



Community and Youth Collaborative Institute at The Ohio State University: A Case Study of CCMSI in Hamilton STEM Academy and the Linden Community

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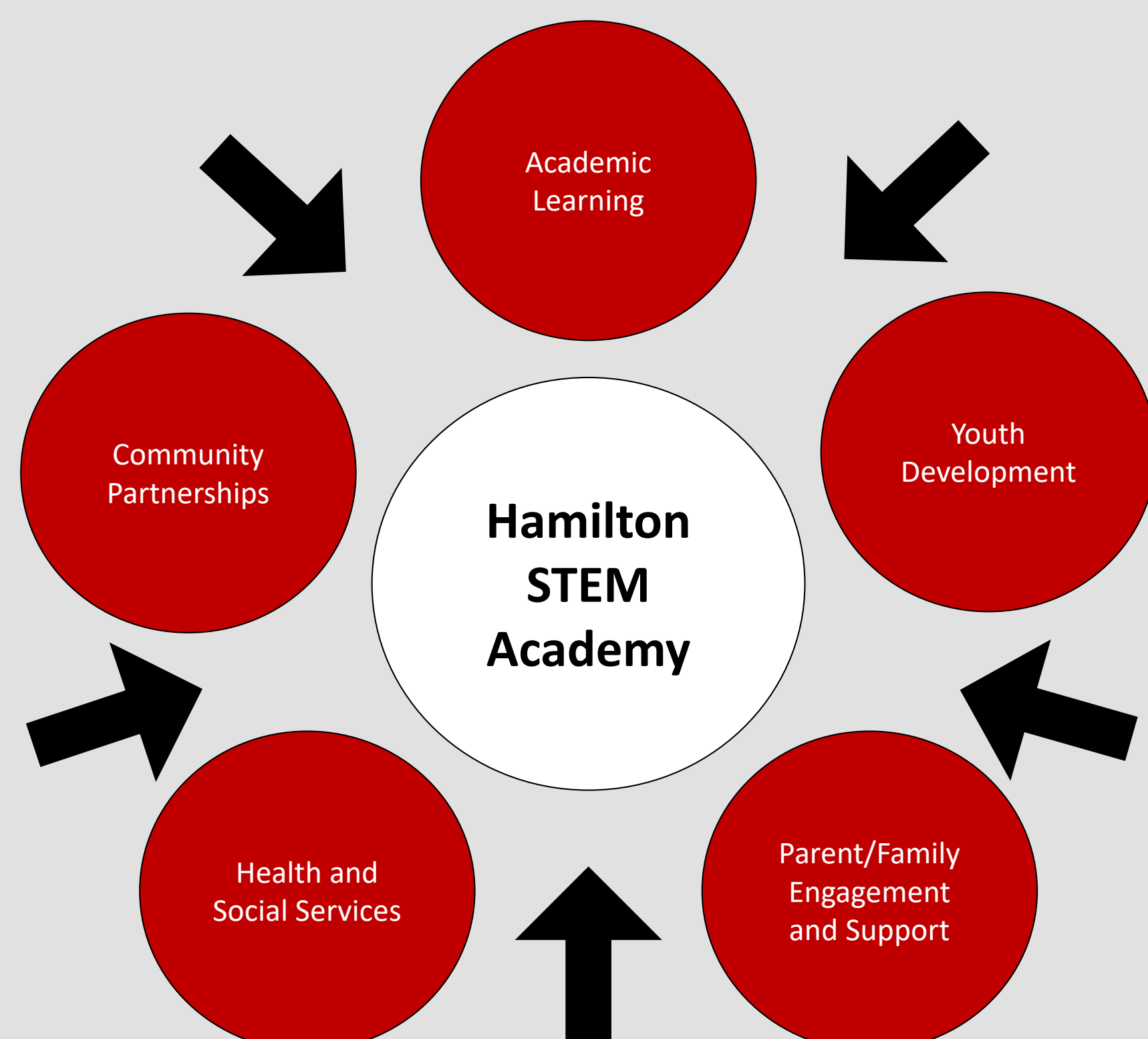


Literature Review

Approximately 7,000 students drop out of high school each day in the United States (Monrad, 2007). Youth living in poverty and/or of color are more likely to drop out. For instance, nearly half of African American, Hispanic, and Native American students fail to graduate with their class (Bridgeland, DiIulio, & Morison, 2006). Youth in Central Ohio also face environmental and personal challenges every day. For example, Columbus City Schools (CCS) has an average 4-year graduation rate of 74%; whereas Linden-McKinley High School has a 4-year graduation rate of approximately 55%. Lack of school completion is associated with a variety of consequences. For instance, youth who drop out of high school often have lower earning potentials and in turn, live in lower-income neighborhoods, have poorer living conditions, and experience higher rates of certain health conditions (Berndt & Fors, 2016). Comprehensive strategies are needed to support academic learning, school engagement, child well-being and overall school success.

CCMSI Implementation

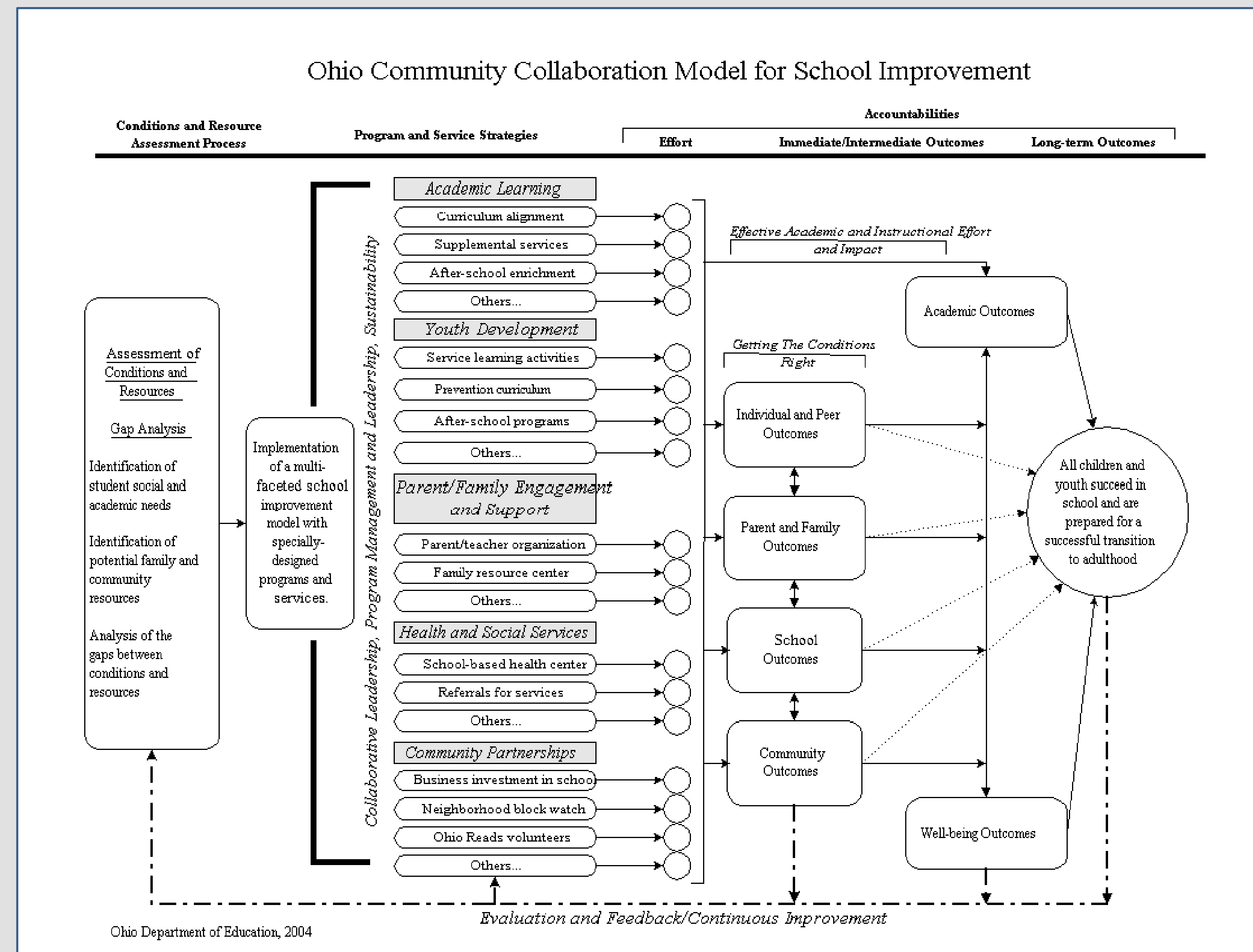
The Community and Youth Collaborative Institute (CAYCI) located within the College of Social Work at The Ohio State University (OSU) works with school communities to promote healthy development and successful transitions to adulthood among children and youth. CAYCI uses an innovative implementation framework known as the Community Collaboration Model for School Improvement (CCMSI). The CCMSI is a school reform process focused on getting “the conditions right for learning” through evidence-based programs related to academic learning, positive youth development, and school climate. CCMSI is in the beginning stages of implementation in one Linden school community, Hamilton STEM Academy in CCS. As of the 2016-2017 school year, Hamilton’s student population consisted of 99.7% who were economically disadvantaged, 86% minority, and 56% who were chronically absent. Each year there are over 2000 office discipline referrals. Since January 2017, Hamilton has partnered with CAYCI, the OSU Office of Government Affairs, United Way of Central Ohio (UWCO), the City of Columbus, the Neighborhood Design Center (NDC), and other partners to implement the CCMSI.



Partnerships in the CCMSI at Hamilton STEM Academy

Program Involvement

Emerging partnerships have brought initial supports to the school. For example, UWCO has provided funding and “backbone supports”, allocated staff and consultants to serve in facilitator roles, and led the initial implementation process. UWCO’s Stable Families also has led to the future addition of a school-based case manager to serve 20-30 families. The NDC has been utilized to collaborate on the broader Linden neighborhood and community data assessment. This has provided partners with a better understanding of the non-academic barriers and assets within the community. Additionally, the broader Linden Development Plan for the neighborhood encompasses education as one of its planning pillars, and will continue to support the CCMSI model in expanded work as successes are shown. In fact, the City of Columbus has chosen Linden as a target community for resources, community change and school improvement. OSU’s Office of Governmental Affairs also is committed to supporting the education agenda. In order to oversee the implementation of the CCMSI model, the OSU’s CAYCI is providing consultation at leadership meetings, connections with community resources, and staffing. They also have brought social work interns to Hamilton. Other partners are developing based on areas of need, such as ones to address behavioral mental health with Nationwide Children’s Hospital. Other partners who have historically worked with Hamilton will be strengthened, such as ones with OSU’s College of Education and Human Ecology and with St. Stephen’s. A formal Memorandum of Understanding is being put in place to solidify commitments into the future. Strategies will continue into the future to maximize resources and supports for learning and development across the five pathways of the CCMSI, including ones focused on academic learning, youth development/school climate, parent/family engagement and support, health/social services, and community partnerships.



Current Program

Initial steps included fostering buy-in and commitment from partners, collecting data from students and staff, and mapping school-based resources. In Spring 2017, Hamilton began utilizing the CAYCI School Experience Surveys to collect data from multiple stakeholders. The collection showcased areas within the five pathways that could be utilized to lead school improvement. Among the first steps of implementation were resource mapping and bridge building. Within Hamilton, substantial programming and support existed in the areas of academic learning and community partnerships. Areas that showcased less support were youth development/school climate, health and social services, and parent/family engagement and support. Collective efforts are underway to continue supporting the CCMSI model of school improvement.

In Spring 2018, Hamilton will complete an additional year of data collection to track initial progress regarding academic and behavioral outcomes. Collecting additional data from the Linden community will support the direction of programming at the school level, especially given the goals align with the Hamilton school and CCS District improvement plans. One critical addition to school administration was the Vice Principal. Also, through funding agreements with UWCO, a school-family-community coordinator will be hired by the end of January. These roles will increase support in the academic learning, parent/family engagement and support, and health/social services pathways. Concurrently, two OSU social work interns will begin to support staff and teachers with behavior management and positive youth development throughout the remainder of the school year. Additionally, programming has supported the addition of new roles, realignment of staff and additional funding. An Advisory Council created as a school-community leadership team meets regularly to gain input from the school and its partners. Identification of primary needs highlight behavioral and school-based mental health assistance has been one emergent themes. In response, the school aims to utilize resources to effectively focus on priority needs. Strengthening of the building leadership team, multi-tiered system of supports team, and the school-community council will help to support these efforts at a school level in the future.

Discussion

Differentiated resources and past research have shown that through the existing partnerships, Hamilton can progress toward improving outcomes and meeting student’s needs. The educational and well-being outcomes of 473 students at Hamilton will be elevated through the work of CCMSI and strengthened partnerships whose approach aims to:

1. Address school readiness
2. Expand the teaming structures in the school
3. Identify and address root causes of issues
4. Connect the work to the broader Linden community
5. Create long-term sustainability

Long-term success relies on university, community school and family partnerships and support. The continued staff, funding, and resources must be utilized and enhanced in order to implement the CCMSI model comprehensively. Further work will include additional community and neighborhood data assessments, efforts to strengthen the positive behavioral support systems at the school, programs and activities to engage parents and the community, and increased after-school opportunities in partnership with St. Stephens, After-School All-Stars, the faith based community, and/or OSU LiFEsports. Although these partnerships aim to ultimately improve academic success, non-academic barriers must be addressed first. As such, Hamilton and its partners are in the initial implementation of the CCMSI and beginning to demonstrate positive outcomes. For example, there has been a decrease in office discipline referrals during this academic year. The role of school-family-community coordinator will support further efforts to support students, families and the community. In return, students will be supported further through a connection to community resources through out of school time programming and other positive youth development initiatives. Further expected outcomes include improving attendance and truancy rates through large scale implementation efforts. In the end, healthy development and academic learning among students at Hamilton will be improved, and the school community overall will be strengthened. .

References

- Berndt, H., & Fors, S. (2016). Childhood living conditions, education and health among the oldest old in Sweden. *Ageing & Society*, 36(3), 631-648.
- Bridgeland, J. M., DiIulio Jr, J. J., & Morison, K. B. (2006). The silent epidemic: Perspectives of high school dropouts. *Civic Enterprises*.
- Monrad, M. (2007). High School Dropout: A Quick Stats Fact Sheet. *National High School Center*.

Get Involved

1. Implement the CCMSI in your school community
2. Contribute funding or other resources to support Hamilton efforts.
3. Collaborate with OSU students to map resources and supports in the broader Linden community.
4. Volunteer at Hamilton and in the Linden neighborhood .
5. Build awareness of the important of addressing non-academic barriers to learning.

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