kindergarten testing school-ready	The Bracken Basic Concepts Scale; Kindergarten Readiness Tool
Language development at age 3, 4	Peabody Picture Vocabulary Test
Quality of Pre-K classrooms	Infant-Toddler Environmental Rating Scale; Early Childhood Environmental Rating Scale – CPS Office of Early Childhood
Number of special needs children identified early.	Administrative records
<i>% of children with a medical home</i>	Southside Health and Vitality Studies
<i>% participating in early learning programs</i>	Chapin Hall Survey
Number of kindergarten children identified as disruptive by teacher.	Teacher survey
Number of early grade boys displaying "bravado behavior"	Scale to be developed by Dr. Margaret Beale Spencer

Building Quality Schools K-12

Based largely on the work of UEI and particularly the Consortium on Chicago School Research, our approach to building schools that speak to both the academic and social-emotional needs of schools has three major strands:

1. Improving schools as organizations by focusing on the Five Essential supports. Developing instructional leadership is an especially important part of this.
2. Expanding the time available for learning.
3. Re-engaging parents and communities.

1. Improving Schools as Organizations

Developing Schools: WCPC's approach to school improvement has been shaped by the two decades of experience the University of Chicago (UC) has acquired managing urban schools. Among the city's most successful, the UC charter schools are characterized by:

- Delivery of intellectually ambitious instruction on a daily basis.
- Significantly expanded learning time, including after school and summers.
- Expanded and integrated social supports for children and families.
- Data-driven instruction and program development.

These will become important components of the WCPC. We are equally influenced by the body of research accumulated by the Consortium on Chicago School Research (CCSR), which has given us strong evidence that as schools improve *organizationally*, outcomes for students improve. Putting new programs, no matter how good, into unstable or weak organizational milieus is unlikely to actually change schools themselves. Some of the organizational issues have to do with the sheer instability of the schools. Woodlawn schools have annual mobility rates averaging around 30%; teacher turnover is about 60% every four years. High teacher turnover, CCSR points out, can lead to discontinuity in professional development, loss of teacher leadership, and an erosion of social capital. Attendance can be regarded as another indicator of organizational stability, and it varies substantially across Woodlawn schools. In 2010, taking as an indicator the number of students who, by March, had missed five or more days, two of our schools would be over 45%, but two were near 20%, a range that suggests the possibility of considerable improvement.

A recent report from the CCSR (Montgomery 2010a) allows a look at some of the underlying organizational and instructional issues in Woodlawn. We do not have data on all schools, but the data we do have indicate that – as compared to the rest of Chicago schools – our schools are not strong on professional capacity; that is, teachers do not feel strongly committed to being at their schools, nor do they feel a strong sense of collective responsibility for students. There are significant problems with the learning climate of our schools, including the degree to which people feel safe and the degree to which students think they face appropriate pressure to do good work. CCSR contends that instructional leadership is a special factor in the change process, the catalyzing factor. Here we only have good data on three of our schools, but that data suggest that teachers feel they have little influence on what happens in schools and that these teachers are not being given enough instructional guidance. There are also some important areas on which to build in these data: student-teacher trust is relatively high, students feel their peers are interested in school work, and there are signs of some positive things happening in instruction, on which we will expand later.

Much of the initial work of WCPC, then, will focus on these underlying issues of stability and organization. We see attendance as a crucial point of leverage across all grade levels, including pre-K, but we intend to focus intensely on chronic absenteeism in the early grades; we define chronic as missing 10% or more of the school year, the point at which achievement seems to be affected. In Chicago, we know that attendance rates between 2nd and 4th grades identify 90% of the students who will eventually drop out (Lehr 2004). Due to the availability of extra resources from CPS, the Woodlawn schools were able to begin addressing absenteeism this spring. We will be planning a more comprehensive approach for the coming year, involving our parent leaders, community organizers, churches, and CPS, which recently designated Woodlawn to receive special supports for improving attendance.

We need to aggressively address teacher and student mobility. In the fall, again with the help of our parent leaders, we will begin planning an on-going campaign to reduce student mobility. This will be partly a matter of educating parents about the deleterious effects of moving mid-year and partly a matter of providing resources; in this we expect to have the help of resources from Catholic Charities, the city's office of Youth and Family Services, and pro bono legal services from the D.L.A Piper firm. We also plan this fall to start a task force composed of teachers and parents who will study teacher retention and develop plans for keeping strong educators in Woodlawn. Since our parent organization, the Woodlawn NCP, has been very involved in developing mixed-income housing plans for Woodlawn, one of the mechanisms we will explore is the provision of housing subsidies to teachers and administrators who make a long-term commitment to our schools. The research (Allensworth, Ponsciak and Mazzeo 2009) makes it clear, though, that the major issue is improving workplace conditions for teachers, which includes principal leadership, teacher collaboration, student safety, and student behavior, the last being especially important in high schools.

We are in complete agreement with CCSR about the salience of leadership. Over the long term, we hope to develop a culture in our schools and community programs in which people in leadership positions are thinking constantly about developing the leadership potential of others. Over the course of the first year, we expect our schools to start developing strong leadership teams focused on organizational development, instructional support, and social and clinical supports for students. The professional development supporting this work will be led by Tim Knowles, director of the Urban Education Institute (UEI) and former deputy superintendent of Boston Public Schools, where he founded both the Boston Leadership Academy and the Boston Teacher Residency. They will co-design the leadership component with school leaders. It will focus on improving CCSR's five essentials of school improvement in WCPC schools: specifically, instructional leadership; ambitious instruction; building a student focused, college going culture; parent and community engagement; and developing professional capacity among teachers and teacher leaders. The leadership training will be undergirded by CCSR's school-specific data and analytics on each school's progress in addressing each of the essentials, as well as diagnostic evidence (based on quarterly assessments) on the literacy and mathematics progress of each student enrolled in a WCPC school.

Because of our current membership in CPS Area 15, our principals have a jumpstart on becoming data-oriented, instructional leaders. They are spending more time in classrooms, evaluating teachers more rigorously, and reconsidering deployment patterns. One of the tools developed by Area 15 this year is a classroom-by-classroom analysis of achievement patterns. By comparing the scores students had on the state achievement test when school began last September with how children have done subsequently on interim tests, the analysis reveals how students of varying ability levels have done under their teacher this year; teachers can then be ranked by student performance. No one thinks this is a perfect measure of teacher effectiveness, but it has started a different, more instructionally-focused conversation between teachers and principals, and we will be building on it.

In collaboration with CPS, we are also making plans to improve the quality of new hires. The School of Education at the University of Illinois Chicago (UIC) has agreed to create a pipeline to Woodlawn that would involve sending us both interns and new teacher candidates. We are also working out similar

arrangements with the UC's Urban Teacher Education Program and the Associated Colleges of the Midwest. We will be designing a Woodlawn Teacher Residency, modeled after the Boston Teacher Residency. At the same time, to set a higher bar for becoming a teacher in Woodlawn, our aim is make demonstrated teaching effectiveness a precondition for teaching in our schools. Again with CPS, we will begin developing a set of teacher effectiveness indicators that meets rigorous standards of validity.

Early Grades Initiative: There is an obvious logic to investing heavily in the early years of schools. This year we had every kindergarten teacher in Woodlawn interviewed about the quality of life in kindergarten classrooms, and the interviews have proven extremely informative. We learned that there is a serious problem with unimmunized children in kindergarten, which can mean exclusion from school. {We made progress in 2011; need to get figures from Mrs. Pope.} We learned that even at that age, teachers have, typically, one to four students who are persistently disruptive. In partnership with the School of Social Service Administration (SSA) at UC, we want to develop a curriculum that will train some of our parent leaders to better understand and respond to inappropriate behavior among young children, especially aggressive behavior from boys, as aggressive behavior in first grade is a significant risk factor for later life. A second, trained adult can help create "cultures of calm" in the classroom before students are exposed to out-of-control classrooms. We also began implementation of CHAMPS this year in some middle grades; it is intended to develop more supportive, orderly, and civil classrooms. Next year, we will consider extending that more systematically into the early grades. Academically, we are developing an after-school developmental reading program. We would like every child grades K-3 to have extra time after-school to read with a trained Reading Buddy, and every child who is behind grade level to also have time with a trained reading specialist. This year we had Reading Buddies for 50 students for the last months of the school year; next year we hope to have 200- 300. {update with STEP/ Rauidenbush}

Creating Secondary Options: Viable high school options for children from Woodlawn are severely limited. Over the short term, one of the things we can do is improve the middle school to high school transition, a troubled process across the city. Performance for Chicago 9th graders is typically lower than it should be given their 8th grade performance levels; similarly, in 2009 the system saw a 10 % drop in attendance (from 92% to 84%) between 8th and 9th grades. Hyde Park Academy, the neighborhood high school, has expressed interest in joining WCPC and we should begin phasing them in this year. We might start with strengthening social supports in the school this year before tackling academic issues next year. Meanwhile, with CPS support, we would like to organize a year-long planning process, with broad stakeholder representation, to create a new vision for the neighborhood high school. This process would consider a broad range of options, one of which might be putting one or more small schools in the building. At the same time, we are hoping to expand our small charter High School, the University of Chicago Woodlawn campus, which is already developing a very strong academic profile; 98% of its first graduating class was accepted to 4- year colleges.

Twenty-First Century Learning Tools: We think of technology in schools as one piece of the broader task of developing a community-based technology support infrastructure that integrates closely with the schools. Part of our mission in the schools is to change the culture from "learning to use technology" to "using technology to learn" across the curriculum. This will require equipping teachers to be able to effectively utilize technology in the classroom through design of curriculum to support critical thinking, the creative synthesis of information, and to develop problem-solving skills in the classroom. We are also concerned with developing a plan to ensure equity of technological resources available to all students attending any WCPC school.

We envision the following steps in planning process:

- Working with School Principals to promote the integration of the National Education Technology Standards (NETS) into the WCPC schools curriculum by engaging the principals in an ongoing technology integration institute.
- Identifying Instructional Technology leaders in each of the schools.

- Establishing a WCPC Instructional Technology Leadership Corps, whose charge during the 2010-2011 school year (Planning Year) is to:
 - Report to WCPC on the current status of the schools in terms of curriculum technology integration, the current professional development needs of the school staff, and the current state of the school's equipment and infrastructure;
 - Work with CPS and Chicago University Internet Project, which is already working in our schools, as well as other partners to identify best practices for the integration of technological resources in the curriculum and culture of the schools, which included researching new instructional technologies and resources that could improve the educational outcomes;
 - Make recommendations to WCPC regarding the staffing, professional development, technological resources, and the provision of additional hardware and infrastructure necessary to achieve the technology goals of WCPC.
- Developing accountability guidelines for technology use (and the appropriate measures) for principals, teachers, local school councils, and students.
- Cultivating a professional development program for each educator that includes a baseline assessment and a tracking system that provides access to a wide range of technologies and curriculum integration strategies.
- Developing RFP's to select vendors to provide support services to local scholastic entities.
- Establishing a Technology Organizer position to organize and train instructional leaders on how to integrate technology tools into curriculum.

College Awareness: Having every young person college-eligible at 18 is one of our guiding aims. As such, WCPC has partnered with the UEI to implement "6 to 16," a program designed to foster college access and success for low-income African American, Latino, and first-generation students. The curriculum begins in grade 6 and is designed to engage youth until grade "16", or the completion of an undergraduate degree. By utilizing a combination of classroom time (typically advisory time) and technology (online curriculum and web-based social networking/data management), participating students are provided an early introduction to high school and college awareness and planning, as well as support selecting and applying to high schools and colleges.

Quality School Indicators

Indicator	Source
#/% of students at or above grade level, grades 3-8, 11 th	ISAT and PSAE tests – CPS administrative records –
Attendance rate for students in all grades	CPS administrative records -- CCSR Data Archive
Freshman on-track rate	CPS transcripts – CCSR Data Archive
Four-year graduation rate	CPS administrative records – CCSR Data Archive
Post-secondary enrollment rate	National Student Clearinghouse records – CCSR
Post-secondary graduation rate	National Student Clearinghouse records – CCSR

School Improvement Ability ¹	CCSR School Improvement Survey
% of students receiving special education services	CPS administrative records – CCSR Data Archive
% of students engaged in academic work	CCSR School Improvement Survey
% of students old for grade	CPS administrative records – CCSR Data Archive
Coherence of school program	CCSR School Improvement Survey
Principal instructional leadership	CCSR School Improvement Survey
Teacher commitment to school	CCSR School Improvement Survey

2. Expanded Learning Opportunities (ELO)

Central to the success of WCPC, we believe, is the need to provide expanded learning opportunities to Woodlawn’s children, parents, educators and community on the whole. We are committed to exposing Woodlawn’s children to a high expectations, intellectually rigorous school culture (and positive overall community) focused on putting young people into positions where they are teaching, leading or nurturing others. Our children will be exposed to a college-going culture, critical service learning experiences and entrepreneurial opportunities that help build their creativity, critical thinking skills and team-building. Intrinsic in achieving our goals is maximizing ELOs for all our children while ensuring that ELO activity is part of a coherent plan focused on the promotion of student learning. Our ELO approach is rooted in a combination of best practices and learnings from the University of Chicago Charter Schools (Donoghue and Woodlawn campuses, specifically), as well as from other models of academic enrichment, teacher planning and parent engagement – including Mass2020’s Expanded learning Time Initiative. While our ELO efforts have already launched, we will be investing significant resources to expand the integration of before, during and after school opportunities tailored to each student and, ultimately, for the entire WCPC community.

WCPC understands that schools that are successful at ELO not only add hours to the traditional school day but also incorporate several other strategies into their ELO effort. According to Mass2020², schools must be highly focused in their approach, concentrating on a small number of key goals. Second, these schools are rigorous in their use of data to drive continuous improvement and strengthen core instruction. Third, they add core academic time that allows teachers to individualize support for students and accelerate achievement. Fourth, these schools strategically add time for teachers to collaborate to strengthen instruction. Finally, they engage students in high quality enrichment programs that build skills, interests and self confidence.

A recent synthesis of research suggests that extending school time can be an effective way to support student learning, particularly when it is focused on students most at risk of school failure and when considerations are made for how time is used.³ A recent study by Chapin Hall at the University of Chicago⁴ analyzes the individual experiences of students in the Extended Day Program at the University of

¹ Schools strong on 3-5 of the Essential Supports for School Improvement are 10 times more likely to improve student attendance and learning gains than schools weak on 3-5 of the Essential Supports.

² Mass2020.org

³ Pattall, E.A., Cooper, H. & A.B. Allen. (2010). Extending the school day or school year: A systematic review of research (1985-2009). *Review of Educational Research*, 80(3): 401-436.

⁴ Lesnick, Joy, Bonnie Hart & Julie Spielberger. (November 2010). *More Time for Learning: Student Participation in Extended Day Programming at the UCCS Donoghue Campus During the 2009-2010 School Year*. Chapin Hall at the University of Chicago.

Chicago Charter School – Donoghue Elementary Campus (UCCSD) to examine the participation of students in extended day programming and explore the ELO relationship to academic performance and improvement. At UCCSD, the extended day program is designed to offer specialized programming to students in order to improve both academic and socio-emotional outcomes. According to UCCSD's brochure for parents, the school's extended day program "seeks to extend the learning of each participant through reinforcement of the quality instruction that occurs during the day and access to enrichment experiences in the following areas: literacy, writing, math, arts, recreation, sports, community service, and career and college readiness." In addition to providing extended programming before school, after school, during the summer and on the weekends, UCCSD also tailors programs during the school day to meet the individual needs of students. A range of student groupings in myriad programs combined with an increased number of adults providing services allows students to benefit from lower teacher-student ratios and to better receive individualized support.

These programs include academic interventions, homework help, character education, arts experiences, mentoring, peer relationships and others. Regular monitoring and observation, both formal and informal, of student academic and social-emotional performance is conducted by adults at UCCSD. When any member of the adult team perceives that a student may need extra support, a process called Academic and Social Support System (AS3) is implemented to develop a plan to best support the child's individual needs and ensure that no student falls through the cracks.

A working draft of the logic model for UCCSD's extended day program explains the relationship between academic and social-emotional inputs, outputs and outcomes. This model illustrates activities for students, but another critical part of the extended day focuses on professional development for teachers and parent engagement. In addition to the faculty, counselors, tutors, administrators, volunteers, parents and community members who participate in UCCSD's program, additional staff were hired to focus solely on providing enhanced academic and social-emotional programming integral to the extended day model. UCCSD has also reorganized the school day and the staffing schedules of adults to allow for its comprehensive, integrated approach to ELO.

In order to quantify UCCSD's enhancement of student learning opportunities, the research team developed a unit called the Intensity of Teacher Minutes (ITM), to calculate both time spent at school and the teacher-student ratio during that time. ITMs are used to document the degree to which students at Donoghue receive extended or enhanced programming and ITMs, combined with STEP and BAS reading assessments⁵, are used to assess whether participation was related to academic performance and improvement. At the time of this study, the only available outcome measure was student reading performance as measured by STEP/BAS assessments. Future research is planned to examine the relationship between ELO and overall student academic achievement and socio-emotional development. In UCCS elementary schools, reading levels are measured four times per year using the STEP and BAS assessment tools. Students are expected to make three or more levels of progress each year, regardless of their starting level. Those students who are below grade level must make additional progress in order to catch up to grade level expectations.

The Chapin Hall research team found that 85% of all students at UCCSD were involved in extended day programming during the 2009-2010 school year. Sixty-six percent of UCCSD students gained three or more levels in reading. More than half of students in each grade from K-5 made adequate yearly growth, with the highest level of success in fifth grade, where 84% of students gained at least three reading levels. Also important, 64% of all students were not reading at grade level at the beginning of the school year, with a dramatic drop-off of on-grade level reading occurring between the first and second grade classes. Students in the fifth grade had the highest average ITMs, likely due to the fact that the most programs

⁵ University of Chicago's Urban Education Institute Strategic Teaching and Evaluation of Progress (STEP) literacy assessment for Grades PreK-3 and Lesley University's Fountas & Pinnell Benchmark Assessment System (BAS) for grades four and five

were available for fifth graders, followed by fourth then third graders. The majority of students who received the highest ITMs were also those students who were not reading at grade level at the beginning of the school year. Aligned with one of the school's primary goals, students who are struggling academically do receive additional supports in highly individualized ways – more than 100 combinations. Students who started the year below benchmark had higher ITMs than students who were above benchmark at the beginning of the year. Students who are above the benchmark also participate in ELO programs, though, reflecting the programs' academic and social-emotional foci.

Expanded learning opportunities are also central to student learning and progress at the University of Chicago Charter School – Woodlawn High (UCW). ELOs, in combination with rigorous and engaging instruction and comprehensive academic and social supports, enable nearly 100% of students at UCW to accelerate their learning and attend college. Funding provided by the Ford Foundation will extend the ELO of UCW's regular school year by making possible additional ELO during the summer.

WCPC's nine neighborhood community schools have already successfully launched extended learning opportunity programs. That said, we will be applying best practices and key learnings from the UCCSD model, as well as from other leading programs, across our schools. To date, WCPC has focused ELO resources, including funds provided by the Ford Foundation, to support two primary goals – (1) increase the number of students who score within the "exceeds standards" category on the state achievement test (only the children who score in "exceeds" are likely to have good outcomes down the road); and (2) develop the Promise Child model (defined as a young person who is academically successful, socially engaged and technologically sophisticated). To address both goals, we have established a number of programs in which substantial academic content is taught, and/or high quality enrichment opportunities provided, in an engaging and interactive fashion both during and after school. Rather than teaching to the test, our focus is on inquiry-based programming with an emphasis on students using and developing higher order thinking skills. Our approach is rigorous academically, but embedded in play, exploration and real-world activities. Three such examples are highlighted below.

Algebra Labs (6th-8th grade)

High schoolers from the University of Chicago Woodlawn Charter High School and undergraduates from the University of Chicago provide weekly learning experiences to WCPC 6th-8th graders to help them prepare for the CPS Citywide Algebra I Exit Exam. Based on the work of Bob Moses, Algebra Labs are based on mathematical inquiry and exploration in order to tie to the core math curriculum. At least one college student and two high schoolers are paired with elementary school labs at any one time. In addition to building critical math skills among elementary school students, the lab program reinforces math mastery by high school and college students and helps develop leadership and teaching skills among the older students. Another plus, the labs provide students with a nurturing, challenging, skill-building after school activity.

Promising Young Leaders and Readers (PYLR)

Twice a week, PYLR provides the opportunity for pre-K through 3rd grade students to practice reading skills and comprehension with the one-on-one support of 7th and 8th grade students. Sessions take place after school, last 90 minutes and follow a developmental reading program structure designed to track with STEP and DIBEL assessment data. Pre-K-3rd graders gain proficiency and confidence in reading and literacy while older youth develop leadership skills and sense of self-worth as mentors and teachers. Both students and "teachers" are able to grow these valuable skills while having fun in a safe after school environment.

6to16 (6th grade - college)

6to16 consists of a college-readiness curriculum, a set of online learning opportunities, and a web-based social network that gives students the knowledge, skills and belief to complete high school and college. The program is taught during the regular school day, begins in the 7th grade (we are adding 6th graders next year) and positions students for success through middle school, high school, and four years of college

("16th grade"). Nearly all Woodlawn 7th graders are enrolled. Instructors report that the program already appears to be shaping students' views about college and the future.

Evaluation is central to WCPC's planning and execution of programming and we are fortunate to be working with the University of Chicago's Consortium on Chicago Schools as well as select other partners to conduct ongoing research and evaluation. A discussion of evaluation appears later in this proposal. We are pleased, however, that preliminary anecdotal evaluations of student ELOs suggest that students are gaining skills, interests, self-confidence and well roundedness as a result of WCPC's extended learning opportunities.

In addition to ELOs that are already underway for our children, this summer we expect to host two Children's Defense Fund Freedom Schools, serving about 120 students. Many of our principals want to use this as a springboard for thinking about what it would mean for year-round schools to operate like Freedom Schools; i.e, to build into the regular functioning of schools practices that speak more intentionally to self-affirmation, peer affirmation, social justice issues, including African-American history and the inculcation of sense of being able to contribute to one's community. We will also be offering a summer math enrichment program for eighth graders led by Dr. Paul Sally of the University of Chicago math department.

In light of the success and momentum of our ELO programming thus far, and due to our commitment to (and the demand from the community for) growing extended learning opportunities within WCPC, our plan is to increase the size and scope of ELOs in Woodlawn. Securing funding from the Ford Foundation will help make this possible. In addition to building on the learnings of UCCSD, UCW and Mass2020, we will look at a program developed at the University of Massachusetts that involves high school students coaching and mentoring younger students, and at the possibility of Future Teachers of America clubs. One of our board members is a national executive with McDonald's and that opens up the possibility that our strand on entrepreneurship could begin with having a student-run restaurant in one or more of our schools. We are also likely to broaden our offering in arts, culture, health and wellness and are studying the feasibility of establishing a school-based health clinic that would serve all of Woodlawn.

In addition to providing ELOs directly to our students, WCPC is also focused on creating extended learning opportunities for our educators to allow for critical collaborative teacher time to strengthen instruction and tailor work to the needs of individual students. Principal leadership training and planning are also central to our ELO programs to improve overall school efficacy and culture. Nearly all of our schools have arranged for common planning time for grade-level or grade-contiguous teams. Over the summer, we will use philanthropic support to allow for more overview planning and assessment training and implementation. Our principals are benefitting from weekly/bi-weekly/monthly training and support groups launched at the onset of WCPC. This work is both enthusiastically received by principals and clearly making an impact on their leadership and school cultures. We also have the great advantage that the CPS instructional coaches assigned to our region, Area 15, are willing to take part in program design and monitoring. Their collaboration ensures that our out-of-school-time programs complement the curriculum and activities designed for regular in-school time. In the near term, WCPC will also host workshops for school personnel on working more effectively with parents and community groups. Next year, professional development for staff will start, at the request of staff, with an orientation to community organizing, workshops on freedom schools, and workshops on the problematics of majority group member working in minority communities. As we continue in our overall planning, we anticipate creating additional ways in which principals and teachers can leverage ELO.

3. Re-engaging Parents and Communities

A key element in our work is helping parents become more effective advocates for children, schools and the community as a whole. In order for this to happen, parents have to have a stronger appreciation of their own role as leaders, and a better understanding of what they should expect from their children's schools. To this end, WCPC is committed to (1) providing extended learning opportunities for parents to

foster their growth as parents, as individuals and as leaders; and to (2) increasing overall parental engagement in WCPC.

Ford Foundation funding has been instrumental in helping make possible our parent engagement initiatives. We have already recruited and trained two cohorts of parent leaders, which involved taking them through an eight-ten week curriculum focused on parents-as-first teachers, child development and the importance of early childhood education, discipline at home and in school, school-family relationships, and using neighborhood assets. About 30 parents have been trained to participate in safe passage programs. While our inaugural year in parent outreach has had many challenges, the impact of our work has been positive. We have already learned a great deal from this early stage and improvements are well underway. Parents clearly feel more welcome in schools and most of our schools now have functioning parent rooms. Relationships between parents and principals and parents and teachers have clearly improved. Approximately 40 parent leaders meet every Wednesday morning and they are enthusiastic about recruiting additional parents. Not only do these parents feel good about their school-related improvements, but they place strong value on the relationships they have forged with fellow parent leaders. We are in the process of forming a Woodlawn-wide parents' council, many members of which completed the leadership training. The council will be part of the governance structure of the WCPC.

Over the next two years, training will be added to educate parent leadership groups about research on school change. During this period, new funding will also make possible our ability to train parents in several other areas including: collaborating more with teachers in the early grades, tutoring, hallway monitoring, helping to establish appropriate classroom management climates, reducing student absenteeism and mobility as well as teacher turnover, planning for new secondary options, creating a system of early identification of high-risk families, and making schools safer overall. During years two and three, we also plan to expose parents to models of best practice at the classroom and school level, including visits to other schools. Select parents trained this year will also be involved in the training of later groups. Another priority for the next two years is to design a campaign to raise awareness and understanding among parents of the value of center-based, rather than home-based early childhood care.

K-12 Indicators: High Schools and Colleges

Indicator	Source
#/% of students at or above grade level, grades 3-8, 11 th	ISAT and PSAT tests – CPS administrative records –
Attendance rate for students in all grades	CPS administrative records -- CCSR Data Archive
Freshman on-track rate	CPS transcripts – CCSR Data Archive
Four-year graduation rate	CPS administrative records – CCSR Data Archive
Post-secondary enrollment rate	National Student Clearinghouse records – CCSR
Post-secondary graduation rate	National Student Clearinghouse records – CCSR
School Improvement Ability ⁶	CCSR School Improvement Survey
% of students receiving special education services	CPS administrative records – CCSR Data Archive
% of students engaged in academic work	CCSR School Improvement Survey

⁶ Schools strong on 3-5 of the Essential Supports for School Improvement are 10 times more likely to improve student attendance and learning gains than schools weak on 3-5 of the Essential Supports.

% of students old for grade	CPS administrative records – CCSR Data Archive
Coherence of school program	CCSR School Improvement Survey
Principal instructional leadership	CCSR School Improvement Survey
Teacher commitment to school	CCSR School Improvement Survey

Woodlawn Supports Indicators

Indicator	Source
Number of violent incidents in or near school	CPD; School Success Profile (SSP)
Parental involvement at all tiers	CCSR survey
Student and teacher attendance	CPS records
Student sense of belonging and connection.	CCSR, Elementary School Success Profile
Discipline Referrals	School records
Improved Grades	CPS records
Improved Teacher-Student Relationships	by Student Report
Student Perception of Adult Support	CPS Connection survey; SSP, ESSP
Functioning Behavioral Support teams	Teacher interviews
Level of Problem Behavior	Carolina Child Checklist; CCSR teacher survey; Elementary School Success Profile
#/% of students who feel safe traveling to/from school	CCSR School Improvement Survey
#/% of teachers who feel their school is safe/orderly	CCSR School Improvement Survey
Number of students with caring adult at home	Chapin Hall survey
#/% of students who say the adults in their community know and care about them	CCSR School Improvement Survey
#/% of teachers who say parents attend parent-teacher conferences	CCSR School Improvement Survey
#/% of teachers who say parents are involved in the school	CCSR School Improvement Survey
#/% of students who feel like they belong at their school	CCSR School Improvement Survey
% students living in block groups	Census Bureau – CCSR Data Archive

How continue access after funding ends?

We are in negotiation with Chicago Public Schools to allow the Woodlawn schools to become a separate district with its own CPS-funded staff. If it's funded in the usual way, that would give us about a \$700,000 dollars in salary costs plus some funds for programming, although the latter more difficult to predict. The basic salary package should cover a Chief Area Officer, two to three instructional support persons, a data analyst and some administrative support.

The University of Chicago along with Apostolic Church has committed to seeing that the executive director's salary is covered for three years which should mean a minimum of three years of direct support from the University at \$200,000 minimally. (In-kind support from the University will be easily three times that.) A number of University Trustees have expressed considerable interest in this work, seeing it, appropriately in the next step in the University's twenty-year commitment to improving urban schools. We expect to develop a fund-raising campaign among the Trustees focusing on three things:

- Funding research support from the Consortium on Chicago School Research.
- Funding our use of tools developed by the UC Urban Education Institute – in particular the Step Assessment program and the 6 to 16 College Awareness program.
- Funding extended learning opportunities, one of the hallmarks of the UC charter schools.

We are also developing good relationships with local funders; United Way has encouraged us to apply for a \$100,000 grant this spring and we hope that will be recurring. We have also been encouraged to apply to Chicago Community Trust for a multi-year grant. Overall, we hope we can raise a half million a year for the next several years from local foundations. At the national level, the Ford Foundation, which has given us a \$300,000 grant has asked us to apply for another grant of that size. They have also expressed a willingness to introduce us to some of their partner foundations.

Government funding is difficult to predict at this point. If the federal Promise Neighborhood proposal is funded, we will certainly be applying. We will also be applying for 21st Century Community Schooling funds, if they are available, as we expect them to be. If all our schools can be funded at the levels available in the past, that would add close to a million dollars a year for three years.

We are beginning to develop an advisory board consisting of corporate and civic leaders who will help with fundraising, especially corporate fund raising. Their first activity will be this month.

Overall, the project needs a minimum of 3-4 million a year in its early years and we think we are close to pulling that kind of package together. Obviously, a multi-year grant from Kellogg would help leverage some of the other possibilities.