NEWARK TRUST FOR EDUCATION

2019-2024

OUR THEORY OF ACTION

NEWARK TRUST FOR EDUCATION

CONNECT AND ALIGN

IGNITE

FOR

SO STUDENTS

IDEAS

PEOPLE

RESOURCES
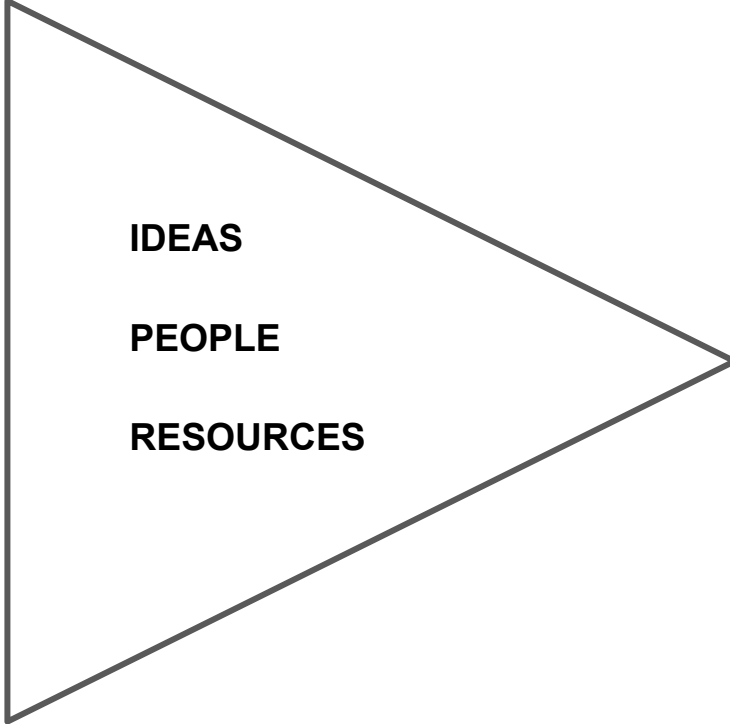
efficient and effective delivery of quality public education

All Young People in Newark

Meet rigorous academic outcomes

Develop strong socio-emotional skills

Engage civically

Prepare for ongoing study, work, and life.

NEWARK TRUST FOR EDUCATION
Bringing People, Ideas and Resources Together

THE WORLD IN WHICH WE LIVE:
MOVING FROM COORDINATION TO COLLABORATION

NEWARK ORGANIZATIONS WORKING WITH YOUNG PEOPLE

NEWARK ALLIANCE - 2020 INITIATIVE
WORKFORCE DEVELOPMENT

NEWARK CITY OF LEARNING COLLABORATIVE
NEWARK COLLEGE INSTITUTE
BRAVEN

OPPORTUNITY YOUTH NETWORK

FOUR TO FOURTEEN INITIATIVE
NEWARK TRUST FOR EDUCATION
NEWARK PUBLIC SCHOOLS
NEWARK CHARTER SCHOOL FUND
SOUTH WARD PROMISE NEIGHBORHOOD
NEWARK ALLIANCE - CAREER TECHNICAL EDUCATION

ZERO TO EIGHT INITIATIVE
NEWARK TRUST FOR EDUCATION
PROGRAMS FOR PARENTS
LA CASA DE DON PEDRO
IRONBOUND COMMUNITY CORPORATION
LEAGUERS
NEW JERSEY ADVOCATES FOR CHILDREN
+ TBD

AGES
0   3 4 5   8   14   18   21   24

GRADES
EARLY HEAD START
EARLY HEAD START
EARLY HEAD START
PRE-SCHOOL PREHEAD START
HEAD START PREKINDERGARTEN
KINDERGARTEN
FIRST GRADE
THIRD GRADE
SIXTH GRADE
NINTH GRADE
TWELFTH GRADE

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HOW WE WORK

We **LEARN**.
We **DOCUMENT**.
We **SHARE**.

1.   THE TRUST

INPUTS - ACTIVITIES - OUTPUTS

Design, Document and Monitor Execution:
Do we do what we say we are going to do?

2.   THE PARTNERS
INC. PARENTS AND COMMUNITY MEMBERS

INPUTS - ACTIVITIES - OUTPUTS

Document and Monitor Execution: Do they
do what they say they are going to do?

4.   THE RESULTS

OUTCOMES

Assess results: Were the
desired outcomes achieved?

3.   THE LEARNING ORGS

INPUTS - ACTIVITIES - OUTPUTS

Document and Monitor Execution: Do they
do what they say they are going to do?

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THE CHANGES WE WILL SEE

FAMILIES AND CAREGIVERS:

- ALIGN WITH EACH OTHER
- CONNECT THEIR IDEAS WITH THOSE OF THE FORMAL AND INFORMAL LEARNING OPPORTUNITIES AVAILABLE TO THEIR CHILDREN
- IGNITE ACTION BY
  - ENGAGING WITH THEIR CHILDREN'S TEACHERS AND SCHOOLS
  - CONTRIBUTING TO AND ADVOCATING FOR EFFECTIVE LEARNING
  - CREATING & NURTURING SAFE & SUPPORTIVE LEARNING ENVIRONMENTS AT HOME

SCHOOL LEADERS:

- CONNECT, ALIGN, AND EFFECTIVELY USE RESOURCES
  - DOLLARS
  - TIME
- CONNECT, ALIGN, AND IGNITE KEY STAKEHOLDERS TO ACTION
- CREATE AND NURTURE SAFE AND SUPPORTIVE LEARNING ENVIRONMENTS AT SCHOOL

STUDENTS SUCCEED

SYSTEM LEADERS:

- PRIORITIZE STUDENT NEEDS
- CONNECT, ALIGN, AND ACT IN TANDEM TO
  - CREATE THE CONDITIONS THAT LEAD TO THE DESIRED OUTCOMES
  - CREATE AND NURTURE SAFE AND SUPPORTIVE LEARNING ENVIRONMENTS THROUGHOUT THE CITY
  - SHARE ACCOUNTABILITY

VOTERS | COMMUNITY:

- ACQUIRE INFORMATION AND DATA THAT ALLOWS THEM
  - TO ACT COLLABORATIVELY
  - TO VOTE KNOWLEDGEABLY
  - TO HOLD SYSTEM ACCOUNTABLE

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THE BENEFITS OF NTE DEVELOPING AS AN EFFECTIVE INTERMEDIARY ORGANIZATION

FOR FUNDERS
NTE PROVIDES
EVIDENCE OF
EFFECTIVE USE OF DOLLARS

INSIGHT INTO FUTURE NEEDS

FOR PROVIDERS
NTE PROVIDES
CONNECTIONS TO
SCHOOLS

EASE OF TRANSACTIONS

INSIGHT INTO FUTURE
REQUESTS

FOR SCHOOLS
NTE PROVIDES
EASY ACCESS TO
VETTED RESOURCES

NETWORKS FOR SCHOOL
IMPROVEMENT

**STUDENTS
SUCCEED**

STAKEHOLDERS
NTE PROVIDES
FORUM FOR
LEARNING AND COLLABORATION

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Metis Associates, in partnership with the Center for Research and Evaluation on Education and Human Services (CREEHS) at Montclair State University, was selected in 2017 to conduct a 2-year evaluation of SWCSI.
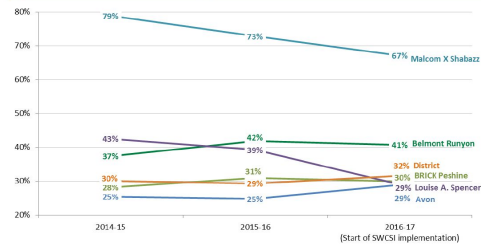
The evaluation, which includes formative and summative components, is designed to document the successes, challenges and lessons learned, and assess the impact of the initiative on key student, family, school, and community outcomes.

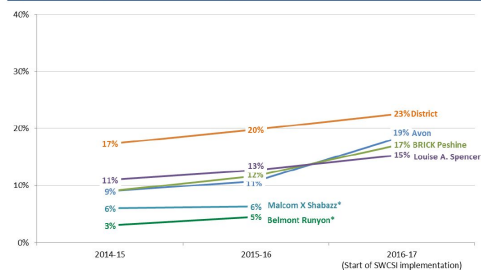| LEVEL	IMPLEMENTATION SUCCESSES	IMPLEMENTATION CHALLENGES
Systems-level	- Collaborative partnership and strong commitment from NPS and the Mayor's Office - Oversight and support from Newark Trust for Education (the intermediary agency) - Creation of a National Advisory Board and the Children's Cabinet - Technical assistance and expertise from the National Center for Community Schools - Development of a research-based community schools model with input from varied stakeholder groups	- Need for greater transparency and shared understanding of the SWCSI - Need for more clarity on the roles of lead agencies and oversight/support groups - Lack of a sustainability plan - Lack of a uniform and comprehensive data management and information system
School-level	- Increased awareness and understanding of the SWCSI in schools and the community - Development of inclusive decision-making processes at the schools – for example, through the creation of site-based leadership teams with representation from key stakeholder groups - Development of new partnerships and increases in services for students, families, and staff	- Need for improved communication with school stakeholders, and between lead agencies and schools - Need for more expert consultation and inter-visitations - Need for more training, resources, and services around health/mental health and academic performance - Logistics in managing, planning and implementing the SWCSI grant

Data on 2014-15, 2015-16, and 2016-17 student outcomes were collected from publicly available sources. Data for the 2017-18 school year (the second implementation year) were not available at the time this report was written. Overall, early results were very promising and show that:

Figure 4: Chronic Absenteeism Rates, by School

Source: NJ School Performance Reports; 2014-15 Shabazz data from http://content.nps.k12.nj.us/wp-content/uploads/2014/08/Attendance-piece-for-the-website.pdf; District data from http://content.nps.k12.nj.us/wp-content/uploads/2018/03/Attendance-Outcomes-2016-17-deck.pdf

Figure 5: Proficiency Rates in English Language Arts, by School

Source: NJ School Performance Reports; District data from http://content.nps.k12.nj.us/wp-content/uploads/2018/03/PARCC_2016-17-outcome.pdf
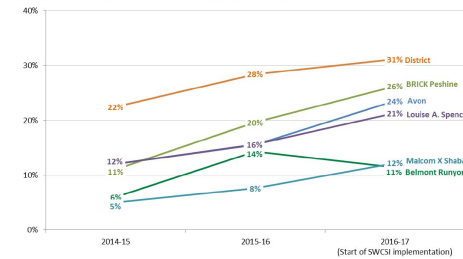

Figure 6: Proficiency Rates in Mathematics, by School

Source: NJ School Performance Reports; District data from http://content.nps.k12.nj.us/wp-content/uploads/2018/03/PARCC_2016-17-outcome.pdf
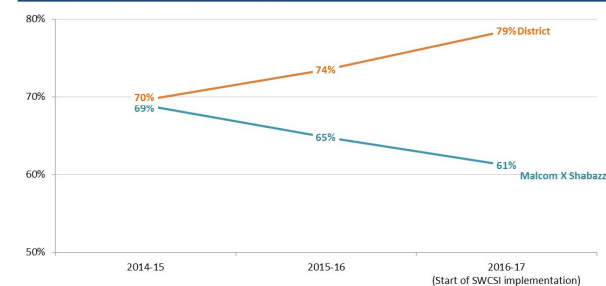* According to the NJ School Performance Reports, 2016-17 Malcolm X Shabazz and Belmont Runyon data were available for too few students to report the given information, or the data represent a small percentage of students.

Figure 7: 4-Year High School Graduation Rate

Source: NJ School Performance Reports
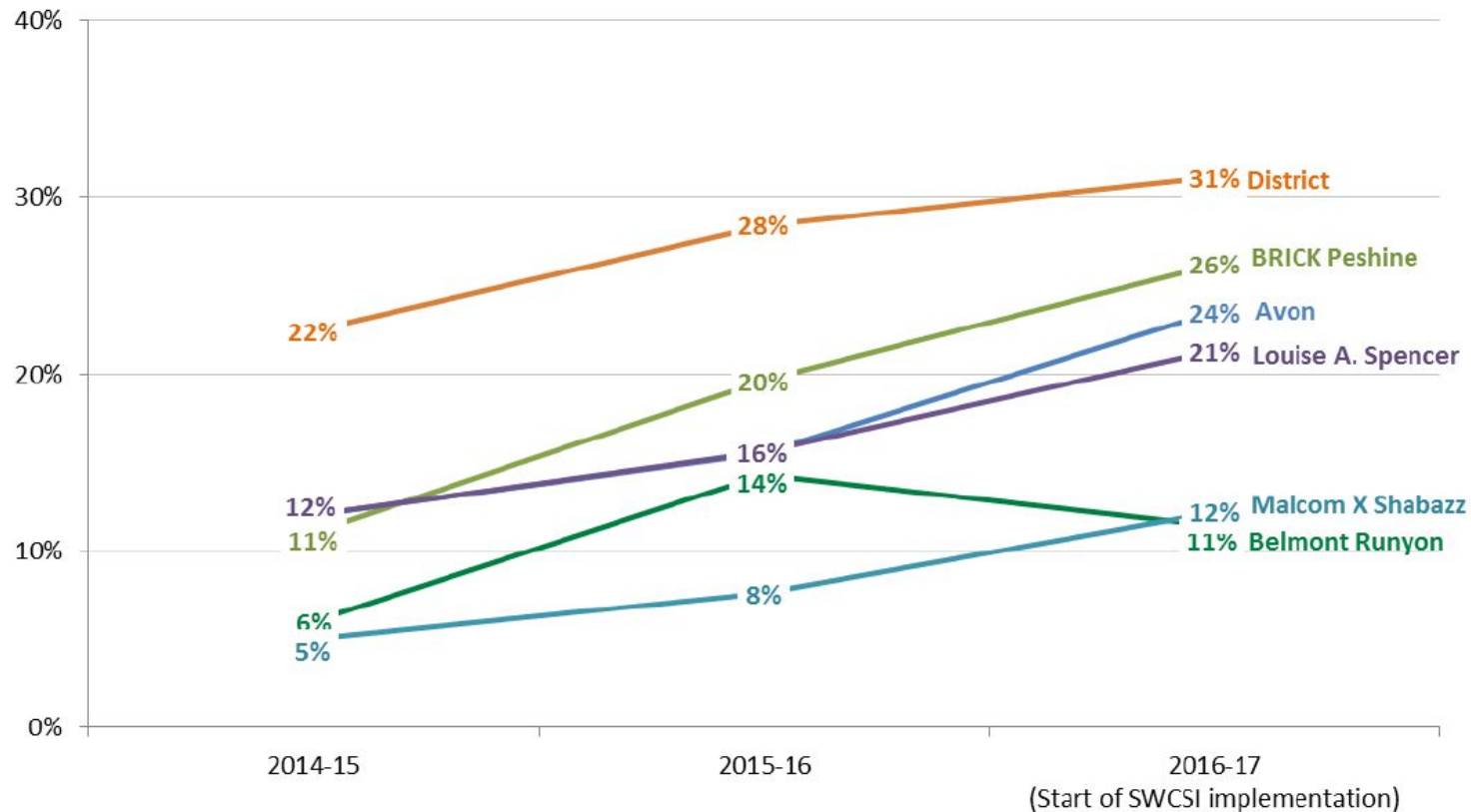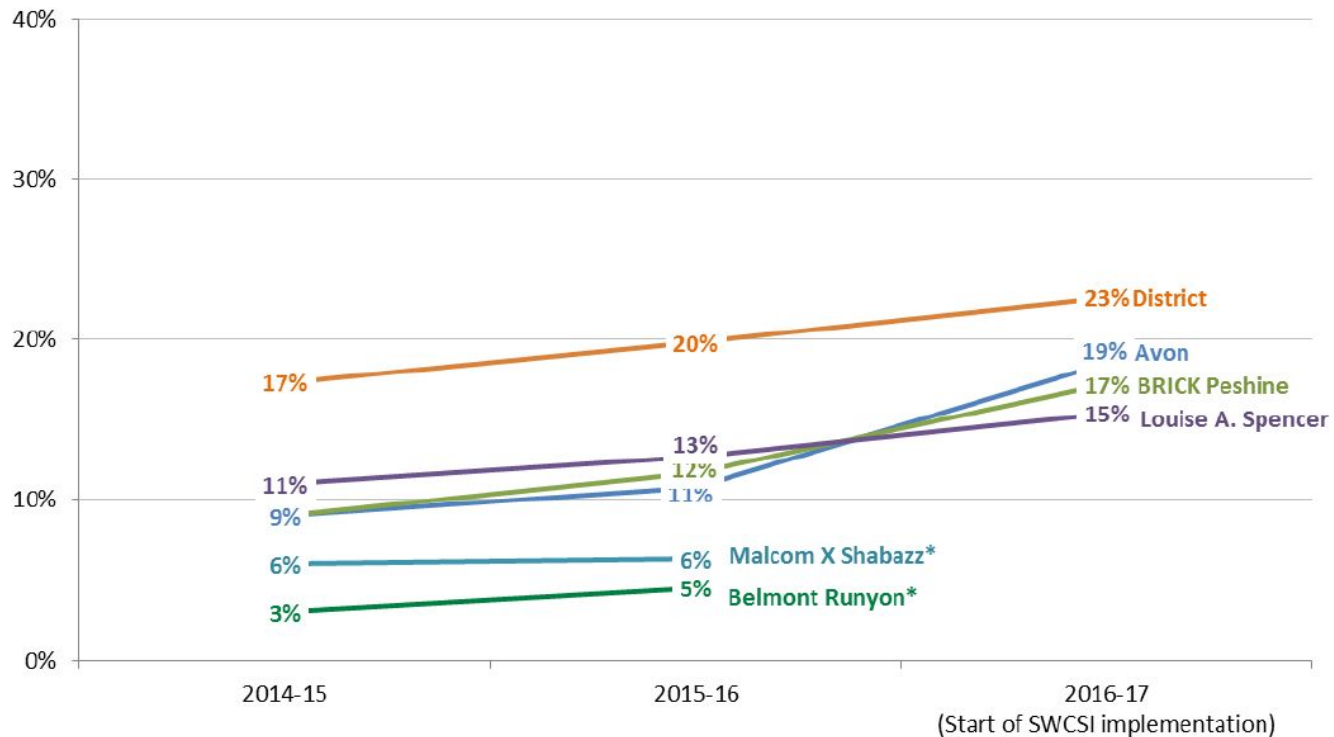
Figure 5: Proficiency Rates in English Language Arts, by School

Source: NJ School Performance Reports; District data from http://content.nps.k12.nj.us/wp-content/uploads/2018/03/PARCC_2016-17-outcome.pdf

Figure 6: Proficiency Rates in Mathematics, by School

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* According to the NJ School Performance Reports, 2016-17 Malcolm X Shabazz and Belmont Runyon data were available for too few students to report the given information, or the data represent a small percentage of students.

POPULATION	OBSERVED OUTCOMES	REPRESENTATIVE QUOTES
Students	- Increased student motivation and engagement - Improved social and emotional skills - Improved student attendance, which many stakeholders attributed to the efforts of Success Mentors - Increased number and variety of school resources and supports available to students - Improved student academic achievement	*Our Success Mentors program is part of our attendance initiative and, of the 80 students that we're working with, 57% of those students have increased attendance.* *Being able to partner with YDC* [Youth Development Clinic] *and UBHC* [Rutgers University Behavioral Health Care] *has allowed us to support our scholars around the socio-emotional learning.*
Parents and families	- Increased parent involvement and engagement at social events - Increased number of parent volunteers - Improved parent-teacher relationships - Increased attention to parents' opinions and concerns - More supports and resources for families - Increased parents' knowledge and desire to be informed about school offerings - Increased parents' ability to advocate for their needs and their families' needs	*We've had families come out and be engaged in a way that they have never been engaged before, which is huge.* *In terms of the parental involvement, I think that it* [the impact of SWCSI] *has been extremely positive and noticeable. It's something that we get a lot of compliments on.*

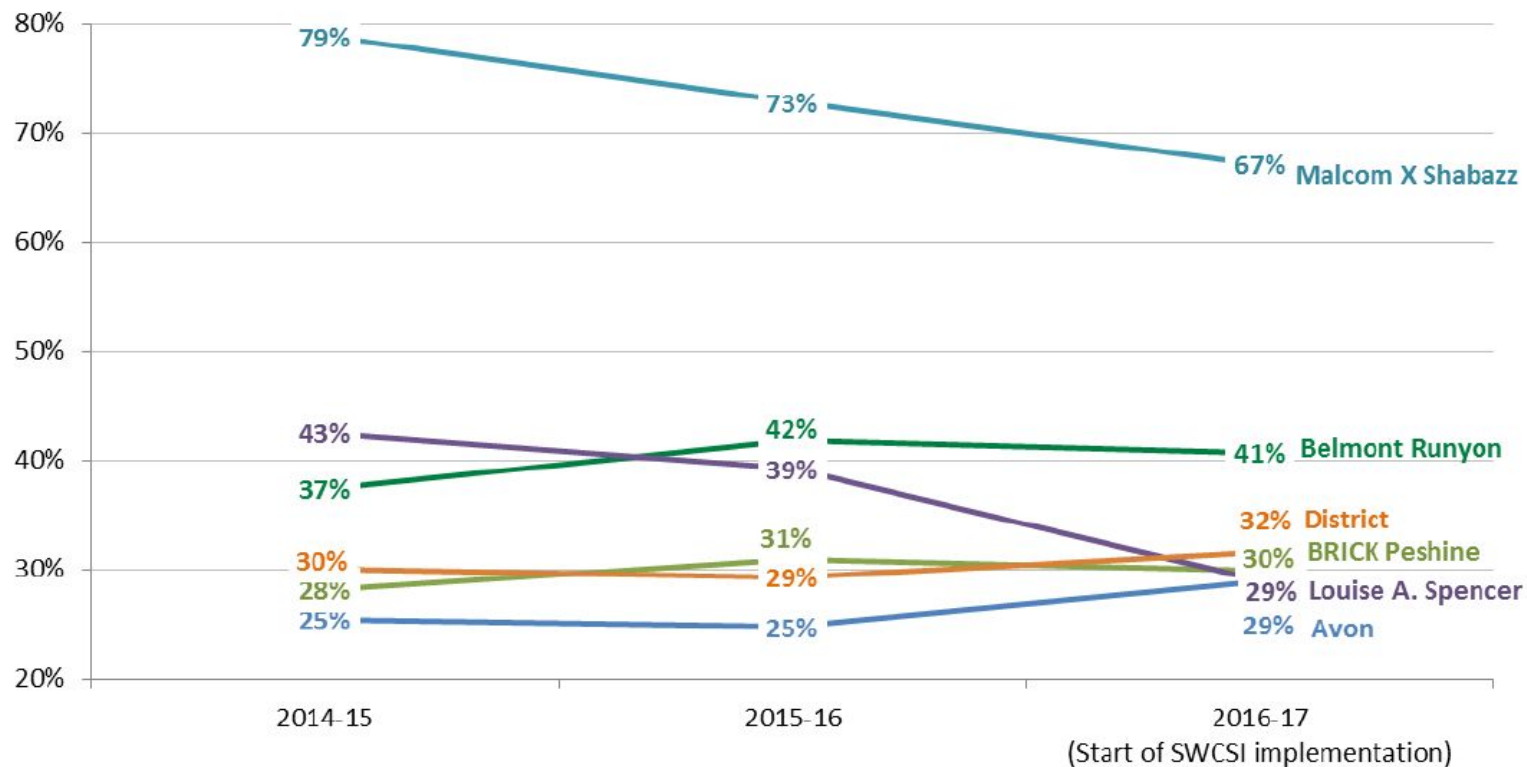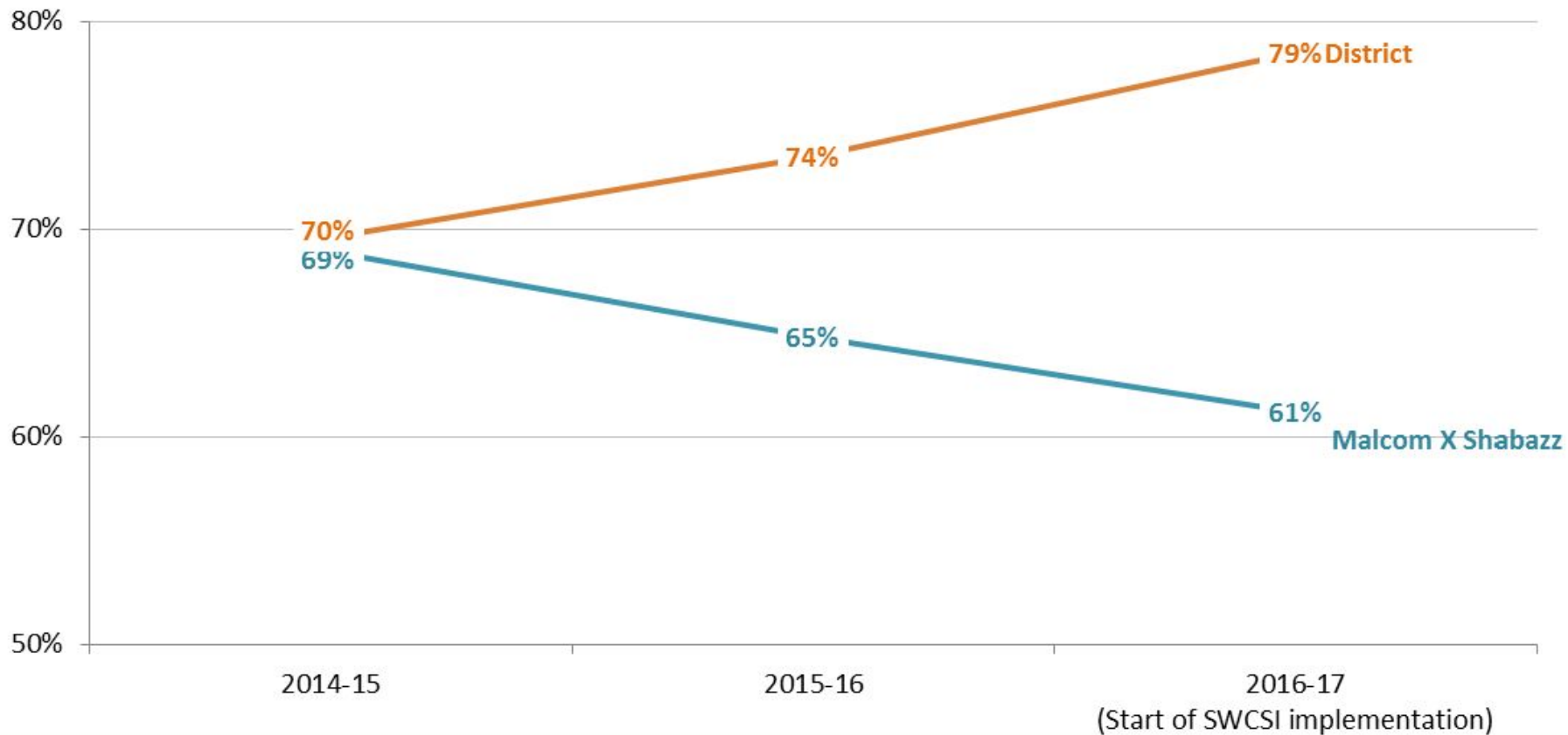| POPULATION	OBSERVED OUTCOMES	REPRESENTATIVE QUOTES
School	- Improved student-teacher and parent-teacher relationships - More positive teacher perceptions of the school - More teachers looking forward to coming to work - Increased staff participation in school events - Increased awareness and use of trauma-informed practices	[The Community Schools Initiative] *helped me to understand that I have to look beyond just the classroom. I have to really look at the whole child in order to figure out how to help them.*
Community	- Increased community participation in school events and community activities - Increased number of community partnerships - Strengthened relationships between the schools and their communities - Improved school reputation - More parent workshops from community partners	*The number of community activities and participation has been tremendously positive.*

COMMUNITY SCHOOLS INITIATIVE

Areas of Concern

Figure 4: Chronic Absenteeism Rates, by School

Source: NJ School Performance Reports; 2014-15 Shabazz data from http://content.nps.k12.nj.us/wp-content/uploads/2014/08/Attendance-piece-for-the-website.pdf; District data from http://content.nps.k12.nj.us/wp-content/uploads/2018/03/Attendance-Outcomes-2016-17-deck.pdf

Figure 7: 4-Year High School Graduation Rate

80%

79% District

74%

70%
69%

70%

65%

61%

60%

Malcom X Shabazz

50%

2014-15   2015-16   2016-17
                              (Start of SWCSI implementation)

PRIORITY AREAS MOVING FORWARD

As schools and the district continue to implement the community schools model, a number of challenges and recommendations were identified in the evaluation.

- Refine the governance structure and leadership model and clarify the roles and responsibilities of all lead agencies and key stakeholder groups.

- Continue to promote awareness and greater transparency for the overall initiative.

- Secure additional funding and clarify current grant requirements to expand services provided, particularly around academic preparation and student and family health and mental health services.

- Create and implement a sustainability plan that is driven by the initiative's mission and long-term vision.

- Develop a centralized data management system to ensure that services, outputs, and outcomes can be tracked in a uniform and systematic manner.