

WELCOME

Introductions
Roll Call



Who We Are

Chicago Public Schools (CPS) is the third largest school district in the United States with more than 600 schools providing education to approximately 400,000 children. Our vision is that every student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career and life.

Began as a District initiative at 36 schools in 2002, the **CPS Community Schools Initiative (CSI)** has launched over 200 elementary and high schools as community schools.

At the District level, the CSI team providing central support include: **CSI Program Coordinators, CSI External Partnerships Coach, and the CSI Evaluation and Research Analyst.**



What We'll Do Today

Brief overview of CSI Continuous Quality Improvement Process (CSI CQIP)

Implementation Framework

An example from Nightingale Elementary

Using the CSI CQIP to improve programs

Activity

Learning about the CSI CQIP tool



CPS CSI Continuous Quality Improvement Process

Two main aspects:

- Self-Assessment Quality Improvement Rubric – looks at organizational processes and structures
- Youth Program Quality Assessment – looks at program quality



CPS CSI Continuous Quality Improvement Process

- ✓ **Assign a Quality Improvement Facilitator**
- ✓ **Receive training in the process (User Guide)**
- ✓ **Establish a Quality Improvement Team**
- ✓ **Assess readiness and determine the most appropriate phase**



Self-Assessment Quality Improvement Rubric

Operationalize what it means to undertake the different elements of the Chicago Community Schools Initiative strategy.

- Organized around four broad domains
- Focused on *organizational* processes and structures
- Criteria for *Planning, Emergent, Proficient, and Exemplary*
- Questions to guide assessment discussions
- Guidance around key stakeholder involvement



The Rubrics



CPS CSI Self-Assessment Quality Improvement Rubrics

Organized around four broad domains:

- **Domain 1:** Establish and maintain essential structures and resources needed for an effective community school (7 subelements)
- **Domain 2:** Establish and maintain community school programs and services (6 subelements)
- **Domain 3:** Establish and maintain continuous improvement structures (4 subelements)
- **Domain 4:** Develop strategies and commit resources to financially and organizationally sustain the community school (2 subelements)





Element 2C. Establish family and community programs and services that are aligned to community and family needs and resources.		
Guiding Questions:	2C1. Alignment Strategies	2C2. Responsive Programming
	<ul style="list-style-type: none"> Did an updated Needs and Resources Assessment inform the family programming? Did key stakeholders provide additional information on the community and family needs and resources? 	<ul style="list-style-type: none"> Are family programs and services implemented that are responsive to community and family needs? Are programs and services scheduled to encourage participation of family members? Are family cultural and language preferences (and language skills) accommodated by the programs and services?
1-Planning	No Needs and Resources Assessment was conducted. Services were selected based on informal information collected from stakeholders, with decisions only minimally based on shared and written information on community needs.	Services do not meet community needs , in part because the needs have not been learned. Services only minimally accommodate community members' schedule preferences (e.g., may not be provided when community members are available) and cultural preferences (may not be translators, providers may not be attuned with certain cultural norms).
2-Emerging	A Needs and Resources Assessment was conducted, but some of the information is out of date and incomplete . Stakeholder input on client needs was sought, but not from all stakeholders and not in a systematic way (e.g., not using a structured protocol that would ensure comprehensive information is gathered).	The services meet some of the community needs. For example, there may be information sessions on topics of interests to family members or on-site service providers. However, services may not accommodate community members' schedule preferences or their language and cultural preferences.
3-Proficient	A recent and up-to-date Needs and Resources Assessment was referred to when planning family programming. Stakeholder input into community needs was sought, but not from all stakeholders and not in a systematic way (e.g., not using a structured protocol that would ensure comprehensive information is gathered).	The services meet some of the community needs, and efforts have been made to provide services to accommodate community members schedule preferences, with some success. Cultural and language preferences are accommodated by most but not all providers.
4-Exemplary	The services were selected based on a recent and systematic needs and resources assessment, as well as stakeholder input that refines and elaborates on the information reported in the assessment. For example, stakeholders described schedule preferences and cultural preferences of community members (e.g., need for translators).	Services and how they are provided are closely aligned with community needs. Services are also provided on a schedule that is optimal for community members . Family cultural and language preferences are consistently accommodated by all providers.

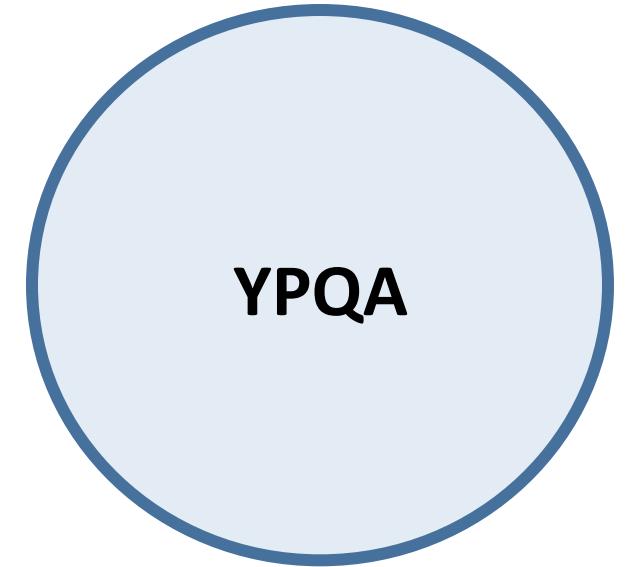
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Short-Form Youth Program Quality Assessment

Point-of-service measure to assess the quality of programming as delivered and experienced by participating youth

- Observation-based tool
- Assess if activities are developmentally appropriate, supportive, interactive, and engaging
- Used to conduct external and self-assessment observations



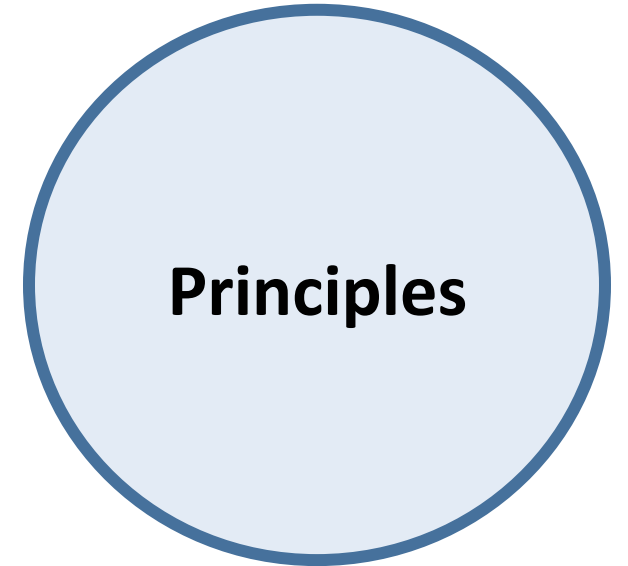
Three very critical principles guiding development

(1) Stakeholder involvement

- Evaluation Advisory Group

(2) Low stakes self-assessment, action plan development, and implementation, but *accountability* for completing the process

(3) Process broken into *developmental phases* so quality improvement efforts follow the natural progression of community school implementation



Florence Nightingale Elementary School

- Nightingale School is located in the Gage Park Neighborhood, which is on the Southwest side of Chicago
- Currently a level 1+ school
- 1,344 students in grades Pre-K to 8th
- The student population is 99.5% Hispanic
- 700 of those students are identified as English Language Learners
- 98% low income
- Lead Partner Agency: YMCA of Metro Chicago



Florence Nightingale Elementary School

BEFORE becoming a Community School and partnering with the YMCA in 2013,

- Nightingale was a Level 2 school
- Available out of school time funding was used to provide academic after school programs targeted for specific grade levels
- The community had an interest and desire for non-academic programs

AFTER our partnership with the Community Schools Initiative,

- Positive changes were brought about by our Advisory Board Committee, using the CQIP
- Both academic and non-academic programs were implemented
- Students of all grade levels were able to participate
- Saturday School was introduced
- Academic achievement improved
- Parent engagement and voice increased



Florence Nightingale Elementary School

- A member of the Gage Park Community since 1991
- Graduated from Nightingale in 2005
- Returned to the community in February, 2013.
- Became Resource Coordinator in August, 2013.



Florence Nightingale Elementary School

Advisory Board Development:

- The FIRST year, the Advisory Board had one teacher, an administrator, and two parents
 - The first time scoring the CQIP Rubric, I had help from YMCA and a CSI Coach
 - Provided a better view on other opinions at the schools.
 - Opened up doors to free programming for students and parents
- The SECOND year, the Advisory consisted of one teacher and one administrator
 - That same year, all parents were invited to participate in the Advisory Board
- The THIRD year, two key parents connected the Advisory Board with other community members, and suggested programming changes that were accepted by the school.



Florence Nightingale Elementary School

Alberta Castillo has two boys in our YMCA program, is the PTA Vice President at Nightingale School, and is also a member of the NCLB and LSC.

- She became interested in our program so that she could help her children progress in their social emotional skills which she felt they lacked.
- Being connected with many parents of the community she was able to address concerns that she knew other parents had but were unable to speak about it.



Florence Nightingale Elementary School

Aleysa Gomez has a daughter in our YMCA program, is the PTA President at Nightingale School, and also member of the NCLB, LSC, and Network 8 Parent Leader.

- She became interested in our program so that she could help her child progress in their social emotional skills.
- Being connected with many parents of the community, she was able to address concerns that she knew other parents had but were unable to speak about.
- She was able to connect us with organizations such as the Brighton Park Neighborhood Council (BPNC), which provides free health workshops and speakers.



Activity: The CQIP Experience

- (1) Each table has an example of a Rubric Element, roles of various community school stakeholders, and a scenario to provide context**
- (2) Familiarize yourself with the scenario and select a role to play**
- (3) Complete and score the Rubric using the activity guide**
- (4) Based on your findings, create at least one improvement objective using the action planning template**



Activity: The CQIP Experience

What were your reactions from going through this process?

Did you experience any challenges as you were completing the scoring?

How did you prioritize your improvement objective?

What processes did you find to be important to supporting this work?



Lessons Learned

Key Practices Associated with Developing, Implementing, and Strengthening a Continuous Quality Improvement Process

Communicate successful outcomes

- Improved knowledge of the community school model
- Increased collaboration among stakeholders
- Higher quality programming

Adjust the process as needed

- *Examples of recommended adjustments:* (a) Need for a Spanish version of the rubrics; (b) Creation of a transition plan for sites to support ongoing communication; (c) Allow sites to adapt the process as needed (e.g., Advisory/Assessment Team, utilizing parent groups)

Reframe work as improvement vs. monitoring

- Assessing implementation to understand areas that need support







CSI Team

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