

EDUCATION DAILY

The education community's independent daily news service

AT-RISK STUDENTS

Official: Shrinking middle class threatens ed outcomes

By Jean Gossman

The Obama administration has repeatedly stressed that high school completion and some form of postsecondary education is the key to a family-sustaining job and middle-class lifestyle. Many educators and policymakers have taken up the point, as well.

At the same time, the continuing economic crisis and impending federal funding sequestration find some observers worried about poor educational prospects for the middle class as well as for disadvantaged groups.

Indeed, sequestration "makes it difficult to anticipate how many people can be served by state and federal programs," said Glenn Martin, vice president of development and public affairs of the Fortune Society, at a Capitol Hill panel discussion sponsored by the Congressional Black Caucus Foundation last week.

When considering policies that support and grow the middle class, "the role of education couldn't be more important," U.S. Deputy Secretary of Education Tony Miller told the forum.

"How do we set not just high aspirations, but also high expectations for all kids?" He added, "We need to bring a collective sense of urgency" to educational improvement "because a lot is at stake."

Miller recounted that his great-grandfather was a slave, and his father was homeless at age 15. He called his education his "own personal building block" to success, along with others "who know how to access" educational opportunities.

"But not enough people, specifically in some of our disadvantaged communities and African-American communities, really understand what's at stake."

Million-dollar difference

Persons with a college degree or other postsecondary education are three times more likely to be employed, Miller noted. "I ask students 'Who values a million dollars?' All the kids' hands went up."

Then he told the students that there is a \$1 million difference in lifetime income between

(See **OUTCOMES** on page 4)

Today's Highlights

Vol. 46, No. 33 • Wednesday, February 20, 2013

EARLY CHILDHOOD
Don't just expand pre-K, change K-12 conversations **Page 3**

Daily Briefing **Page 4**

COMMUNITY SCHOOLS

Partnerships address barriers to student success

By Adam Dolge

Some students attending neighborhood schools in Cincinnati, Ohio, receive more than just an education at their local schools. They have access to a wide range of services, including mental and physical health care, parent and family supports, mentors, and college access supports, all thanks to the Oyler School Community Learning Center.

It is a program that seeks to improve academics by addressing not only the needs of the students, but also the needs of the community. By offering community partners rent-free space within the school building to conduct their services, the school — which serves students in grades preK-12 — has been transformed into the neighborhood hub.

"It's been nothing but a gigantic collaboration of a lot of great folks that fill voids that we can't," said Craig Hockenberry, principal of Oyler School, during a recent webinar hosted by the Coalition for Community Schools.

Oyler's program is run through the Community Learning Center Institute, which leads Cincinnati's community in developing schools as community centers that are financially self-sustained and responsive to the needs and vision of each school and neighborhood. CLCI didn't break ground over-

(See **PARTNERSHIPS** on page 2)

Prefer to get Ed Daily® by e-mail?
Just call LRP customer service
at (800) 341-7874

Resource manager coordinates school's community partnerships

The community learning centers, run through the Community Learning Center Institute in Cincinnati, Ohio, all have resource coordinators who manage the partnerships. Jami Luggen, the Oyler School Community Learning Center resource coordinator, came to the role from management in the business world. That expertise gives her an outside perspective on coordinating services for both the partners and the school.

"Coming from the business world, everything was about results — not just feel good stories," she said. "I came in asking questions like 'how do we know we are successful, are you getting feedback from teachers?'"

At first she noticed partners had a very high overview of what was going on in the school, so it was her job to coordinate their efforts and show the direct impact.

"The first step is always a close relationship with the principal," she said. If she discovers a partner isn't

performing well, or a teacher isn't referring a student to one of the CLC's services, she'll have a conversation with the principal and she'll typically take on the conversations with partners and teachers herself.

The ultimate decision on partnerships and the CLC comes down to the Local School Decision Making Committee, which consists of staff, parents, and community members. The group makes the final decision about partnership management.

Members of the CLC are deeply integrated into the neighborhood. Craig Hockenberry, the Oyler School principal, attends all the community meetings, lives in the neighborhood, his kids go to school in the area, he shops locally, and he's made a career decision to stay with the school. He said he'd like the CLC to push further into college and post-graduation assistance, and the school will do that through community partnerships.

PARTNERSHIPS (continued from page 1)

night; instead, it took several years of planning and grants before the group was established to continue the city's work of supporting and promoting CLCs.

Partner integration

Before Oyler established its community learning center, staff, community leaders, administrators, business representatives, and parents got together to look at data and identify what was holding students back from meeting the school's goal of improved academics. Partnerships with community organizations help address those barriers to improved student outcomes.

Following are examples of how the school addressed health issues through its partnerships.

- **School-based health center.** Data showed students were missing school because of illness. "If kids aren't there they aren't learning," Hockenberry said. The CLC worked with the Cincinnati Health Department to create a school-based health center, and now there is a full-time nurse, a nurse's aide, and other workers.

- **Health services work with core academics.** When a child gets sick, he doesn't have to be pulled out of school and can be treated on site. Students aren't allowed to be pulled out of core academics unless it is an emergency, so if a child needs

to see a nurse for a routine checkup or a physical, they can do so first thing in the morning or during physical education, lunch, or a free period.

- **Easy medical follow-ups.** For Dilruba Rahman, a registered nurse who heads the school-based health center, being onsite makes her job a lot easier because her patients are typically all in one place and she can work with teachers and families to get a more complete picture of her patients' health.

- **Affordable health services for the neighborhood.** The health center, which stems from the Cincinnati Health Department, is self-sufficient and patients' insurance companies are billed normally. The clinic also offers a sliding scale and other assistance for families without insurance or those unable to meet the co-pay. Rahman said the clinic will see kids regardless of health insurance. Even if children in the community don't attend the school, they may use the health center.

- **In-house eye clinic.** The school's CLC also has an eye clinic in house. Before, some 150 students would fail the eye exam every year and the school would make a daytrip so those students could receive eye care. Now a partner provides an eye clinic in the school building and just like the health center, students only need to walk down the hall for all their eye care needs.



This publication is designed to provide accurate and authoritative information in regard to the subject matter covered. It is provided with the understanding that the publisher and editor are not engaged in rendering legal or professional counsel. If legal or professional advice is required, the services of a competent professional should be sought. Published every business day by LRP Publications, Inc. (ISSN: 0013-1261), 360 Hiatt Drive, Palm Beach Gardens, FL 33418, Editorial: (703) 516-7002, extension 21; Customer Service: (800) 341-7874; New Subscriptions: (800) 341-7874. Publisher: Kenneth F. Kahn, Esq.; Executive Editor: Candace M. Gallo; News Editor: Charlie Hendrix; Editorial Staff: Emily Ann Brown, Adam Dolge, Jean Gossman, Wangui Njuguna, Joseph L. Pfrommer, Esq., Kim Riley, Mark W. Sherman, Jeanne Sweeney, Frank Wolfe; Marketing Director: Jeanine Norlin; Product Group Manager: Brittney Scott. Annual subscription rate: \$1,300. Single issues: \$6. Copyright 2013 by LRP Publications,

Inc. Federal law restricts reproduction of material in this newsletter without written permission. Authorization to photocopy items for internal or personal use, or the internal or personal use of specific clients, is granted by LRP Publications, for libraries or other users registered with the Copyright Clearance Center (CCC) for a \$7.50-per-document fee and a \$4.25-per-page fee to be paid directly to the Copyright Clearance Center, 222 Rosewood Drive, Danvers, MA 01923. Fee Code: 0013-1261/13/\$7.50 + \$4.25. Requests for permission to reproduce content should be directed to LRP customer service at (800) 341-7874, fax (561) 622-2423, e-mail custserve@lrp.com. For editorial suggestions, e-mail chendrix@lrp.com. www.educationdaily.net.