Today’s Topics

• Study Overview

• Key Findings
  • Strengths
  • Areas for Growth
  • Benefits of Community Schools

• Focus Areas for 2019-20

• Questions
Study Overview
Study Goals

• Understand how Community Schools were implemented in Pittsburgh Public Schools (PPS) during the 2018–19 school year.

• Gather data about perceptions of impact.
Data Sources

• Extant records (i.e., action plans, monthly reports, monthly service updates, needs assessments)

• Interviews (five site managers, five principals)

• Focus groups (four site teams, staff at five schools)

• Observations of afterschool activities at four schools using the Program Quality Assessment (PQA)
## Organization of Findings

<table>
<thead>
<tr>
<th>Structures and Functions</th>
<th>Opportunities</th>
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<tr>
<td>1. Collaborative leadership</td>
<td>7. Powerful learning</td>
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<tr>
<td>2. Planning</td>
<td>8. Integrated health and social supports</td>
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<tr>
<td>4. Student-centered data</td>
<td>10. Authentic community engagement</td>
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<td>5. Continuous improvement</td>
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<td>6. Sustainability</td>
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Findings: Strengths
Site Teams
Collaborative Leadership (Standard 1)

- Site Manager: 5
- Teachers: 5
- Community Members: 4
- Guidance Counselor or Social Worker: 3
- Principal or Assistant Principal: 3
- Parents or Family Members: 3
- School Nurse: 3
- Support Staff: 2
- Students: 1
Support Provided for Site Managers
Coordinating Infrastructure (Standard 3)

• Standard operating procedures as a guide
• Support from Community Schools coordinator
• Collaboration with other site managers
Opportunities
Powerful Learning (Standard 7), Integrated Health and Social Supports (Standard 8), Authentic Family and Community Engagement (Standards 9 and 10)

- **136 partners total** (mean = 25.2, range = 5–39)
- **77 powerful learning partners** (mean = 19.3, range = 16–22)
  - Enrichment; academic support; leadership; character development
- **51 integrated health and social support partners** (mean = 12.8, range = 7–20)
  - Social and emotional supports; nutrition or food; restorative practices or discipline; mental health counseling; health or vision
- **17 family and community engagement partners** (mean = 4.3, range = 1–8)
  - Community building; family workshops; volunteer opportunities
Findings and Recommendations: Areas for Growth
Shared Vision and Shared Decision Making
Planning (Standard 2)

- Almost all respondents said that they do not believe that there is a shared vision for Community Schools across stakeholders, including staff, community members, and families.
- Many respondents said that there is a shared vision within the site team.
- Some respondents said that there is a vision but that it is not known by school staff or families.
Recommendations for Creating a Shared Vision for Community Schools

- Schools should go through a formal process for establishing a written vision.
- Diverse stakeholders should be involved in establishing the vision.
- Schools should develop a plan for communicating the vision to stakeholders.
- Have active advisory boards.
Essential Components of a Shared Vision

• Create and maintain feedback loops.
• Create opportunities for shared decision making.
• Foster a culture of shared responsibility for positive youth outcomes.
Needs Assessment
Planning (Standard 2)

- All schools conducted a needs assessment and used the reports in developing the action plan.

- Challenges:
  - Low response rates
  - Difficulty interpreting reports
  - Timeliness of reports
  - Findings do not accurately reflect needs of school
  - Findings were vague
Needs Assessment Recommendations

• As part of this evaluation, AIR worked with PPS to revise the needs assessment process to consist of 30 indicators that have been shown to ensure that
  – families are actively involved in their children’s education,
  – students are actively involved in learning and their community,
  – students are healthy,
  – students live and learn in stable and supportive environments, and
  – students succeed academically.
Continuous Quality Improvement
Continuous Improvement (Standard 5)

• None of the respondents described a formal process for assessing quality of service providers or programs.

• Common ways that schools determined quality:
  – Examining program attendance records
  – Conducting informal observations of activities to gauge engagement
  – Reviewing monthly service updates
Continuous Quality Improvement Recommendations

- Select tools or processes that allow schools to:
  - Intentionally think about how to improve implementation
  - Improve the quality of programming provided to youth and families (e.g., PQA)
Staff Buy-In

Sustainability (Standard 6)

- Staff understanding of and buy-in for Community Schools varied by school.
- In four schools, all staff received the standard operating procedures.
- Recommendations to improve staff buy-in:
  - Identify “champions” to help garner support from other staff.
  - Hold formal presentations with staff about Community Schools.
  - Develop a Community Schools guide that explains the model and what services are available.
Findings: Benefits of Community Schools
Benefits to School, Students, Families, and the Community

- Services are more coordinated (4 respondents)
- Culture and climate of school has improved (3 respondents)
- Exposed to more learning opportunities (13 respondents)
- Some of their basic needs are met (e.g., health, food) (12 respondents)
Benefits to School, Students, Families, and the Community

<table>
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<tr>
<th>Benefits</th>
<th>Number of Respondents Who Indicated Benefit</th>
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<tr>
<td>Parents are more trusting of the school</td>
<td>8</td>
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<tr>
<td>Some of their basic needs are met</td>
<td>4</td>
</tr>
<tr>
<td>Parents are more engaged</td>
<td>4</td>
</tr>
<tr>
<td>Does not impact the community</td>
<td>9</td>
</tr>
<tr>
<td>Brings community members into the building</td>
<td>5</td>
</tr>
<tr>
<td>Community members are more trusting of the school</td>
<td>5</td>
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Number of Respondents Who Indicated Benefit
Focus Areas for 2019-2020
2019-2020 Community Schools Focus Areas

• Implementation of the Community Schools Comprehensive Plan
• Continuous improvement of the Community Schools strategy
  – Site Team and Site Action Plan Development (Shared Vision)
  – School Staff Engagement and Buy-In Strategies
  – Collective Family and Community Engagement Strategies
  – Site-Based Needs Assessment Plans
  – High Quality Community Partnerships
  – Community Partner Data Management and System
  – Professional Development
• Continuous Implementation of Community Schools national best practices
Questions
Note that Dominique Bradley is included on the title slide but not here.

Ziebarth, JoAnn, 8/1/2019