

# COMMUNITY LEARNING CENTER OVERVIEW



# INTRODUCTION

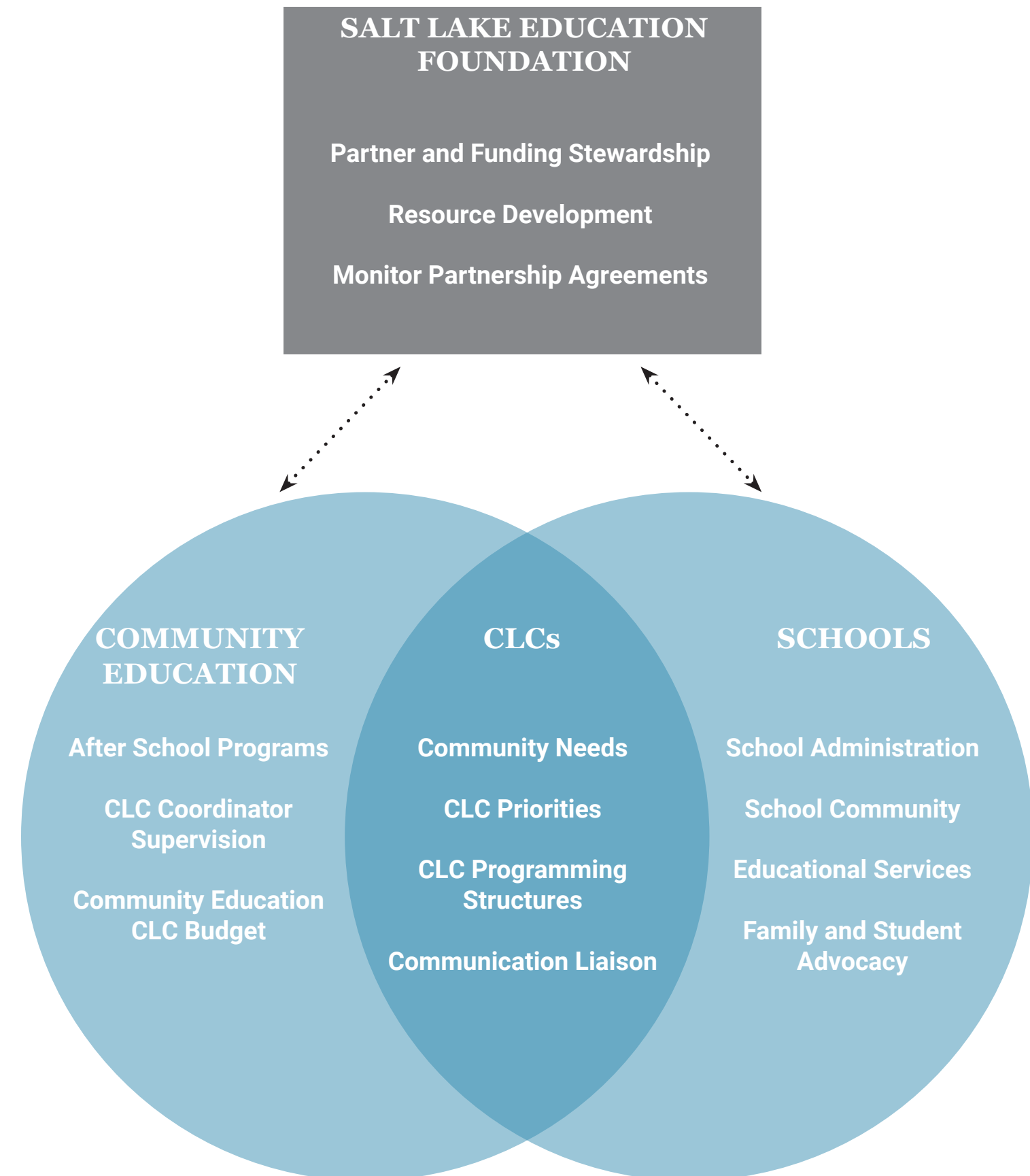
In Salt Lake City School District (SLCSD), a Community Learning Center (CLC) is a philosophy, not just a program. The original concept for the CLCs originated in 1993 when Rose Park Elementary Principal, Roseanne Jackson, first read about the Community School movement. The Children's Aid Society of New York had begun to place a variety of community resources at local neighborhood schools. Their model and subsequent work went on to create the National Coalition for Community Schools. The Coalition is now recognized as the driver behind the Community School/CLC movement across the United States. Encouraging the concept of community resources supporting student learning at the neighborhood level, much of today's research based and scholarly work on student access and success comes from the Coalition's 20+ years of work under the direction of the Institute for Educational Leadership. At the core, the foundation for the SLCSD's work is the belief that all neighborhoods are unique and that each CLC's programming is determined and driven by each of the distinctive needs of students and families in the surrounding community.



Community Asset Maps are collected and used to identify the strengths and opportunities in each neighborhood. Based on the concept of community asset based decision making, each CLC has identified formal and informal local community leadership. These local leaders are convened regularly to give input on neighborhood gaps that may directly or indirectly affect student learning and success. Programs, services and learning opportunities are identified and collocated at the CLC school sites to assist student/family access; thereby creating social, emotional, educational and physical support systems which increase the family resiliency and student academic success.

It goes without saying that this work would falter without the committed partnerships that support the work. The SLCSD is able to provide programming space and access to students/families for collaborating agencies to deliver their goods and services. With the common holistic, asset based approach, the CLCs and their staff and volunteers work to address five areas of focus, high quality early childhood education, student academic and leadership development support, adult education, access to health and mental health care and services, and community development and civic engagement.

# RESPONSIBILITY BY AGENCY





# TIMELINE

1993

Roseanne Jackson, Principal at Rose Park Elementary, seeks assistance from the College of Social Work and other community partners and agencies to explore full

1996

A Wallace-Reader's Digest grant is completed for

1997

Rose Park Together is formed to continue to develop programs and seek funding for a Community Learning Center (CLC).

1997-2006 Rose Park Together continues to seek support resources, and identify community, family, and students' needs as Rose Park continues to see significant

2003

Dr. McKell Withers becomes Superintendent of Schools, Salt Lake City School District.

Dr. Withers develops relationships with CLC advocates in

2006

Dr. Withers begins reorganization of the Development Department and the creation of the External Relations function for the district with new targeted priority changes for the Salt Lake Education Foundation.

2007

Ground is broken on a 3,400-square-foot addition to

2008

Rose Park CLC programming expands into the new

2009

CLC oversight is turned over to the Development and External Relations Department with the charge to begin preparing for similar expansions at Lincoln and Glendale. Fiscal and programmatic oversight becomes a function of Development and External Relations along with development activities supported by the Salt Lake Education Foundation. The Development Department works with a variety of funders and partners to expand and support programming success.

2009-2013 CLC site leadership teams and targeted programming increases at the three hub CLC sites. The District CLC Leadership Team is formed to ensure across department resources and data sharing to support CLCs.

2010

SLCSD secures property at the Lincoln site in preparation

2011

Hard funding secured for three full-time CLC coordinators as a regular district budget line item. Coordinators are no longer soft funded.

National League of Cities award is received to begin two year planning process for A Capital City Education, a

2012

An 18 month baseline CLC study is completed by the Utah Education Policy Center at the University of Utah.

Salt Lake City government agrees to support the Glendale project with a city grant.

Ground is broken for the nearly 30,000-square-foot CLC

2013

The CLC in the Glendale community opens.

Four new emerging satellite sites are identified to begin process of leadership team development and community/

2015

2016

Construction begins on Lincoln CLC.

2017

Liberty (formal Lincoln) CLC opens.





# CORE VALUES

Salt Lake City School District’s Community Schools raise achievement of all students by building on the knowledge and assets of the youth and community, developing authentic school, family and community relationships and providing access to opportunities that lead to healthier communities.

## OUR COMMUNITY SCHOOLS PROMOTE:

### A Welcoming Institutional Climate

- Increases rates of family engagement and involvement
- Increases accessibility to education for everyone in the family
- Fosters a sense of belonging (“This is my community”)
- Engages all stakeholders (families, faculty, partners, leaders) in developing a welcoming institutional climate
- Integrates community members in all levels of staff and partnership positions
- Co-creates a trusted space with the community



### Educational Equity

- Focuses on social and emotional wellness for students and families
- Provides high-quality programming
- Promotes racial and socio-economic educational equity
- Educational opportunities are built on the strengths of our students and families
- Provides holistic services to the community
- Addresses barriers to student and community growth and learning



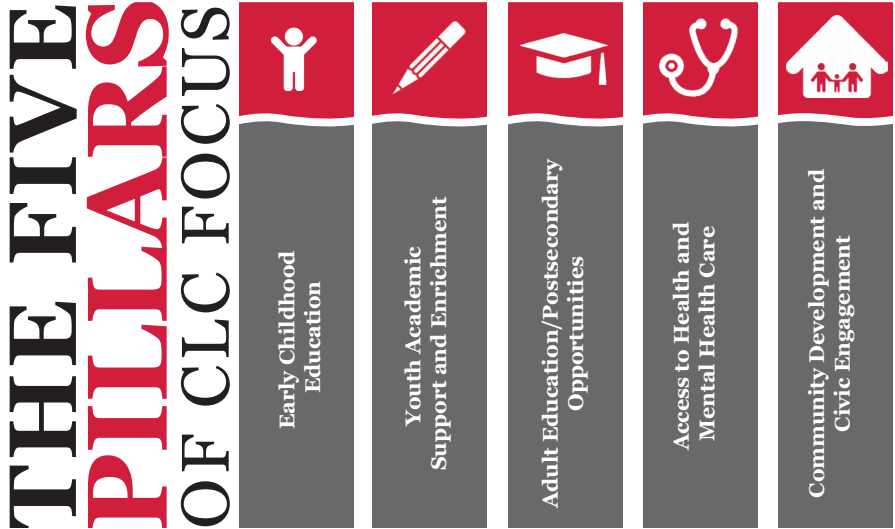
### Asset-Based School Community Partnerships

- Supports families to become educational advocates for themselves and their children
- Sees community members as knowledge holders and actively create opportunities for input
- Encourages families and community members to provide academic and enrichment opportunities
- Increases access to educational pathways for all community members
- Develops authentic relationships



### Community-Driven Systems Transformation

- Increases families and community knowledge of how systems operate and are encouraged to address inequities
- Influences district policy
- Community based data drives school and programmatic decisions
- Builds bridges between systems and communities
- Stabilizes neighborhood infrastructures
- Develops community-based metrics to assess educational and community impact





# COMMUNITY COLLABORATION AND PARTNERSHIPS/COMMUNITY LEARNING CENTERS LOGIC MODEL

## CONDITIONS AND RESOURCE ASSESSMENT PROCESS

**BARRIERS**

- Poverty
- Access to Health Care
- Language
- Documentation
- Space
- Funding
- Staff
- Bureaucracy
- Shared Data
- Attitudes
- History
- Community Awareness

**RESOURCES**

- District Commitment
- Asset Based Community Collaboration Philosophy
- Steller CLC Coordination
- Solid Supporting Partnerships
- Shared and Braided Resource Opportunities
- Developing Resident Leadership
- Public and Private Sponsors
- Site Leadership

Development and implementation of a multifaceted, collaborative program and service model.

Collaborative Leadership, Program Management, Leadership, Sustainability, and Building Capacity

## PROGRAM AND SERVICE STRATEGIES

**Early Childhood**

- Implement 36 objectives and 28 dimensions for a total of 64 developmental check points three times per year
- Kindergarten Entrance and Exit Profile (KEEP)
- Access to prenatal care
- 0 to 3 year old parent education/Parents As Teachers
- 3 year old child/parent program
- 4 year old pre-kindergarten program

**Academic Learning**

- Curriculum alignment
- Supplemental services
- Synchronized afterschool programs
- Teaching support structures
- Support culturally relevant learning
- Rigorous academic support

**Youth Development**

- Afterschool tutoring/mentoring
- Youth leadership development programs
- Service learning activities
- Healthy lifestyles/athletics

**Health and Social Services**

- Access to health and mental health services
- On-site CHIP and Medicaid enrollment
- Health education programs

**Parent – Family Engagement and Support**

- Parent Teacher Organization
- Family engagement activities
- Parent education opportunities
- Parent leadership participation

**Community Partnerships**

- Public and private investment in CLC programming
- Ongoing development of community partnerships supporting CLC programming
- Community involvement in school

## ACCOUNTABILITY

### INTERMEDIATE OUTCOMES

**Early Childhood Outcomes**

- Increase access to high quality literacy focused ECE from 1 to 3 classrooms
- Improve pre-k transition to kindergarten - survey parents fall 2018
- Reduce program waiting list by 37%

**Academic Learning Outcomes**

- Increase kindergarten readiness by 10%
- Increase student attendance by 10%
- Increase graduation rate by 10%
- Academic milestones reached per Student Achievement Plan

**Youth Development Outcomes**

- Decrease student behavior issues by 15%
- Increase Out of School Time participation in community activities by 20%
- Students demonstrate social/emotional competencies behavior

**Health and Social Services Outcomes**

- Increase usage of on-site medical and mental health services
- Parents demonstrate increased knowledge of/and how to access community and social services
- Increase participation of parents and families in healthy lifestyles education

**Parent – Family Engagement and Support Outcomes**

- Increase parent participation at school activities by 10%
- Increase family stability and resilience
- Increase parent participation in SCC, SIC, PTO by 5%
- Increase parent participation in adult learning opportunities by 5%

**Community Partnerships Outcomes**

- Increase student and family awareness and access to community opportunities and services
- Develop resident leadership that participates in determining local partnerships

### LONG TERM OUTCOMES

All children and youth succeed in school and are prepared for a successful transition to adulthood.

# PROGRAM AND SERVICE PARTNERS



## Early Childhood

- Utah's Early Childhood Core Standards
- CAP HeadStart
- CAP EarlyStart
- U of U College of Education
- Montessori
- Parents as Teachers
- Read for the Record
- U of U Family and Consumer Studies

Salt Lake City School District's Early Childhood program is unique in Utah because it provides full inclusion early learning opportunities for families and their children from prenatal to age five, in a center-based learning environment. We recognize the important role of the family in the learning process and encourage families to take an active role in their child's classroom experience.



## Academic Learning

- School Dual Immersion Programs
- Foster Grandparent Tutoring
- Utah Reads
- Bennion Center Tutors
- Road to Success
- Salt Lake Public Library
- Juvenile Justice
- Tennis and Tutors
- Hartland Soccer Club
- America Reads
- U of U School of Medicine
- Wasatch Community Gardens
- Pre-K-12 Classroom Volunteers
- University of Utah Reading Clinic
- Utah Development Academy
- AVID
- Techniques for Tough Times
- Latinos in Action
- Fidelity Investments



## Youth Development

- BTS Arts
- Boy Scouts
- Girl Scouts
- Salt Lake Public Library
- Girls on the Run
- Turkey Trot
- Junior Achievement
- Road to Success
- Kids in the Kitchen
- KUED
- Ready to Learn
- Playworks
- SLCSA After School
- SLC Parks and Recreation
- STAR Tutoring
- Tanner Dance
- Hartland Youth Soccer
- Utah Reads
- Tennis and Tutors
- Youth Development Association
- U of U College of Medicine
- Holiday Giving
- Wasatch Community Gardens
- Youth City
- Boys and Girls Club
- Neighborhood House
- Utah 4-H
- Asian Association of Utah
- Bad Dog
- Big Brothers Big Sisters
- Centro de la Familia
- PISA
- The Village
- Latinos in Action
- Planned Parenthood
- RDT
- UNP
- Our CASA
- Dry Creek Charity
- Dreamkeepers
- Utah Development Academy
- Splore
- Bike Shop
- Virtuosos Violin Program
- MESA
- Youth Teaching Youth



## Health and Social Services

- Community Health Centers
- Intermountain Healthcare
- American Heart Association
- Utah Partners for Health
- Utah Family Dental Plan – Seal Your Smile
- U of U School of Dentistry
- Operation School Bell
- Kids Café – Utah Food Bank
- Valley Behavioral Health
- Friends for Sight
- Girls on the Run
- Play Works
- Salt Lake Education Foundation Family Support
- Utah Department of Health
- Salt Lake County Department of Health
- Utah Department of Workforce Services CHIP and Medicaid Enrollment Outreach
- Running Forward
- Utah Development Academy
- Deseret Industries
- KSL's Quarters for Christmas
- Larry H. Miller Charities
- Salvation Army Angel Tree
- ROOT Garden
- Rose Park Track and Health Club
- Nutrition and Exercise Classes
- The Sharing Place
- AUCH Community Health Worker



## Parent – Family Engagement and Support

- American Heart Association
- Our CASA
- Comcast Cares
- Comcast Internet Essentials
- High School Completion
- ESL
- U of U Contract Classes
- ESLC Empowering Parents
- Emerging Literacy
- Exploradores de la Mañana
- Morning with Mothers
- Dads and Doughnuts
- Second Cup of Coffee
- Knitting Club
- Sewing Club
- KUED Ready to Learn
- Pastries for Parents
- Salt Lake Public Library
- Family Involvement Projects (resulting from WLI, Parent Community Advocates Class)
- Juvenile Justice
- Utah 4-H
- Utah Food Bank
- Families First
- Parenting With Success Course
- Westside Leadership Institute
- Comunidades Unidas
- Human Rights Education Center
- Rape Crisis Center
- U of U Health Sciences
- UNP – Job Skills Training
- Technology Program
- Family Literacy
- Padres Comprometidos
- Nutrition and Exercise Classes



## Community Partnerships

- Salt Lake Education Foundation
- Utah Afterschool Network
- UNP
- Youth City
- Neighborhood House
- Boys and Girls Club
- Salt Lake City Parks and Recreation
- Office of the Mayor
- Salt Lake Public Library
- Salt Lake Community College
- Bennion Center
- Fidelity Investment
- Salt Lake City Arts Council
- Utah Department of Workforce Services
- STEM Action Center
- Chevron
- Boeing
- Ray and Tye Noorda Foundation
- Ron McBride Foundation
- Google
- Comcast
- Granite Credit Union
- Mountain America Credit Union

# SCHOOLS WITH STRONG FAMILY, SCHOOL AND COMMUNITY PARTNERSHIPS

The research on family engagement shows significant benefits to students in schools that have prioritized the development of school, family and community partnerships. Schools, families and community stakeholders are in partnership with a common purpose to ensure all students achieve at their highest level.

## BENEFITS TO STUDENTS

- Higher grades and test scores
- Improved attendance
- Better behavior at home and school
- Increased graduation rate
- Increased social and transition skills
- Reduced class failure

## BENEFITS TO PARENTS

- Increased awareness of student progress and effective responses to problems
- Greater self-confidence in guiding students through school
- Deeper appreciation for teachers and trust for school systems
- Stronger support for schools and from schools
- Greater sense of community within schools

## BENEFITS TO SCHOOL STAFF

- Increased respect for families' strengths and levels of involvement
- Increased understanding of families
- Increased level of trust to engage with all families
- Partnering with community resources to enrich student experiences
- Greater level of work satisfaction and/or enjoyment
- Welcoming school environments for all
- Schools that are in partnership with families and communities
- Having "family-like" schools and "school-like" families
- Places where students, parents, teachers and community stakeholders are working together towards academic success
- Schools where students focus on becoming college and career ready



Healthy  
schools are safe  
and nurturing  
places

## ACADEMIC RESULTS AND INDICATORS

- Intellectual development
- Extra-curricular involvement and other achievements
- High graduation rates and low dropout rates
- College and career planning and readiness
- Good attendance
- Good discipline records

## PHYSICAL HEALTH RESULTS AND INDICATORS

- Good nutrition habits
- Exercise and fitness well-being
- Alcohol, tobacco and drug prevention

## EMOTIONAL AND MENTAL HEALTH RESULTS

- Positive attitude about school
- Positive outlook on future
- Good behavior, healthy peer, friend and family relationships
- Access to mentors
- Appreciation of teachers and other school staff
- Positive school spirit
- Engage in community leadership

**Healthy schools are places that produce positive RESULTS and help students reach their full potential, EMOTIONAL AND MENTAL HEALTH RESULTS**

**Together schools and parents can strengthen and sustain healthy schools**

# SCHOOLS WITH STRONG FAMILY, SCHOOL AND COMMUNITY PARTNERSHIPS

## COLLABORATING WITH THE COMMUNITY

Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning and development.

## SUGGESTIONS

Provide information on community activities that link to learning skills and talents, including summer programs for students. Partner with community youth organizations to provide activities after or during school days. Partner with community leaders as mentors and provide other enrichment activities. Provide service learning opportunities to students and families.

## CHALLENGES

Solving problems of responsibilities, funds, staff, and locations for collaborative activities and events. Assuring equity of opportunities for students and families to participate in community programs or to obtain services. Matching community contributions with school goals; integrate child and family services with education.



## COMMUNITY PARTNERSHIP

### Defining In-Kind Benefits

An in-kind transfer is also a type of public spending to help specific populations. Unlike a cash transfer, it takes the form of specific goods, program delivery and services, which recipients get for free or at a reduced rate.

- Training for all private and nonprofit partners (annually)
- Liability Insurance
- Background check
- Partnership Agreements
  - ◊ Assist partners with accountability
- Data Sharing and Reporting of Measurable Outcomes

## BUILDINGS AND GROUNDS / DISTRICT POLICY

- Rental agreement (Sliding fee building usage requirement when goods, services and programs support students)

## Schools and Community Learning Centers

- School administrators and Community Learning Centers will create a formal agreement of partnership
  - ◊ Provide detailed in-kind contribution to the School/CLC
  - ◊ Develop clearinghouse of partnership agreements
    - » Tracking data and collecting stories, photos, etc.
    - » Assurance and compliance
    - » Quarterly reports



# EPSTEIN’S FRAMEWORK ON INVOLVEMENT



**PARENTING**  
Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Assist schools in understanding families’ backgrounds, cultures, and goals for children.



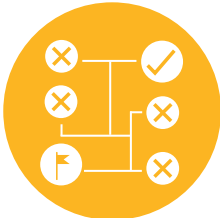
**COMMUNICATING**  
Communicate with families about school programs and student progress. Create two-way communication channels between school and home that are effective and reliable.



**VOLUNTEERING**  
Improve recruitment and training to involve families as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school. Provide meaningful work and flexible scheduling.



**LEARNING AT HOME**  
Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities.



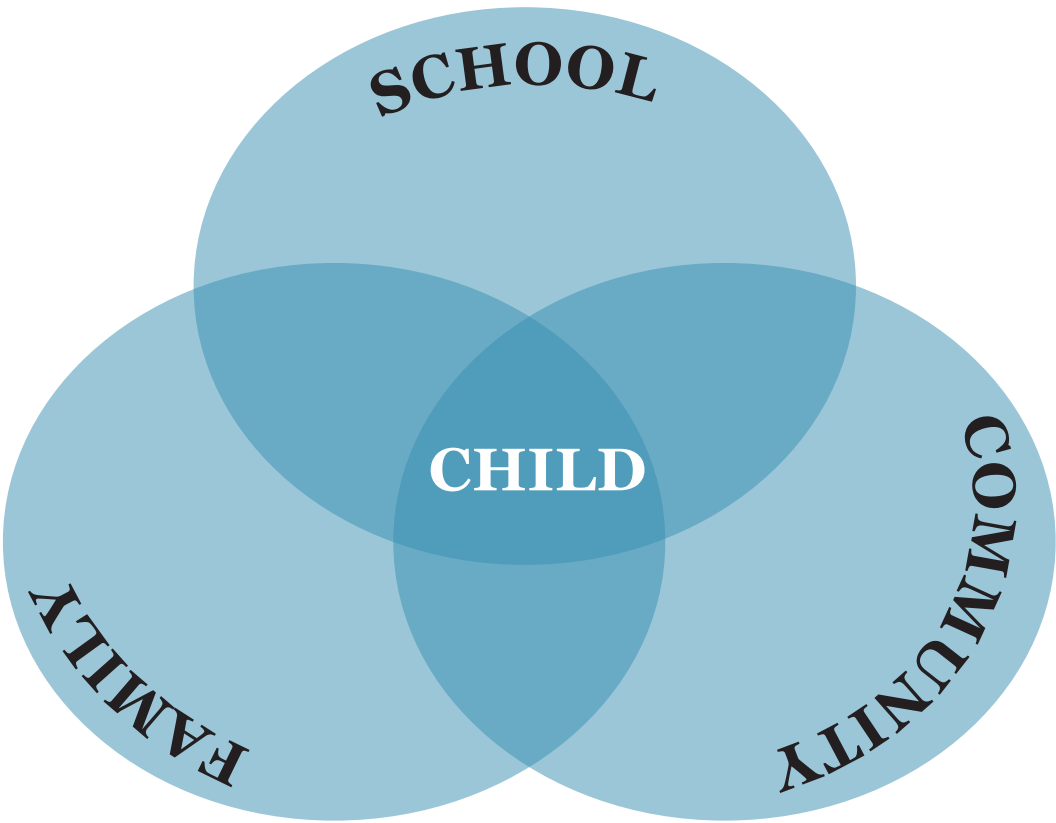
**DECISION MAKING**  
Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and other



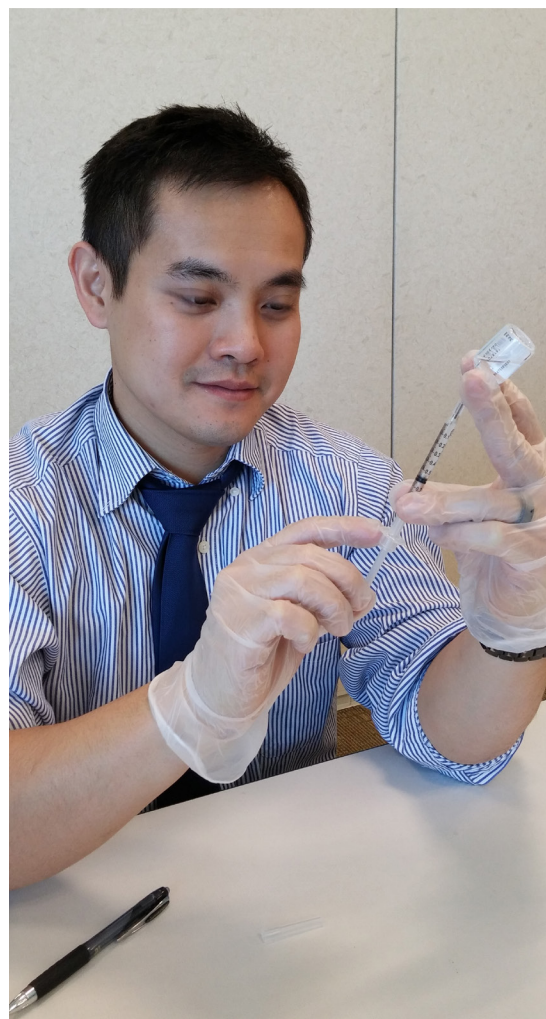
**COLLABORATING WITH COMMUNITY**  
Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic

# STUDENT SUCCESS AND ACHIEVEMENT

## Epstein’s Overlapping Spheres of Influence







## CLC CONTACTS

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