



Cincinnati Community Learning Centers

Resource Coordination for Student Success

2018-2019

Cincinnati Public Schools 
Academic Achievement • Personal Well-Being • Career Readiness

Introduction

CLC Overview

Cincinnati Public Schools launched its nationally recognized Community Learning Center (CLC) initiative in 2001. CLCs were established as community hubs to support academic excellence and offer educational, social, health, civic, recreational, and cultural opportunities for students, families, and the community. CLCs and Resource Coordinators (RCs) integrate community partnerships to provide Tutoring, College Access, Mentoring, After School, Youth Leadership, Family Engagement, and Health/Wellness programs and initiatives. CLCs also coordinate Ready to Learn services that support students' basic and social-emotional needs. Students are prioritized (targeted) for some CLC services based on academic or other factors to support student achievement and success.

The CLC initiative is guided by the REFORM model, a research-based, quality improvement process, implemented to optimize the integration and delivery of services to support students, including those needing academic, behavioral, and social supports. The REFORM model also promotes using data-driven approaches that include setting goals, measuring outcomes and ensuring continuous quality improvement. The REFORM model is consistent with national best practices in CLC resource coordination, including:

- R**eview student data
- E**ngage community partners
- F**ocus on meeting individual students' needs
- O**ffer support to partners to support students
- R**eset services as necessary to ensure student progress
- M**easure partnerships outcomes and student success

This report highlights CLC programs, outcomes and services and their alignment with Cincinnati Public School's (CPS's) strategic goals. Input Resource Coordinators, School Principals, Lead Agencies, and Local School Decision Making Committee (LSDMC) Members is summarized. Academic data featured in this report were provided by CPS. Health data were provided by the Cincinnati Health Department (CHD).



"My goal as Superintendent is to ensure that our students do more than just absorb information, score well on standardized tests and graduate with diplomas. The true measure of our success is determined by whether our students can go out into the world and earn a decent living for themselves and the families they will create."

— Superintendent Laura Mitchell

CPS Community Learning Centers

Community Learning Centers (CLCs) have a full-time Resource Coordinator (RC) and operate in 44 schools, including 35 elementary schools and 11 high schools. CPS Community Learning Centers (CLCs) are summarized below:

CLC Elementary Schools

- Academy of World Languages (AWL)
- Bond Hill Academy
- Carson School
- Chase School
- Cheviot School
- College Hill Fundamental Academy
- Covedale School
- Ethel M. Taylor Academy
- Evanston Academy
- Fairview-Clifton German Language School
- Frederick Douglass School
- Hartwell School
- Hays-Porter School
- John P. Parker School
- Midway School
- Mt. Airy School
- Mt. Washington School
- Oyler School
- Parker Woods Montessori School
- Pleasant Hill Academy
- Pleasant Ridge Montessori School
- Rees E. Price Academy
- Riverview East Academy
- Roberts Paideia Academy
- Rockdale Academy
- Roll Hill Academy
- Roselawn Condon School
- Rothenberg Preparatory Academy
- Sayler Park School
- Silverton Paideia Academy
- South Avondale School
- Westwood School
- William Howard Taft School
- Winton Hills Academy
- Woodford Paideia Academy

CLC High Schools

- Aiken High School
- Gamble Montessori High School
- Gilbert A. Dater High School
- Hughes STEM High School
- Oyler School
- Riverview East Academy
- Shroder High School
- Taft IT High School
- Western Hills University High School
- Withrow University High School
- Woodward Career Technical High School

CPS Community Learning Centers

CLC Objectives and Strategies

During the 2018-19 academic year, Cincinnati Public Schools (CPS) district served nearly 36,000 students (preschool to 12th grade) in 63 schools. Within these schools are 44 elementary and high school CPS Community Learning Centers (CLCs) with full-time Resource Coordinators (RCs) to support 24,200 students enrolled in kindergarten to 12th grade in 2018-19. Community Learning Center agency partners included Activities Beyond the Classroom (ABC) Foundation, Central Clinic, Cincinnati Youth Collaborative (CYC), the Community Learning Center Institute (CLCI), Cincinnati Public Schools, FamiliesFORWARD, GRAD Cincinnati, Talbert House, the University of Cincinnati, the Urban League of Greater Southwestern Ohio, Xavier University, and the YMCA of Greater Cincinnati.

As hubs for coordinated academic supports and community services, CLCs offer educational, after school, recreational, social, health, civic, arts, and cultural opportunities and services to students, families, and the community. CLC Resource Coordinators (RCs) collaborate with school and community partners to coordinate tutoring, mentoring, behavioral, youth development, college and career, family engagement, extracurricular, and health and wellness resources. They ensure programs and services meet the needs of students, including their readiness to learn, and promote school success.

Community Learning Center goals are aligned with CPS strategic goals and objectives. The table below summarizes CPS Whole Systems Measures, CLC objectives and strategies were focused in the following areas: Academic Outcomes, Experience, Operational Efficiency, and Enablers.

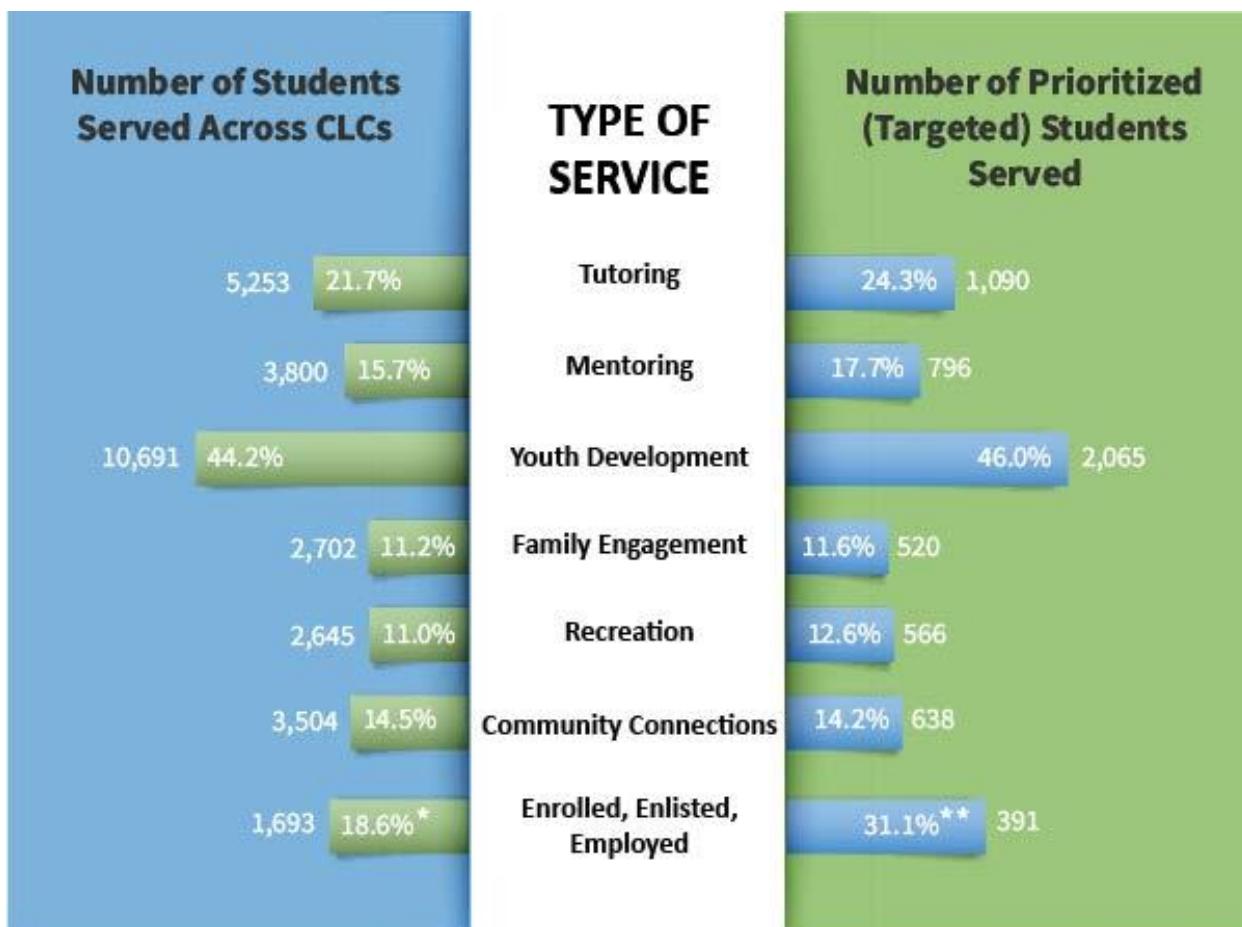
CPS Whole System Measures: CLC Objectives and Strategies		
Academic Outcomes	Enablers	Operational Efficiency
<p><i>CLC Objectives and Strategies</i></p> <ul style="list-style-type: none">Elementary Schools:<ul style="list-style-type: none">Literacy Achievement (2nd 6th)Math Achievement (2nd 6th)Coordinating Literacy and Math SupportsHigh Schools (Cohort 2020):<ul style="list-style-type: none">My Tomorrow ACTLiteracy EOC CreditsMath EOC CreditsSchool AttendanceMy Tomorrow – 3 Es (Enroll, Enlist, Employ)	<p>Vibrant Community Partners</p> <p><i>CLC Objectives and Strategies</i></p> <ul style="list-style-type: none">Partnerships:<ul style="list-style-type: none">AcademicPhysical HealthSocial-Emotional/Mental HealthCollege/CareerStudent ExperienceParent/Family Events:<ul style="list-style-type: none">Literacy/AcademicCollege/Career	<p><i>CLC Objectives and Strategies</i></p> <ul style="list-style-type: none">Present and On-Time:<ul style="list-style-type: none">AttendanceInfluencers/Stakeholders:<ul style="list-style-type: none">Local School Decision Making Committee (LSDMC)PrincipalLead AgencyResource Coordinators
<p>Experience</p> <p><i>CLC Objectives and Strategies</i></p> <ul style="list-style-type: none">Student Experience and Engagement:<ul style="list-style-type: none">Program ParticipationLearning Supports (Tutoring)	<p>Health of Students</p> <p><i>CLC Objectives and Strategies</i></p> <ul style="list-style-type: none">Students Connected to School-Based Health CentersStudents with Basic Needs Connected to Resources and Services	

CLC Programs and Services

Community Learning Centers coordinate programs and services for students, parents, families, and community members. Programs include:

Learning supports	Recreation	After-school Programs
Tutoring	Health and wellness	Community Connections
Mentoring	Basic need	Other programs and activities
Youth Development	College Access/Preparation	
Family Engagement	Cultural Experiences	

The graphic below highlights services received by all students and priority (targeted) students during the 2018-19 school year.



Note: Students with incomplete records were excluded from the data analyses

*Grades 7-12; **Cohort 2020 Prioritized (Targeted) Only

Community Learning Centers: Four Priority Areas for 2018-19

Goal 1: Prioritize 2nd Grade Students and Connect them to Learning and Student Supports for ELA and Math to Support Transition to 3rd Grade

In 2018-19, Resource Coordinators prioritized 2nd grade students and identified those who may benefit from tutoring and other academic and student support services in advance of students taking the 3rd grade achievement test (ensuring that students transition as stated in the Third Grade Guarantee).

Resource Coordinators prioritized (targeted) 2nd grade students based on:

- Ohio State Test (MAP & AIR) in ELA/Literacy Competency
- Ohio State Test (MAP & AIR) in ELA/Math Competency
- Daily Attendance/Chronic Absenteeism

Goal 2: Prioritize 6th Grade Students and Connect them to Learning and Student Supports for ELA and Math to Support Transition to 7th Grade

In 2018-19, Resource Coordinators prioritized 6th grade students who may benefit from tutoring and other academic and student support services. It is also important to support 6th grade students as they transition to middle school and high school settings in 7th grade. Resource Coordinators target 6th grade students based on:

- Ohio State Test (MAP & AIR) in ELA/Literacy Competency
- Ohio State Test (MAP & AIR) in ELA/Math Competency
- Daily Attendance/Chronic Absenteeism

Goal 3: Prioritize Cohort 2020 (11th Grade Students) and Connect them to Learning and Student Supports to Support Graduation and 3Es (Pathways to Enrollment, Employment, Enlistment)

My Tomorrow prepares students for the real world beyond high school. The goal is for every student to enter one of three pathways after graduation (3Es): (1) **Enroll** in college or a certification program; (2) become **Employed** in a job or a career track, (3) or **Enlist** in one of the armed forces of the military. Resource Coordinators in CLCs provide academic support to ensure students' academic readiness to Enroll, become Employed, and Enlist by graduation. Students may be prioritized (targeted) for services based on the following criteria:

- End-of-Course Points in English/Language Arts
- End-of-Course Points in Algebra/Geometry/Integrated Math
- ACT composite score
- Daily attendance/chronic absenteeism

**Cohort 2020 includes students who were enrolled in 9th grade in 2016 and should graduate within 4-years (2020). Most Cohort 2020 students were in 11th grade in 2018-19.*

Goal 4: Prioritize Health and Wellness for All Students and Connect them to School-Based Health Centers

Students Served and Prioritized (Targeted) for Resources in 2018-19

In 2018-19, CPS served more than 36,000 in the district. More than 24,200 students were enrolled in grades K-12 in a CPS school with a CLC. Seventeen thousand students (17,534) received services, with nearly 11,000 students receiving youth development services that supported students' social and academic growth across the district's CLCs. A total of 4,486 students were identified as needing priority support to ensure academic success including ELA/Reading, Math, ACT Score, or School Attendance. The table below summarizes the number of students who were prioritized based on goals to serve students in grades 2, 6, and Cohort 2020 (11th Grade) and the number of students receiving math, literacy/language, attendance, and ACT services.

Number & Percent of CLC Prioritized (Targeted) Students in 2018-19			
Total Prioritized (Targeted) Students Served = 4,486			
Priority Area	2nd Grade Total = 2,100	6th Grade Total = 2,026	Cohort 2020 Total = 1,272
Literacy/Reading/Language	1,256 (59.8%)	1,260 (62.2%)	677 (53.2%)
Math	1,193 (56.8%)	1,270 (62.7%)	782 (61.5%)
ACT	**	**	1,200 (94.3%)
Attendance	717 (34.1%)	641 (31.6%)	797 (62.7%)
Total Prioritized by Grade	1,646	1,587	1,258
Percent of Total Prioritized (Targeted)	1,646/4,486 36.6%	1,587/4,486 35.4%	1,258/4,486 28.0%

Note: Number targeted (prioritized) represents 18.5% of the Students in CLCs. Targeted (Prioritized) Students may be represented in more than one priority area.

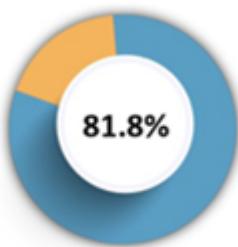
**ACT note applicable to elementary school students

CLC Student Impact

Programs and Services for Goals 1-3

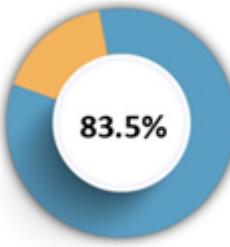
Resource Coordinators identify and address barriers to academic achievement and school attendance. Students with barriers or needs are prioritized and targeted for supportive services. Although students in all grades received services, as was noted, common goals across all CLCs were to target students in grades 2 (Goal 1), 6 (Goal 2), and Cohort 2020 (Goal 3). A total of 4,486 students in grades, 2, 6, and Cohort 2020 were prioritized (targeted) across all CLCs in 2018-19. Some students had incomplete records (215 students).

Overall, 77.6% (n=3,481) of these students received one or more services as coordinated by full-time Resource Coordinators. The charts below summarize the numbers and percentages of students receiving general supportive services as well as identified learning supports aligned with students' academic and/or other related needs.



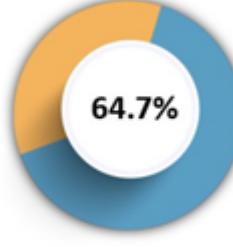
of Targeted 2nd Grade Students Received Services (n=1,342)

CPS CLC SMART AIM Goal 1 - Connection Status for Targeted 2nd



of Targeted 6th Grade Students Received Services (n=1,325)

CPS CLC SMART AIM Goal 2 - Connection Status for Targeted 6th



of Targeted Cohort 2020 Students Received Services (n=814)

CPS CLC SMART AIM Goal 3 - Connection Status for Targeted Cohort 2020



ELA Targeted 2nd Grade Students
55% Connected to Identified Learning Supports

- 45.1% Connected to 2 or More Partner Services
- 54.9% Connected to 1 Partner Service



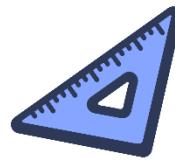
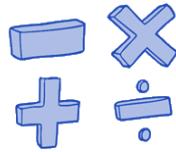
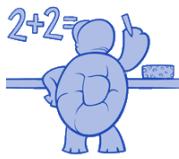
ELA Targeted 6th Grade Students
32% Connected to Identified Learning Supports

- 31.4% Connected to 2 or More Partner Services
- 68.6% Connected to 1 Partner Service



ELA Targeted Cohort 2020 Students
20% Connected to Identified Learning Supports

- 42.5% Connected to 2 or More Partner Services
- 54.8% Connected to 1 Partner Service



Math Targeted 2nd Grade Students

42% Connected to Identified Learning Supports

- 29.2% Connected to 2 or More Partner Services
- 70.8% Connected to 1 Partner Service

Math Targeted 6th Grade Students

35% Connected to Identified Learning Supports

- 31.4% Connected to 2 or More Partner Services
- 68.6% Connected to 1 Partner Service

Math Targeted Cohort 2020 Students

11% Connected to Identified Learning Supports

- 30.3% Connected to 2 or More Partner Services
- 69.7% Connected to 1 Partner Service



Attendance Targeted 2nd Grade Students

14% Connected to Identified Learning Supports

- 14.4% Connected to 2 or More Partner Services
- 85.6% Connected to 1 Partner Service

Attendance Targeted 6th Grade Students

16% Connected to Identified Learning Supports

- 17.5% Connected to 2 or More Partner Services
- 82.5% Connected to 1 Partner Service

Attendance Targeted Cohort 2020 Students

14% Connected to Identified Learning Supports

- 22.7% Connected to 2 or More Partner Services
- 77.3% Connected to 1 Partner Service



My Tomorrow ACT Targeted Cohort 2020 Students

49% Connected to Identified Learning Supports

- 26.7% Connected to 2 or More Partner Services
- 73.3% Connected to 1 Partner Service

**Targeted* means that students are prioritized for services

Goal 4 - Student Health and School-Based Health Centers

Cincinnati Public Schools, through its School-Based Health Centers (SBHCs), offers services to address the health and wellness needs of students, families, and the community. School based health centers offer well-visits, sick care, and medications to children with asthma and other conditions. They also provide immunizations, dental care, mental health services, comprehensive vision exams, routine medical exams and lab tests, and health education to children and adults. There were 25 SBHCs serving students, of which 10 were also open to the community and several are open year-round. Four had dental clinics. During the 2018-19 school year, CPS' SBHCs received consent to serve 12,806 students with health services (average of 77.9%). Resource Coordinators played a critical role in coordinating with SBHCs to obtain consent forms from parents, helping to increase the collection of consent forms from a rate of 71.3% to 77.9% over the course of the 2018-19 academic year. The graphics below summarize how many students received health services from the 13 Cincinnati Health Department (CHD) SBHCs.

Cincinnati Health Department (CHD) Services

33,886*
Medical Visits



All CHD School Based Health Clinics

8,909*
Immunizations



All CHD School-Based Health Clinics

10,243*
Total Child and Adult Users



All CHD School Based Health Clinics

8,562*
Consent Forms



80.9% Consent Rate Across All CHD School-Based Health Centers

*Only reflects Cincinnati Health Department services. Health services were also provided by WinMed Health Services, Mercy Health, Cincinnati Children's Hospital Medical Center, University of Cincinnati Department of Family and Community Medicine, Crossroads Health Center, and Levine Family Health Center. The number of medical visits and immunizations may increase since all SBHCs are not represented. *See Appendix D2 for additional data on School-Based Health Clinics (SBHCs).*

CLC Stakeholder Feedback

Key Stakeholders and Influencers

Key stakeholders and influencers provided feedback via surveys about CLC services, programs, and offerings available to students, parents/families, and community members. Most questions were asked of all respondents. Out of the 44 Community Learning Centers within the CPS District, thirty-seven Resource Coordinators (84.1%) contributed to the evaluation and 50 stakeholders (i.e., Principals, Lead Agencies, LSDMC Representatives) across 35 CLCs are represented in these data. Additional data compiled were retrieved from the Ohio Department of Education (ODE) and Cincinnati Public Schools.



In general, stakeholders agree that LSDMCs are present in schools with CLCs and meeting regularly. Survey data also show that parents are represented on LSDMCs and in the school through parent organization participation, allowing for diverse representation from LSDMC members to be part of the school's decision making process.



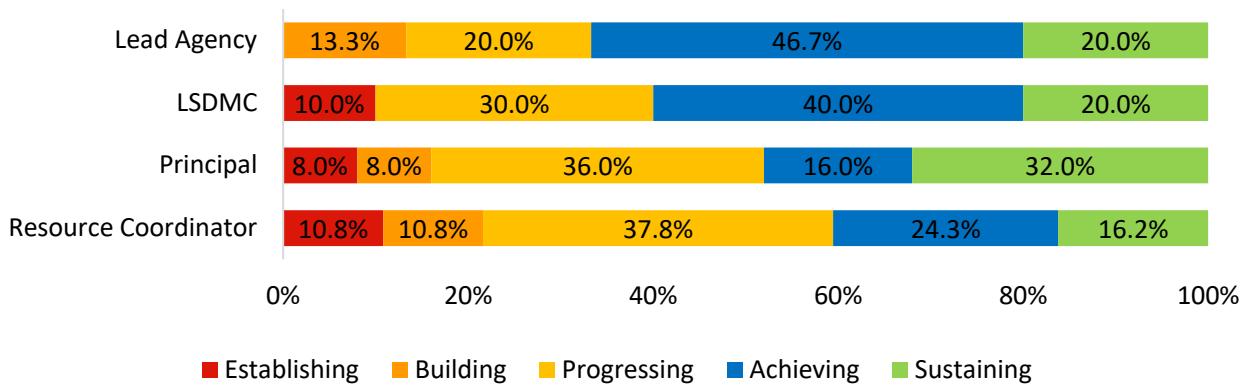
Key stakeholders and influencers were also invited to rate on a five-point scale their CLC's level of progress in four focus areas: **1) Communication, 2) Partnerships, 3) Parent/Family Engagement, and 4) Implementation of the CLC Model.** The rating scale ranged from "Establishing" to "Sustaining" functions and progress. The questions, respondents, and percent responding at each level are briefly defined and presented below. Full definitions for each rating level and survey items are available in **Appendix A**.

- **Establishing:** CLC establishes functions and strategies in key areas
- **Building:** CLC develops goals and objectives in key areas
- **Progressing:** CLC demonstrates progress in one or more key areas
- **Achieving:** CLC links key area goals with other CLC goals or system-wide measures
- **Sustaining:** CLC sustains progress and creates a strategic plan for continuous improvement

The **Focus Area 1** graph describes how stakeholders and Resource Coordinators rate their CLC on communication with students, parents/families, and community members. Nearly 60% of stakeholders and 40% of Resource Coordinators rated their CLC as "Achieving" or "Sustaining" in this area, meaning

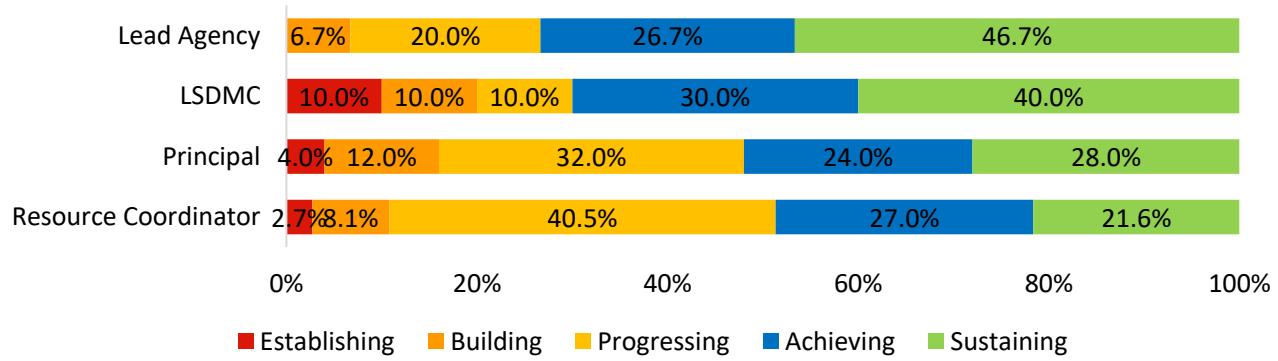
their CLCs have linked communication goals to other CLC goals or system-wide measures, or sustains progress in communication with continuous improvement. Communication is a well-established core competency for the majority of CLCs.

Key Stakeholder Feedback About Focus Area 1
Communication with Students, Parents/Families, and Community Members

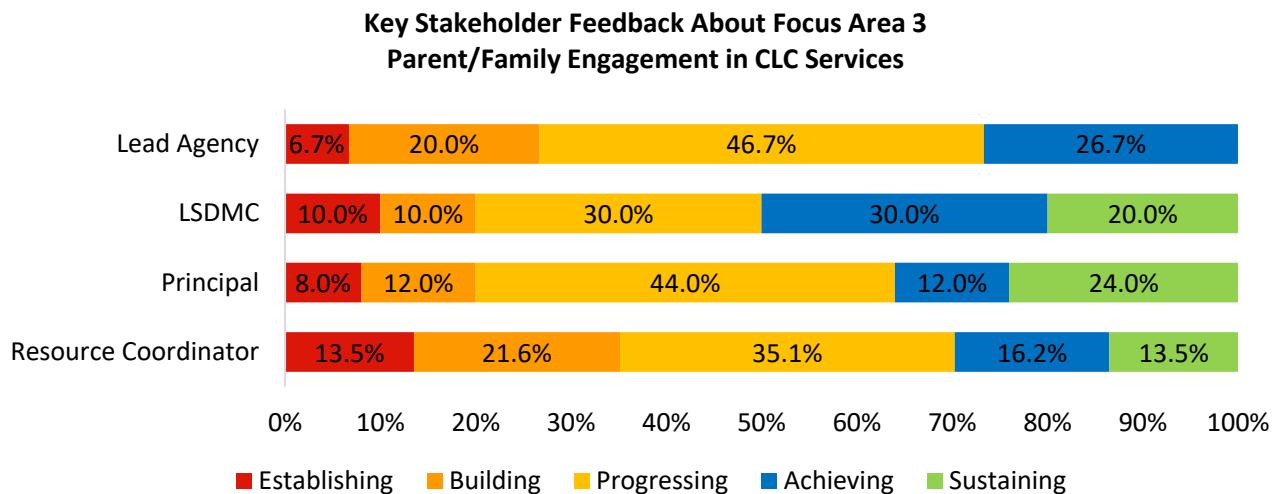


Stakeholder and Resource Coordinators' description of CLC partnerships and collaborations are shown in the **Focus Area 2** graph below. Survey data show that the majority (range of 80% - 93.3% depending stakeholder) of CLCs are demonstrating progress, achievement, or sustainability in their partnerships and collaborations that were developed to meet the needs of students, parents/families, and the school.

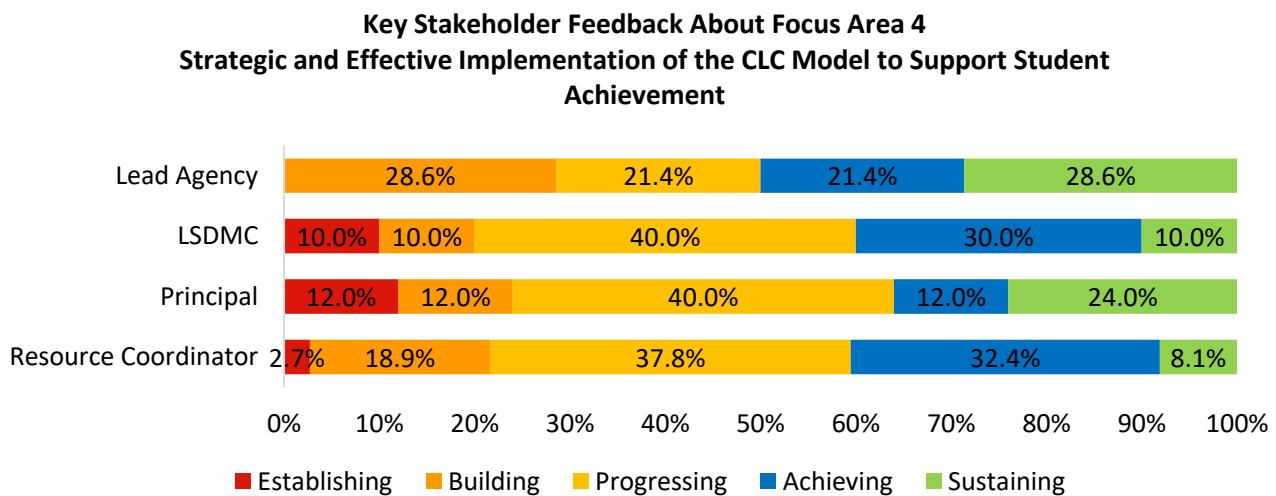
Key Stakeholder Feedback About Focus Area 2
Partnerships and Collaborations to Meet the Needs of Students, Parents/Families, and the School



The **Focus Area 3** graph shows parent and family engagement in CLC services as rated by stakeholders and Resource Coordinators. Overall, data suggest that parent and family engagement is an area of strength for CLCs. There is an opportunity for stakeholders to share best practices in parent and family engagement for continued growth in this focus area.



The **Focus Area 4** graph shows how stakeholders and Resource Coordinators describe the strategic and effective implementation of the CLC Model within their schools. Across respondents, 71.4% to 80% of stakeholders and Resource Coordinators rated their CLC as “Progressing,” “Achieving” or “Sustaining” CLC goals and objectives in this focus area. To further support student achievement, there is an opportunity for the “Achieving” and “Sustaining” CLCs to support the “Establishing” and “Building” CLCs to support their coordination of programs, services, and resources needed to address the needs of students and families in alignment with the CLC model.



CLCs Impact: Making a Difference for Students, School, Families, and Community

Stakeholders and Resource Coordinators responded to qualitative survey items about the impact of CLCs on students, families, and the community. Summarized data are depicted below. Important quotes are reported in Appendix B, C, and D.





CLC Learning Support Programs and Schoolwide Initiatives

Stakeholders and Resource Coordinators provided examples of CLC programs and schoolwide initiatives that support students in the areas of reading, math, *MyTomorrow* – Enrolled, Enlisted, Employed, and Ready to Learn Supports to address students' basic and social-emotional needs. The lists below include many, but not all, of the CLC programs and initiatives offered to CLC students.

CLC Programs and Initiatives that Support 2nd Grade Reading and Literacy:

2 nd & 7 Foundation (Free Books)	Final Four Reading	Reading Eggs
Adopt a Book	Find Your Sparkle	ReadTheory*
Bearcat Buddies	Homework Help	Rosey Reader
Book Club	I Can Read Initiative	Summer Sluggers
Books Alive	Library Programs	Tutoring
Disney Dare to Dream	Literacy Network Programming	Whiz Kids
Edulastic	Literacy Night	WordPlay

Total: 96.6% of CLC elementary schools

CLC Programs and Initiatives that Support 2nd Grade Math:

Be the Change	Lexia Technology Core 5	Tutoring
Bearcat Buddies	Math Night	UC Step Program
Chess Club	Splash Math	Whiz Kids
Homework Help	Summer Sluggers	Zearn

Total: 89.7% of CLC elementary schools

CLC Programs and Initiatives that Support 6th Grade Reading and Literacy:

2 nd & 7 Foundation (Free Books)	Books Alive	Tutoring
Aspire! Program*	Homework Help	Whiz Kids
Bearcat Buddies	Literacy Night MORE	Writing Groups
Book Club	Reading Specialists	You See Starfish

Total: 96.6% of CLC elementary schools

CLC Programs and Initiatives that Support 6th Grade Math:

Aspire! Program*	Lexia Technology Core 5	STEAM Program
Bearcat Buddies	Math Coaches*	TenMarks
Foster Grandparents	Math Night	Tutoring
Garden Initiatives	MORE*	You See Starfish
Girls Who Code	Proscan Chess	

Total: 96.6% of CLC elementary schools

CLC Programs and Initiatives that Support My Tomorrow (3Es) in 2020 Cohort:

ACT Tutoring	Girls to Women*	Peer Forward*
Career Fairs	Guest Speakers	Torch Prep ACT Bootcamp*
College Visits		

Total: 88.9% of CLC high schools

* District supported initiative

CLCs Family Engagement Events in Five Key Areas

Family Engagement Events Related to Key Priority Areas: 100% of CLCs hold family engagement events related to the key priority areas below. The activities listed below engage parents and families directly and in-directly through student support and observation opportunities to interactive classes, learning events, and resources that nurture the whole child and family.

Academic Success/Support

Student-led Conferences, Award Ceremonies, Student Ambassador Induction Ceremony, Senior Night, Award Days, Spoken Word Night, First Grade Readiness Night, Math Quiz Bowl

Expanded Learning

Athletic Activities (Basketball, Football, Wrestling, Cheerleading, Volleyball, Softball), Band, Choir, Dance/Drama, Concert Performances, Readers Theater Performance, Books Alive Performance, Academic Teams, Community Service, Art Club, Peas in a Pod Cooking Class

Parent/Family Engagement

Parent Teacher Conferences, Open House, Fall Bash, Family Tech Night, Math Night, Literacy Night, Science Night, Economic Development, Grandma's Kitchen, Adult Learning, Cook Out, Parent Workshops/Trainings (i.e., Parenting Skills, Trauma, Home Economics, First Time Homebuyer, Career Focus), Grandparents Club, Parent Meeting/Social Hour, Family Fun Night, Market Day Parent Shopping Event, Pastries for Parents, Family Prom, Let's Talk (Parents of 3-5 year olds), Multicultural Family Night, CPS Adult Program and Cincinnati Works providing parent education and employment information at Family Event, Buddy Families Program, Hands Around the School Celebration, Garden Work Party, Painting with Parents Night, Parent Book Club, Trunk or Treat, Movie Night, Produce Pop-Ups, Santa Shop, Thanksgiving Dinner Fundraiser, Superhero Soiree, Weekly Learning Together Meetings (families of 0-5 year olds), Pre-k/kindergarten Open House and Coffee Enrollment Event, Muffins for Mom, Donuts for Dad, Parents on Point, Safari Night (families tour the school, meet with staff, and receive school supplies and books), ELA Parent Group

Health/Wellness

Field Day, Family Health Fair, Back to School Carnival, New Student Orientation, OSU Nutritional Cooking Class for Families, Family Mental Health and Character Development Nights, Health Clinic Opening Day

Ready to Learn Supports

Blessings in a Backpack	Freestore Foodbank Food Pantry	Neediest Kids of All*
Coats for Kids	Freestore Foodbank Power Packs	Operation School Bell
Clothing Closet	Girls Health Period	Parent Center
Dental Screenings	Groom Room	Produce Pop Ups
Dental Sealants Program	Healthy Food Truck	School Supplies Shoes
Familiarized – Emergency Assistance	Holiday Food Drives	Uniforms
	Housing Support	Vision Screenings
	Hygiene Products	Weekend Care Packs

College/Career Readiness

College Campus Visits, FAFSA Night, College and Career Fair, Signing Day, 365 Black Performance

* *District supported initiative*

CLCs Partner with Community Organizations to Impact Five Key Areas

Key Partnerships Between the CLC and the Community that Positively Impact Students and the School:

100% of CLCs have established partnerships with community organizations that positively impact students and the school. Partnerships with community organizations, businesses, universities, and hospitals provide students with opportunities to engage in academic clubs and competitions, sports, career and college preparatory events, and other positive health-related activities such as health fairs, health screenings, and health education.

Academic Success/Support

Activities Beyond the Classroom	FamiliesFORWARD	Rosey Readers
Adopt-A-Class	First Unitarian Church	St. Xavier
Allied Construction Industries	General Electric	Strive
Bearcat Buddies	Grace Lutheran Church	Su Casa
Cincinnati Bell	GRAD Cincinnati	University of Cincinnati
Cincinnati Children's Hospital	Images of Excellence	Vello
Cincinnati Christian University	Kappa Alpha Psi	Westwood United Methodist Church
Cincinnati Public Libraries	Mercy Health Tutors	Whiz Kids
Cincinnati Youth Collaborative	Miami University	Word Play
Cincinnati Zoo and Botanical Gardens	Mt. St. Joseph	YMCA
City Gospel Mission	Procter & Gamble	
Dramakinetics	Proscan Chess	

Student Experience

Activities Beyond the Classroom	Elementz	MORE
Boy Scouts	Girl Scouts	National Society of Black Engineers
Boys & Girls Clubs	Girls with Pearls	Newport Aquarium
Children's Museum	Green Acres	Peer Forward*
Children's Theatre	Greenlight for Girls	Suzuki Violin
Cincinnati Arts Association	Hamilton County Parks and Recreation	The Munoz Foundation
Cincinnati Opera	MamLuft Dance Company	Urban Wilderness Program
City Gospel Mission	Mercy Health	
Dayton Contemporary Dance Company		

Parent/Family Engagement

Annie Ruth	Cincinnati Zoo and Botanical Gardens	Leadership Scholars
Beech Acres	Eagle Savings Bank	Lighthouse Youth Services
Breakthrough Cincinnati	First Financial Bank	Messer Construction
Cincinnati Arts Association	GRAD Cincinnati	Parents for Public Schools
Cincinnati Children's Hospital	LaSoupe	Project Connect

* District supported partnership

Health/Wellness

Activities Beyond the Classroom	Cincinnati Works	MindPeace
Addiction Council	Dental Van	Ohio State Nutrition Council
Beech Acres	Dramakinetics	Project Connect/Taylor Rocks
Care Crew	Fernside	St. Al's
Center for Social Emotional Learning	Freestore Foodbank	Talbert House
Central Clinic	Health Gap	The Redevelopment
Childhood Food Solutions	Healthy Visions	Foundation
Children's Home Mental Health	Healthy Visions	University of Cincinnati
Children's Hunger Alliance	Jewish Hospital	WinMed Medical Center
Cincinnati Health Department	Lighthouse Youth Services	YWCA

College/Career Readiness

Adopt-A-Class	FamiliesFORWARD	Peer Forward
AmeriCorps	First Generation Leaders of America	PNC Bank
Breakthrough Cincinnati	GRAD Cincinnati	Project Connect
Chatfield College	Jobs for Cincinnati Graduates	UC Health
Christ College	Miami University	University of Cincinnati
Cincinnati State	Northern Kentucky University	YMCA
Cincinnati Youth Collaborative	Ohio State Young Scholars	

* District supported partnership



CLC Partnership Activities and Events Support Vision 2020

In addition to the academic support, student experience, parent and family engagement, health, and college and career readiness activities CLCs provide through strong partnerships, CLCs and their partners also coordinate activities and events that support CPS' Vision 2020 for elementary schools. The Vision 2020 initiative aims to prepare students to be successful in college and in the workforce through strengthened programming and specialized curriculum in areas such as science, technology, engineering, arts, math, global conservation, and community leadership, among others. Examples of partnership activities and events that support Vision 2020 are provided below.

- | | | |
|---|---|---|
| <ul style="list-style-type: none">• 3D Printing• After School Clubs• Arts and Culture Showcases• Back to School Events• Cincinnati Arts Association Events• Cincinnati STEM Collaborative Events | <ul style="list-style-type: none">• Community Field Trips• Digital Leadership Day• Earth Day• Girls Who Code• Global Conservation Day• Multicultural Events• Musical Performances• Parent and Community Meetings | <ul style="list-style-type: none">• Parent Workshops• Pop Up Shops• Science Fair• STEAM Night• STEM/Technology Programming• STEM Day• UC Robotics |
|---|---|---|

Highlights

Resource Coordinators

- “We have had several opportunities for parents and other stakeholders to come learn about our Vision 2020 plans and offer feedback. We established a team consisting of teachers, parents, and LSDMC members that attended the showcase at Sayler Park School to network and share ideas. This will allow us to strategically target partners that would be a good fit to support us in Project-Based Learning.”
- “Students visited Farbach-Werner Nature Preserve where they met with interpretive staff for a cross curricular program focusing on behavior, growth, and change of living organisms. Through hands on activities and exploration, they will use scientific inquiry to discover the secrets of life cycles and how organisms adapt to seasonal changes.”

Stakeholders (Principal, LSDMC, Lead Agency)

- “Partnerships with Cincinnati Nature Center, Cincinnati Parks, College Hill Gardeners, Civic Garden Center, GE, P&G, UC Step.”
- “Partnerships connected to our Expeditionary Learning focus include the Ohio Department of Forestry, Civic Garden Center, Green Acres, and Fernald Preserve.”
- “We have a partnership with Messer Construction which supports and provide assistance with technological advancement opportunities for students and staff.”
- “Our partners that support our CLC are also partners for our Vision 2020 expansion. Activities Beyond the Classroom, Directing Adolescent Development (D.A.D.), and Melodic Connections who provide music therapy to our MD population.”

Challenges and Barriers of CLCs

Resource Coordinators and stakeholders expressed a variety of challenges and barriers to fully maximizing the impact of CLCs for students, parents/families, and the community. Standout quotes that document these challenges and barriers as well as supports needed to overcome them are listed below.

Resource Coordinators

- “Current challenge of our CLC is lack of a mental health partner. Hopefully for the upcoming year we will have that void filled by an agency.”
- “Lack of true understanding for the purpose of the CLC Model within the school by staff and parents. Lack of consistent parent engagement and interest in available local services. Lack of consistent student engagement and interest in available enrichment services, especially afterschool enrichment. Afterschool- there is no available security or medical support services. Lack of true understanding of role of the Resource Coordinator within the CLC Model by staff.”
- “Lack of support from some school staff and administration. School culture needs to understand and commit to the CLC concept.”
- “Parent engagement to develop a PTO is one of our greatest challenges. Our parents’ basic needs are the focus of their attention and they have not been able to commit to parent organizational meetings. We need to work harder on this area to engage parents in a parent organization that gives parents voice. We do have parents on the LSDMC and the ILT, but they have not been able to organize a parent group. Additionally, there is a need for secretarial support.”
- In addition, Resource Coordinators reported a need for more tutors and space within the school building as challenges and barriers to their CLCs.

Stakeholders (Principal, LSDMC, Lead Agency)

- “We are not truly servicing the needs of the community; at this point, we are primarily servicing needs of students with academic needs being serviced at the highest level. We are lacking in partnerships and plans to support mental and emotional well-being of our students and their families. I also do not see the families using the CLC -- they are aware of our Resource Coordinator, but most do not think to go there for their own needs. I think one of the reasons our CLC has ended up functioning this way is because there is not a dedicated space where families could come in to visit the CLC -- our resource coordinator has a small office, but there is not actually a Community Learning Center set up anywhere, and there is not a great location for this in the current set up of the building.”
- “Current challenges involve education on the part of CPS leadership on the Community Learning Center Concept and operations. What it is and what it is not.”
- “Resource coordinator has resigned. Mixed and confusing messages from district about CLC model and resource coordinator role. Uncertainty about YMCA's viability as lead agency.”
- In addition, Stakeholders reported staff training on the CLC Model, staff turnover, time, limited funding, lack of administrative costs for lead agencies, need for additional facilities, and parental involvement as challenges and barriers of CLCs.

Strengths of CLCs

Resource Coordinators and stakeholders shared the strengths of their CLCs and partnerships through surveys. Key quotes are provided below.

Resource Coordinators

- “Cross organization collaboration. Our partners are always willing to collaborate with other partners to support the needs of our school.”
- “Our strength is the capacity to supply teacher requests for materials, books, supplies, field trips, and food for student learning, the school-based mental and physical health providers, and tutoring supports for grades 2-4. Our GRAD Cincinnati-UC Partnership is a strength: 2-4 grade students are inspired by young adults from the University of Cincinnati tutoring and mentoring them. The relationship is reciprocal to the point that a UC Bearcat Buddy has found value in our school and wants to teach at Taylor Academy as a Kindergarten teacher. Due to our student's high level of trauma, our strength naturally becomes our school-based mental health staff and health center staff. They are lifeboats for students that would otherwise drown in their experiences and environment.”
- “Consistency of Partners. Where we have ongoing needs, we have sustained partners such as Talbert House, Strive, and CYC. Partners are well connected and appreciated by staff. Each year at our Partner Recognition Meet & Greet, our staff share how much they appreciate the partners' support. Staff work with and recognize the importance of our partners.”
- “Our CLC is developing into a place where students and families can find full resources to support academic growth as well as family needs. We offer a full scale health center and food pantry currently and are adding a dental clinic in 2019.”

Stakeholders (Principal, LSDMC, Lead Agency)

- “We have long standing partnerships with organizations such as St. Xavier. We also do well with getting parents to support our endeavors.”
- “The coordinator is a strength due to her longevity and her knowledge of the community and its needs.”
- “Linking partnerships and collaboration goals to other Cincinnati Public goals for system-wide measurements as well as open communication with students, parents/families, and community members.”
- “The collaboration between partners to support the needs of the students is strong. Lead partnership meetings provide ensure ongoing synergistic, coordinated, and integrated programming working seamlessly with the students, families, and staff. Programming is supervised and coordinated during and beyond the school day for students, families, and the community making the partnerships seamless.”

Maximizing the Impact of CLCs and Partnerships

The following quotes reveal ways in which Resource Coordinators and stakeholders believe CLCs can maximize their impact on students, parents/families, and the community. Frequently mentioned needs to improve CLCs' functioning included, but are not limited to, additional staffing, facility space, financial resources (administrative funds), training, improved data sharing, increased parental involvement, and time to support CLC activities.

Resource Coordinators

- "Continue to build sustaining relationships with partners and obtain new partners to focus on 2nd and 6th graders. Make sure all partners are the best fit for the school and make sure all partnerships are intentional and we have a goal in mind."
- "Training for staff, including Principal, for true understanding of the purpose/"why" of the CLC Model and role of the Resource Coordinator. Trust in the Resource Coordinator that he/she knows the job expectations, and in his/her intent to carry through for results. Security and medical support to allow for expansion of afterschool offerings. Increase parent engagement as volunteers in support of school and afterschool events. More sharing of student data for which to make partner decisions, set goals, reset, etc. Clarity of goals by the LSDMC in alignment with the school One Plan, and discussion based on data and evidence, vs. meetings being report sessions."
- "To be able to step back from some of the odds and ends tasks that get assigned to the RC role. More networking/reporting out between Resource Coordinators, allowing us to exchange ideas more consistently. To have a staff meeting at the beginning of the year where the team of individuals from School, CPS, and CYC present the idea of a CLC and the goals of School and the RC team."

Stakeholders (Principal, LSDMC, Lead Agency)

- "I am not 100% clear on what the highest functioning CLCs are doing, so it is difficult for me to say what we would need to maximize our potential. I would like to see more active work to recruit and work with families, building deeper and more meaningful relationships with families and students that could lead to us to helping meet more basic, essential needs, and could lead to us better understanding our population so we can better serve it."
- "New, capable resource coordinator (previous one was excellent). Clear direction from district about what the CLC vision is. Clear direction from district on how to evaluate lead agency, identify options and select new one if appropriate. Ongoing resources to understand and execute LSDMC's role with CLC."
- "Additional financial resources, also support from CPS leadership with its administrators, school educational leaders for the concept, and its appropriate implementation by non-profit lead agencies."
- "Better training for new Resource Coordinators to align with district needs. Administrative cost to lead agencies to provide services."

CLC Service Highlights and Promising Practices

Service Highlights

- A total of 24,200 were enrolled in CPS schools with one of the district's 44 Community Learning Centers in 2018-19. Seventeen thousand students (17,534) received Services, with nearly 11,000 students receiving youth development services that supported students' social and academic growth across the district's CLCs. A total of 4,480 students were prioritized (targeted) for services identified to support academic and/or student success.
- Over 75% of prioritized students received a learning or student support service related to their student need or goal for success.
- CLCs provided valuable experiences and important supports and services, including tutoring, mentoring, youth development, family engagement, and other programs. CLC Resource Coordinators and Stakeholders made it possible to serve a growing number of students and intentionally connect a higher percentage of prioritized students with tutoring, mentoring, and youth development services.
- The majority of CLCs provided reading and math learning supports for 2nd and 6th grade students, as well as supports and services related to Enrolled, Enlisted, and Employed (3Es) for high school students.
- Every CLC has programs and initiatives that ensure that students are ready to learn, including food, clothing, and school supplies.
- Youth development plays a vital role in supporting students' social and academic growth. Across CLCs, 10,691 students received youth development services in 2018-19.
- Agency partners, social service providers, mental health and health partners provide important services, programs, and activities to students, families, and the community.

Promising Practices

- Partnerships are essential to success: Many valuable services and programs are provided to students across schools by valuable community and corporate partners. A few examples include academic supports, athletic activities, college and career readiness events, nutrition programming, mental health and health education, parent training, cultural experiences, and community service.
- Parents play a vital role in supporting children's academic and emotional needs. Data show that many schools and CLCs are including parents in LSDMCs and parent programs, however, efforts will need to be made to continue to prioritize voices of parents and actively engage parents in new ways.
- Open, transparent and on-going communication with students, families, and community members is essential to CLC's success. Regular partnership meetings are key to maintaining long-term partnerships and meeting the needs of those served by CLCs.
- Students' academic needs were highlighted as a high priority need. While many students' needs were met, there is a high demand for providing students with tutoring and learning supports. Engaging additional partners to meet these needs and creating ways to engage students and parents in these services will be important to increasing academic performance and long-term student success.
- To achieve the District's vision of every school having a CLC with a full time Resource Coordinator by 2022, CLCs will continue to engage students in quality afterschool programs, mentoring, family engagement programs, health and wellness activities, and other programs to support students' readiness to learn and their emotional, social and physical health.

Recommendations and Next Steps

The following recommendations are provided to optimize CLCs and increase their impact:

- Host trainings and sharing sessions for Resource Coordinators and stakeholders, such as principals, lead agencies, and LSDMC members, to understand best practices and available resources
- Formalize how the lessons learned and successes of CLCs are documented to increase impact and optimized to increase capability.
- Develop and maintain an up-to-date active partnership list to ensure that established partnerships and their activities and services are maintained and sustained over time and through role transitions
- Create a clear and concise strategy to address chronic absenteeism including understanding barriers to attendance
- Develop a strategy to increase the number of students engaged, “prioritized” and “successfully connected” to services
- Scaling best practices to engage parent and community members in CLCs; document and clearly communicate best practices amongst CLCs
- Focus on developing strategies for on-going communication and sharing of CLC goals, progress, and outcomes in alignment with CPS’s strategic plan across resource coordinators, schools (principals and LSDMCs), and district leadership
- Work toward the district’s strategic plan which aims to increase the number of CLCs with full-time Resource Coordinators at all CPS schools by 2021-22
- Further examine opportunities for CLC sustainability, growth, and impact

Other Considerations for Continuous Improvement

- Continue to use data to understand partner services and student, parent, and community needs
- Incorporate Resource Coordinator, stakeholder, and evaluation feedback in the development of the new data system
- Continue engagement and networking opportunities, such as the Impact Conference, for Resource Coordinators and CLC Stakeholders
- Continue to solicit input from CLC staff and stakeholders, students, parents, and community to understand needs and measure impact
- Continue building partnerships with partners offering language arts and math learning supports
- Continue to use the data tracking system to identify students with academic, social, emotional, and health needs and to connect prioritized (targeted) students to appropriate supports
- Continue to ensure best practices and effective programs to increase students’ access to resources and health services
- Continue to hold conferences and data meetings with Resource Coordinators, stakeholders, and district administrators to ensure District-wide understanding of the CLC Model, operational definitions, system-wide goals, and expectations

Appendix

A. CPS Community Learning Center Progression Matrix: Stakeholder Perspectives

The stakeholder survey was used to better understand CPS CLC's progress in the key areas below from the perspective of CPS CLC stakeholders, including principals, lead agencies, and LSDMC members.

Establishing	Building	Progressing	Achieving	Sustaining
1. Communication with Students, Parents/Families, and Community Members				
○ CLC establishes communication networks, methods, and objectives.	○ CLC develops communication goals and objectives.	○ CLC demonstrates progress on one or more communication goals and objectives.	○ CLC links communication goals to other CLC goals or system-wide measures.	○ CLC sustains progress in communication via continuous improvement.
2. Partnerships and Collaborations to Meet the Needs of Students, Parents/Families and the School				
○ CLC establishes key partnerships and collaborations.	○ CLC develops partnership and collaboration goals and objectives.	○ CLC demonstrates progress in one or more partnership and/or collaboration goals and objectives.	○ CLC links partnership and collaboration goals to other CLC goals or system-wide measures.	○ CLC sustains progress in partnerships and collaborations via continuous improvement.
3. Parent/Family Engagement in CLC Services				
○ CLC establishes key strategies, events, services, and methods for parent/family engagement.	○ CLC develops goals and objectives for parent/family engagement.	○ CLC demonstrates progress in one or more parent/family goals and objectives.	○ CLC links parent/family engagement goals to other CLC goals or system-wide measures.	○ CLC sustains progress in parent/family engagement via continuous improvement.
4. Strategic and Effective Implementation of the CLC Model to Support Student Achievement				
○ CLC implements programs, offers services, and coordinates resources to address the needs of students and families.	○ CLC develops goals and objectives for strategic and effective implementation of the CLC model.	○ CLC demonstrates progress in one or more goals and objectives to ensure strategic and effective model implementation.	○ CLC links strategic and effective model implementation to other CLC goals or system-wide measures.	○ CLC sustains progress in strategic and effective model implementation via continuous improvement.

The following brief definitions for rating the key areas were described on page 11 of the full report.

- **Establishing:** CLC establishes functions and strategies in key areas
- **Building:** CLC develops goals and objectives in key areas
- **Progressing:** CLC demonstrates progress in one or more key areas
- **Achieving:** CLC links key area goals with other CLC goals or system-wide measures
- **Sustaining:** CLC sustains progress and creates a strategic plan for continuous improvement

Last updated version published in May 2019.

Additional stakeholder survey items included:

- Suggestions or comments on any of these key areas.
- Describe (briefly) the impact that you think your school's CPS CLC is having on families.
- Describe (briefly) the impact that you think your school's CPS CLC is having on the community.
- Describe (briefly) the impact that you think your school's CPS CLC is having on students and the school.
- Is there a functioning parent organization in your school?
- Are there parent members on your LSDMC?
- Does your LSDMC meet regularly to support school decisions (CLC vision)?
- How do you engage CPS CLC stakeholders to determine student and school needs?
- What CPS CLC partnership activities support enrollment in school-based health clinics or other health/wellness programs?
- Describe CPS CLC partnership activities and events that support your school's Vision 2020 plan. (Elementary only)
- Describe key partnerships between the CPS CLC and the community that positively impact students and the school. Give examples.
 - Academic Success/Support:
 - Student Experience:
 - Parent/Family Engagement:
 - Health and Wellness:
 - College and Career:
- What are the strengths of your school's CPS CLCs and partnerships? Please provide one or two examples.
- How do you engage CPS CLC stakeholders to determine student and school needs?
- What CPS CLC partnership activities support enrollment in school-based health clinics or other health/wellness programs?
- What are your CPS CLC's current challenges and barriers?
- What would it take to maximize the potential of your CPS CLC?

B. CLCs Impact on Students, School, Families, and Community: Stakeholder Perspectives

Students & School

- CLCs provide tutoring, physical and mental health services, engagement activities, afterschool programming, and other resources that support student success.
- “There is a healthy connection with the community for our youth through the church, community council and the few businesses that are located there. The whole child is being supported through the CLC. The students feel supported, they have a lot of opportunities in the school to be exposed to a variety of things such as athletics, arts, after-school programming, field trips, etc. Students are working to publicize events and showcase their school. This is helping to build pride and leadership with students.”

Families

- CLCs are engaging families and offering important family support and health care services, adult education opportunities, housing assistance, among other services that support families' needs.
- “The lives of the families in our school are improving every year thanks to the CLC concept. Children from families that have never had a high school graduate now have a first generation of graduates.”

Community

- CLCs are hubs for community access to facilities and community engagement. In turn, communities are supportive of their schools. Community members are represented on LSDMCs.
- “The community learning center at our school is having a positive impact on the community. The school has done a great job at building community partnerships and identifying themselves as a part of community. The Resource Coordinator is actively engaged in and attends the community schools monthly meetings. The community in which the school sits has access to the available resources at and inside of the school.”

See pages 14-22 in the full report for additional qualitative data from stakeholders.

C. CLC Student and School Needs: Stakeholder Perspectives

CLC Elementary School Resource Coordinators

- “My approach for engaging CLC stakeholders to determine students and school need is done with multiple strategies. First, I do a needs assessment/ asset mapping to determine the needs and what exist in the school and community. Secondly, I arrange regular partner meeting to discuss needs and goals to align to impact student achievement. Finally, I invite 10 partners to the annual Impact Conference. At the conference we take a deeper dive into the data and align each partner to three goals that allow the partners to use their resources to meet the needs of students. I continue to engage all partners throughout the school year.”
- “I facilitate daily, weekly, bi-monthly, monthly, and quarterly meetings with the CLC stakeholders to communicate needs, goals, and updates. I consistently create a monthly CLC report that is blasted out to all CLC stakeholders.”
- “Focus groups along with student, parent, and community surveys are the primary means of getting feedback from our stakeholders. This information is used to drive the work of the RC and help determine the necessary resources needed for Carson School. Attending monthly community council meetings also provides a way to increase the community's knowledge of what is needed for our school.”

CLC High School Resource Coordinators

- “Engage with the LSDMC/Administration to outline goals of the school from one plan Annual assessment utilizing (parent and student surveys, etc.). Utilize assessment results to identify the needs that affect student learning assessments and evaluations results to develop appropriate interventions and enrichment for students, families, school, and community.”
- “Students and schools are identified through data collection and data-based decisions are made around academic growth and wrap around student support. As needs are identified, programs, student supports and resources are aligned with CLC stakeholders and partners, based on those resources available.”

Stakeholders (Principal, LSDMC, Lead Agency)

- The levels of involvement among CLC stakeholders in determining student and school needs varied. At the high end, some stakeholders reported participating in monthly meetings with Resource Coordinators and Partners to review and discuss data related to the school's status and on-going student needs as well as attending the Impact Conference and reviewing the school's One Plan to align services with student and school needs.
- The majority of principals reported monthly meetings with their LSDMC and Partners. Principals also reported engaging in teacher data meetings, staff meetings, grade level team meetings, LSDMC meetings with parents, and other stakeholder meetings to learn how CLC stakeholders can better serve students and families. Needs assessments, parent and student surveys, phone calls, school events, and letters were also mentioned as ways that stakeholders obtain information about student and school needs.
- Lead Agency respondents reported engaging in regular meetings with the LSDMC, ILT, and Partners as well as engaging with the LSDMC/Administration to outline goals of the school from the One Plan, conducting an annual needs assessment utilizing parent and student surveys and recording/reporting data in the required format, utilizing assessments and evaluation results to

identify needs that affect student learning, and using assessments and evaluation results to develop appropriate interventions and enrichment for students, families, school, and the community.

- Few Stakeholders feel this is an area where additional work is needed to strengthen efforts to determine student and school needs.
- All CLC Stakeholders (100%) reported that their LSDMC meets regularly, nearly all (97.6% reported that a parent member served on the LSDMC, and the majority (72.1%) of CLC stakeholders reported that their school/CLC had a functioning parent organization.

See pages 14-22 in the full report for additional qualitative data from stakeholders.

D. School-Based Health Clinics and Health/Wellness Programs

Elementary School Resource Coordinators

- “School provides a free community health fair that hosts at least approximately 30 health and civic service vendors. Partners with OSU extended food nutrition program to provide cooking classes after school and the local library for the parents.”
- “Cincinnati Health Department- School-Based Health Center provided physical health, eye exams, and dental exams, especially coupled with chronic disease management like asthma, diabetes, with medicine distribution. The services are invaluable to families.”
- “Partnerships with Cincinnati Health Department/SBHC, Freestore Foodbank, MindPeace, Council on Child Abuse, Community Health Matters, Fresh Fruit and Vegetable Program, One Sight Vision Center at Oyler, Neediest Kids of All, Queen City Transportation Safety Program.”

CLC High School Resource Coordinators

- “YWCA provides health and wellness and trauma-informed care to families.”
- “The school has a Health Center and Dental Clinic staffed from our partner, Cincinnati Health Department.”
- “Cincinnati Health Department with School Clinic and Family Wellness program St. Alys: Mental Health Services Whole Again: Food Program Addictions Council: Substance Prevention and Intervention Program.”
- “The Health Department provides a full time nurse at our school. Our Health Clinic is available to provided services for all family members of our students. We work with our nurse to develop nutrition information sessions to be shared at Kids Café.”

Lead Agency

- “Students receive incentives to complete and submit the school-based health center consent form, including a mental health consent form.”

Principal

- “Back to school event has representatives from Mercy Health and Buckeye Health. The school nurse works closely with the school-based health center to ensure parents complete registration packets, which are also a part of the new student registration packet.”

LSDMC

- “Having a well-supported clinic in or near the school.”
- “Health and Wellness programs are supported by WinMed Medical Center, Cincinnati Health Department, Dental Van, Talbert House which focuses on mental health and Fernside focuses on the emotional health of student impacted by loss of friends.”

See pages 14 and 16 in the full report for additional qualitative health-related data from stakeholders.

D2. SBHCs and Services 2018-19: Summary by School

Number & Percent of Students with Health Consents Across CLC SBHCs in SY 2018-19						
CLC SBHC School Name	Semester 1			School Year-End		
	Consent	Enroll	% Consent	Consent	Enroll	% Consent
Academy of World Languages	406	523	77.6	471	536	87.8
Aiken High School	667	862	77.3	681	820	83.0
Bond Hill Academy	108	331	32.6	133	335	39.7
Ethel M. Taylor Academy	288	367	78.4	313	377	83.0
Gilbert A. Dater High School	981	1298	75.5	987	1252	78.8
Hughes High School	676	954	70.8	648	936	69.2
John P. Parker School	321	424	75.7	340	432	78.7
Mt. Airy School	497	622	79.9	552	643	85.8
Mt. Washington School	299	366	81.6	332	371	89.4
Oyler School	611	698	87.5	658	689	95.5
Pleasant Hill Academy	424	567	74.7	500	600	83.3
Riverview East Academy	445	639	69.6	452	606	74.5
Robert A. Taft Information Technology High School	512	624	82.0	532	627	84.8
Roberts Paideia Academy	686	823	83.3	771	829	93.0
Rockdale Academy	220	353	62.3	216	345	62.6
Roll Hill Academy	458	519	88.2	493	556	88.6
Rothenberg Academy	314	367	85.5	362	402	90.0
Sayler Park School	259	327	79.2	281	352	79.8
Shroder High School	372	810	45.9	456	772	59.0
Silverton Paideia Academy	195	372	52.4	270	372	72.5
South Avondale School	297	441	67.3	283	421	67.2
Western Hills University High School	778	1133	68.6	715	973	73.4
William H. Taft Elementary School	261	319	81.8	532	627	84.8
Winton Hills Academy	185	398	46.4	209	379	55.1
Withrow University High School	951	1314	72.3	1066	1315	81.0
Woodward Career Technical High School	518	994	52.1	553	867	63.7
Total	11729	16445	71.3	12806	16434	77.9