## NEIGHBORHOODS TAKING ACTION:
CONCEPTUAL MODEL OF EVIDENCE-BASED FACTORS EFFECTING EDUCATIONAL AND HEALTH OUTCOMES*
June 2014

### SCHOOL DISTRICT

**Organization, Structure & Governance**
- Engaged leadership that clearly communicates goals, vision and process
- Solicit and promote parent/family/community capacity-building and involvement
- Fair discipline policies; alternative school safety & discipline strategies; violence prevention & conflict resolution programs; elimination of zero-tolerance policies
- Small learning communities; interdisciplinary teams of students and teachers
- Improve school/classroom culture and climate (including cultural competence)
- Establish student support & counseling systems; student advisory systems, 9th grade transition support
- Create parent resource centers in schools

**Programs & Networks**
- Create safe zones around schools
- Promote community cohesion; encourage and support students
- Serve as role models, mentors, tutors or teacher’s aides
- Community organizations help to develop after-school, weekend and summer learning, cultural & community recreational activities
- Create connections between local businesses, social service organizations and schools

### COMMUNITY/NEIGHBORHOOD

**School Environment**
- Safety in and around schools
- Engage students & parents in school decision-making
- Supports students
- Individual school identity/culture
- Class size
- Cleanliness
- Resources (books, technology, toilet paper, chalk, healthy lunch food, etc.)
- School-based health clinics

**Curriculum & Instruction**
- Interesting and relevant to students
- Fair, clear, high expectations
- Interactive, experiential instruction
- Services & programs for limited-English proficient students

**Extra-Curricular Programs**
- Arts & digital media
- After school
- Early college
- Summer school
- Youth civic engagement/activism
- Foreign language
- Remove barriers to parental involvement

### SCHOOL

**Teachers**
- Qualified and competent; responsible, accountable
- Collaborate with other teachers
- Planning time
- Professional development
- Respectful interactions with students

**Principals**
- Strong leadership
- Clear communication about school organization, goals, and mission
- Develop teacher trust and environment of collective responsibility

**Parents**
- Have a role/voice in their child’s education & school’s policy decisions
- Support and encourage student, reinforce the value of education

**Students**
- Actively engaged in the learning process
- Have a role and voice in their own education & school’s policy decisions
- Supportive, positive social relationships

### INDIVIDUAL

**Contextual Factors:**
- Housing, employment, income equality, family, child & social support, health care access, environment (air pollution, food access), funding, state and federal policies

### FOR MORE INFORMATION:
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*Intermediate Impacts*
- Increased meaningful parent engagement in decision-making
- Increased meaningful youth engagement in decision-making
- Increased adoption of appropriate instructional methods
- Improved school safety, school climate & physical environment
- Increased support toward acquiring appropriate grade level benchmarks
- Increased opportunities for enrichment learning
- Increased support for teacher collaboration, professional development, and planning time
- Strengthened partnerships between communities, social systems and services & schools
- Enhanced dialogue between schools, district governance structures and families
- Increased effectiveness of school principals

*Long Term Educational Outcomes*
- Increased academic achievement
- Improved graduation rates

*Ultimate Health Outcomes*
- Enhanced overall health status

*Full references can be found on accompanying document*