

# SUN

## Community School

### Site Manager

### Toolkit



version 1.0

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### **How to approach this toolkit: Equity Lens**

Bringing an equity and empowerment lens to the development and implementation of a SUN Community School Program is critical in accomplishing our goals and ensuring intentional systemic change. The SUN Service System is applying Multnomah County's Equity and Empowerment Lens to our work across the system. You can find more information on the County's Lens at <https://multco.us/diversity-equity/equity-and-empowerment-lens> .

We ask that you approach your work using an equity lens and as you use the tools in this toolkit to plan, implement and assess partnerships and programs at your SUN Community School site your efforts that you ask yourself and your colleagues' reflective questions throughout the process.

Some questions to consider include:

- What beliefs and assumptions am I bringing to this work/effort/meeting?
- What biases do I have that may affect my understanding and ability to listen to alternative perspectives?
- Do the people involved represent the communities we serve? If not, how can we get their perspective?
- How are family and youth voice being included?
- Who benefits from the way we are doing our work? Who experiences a negative impact?
- Where are the junctures where we need to stop and consider where we are putting up barriers in either our approach or the structure (s) and where are we creating pathways for all students and families?
- How is relationship building embedded in our approach (both in functioning of teams as well as in the individual interactions with students, families, and school staff)?
- How are our approach and the services we provide culturally responsive to the communities we are serving?

### How to use the toolkit

In order to take full advantage of the toolkit features, you must download the pdf and save it to your computer. Once the latter is complete, you will be able to open up the pdf and the toolkit's bookmarks will be visible.

This toolkit provides downloadable materials that are marked with an \* in the bookmarks on the left hand side of the pdf. Below are instructions for downloading original files. Please note that all pages of the toolkit are printable regardless of if there is a downloadable, original file available.

#### DOWNLOADING ORIGINAL FILES AS TEMPLATES

Most of the files in this toolkit are available to download (bookmarked with an asterisk \*) in their original format to be used as templates.

If a document is available to download, you will see one of these icons. Click on it, and it will take you online to download the file.



## **Section 2: What is a Community School?**

The community school strategy is not unique to Multnomah County. Across the United States and internationally, there are hundreds of initiatives implementing community schools to organize resources in the community around student success. The Community School framework and philosophy is based on 20 years of research-based practices. More background and information on Community Schools can be found through the national Coalition for Community Schools at <http://www.communityschools.org/>.

This section provides you with some background information on the Community School movement at the national level along with an overview of SUN's local model for community schools. Included are an excerpt from the National Center for Community Schools' *Building a Community Schools: a Guide for Action* which shares the history of the community schools strategy, as well as a PowerPoint that offers the definition and key elements of the strategy broadly, as well as our local SUN model.

# Transforming Public Education

## 1. What are Community Schools?

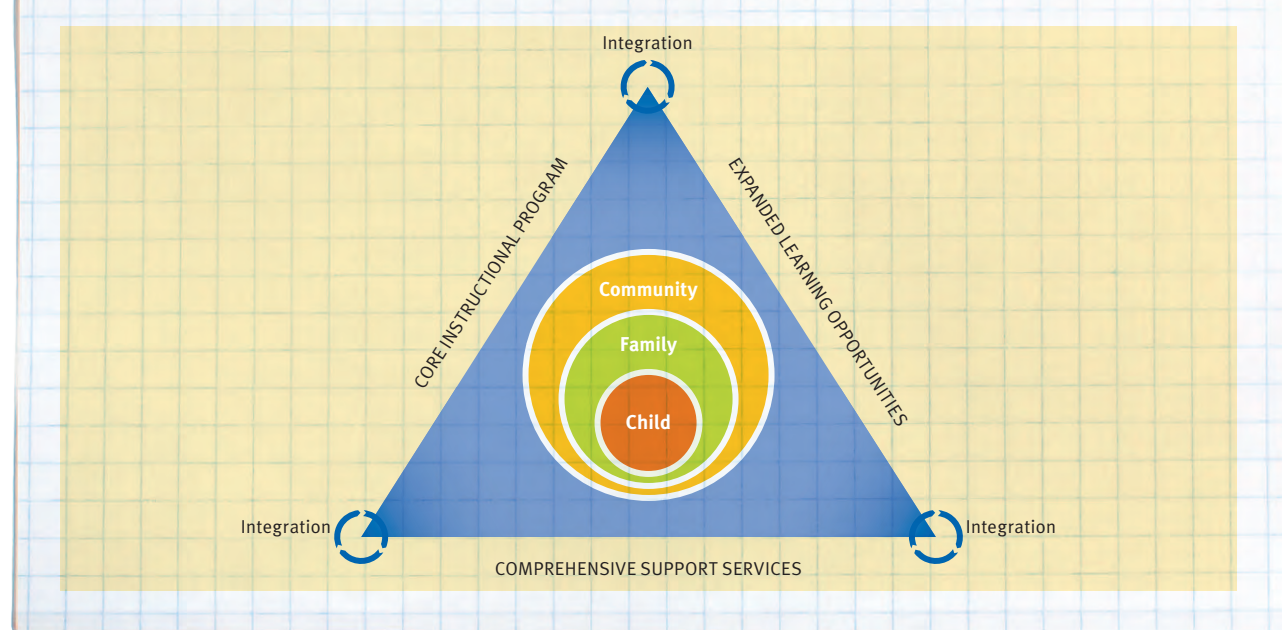
A leading urban school superintendent described community schools as “a strategy for organizing the resources of the community around student success.” This simple definition summarizes 20 years of research and practice. Through extended hours, services and relationships, community schools reconceive education as a coordinated, child-centered effort in which schools, families and communities work together to support students’ educational success, build stronger families and improve communities.

The foundations for community schools can be conceptualized as a Developmental Triangle that places children at the center, surrounded by families and communities. Because students’ educational success, health and well-being are the focus of every community school, the legs of the triangle consist of three interconnected support systems:

- ▶ **A strong core instructional program** designed to help all students meet high academic standards;
- ▶ **Expanded learning opportunities** designed to enrich the learning environment for students and their families;
- ▶ **A full range of health, mental health and social services** designed to promote children’s well-being and remove barriers to learning.

Managing the corners of the Triangle is the critical piece of coordination—because at these junctures the community school ensures a coherent and integrated set of services for children and their families.

## The Developmental Triangle



Community schools are the products of explicit partnerships between the school and other community resources. Recognizing that no entity acting alone can improve educational outcomes for all students and that integration is crucial to the success of the strategy, the partners develop a set of shared goals and a system to accomplish those goals. They also share leadership and accountability for results.

Sometimes called “full-service” schools or community learning centers, community schools develop an array of partnerships—in the areas of health, social services, academics for children and adults, sports, recreation and culture—transforming schools into vital hubs that benefit students, their families and the surrounding community. These benefits are substantiated by solid research that demonstrates improved student learning, health and attendance, stronger family engagement, improved school climate and safer neighborhoods, among other results.

## 2. Key Elements of Community Schools

Every community school partnership shapes its programs and services to the needs of its own community and students, but all models share many basic elements. Among the most prominent are:

### FOCUS ON EDUCATION

A community school offers a revolutionary vision of the roles parents and community can play in education and of the role a school can play in its community. Among an initiative’s primary goals are the education of children and their healthy development. Students are

freer to learn because the school’s many services and supports work together to remove obstacles to their education; teachers can better focus on the curriculum because their students are healthier, have improved attendance and fewer social/emotional problems that interfere with the classroom’s focus. The core academic curriculum is rigorous, coherent and integrated with extended learning and enrichment opportunities so that children have many hours for education and many ways in which to learn.

### SCHOOL, FAMILY AND COMMUNITY ENGAGEMENT

Community school partners—school staff and administrators, agency staff, parents and members of the community—are united in a common goal: to maximize students’ learning while optimizing their health and well-being, and strengthening their families and neighborhoods. All partners understand that the involvement of parents is a critical foundation for children’s achievement. Programs to attract parents, establish a welcoming climate for them, and help them learn how to be involved in and supportive of their children’s education are fundamental to the community school concept. Adult education courses further engage parents (and community members) in their own learning. Likewise, members of the community—residents, business owners, elected officials, service providers, community-based organizations—are part of the planning for the initiative, are kept informed about the school and contribute expertise and resources where needed.

### EXTENDED HOURS AND EXPANDED LEARNING OPPORTUNITIES

Before- and after-school, weekend, summer and holiday programming expand children’s learning opportunities while coordinating with the students’ school-day curricula to create a coherent educational experience. Students use these hours to explore subjects not covered during the day or to gain new skills. The out-of-school time climate may be less formal, but should be of quality, instructional and allow children to apply what they have learned in class, perhaps through hands-on projects, academic competitions or art projects. Teachers ought to play a critical role in designing these programs and community school staff should often observe classes so they can track the needs of particular students and tailor their activities accordingly.

### PARTNERSHIPS

Community schools are planned, implemented and maintained by the members of active, coordinated partnerships dedicated to improving student achievement, health and well-being. Each partnership establishes a common mission and vision, mutually agreed-upon goals and shared decision making. The partnerships must include school leadership and other representatives of the school, parents, community-based organizations and community leaders. The various community school models have different infrastructures and governance mechanisms that organize and delineate the responsibilities of the partners. In the lead-partner model, developed and advanced by The Children’s Aid Society (CAS), and now followed by several thriving initiatives, a single community partner is recognized by school administrators and other partners as the one agency that deals directly and daily with the school leadership; the lead partner maintains full-time presence in the school.



## SITE COORDINATION

Nearly all models of community schools employ a site coordinator, whose role involves joint planning with school staff and subsequent recruitment, management and coordination of partners. Although many titles are used to describe this role—Community School Director, Site Coordinator, Resource Advocate—the essential function is to ensure the responsiveness of community resources to the documented needs of students and their families as well as the alignment of their supports and services to the school’s core instructional program. (Please see appendices A and B.)

## CONTINUOUS SUPPORT ALONG THE PATHWAY TO PRODUCTIVE ADULTHOOD

Community schools often include pre-K, Early Head Start, Head Start, Even Start or other programs for children below kindergarten age—and some include even earlier support for pregnant families, such as doula services and parenting education. But community school advocates recognize that a good start is not enough. Young people need abundant opportunities to learn and access to “whole child” supports throughout their childhood and adolescence. The community schools strategy is adaptable to all levels of education reform, and CAS, along with many other colleagues, applies this strategy in elementary, middle and high schools, ensuring that young people and their families make smooth transitions from one level to the next. Many community high schools not only help students apply for and get accepted into college but also make efforts to support their college success.

## WELLNESS

Community schools are designed to operate as networks that address the multiple emotional, social and health needs of children and their families along a wellness continuum. In the CAS model, for example, health and social services are school-based or school-linked and fully integrated into the life of the school; mental health or social problems are not treated separately from health problems. Instead, the school partners look at a student and family holistically and work together to develop solutions. The emphasis on wellness promotes a healthier, more positive school climate as well as improved student health.

## SUSTAINABILITY

Leaders of community schools, both of individual schools and of community school initiatives, need to consider how to sustain their work, even at the earliest stages. Sustainability means more than fundraising—it means making permanent changes in daily practice and in institutional arrangements. But it also means allocating or generating human and financial resources—that is, organizing resources in new and more effective ways. One of the many benefits for schools of working with community partners is their ability to bring non-education dollars into schools, through such vehicles as Medicaid reimbursement and United Way allocations. Many community schools have found The Finance Project’s sustainability planning framework and tools to be useful in the essential and ongoing tasks of making their changes permanent. (Please see Sections 2–10.)

## WHOLE SCHOOL TRANSFORMATION

Through their attention to school climate and to the school as a wellness environment, and through what one prominent researcher calls “new institutional arrangements,” community schools become more than the sum of their programmatic parts. While, compared to traditional schools, community schools do indeed offer a wide array of programs for students and their families, the real hallmark of a community school is the transformational effect of all the ingredients as they interact with one another, every day.

## 3. A Brief History of Community Schools

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The community school strategy has its roots in the late 1800s and the establishment of the first urban settlement houses, which offered critical learning and development opportunities as well as health and social services to newly arrived immigrants in urban neighborhoods. This movement was led by the pioneering efforts of Jane Addams, an outspoken advocate for the poor. In the early 1900s, educators and social reformers who believed that schools were not functioning as fully as they might—among them education reformer John Dewey—worked to bring additional resources into America’s public schools, placing them at the heart of community life. Dewey wrote an influential essay in 1902 entitled *Schools as Social Centres*.

The Charles Stewart Mott Foundation played a key role in supporting second and third “generations” of community schools through its substantial investments in community education in the 1930s and again in the 1960s (and continuing for several decades). A historical analysis commissioned by the Mott Foundation and prepared by John S. Rogers, entitled *Community Schools: Lessons from the Past and Present*, notes the influence of the Mott Foundation’s earlier investments on the creation, in the late 1990s, of the Federal 21<sup>st</sup> Century Community Learning Centers initiative. Rogers also observed that earlier community school efforts did not take hold permanently for two major reasons: their work was not adequately integrated with the core mission of schools, and their proponents did not have a robust political strategy. Both of these problems are being addressed very intentionally by leaders of the current community schools movement.

This fourth generation of community schools seems to have gained momentum in the late 1980s and early 1990s with the development of several national models (Beacons, Bridges to Success, CAS community schools and university-assisted community schools)—all of which appear to have been created in direct response to research about the educational struggles of children living in poverty and concerted calls to action by advocacy and philanthropic organizations. It was in this larger context that CAS launched its community schools efforts in New York City.

## THE CHILDREN’S AID SOCIETY OPENS NYC COMMUNITY SCHOOLS

Following a five-year assessment of the area, CAS opened its first community schools in 1992 and 1993 in Washington Heights. This northern Manhattan neighborhood houses a burgeoning immigrant population that the agency had identified as critically lacking in social supports and quality public education. Over the next 18 years, CAS added new schools in Washington Heights, East Harlem, the South Bronx and Staten Island—all under-served New York City neighborhoods. As of the spring of 2011, there were 21 CAS community schools in New York City.

These schools combine a full-service model with a lead-agency infrastructure, following a simple formula: educational excellence paired with expanded opportunities and extended hours, as well as critical health and social supports and services. Together, these elements build on a foundation of intense engagement with parents and communities to promote educational success.

Responding to widespread interest in its schools, in 1994 CAS founded the National Technical Assistance Center for Community Schools [now the National Center for Community Schools (NCCS)], to help others implement the strategy.

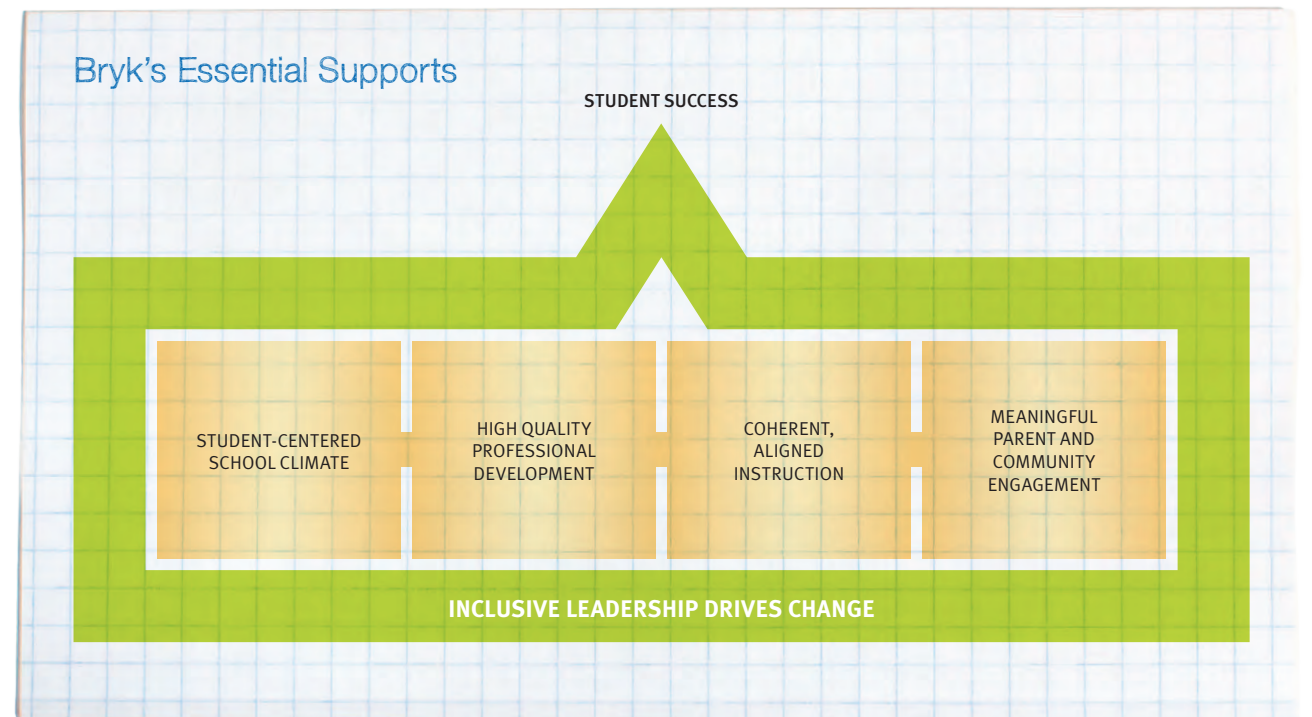
In 1997, CAS became one of the three founding partners of the Coalition for Community Schools, an alliance of national, state and local organizations that helps build awareness and understanding of community schools, advocates for supportive public policies and helps promote research and disseminate knowledge among its members and other organizations. CAS remains an active partner and supporter of this coalition.

A number of different community school models have taken hold in the U.S. and in other nations in response to particular local and national priorities. What they share is a mission: to change the role of education in the lives of students, families and communities, so that under-served youth may be empowered to overcome obstacles and become happy, healthy and productive adults.

## 4. Research Supports the Community School Strategy

Strong research undergirds the community schools strategy for education reform. While improving the educational and developmental outcomes for children by creating new educational institutions that combine essential supports for learning makes intuitive sense, it is, in fact, anchored by a solid base of research and current knowledge about child development, school improvement, parent engagement and child health. Here is a summary of the basic tenets of community schools and the research data that support these principles.

Community schools bring together multiple partners within the school to help maximize and remove obstacles to student learning. The work of these partners—parents, community members and service providers—is thoroughly interwoven and directly affects student achievement. Strong leadership drives the work of the strategy’s multiple partners.



- In a long-term study of 200 Chicago public schools, education expert Anthony S. Bryk and colleagues (2010) identified five essential supports for student success: strong school-parent-community ties; enhanced professional capacity; a student-centered learning climate; a coherent instructional system; and leadership that drives change and enlists teachers, parents and community members to help expand the reach of the work and share overall responsibility for improvement. Bryk found that the value of the supports lies in their integration and mutual reinforcement. No one part of this strategy can be counted on to achieve the goal of school improvement and student success. To illustrate the point, Bryk uses the analogy of cake baking where all the essential ingredients—sugar, eggs, oil, flour and baking powder—must interact with one another. Leave out one and the cake will look or taste flat.

Community Schools provide on- and off-site health, mental health and social services to students living in low-income communities, which often lack such resources.

- If students are not motivated and able to learn, says health and education researcher Charles E. Basch (2010), then their “educational progress will be profoundly limited.” Low-income urban minority youth are disproportionately affected by seven “educationally relevant health disparities”: poor vision, asthma, teen pregnancy, aggression and violence, lack of physical activity, lack of breakfast, and untreated inattention and hyperactivity. Basch warns that no educational innovation can succeed if these health disparities are not remedied. His research strongly supports the community schools’ inclusion of health care as a critical component of student success.

Community schools engage parents and community members as essential partners in children’s education. They employ multiple strategies for educating and involving parents as early as possible and for maintaining their engagement.



- ▶ Research conducted over 40 years confirms that family engagement improves students’ educational outcomes. Recommended by the Harvard Family Research Project as a reform strategy, family engagement should be systemic, integrated and sustained—the very approach promoted in community schools. Family engagement must not be treated as an incidental add-on; rather, it must be understood as a shared responsibility in which families and schools play complementary roles in children’s educational success. Family engagement must also be continuous, from birth through young adulthood, and must support student learning in multiple settings. A 2010 Harvard report further indicates that family engagement facilitates teacher retention. “Where teachers are able to communicate with parents and develop trusting relationships,” the report states, “they are more likely to remain teaching in their schools.”

Schools cannot succeed on their own; community school partnerships bring critical resources into schools in order to meet students’ academic, health, family or emotional needs and to help free teachers to teach. Partners are integrated into the school day or out-of-school time sessions, based on those needs, and are coordinated by the lead agency or organizing committee.

- ▶ Turning around struggling and failing schools involves more than just the people inside a school’s walls. “Schools cannot do everything themselves and expect to do it well,” education journalist Laura Pappano (2010) observes. “Partnerships need to have a purpose. They need to be well articulated.” She details the huge problems faced by both large and small urban schools and notes the kinds of partnerships that are helping to turn these schools around. Well-structured partnerships linking schools with corporations and nonprofits have contributed to turnarounds in Cincinnati and Hartford, two of Pappano’s closely observed sites—which, not coincidentally, both have robust community school initiatives.

Below, we provide additional research data that support the guiding principles of effective community schools:

Community schools make the most of our children’s non-school time by providing high-quality, supervised after-school experiences that extend learning opportunities and enable students to develop their talents, form positive friendships and connect with their communities.

- ▶ Researcher Reginald Clark (1988) has documented the importance of having children participate in constructive learning activities during the non-school hours. He found that economically disadvantaged children who spend 20–35 hours of their free time each week in engaged learning (such as reading for pleasure or playing strategy games) earn better grades in school than their more passive peers.
- ▶ Stanford University education professor Milbrey McLaughlin (2000) reports that adolescents who participate regularly in community-based youth development programs (including arts, sports and community service) have better academic and social outcomes—as well as higher education and career aspirations—than other teens.
- ▶ In several studies spanning more than a decade, Deborah Vandell (1999) documented a host of positive benefits of children’s participation in high quality after-school programs, including improved grades, work habits, emotional adjustment and peer relations.

- ▶ According to a report published by the Washington D.C.-based organization, *Fight Crime: Invest in Kids* (1998), the peak hours for violent juvenile crime and victimization are between 3 p.m. and 6 p.m., the hours when most parents are at work and children are out of school.
- ▶ The after-school hours are also the peak time for adolescent sexual activity to take place. Furthermore, research shows that being unsupervised after school doubles the risk that 8<sup>th</sup> graders will smoke, drink alcohol or use drugs (Richardson, 1989).

Community schools provide young people with enriched educational opportunities while also developing and strengthening their physical, emotional, social and moral competencies through a variety of supports and services.

- ▶ Extensive research on child and adolescent development indicates that young people need ongoing guidance and support in all of the developmental domains (cognitive, social, emotional, physical, moral and vocational) if they are to achieve productive adulthood. (See for example, Eccles, 1999.)
- ▶ In his preface to the Carnegie Corporation’s 1992 report, *A Matter of Time: Risk and Opportunity in the Nonschool Hours*, noted child psychiatrist James Comer states, “We must attend to all aspects of [young people’s] development. Adequate development makes adequate education possible, which in turn facilitates participation in the mainstream economy and the ability to fill family, community, and citizenship roles.”

Community schools offer parents an active role and a voice in their children’s education. They also provide a place where parents can improve their own lives.

- ▶ Multi-year research conducted by Joyce Epstein and her colleagues at Johns Hopkins University (1995), and by Anne Henderson and her colleagues at the Center for Law and Education (1995), has documented the importance of parental involvement in children’s education as a key factor in promoting academic achievement. These studies indicate that children do better in school when their parents regularly support, monitor and advocate for their education.
- ▶ In a study of school and family connections in the middle grades, also conducted by Epstein (1995), parents reported that they seldom heard from their children’s schools and that they themselves contact school staff infrequently. The study identified a clear need for middle schools to establish comprehensive efforts to increase parental involvement.

Community schools view children and families holistically. They bring many essential services together under one roof and offer an effective, coordinated response to children’s and parents’ needs.

- ▶ Several studies have documented how the fragmentation that characterizes much of America’s service delivery system for children and families limits program effectiveness. (See, for example, Hodgkinson, 1989.)
- ▶ Researcher Joy Dryfoos (1994) synthesized a complex body of research on reducing risk and promoting resilience among children and adolescents. She concluded that the single most effective intervention was the development and implementation of schools that integrate the delivery of quality education with the provision of health and social services.

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Community schools gather many of the adults who are important in a child’s life—parents, teachers, principals, health professionals and youth workers.

- ▶ A 13-year study in 10 varied communities (Ianni et al., 1990) found that child and adolescent outcomes were enhanced in communities where the key developmental influences (home, school and community) combined to provide young people with consistent messages, opportunities and supports.
- ▶ Resilience theory indicates that children who have consistent access to adult guidance and support have better outcomes, such as enhanced college and career aspirations, and a lower incidence of at-risk behaviors (Benard, 1991).
- ▶ A number of studies reveal that early adolescence is a time when youth wish to form close relationships with adults outside the family, even as they are seeking a certain amount of separation from parents. Many young people turn to their peers for guidance, but only if they do not have opportunities to bond with caring adults (Eccles, 1999).

5. Models of Community Schools in the United States

The community school strategy combines a set of partnerships between the school and other community resources, in an effort to provide the essential ingredients that students need to thrive. The strategy makes sense for any socioeconomic group, but leveling the playing field for the most vulnerable is where its biggest value resides.

There are a number of different models of community schools operating across the United States, as well as many hybrids—initiatives that have chosen characteristics of more than one model and adapted specific features to suit their own communities’ needs. The Coalition for Community Schools (CCS), a national alliance of more than 170 organizations that advocates for community schools, recognizes the following distinct models in the nation; they share a dedication to the goals of giving every child the best possible chance to succeed. These descriptions are based on the Coalition’s definitions of the models.

BEACON SCHOOLS

Beacons are school-based community centers serving children, youth and adults that operate in the afternoons and evenings, on weekends, school holidays and vacations and during the summer. The model originated in New York City and has been replicated widely in other parts of the U.S., with support from the Youth Development Institute. Beacons provide opportunities for youth to improve their learning and development, provide support services for the community and foster closer connections between home and school. Beacons are led by community-based organizations with expertise in youth and community development.

[www.nyc.gov/html/dycd/html/afterschool/beacon\\_program.shtml](http://www.nyc.gov/html/dycd/html/afterschool/beacon_program.shtml)



# Community Schools: A Strategy, Not a Program



*“Building Community Schools: A Guide for Action”*

# A Strategy for What?



A strategy for organizing the resources of the community around student success...

**Pat Harvey, Former Superintendent  
St. Paul (MN) Public Schools**



# What is a Community School?

A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, services, supports and opportunities leads to improved student learning, stronger families and healthier communities.



# CAS Developmental Triangle



**services that remove barriers to learning**

- physical health
- dental health
- mental health
- social services



# Several well-known models:

- ◆ Beacons
- ◆ Bridges to Success
- ◆ Children's Aid Society Community Schools
- ◆ Communities in Schools
- ◆ Healthy Start
- ◆ Polk Brothers Full-Service Schools
- ◆ Schools of the 21<sup>st</sup> Century (Yale)
- ◆ WEPIC (University of Pennsylvania)





# Underlying Research Base

## ◆ Making the Most of Non-School Time

- Reginald Clark
- Milbrey McLaughlin
- Deborah Vandell

## ◆ Whole Child Approach/ Application of Developmental Knowledge

- Jacquelynne Eccles
- James Comer

## ◆ Parents' Active Role

- Epstein (six types)
- Henderson and Mapp

## ◆ Coordinated Services

## ◆ Caring, Competent Adults/Consistent Messages

- Werner/Benard (resilience theory)
- Fritz Ianni





# Newest Research

**New research from Chicago (Bryk et al.) found five essential ingredients:**

- ◆ Principal: driver of change; inclusive leadership approach
- ◆ Real family and community engagement
- ◆ Ability to build professional capacity
- ◆ Student-centered school climate
- ◆ Coherent curriculum





# Key Ingredients

- ◆ Education First
- ◆ Lead Agency as Partner, Not Tenant
- ◆ Full-Time Presence of Lead Agency
- ◆ Joint Planning (Particularly between Principal and CS Site Manager)
- ◆ Integration of CS Staff into Governance and Decision-Making Bodies (e.g., Advisory Committee)



# Core Components

- ◆ After-School and Summer Enrichment
- ◆ Parent Involvement
- ◆ Adult Education
- ◆ Medical, Dental, Mental Health and Social Services
- ◆ Early Childhood
- ◆ Community and Economic Development

# Underlying Principles/Capacities



- ◆ *Comprehensiveness:* Responding as fully as possible to the documented needs of students and families
- ◆ *Coordination:* Structured and meaningful involvement of all stakeholders
- ◆ *Coherence:* Supports/services are aligned (integrated) with the core instructional program
- ◆ *Commitment:* Partners view CS as a long-term strategy, not a project, and do everything they can to make the partnership work



# Capacity-Building Lessons

- ◆ Many districts going to scale (Baltimore, Chicago, Portland) or incorporating underlying principles into district's strategic plan (St. Paul)
- ◆ Initiatives creating solutions to major challenges (e.g., sharing data; braiding resources; evaluating complex interventions)



# Results of Community Schools

- ◆ Improved academic performance
- ◆ Higher attendance rates
- ◆ Positive school climate
- ◆ Improved school safety
- ◆ Greater parent involvement
- ◆ Improved student-teacher relationships
- ◆ Teachers able to focus on education

## Final Words: Our Three Mantras

- ◆ It's all about relationships
- ◆ Everything has to be negotiated—all the time
- ◆ For community schools to work, the partners have to have the word “yes” written in their hearts



# National Center

*for*

## COMMUNITY SCHOOLS

Consultation ♦ Advocacy ♦ Innovation

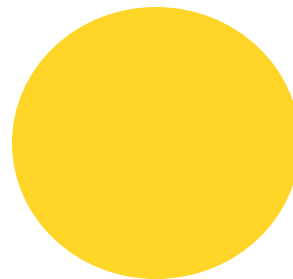
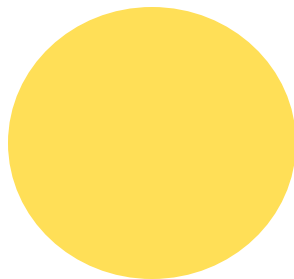
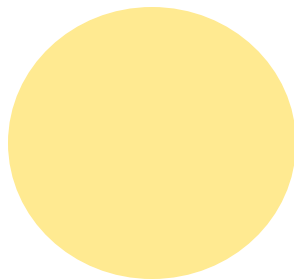


**The Children's Aid Society**

[www.nationalcenterforcommunityschools.org](http://www.nationalcenterforcommunityschools.org)

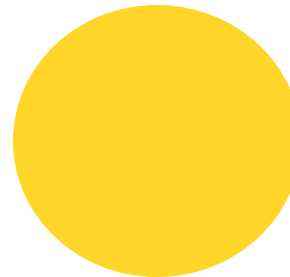
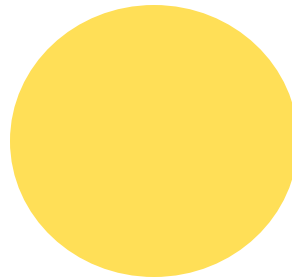


# SUN Service System & Community Schools



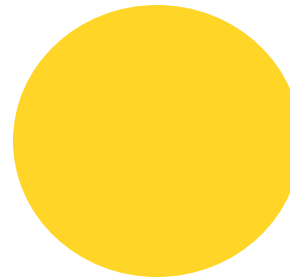
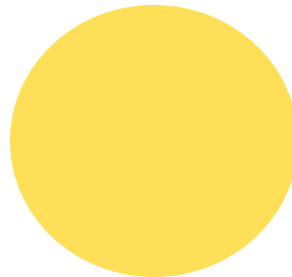
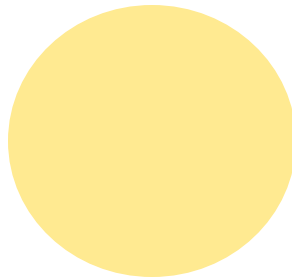
# SUN =

# Schools Uniting Neighborhoods



# Who We Are

## *The Face(s) of Multnomah County*





# Multnomah County

- ▶ The Major Urban Center in Oregon
- ▶ County population = over 735,000
- ▶ 150 traditional public schools serving ~92,000 students
- ▶ Demographics
  - Poverty
    - 16% live in poverty
    - 54% of school-age children qualify for FRL
  - Racial/Ethnic Diversity
    - 26% of County are people of color
    - 46% of school-age children
- ▶ Only 27% of citizens have children in school



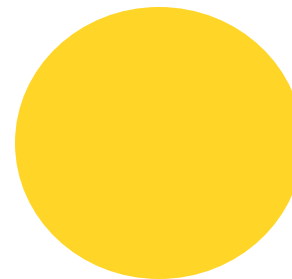
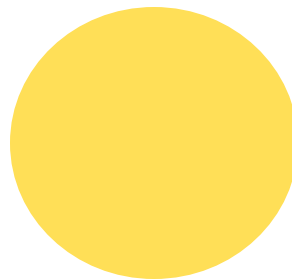
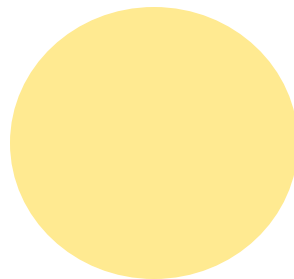
# Real Problems

- ▶ Unemployment & Hunger
- ▶ Appalling Inequities for People of Color
- ▶ The State of Youth
  - Chronic Absenteeism  
20% of students in K-3 are chronically absent from school
  - Graduation Rates  
Cohort graduation rate is 60%
  - Disproportionate Discipline  
Students of color are suspended or expelled at twice the rate of Whites with the rate 3.5x as high for African American students
  - Postsecondary engagement  
Only 33% of students go on to post-secondary education /training



# Snapshot of a System

## *SUN Service System*





# SUN Service System

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An aligned **system of care**,  
providing the social and  
support services to youth, and  
families, that lead to  
**educational success and self-  
sufficiency.**





# SUN Vision & Mission

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## Vision

A community that effectively engages and supports all children and families so they are healthy, educated and prosperous.

## Mission

Collaborate to create an efficient system of supports that provides equitable opportunities for every child and family to thrive.





# Underlying Policy

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## Built upon 2 broad policy areas:

- ▶ Supporting education and school success as a means to reduce poverty
- ▶ Improving the way resources for students and their families were delivered by developing a school-based delivery model



# SUN Aligned Services

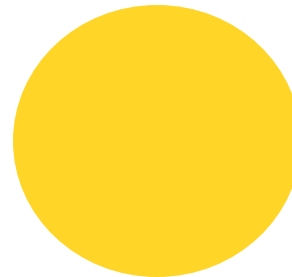
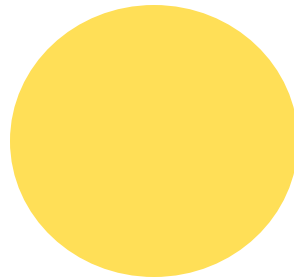
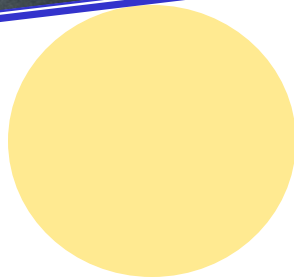
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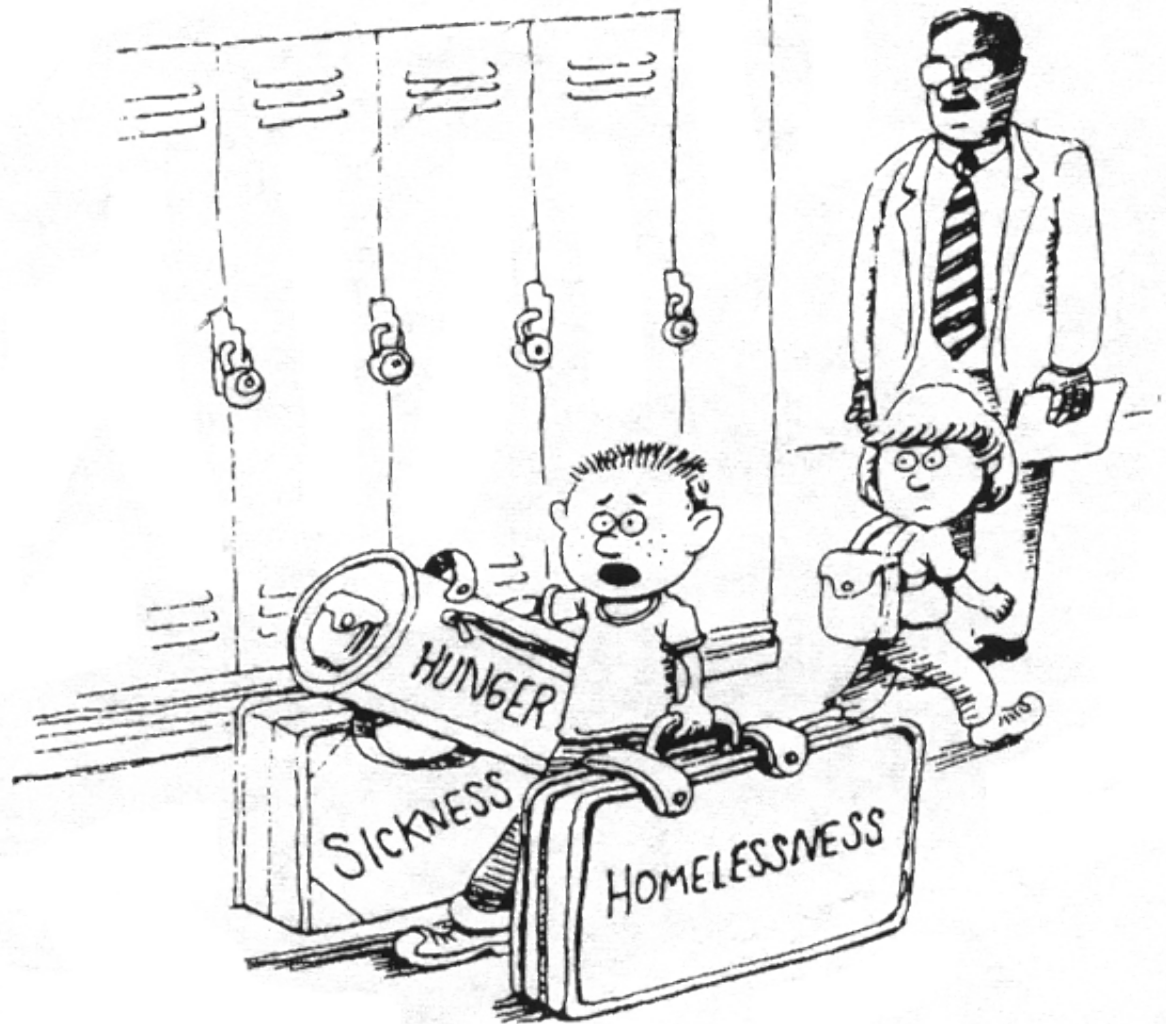
- ▶ Academic Support & Skill Development
- ▶ Early Childhood Programs
- ▶ Parent & Family Education & Involvement
- ▶ Anti-Poverty Programs
  - Basic Needs
  - Rent Assistance
  - Housing
  - Life Skills Development
- ▶ Health Services
- ▶ Mental Health & Addictions Services
- ▶ Library Services
- ▶ Links to & assistance with access to other government & community programs



# SUN Community Schools

## *A Strategy Not a Program*





“Could someone help me with these? I’m late for math class.”

# A Community School is...

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A **school where** the school community and partners from across the broader community **come together** to educate and support kids creating a collective impact



# And where...

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- Community resources are **strategically organized** to support student success
- There is a **focus on the whole child**, integrating academics, services, supports and opportunities



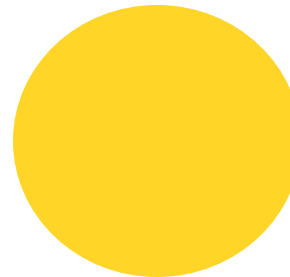
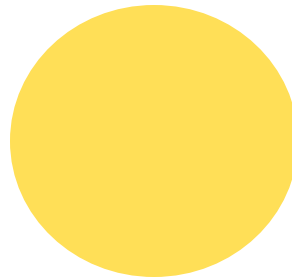
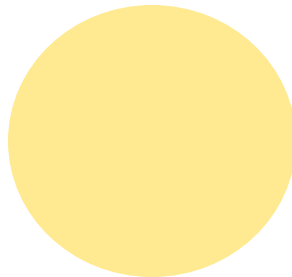
# Common Elements

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- ▶ An array of services for youth and adults from 3 domains:
  - Academics & skill development
  - Social, health and mental health services
  - Enrichment & recreation
- ▶ Youth, family & community engagement
- ▶ District & school championship
- ▶ Shared leadership & accountability
- ▶ Site Coordination



# What Collaboration Looks Like in SUN



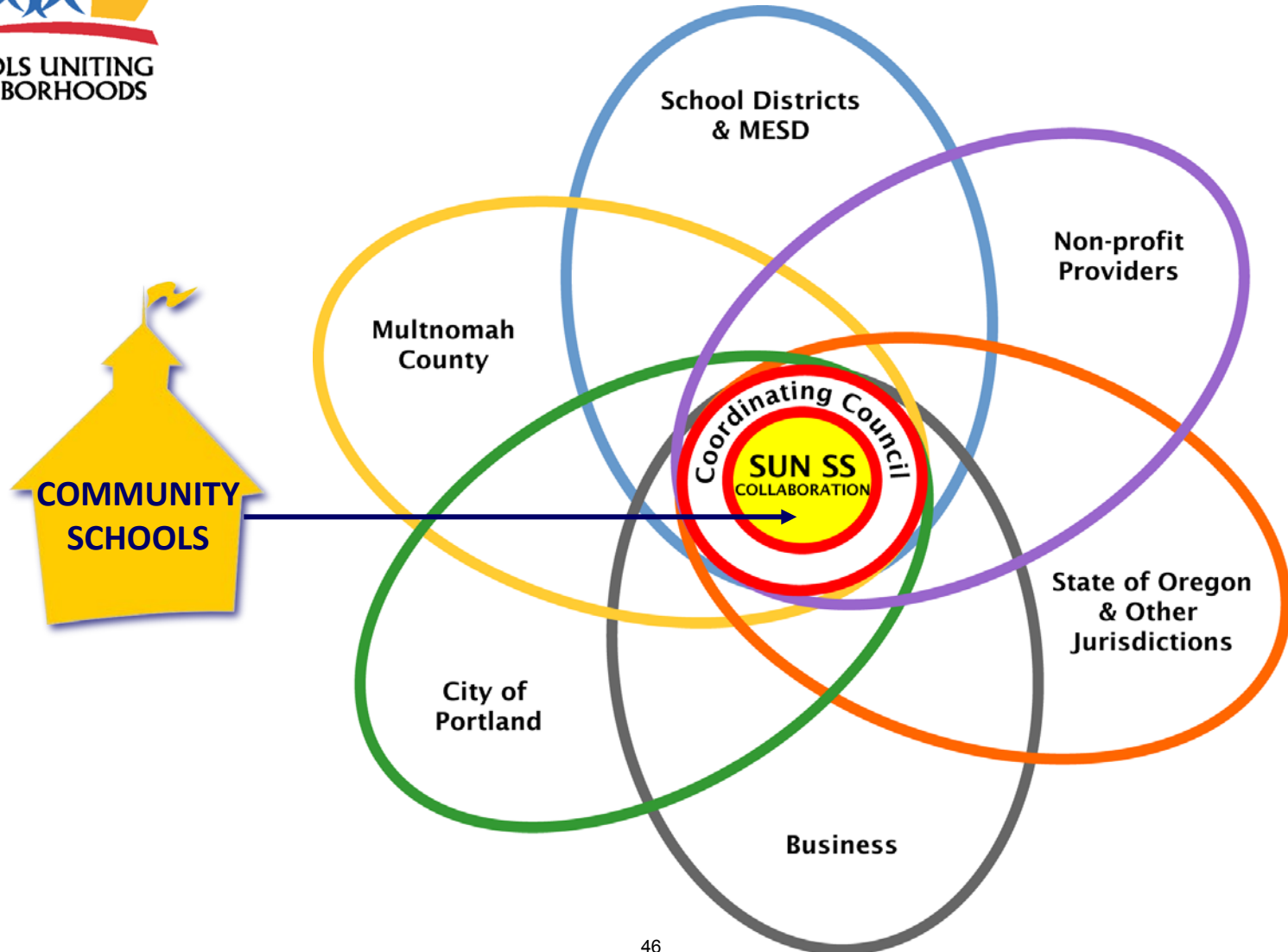


# Dragon Boats





# SUN Service System Collaboration

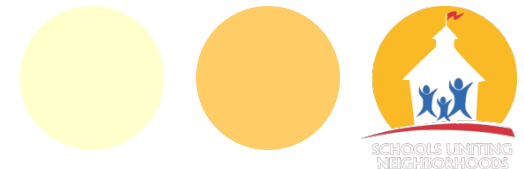
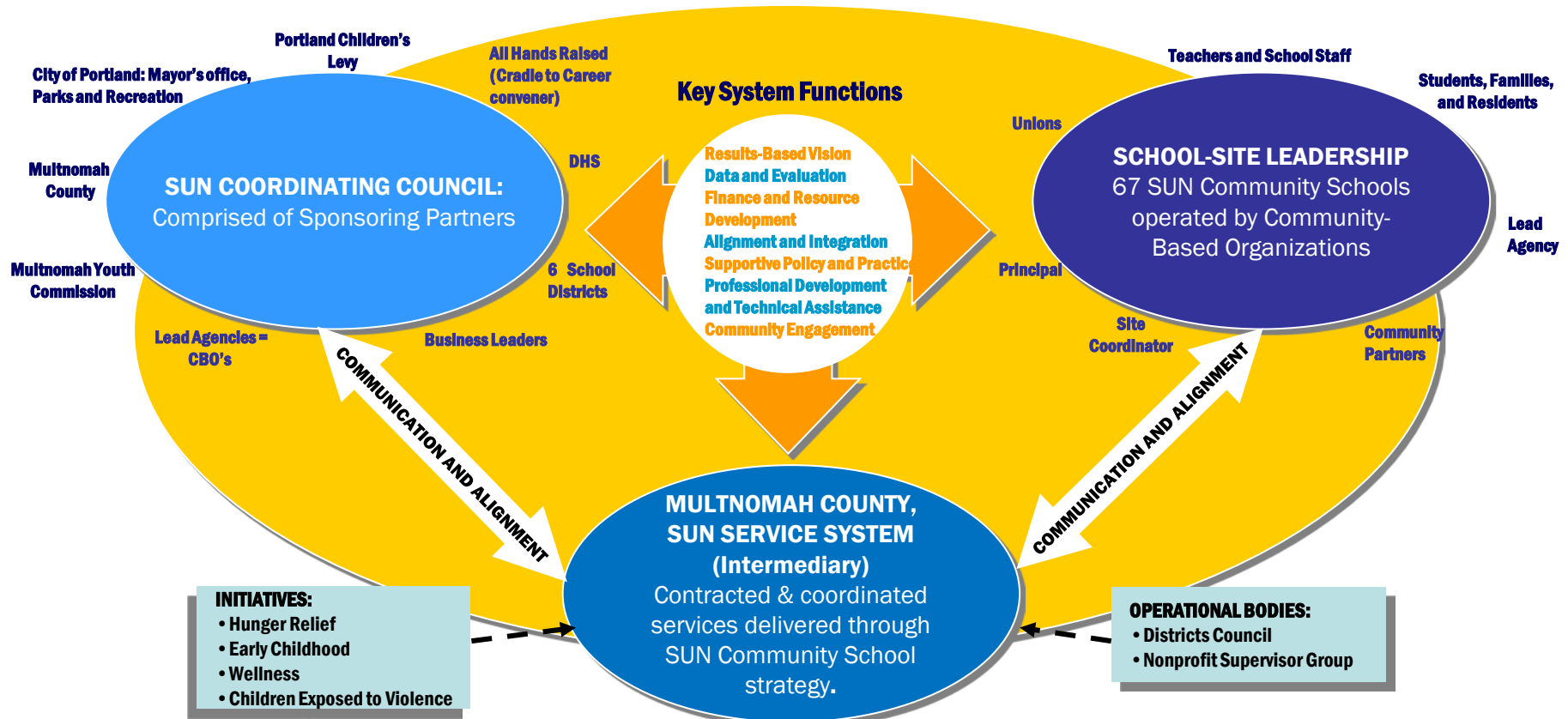


# Governance & Management

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- ▶ SUN Service System Coordinating Council
- ▶ SUN Districts Council
- ▶ Intergovernmental agreements and identified liaisons
- ▶ Multnomah County as Managing Partner or Intermediary

# SUN Service System—Organizing Structure



### **Section 3: SUN Community School – Overview and Contractual Expectations**

This section of the toolkit provides materials related to SUN Community schools philosophy, practices, and contractual expectations.



# SUN COMMUNITY SCHOOLS



Bringing the  
community  
TOGETHER  
to support  
educational  
SUCCESS.

SUN Community Schools in Multnomah County are full-service neighborhood hubs where the school and partners from across the community come together to make sure kids and families have what they need to be successful – in school and in life. SUN Community Schools mobilize and strategically organize community resources to provide:

- Strong core instructional program
- Educational support and skill development for youth and adults
- Enrichment and recreation activities
- Family involvement and support
- Social, health and mental health resources
- Family and community events

At SUN Community Schools, the collective efforts of youth, parents, businesses, faith communities, libraries, and community organizations create a network of supports that ensure academic success, family self-sufficiency, and economic prosperity. SUN Community Schools are open to all ages, preschool to seniors, with a focus on students in the immediate school community.

SUN Community Schools are the school-based service delivery sites for the SUN Service System, a broader system of community-based care and support for children and their families. There are currently 80 SUN Community Schools in 6 school districts across Multnomah County. This includes 36 elementary, 19 middle, 16 K-8, and 9 high schools.

*"I can't imagine going to a school where there's not the kind of community-building and family support that SUN has provided our family."*

— SUN Community School Parent



[www.sunschools.org](http://www.sunschools.org)



SUN Community Schools are a collaboration of Multnomah County, the City of Portland, nonprofits and local school districts.



# SUN COMMUNITY SCHOOLS

## Portland Public Schools

Arleta K-8  
Beach K-8  
Beaumont Middle  
Boise-Eliot PK-8  
Bridger K-8  
Buckman Elementary  
Cesar Chavez K-8  
Faubion PK-8  
Franklin High  
George Middle  
Grout Elementary  
Harrison Park K-8  
Jackson Middle  
James John Elementary  
Jefferson High  
Kelly Elementary  
King PK-8  
Lane Middle  
Lee K-8  
Lent K-8  
Madison High  
Markham Elementary  
Marysville K-8  
Mount Tabor Middle  
Ockley Green K-8  
Peninsula K-8  
Rigler Elementary  
Robert Gray Middle  
Roosevelt High  
Roseway Heights K-8  
Sabin PK-8  
Scott K-8  
Sitton Elementary  
Vernon PK-8  
Vestal K-8  
Whitman Elementary  
Woodlawn PK-8  
Woodmere Elementary

## Centennial School District

Centennial High  
Centennial Middle  
Lynch Meadows Elementary  
Lynch View Elementary  
Lynch Wood Elementary  
Oliver Elementary  
Parklane Elementary

## David Douglas School District

Alice Ott Middle  
Cherry Park Elementary  
David Douglas High  
Earl Boyles Elementary  
Floyd Light Middle  
Gilbert Heights Elementary  
Gilbert Park Elementary  
Lincoln Park Elementary  
Menlo Park Elementary  
Mill Park Elementary  
Ron Russell Middle  
Ventura Park Elementary  
West Powellhurst Elementary

## Gresham-Barlow School District

Clear Creek Middle  
East Gresham Grade  
Gordon Russell Middle  
Gresham High  
Hall Elementary  
Highland Elementary  
McCarty Middle

## Parkrose School District

Parkrose High  
Parkrose Middle  
Prescott Elementary  
Shaver Elementary

## Reynolds School District

Alder Elementary  
Davis Elementary  
Glenfair Elementary  
Hartley Elementary  
HB Lee Middle  
Margaret Scott Elementary  
Reynolds High  
Reynolds Middle  
Salish Ponds Elementary  
Wilkes Elementary  
Woodland Elementary



## SUN Community Schools Common Elements & Key Ingredients

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### Common Elements

- ▶ An array of services for youth and adults from 3 domains:
  - Academics & skill development
  - Social, health and mental health services
  - Enrichment & recreation
- ▶ Youth, family & community engagement
- ▶ District & school championship
- ▶ Shared leadership & accountability
- ▶ Site Coordination

### Key Ingredients

- ▶ Education First
- ▶ Lead Agency as Partner, Not Tenant
- ▶ Full-Time Presence of Lead Agency
- ▶ Joint Planning (Particularly between Principal and CS Site Manager)
- ▶ Integration of CS Staff into Governance and Decision-Making Bodies (e.g., Advisory Committee)

### Core Components

- ▶ After-School and Summer Enrichment
- ▶ Parent Involvement
- ▶ Adult Education
- ▶ Medical, Dental, Mental Health and Social Services
- ▶ Early Childhood
- ▶ Community and Economic Development



## **Underlying Principles/Capacities**

- ▶ *Comprehensiveness:* Responding as fully as possible to the documented needs of students and families
- ▶ *Coordination:* Structured and meaningful involvement of all stakeholders
- ▶ *Coherence:* Supports/services are aligned (integrated) with the core instructional program
- ▶ *Commitment:* Partners view CS as a long-term strategy, not a project, and do everything they can to make the partnership work



## SUN Community Schools: FY 2012-13

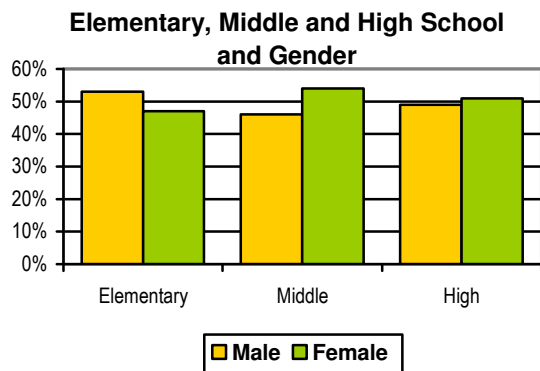
SUN Community Schools (SUN CS) provide school-based educational support, recreation, social and health services, and parent engagement to students and their families. In FY 2012-13, there were 67 community school sites located at 28 elementary schools, 15 middle schools, 7 high schools, and 17 schools serving grades K to 8 across Multnomah County.

### Unduplicated Number Served in 2012-13

Total:	23,863
Children/Youth:	19,390
Adults:	4,339
Unknown:	134
Individuals attending educational, cultural and social service events:	100,615
Students participating 30 or more days <sup>1</sup> :	8,289

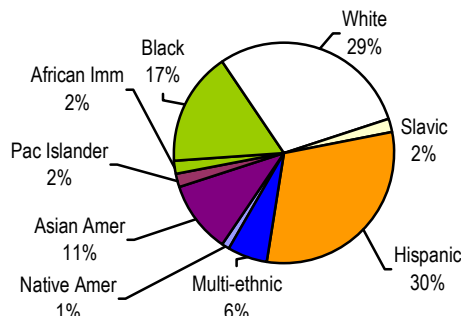
### Demographics: 30 or More Days Students

- Most of the students (82%) were between 6 and 11 years: the average age was 10.0 years
- An equal number of females (50.9%) and males (49.1%) participated in services
- Elementary school participants were most often females, middle school participants were most often males and high school sites served equal numbers of males and females

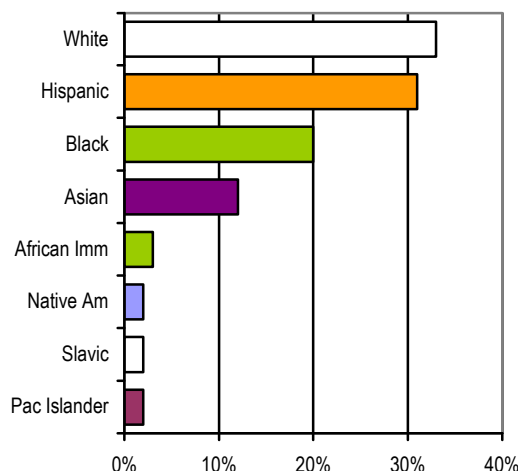


- 70% of the children were of color or from a culturally-specific community compared to the Districts' average of 48%

### Race/Ethnicity of Students



### Race/Ethnicity: Unpacking Multi-Ethnic<sup>2</sup>



- 24% of students were English Language Learners which was the same as the Districts' average of 24%; 34% of these students were at the *beginning* or *early intermediate* level of language acquisition (as measured by the English Language Proficiency Assessment)
- 41% of the students' families spoke a language other than English at home; In all, 71 non-English languages were spoken
- 78% of the students qualified for Free and Reduced Lunch compared to the Districts' average of 56%
- 13% were classified as special education students

<sup>2</sup> Participants who check more than one race or ethnicity are considered multi-ethnic in the pie chart showing race/ethnicity. In this bar chart the multi-ethnic category is removed and each race ethnicity is added to the single category totals. This full depiction of all races results in an over-count in this figure. Curry-Stevens, A., Cross-Hemmer, A., & Coalition of Communities of Color (2010). Communities of Color in Multnomah County: An Unsettling Profile. Portland, OR: Portland State University.

<sup>1</sup> The target for the number of youth served for 30 days was 6,300; exceeding the target by 32%..

## SUN Community Schools Outcomes: FY 2012–13

- 43% of SUNCS students in grades 4 to 8 did not meet the reading benchmark during the previous school year; 49% did not meet the math benchmark
- 71% of 9<sup>th</sup> grade students (N=323) were classified by the districts as academic priority because of poor 8<sup>th</sup> grade performance (attendance <=91%, not meeting two or more of the state testing benchmarks or failing one or more core courses).

### Outcomes

Outcomes are reported for students who attended at least 30 days of SUN CS programming, who had signed releases and could be matched to the District data (N = 7,904)<sup>3</sup>.

### Reading and Math State Benchmark Scores<sup>4</sup>

	Reading	Math
Students Showing Gains	75%	74%
Average Points Gained	4.5	5.0
Met/Exceeded Benchmark (BM)	55%	49%
Met Growth Target (GT)	41%	38%
Met BM or GT	62%	56%

### Average Expected and Actual Point Gains among All 4<sup>th</sup> to 8<sup>th</sup> Grade Students

	Actual	Expected	Met	N
Reading	4.50	4.38	★	3,312
Math	5.14	4.69	★	3,340

### Expected and Average Actual Point Gains by Grade

Reading	Actual	Expected	Met	N
4 <sup>th</sup>	6.5	5	★	885
5 <sup>th</sup>	3.7	5		804
6 <sup>th</sup>	4.4	5		736
7 <sup>th</sup>	6.3	3	★	578
8 <sup>th</sup>	0.6	3		544
Math	Actual	Expected	Met	N
4 <sup>th</sup>	8.2	7	★	893
5 <sup>th</sup>	4.7	6		813
6 <sup>th</sup>	2.5	2	★	740
7 <sup>th</sup>	7.3	5	★	584
8 <sup>th</sup>	2.0	2	★	549

### Attendance<sup>5</sup>

- Average daily attendance (ADA) for SUNCS students was 94.6%
- 12.4% of SUNCS students were chronically absent (missed more than ten percent of school days) compared to the districts average of 18%
- Last year, 18.0% of SUNCS students were chronically absent

### High School Students

- Earned an average of 6.61 credit hours<sup>6</sup>
- 74% earned the 6.0 credits expected for the school year
- 95% of 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students returned for their next year of high school
- 79% of seniors<sup>7</sup> graduated; 90% either graduated or returned for a 5<sup>th</sup> year

### Teacher Surveys<sup>8</sup>

- Teachers reported that 91% of SUNCS students needed to improve in at least one area
- For students who needed improvement, teachers reported that overall, 85% improved in at least one area

<sup>3</sup> This year, student level data was not available for students attending community schools in the Parkrose School District because of changes to the Districts database.

<sup>4</sup> Oregon's Assessment of Knowledge and Skills (OAKS) scores were available on 3,564 students in reading and 3,634 in math who had both 11/12 and 12/13 scores; benchmark scores for 12/13 were available on 5,077 students in reading and 5,107 in math; and growth target data was available on 1,560 students in reading and 1,788 in math.

<sup>5</sup> Attendance was available on 7,903 students

<sup>6</sup> Credit Hours were available on 1,062 high school students

<sup>7</sup> There were 230 seniors participating in SUN CS (not including Parkrose HS).

<sup>8</sup> Teachers completed Teacher Surveys on 4,787 students

## SUN Community Schools Outcomes: FY 2012–13

---

### Student Surveys<sup>9</sup>

- 87% of 4<sup>th</sup> to 12<sup>th</sup> grade students report knowing at least one adult at school who cares about him/her
- 87% of students report that at SUN they learn school subjects in fun ways

of the 12<sup>th</sup> grade students that didn't earn enough credits to graduate, returned for a 5<sup>th</sup> year of high school.

### Summary and Conclusions

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1. SUN Community Schools (SUNCS) are doing a good job of serving at-risk students through targeting recruitment and providing culturally-appropriate and specific services. SUNCS serve a high percent of students eligible for free and reduced lunch, students of color and English language learners. The male-to-female ratio is equitable and services are spread across the highest need areas of the county.
2. Student academic outcomes were quite positive as measured by OAKS reading and math tests. SUNCS met system targets for improvement in reading and almost met targets for in math: 75% of students showed improvement in reading scores and 74% in math scores. At SUNCS, over half (62%) of the students were meeting their benchmarks or on track to meet their benchmarks within 3 years in reading. In math, 56% were on track. The average differences in reading (0.20) and math (0.48) tests from last year to this year were higher than expected indicating that SUN students are making steady progress toward meeting benchmarks.
3. A smaller percent of students (12.4%) are classified as chronically absent due to missing more than ten percent of required school days compared to the districts average of 18%. Also the percent of students in this year's cohort who were chronically absent in 2012-13 was substantially lower than that same cohort in 2011-12 (18.0%).
5. High school students at SUNCS made solid progress in earning credits, averaging 6.6 credits during the school year. Of 12<sup>th</sup> graders participating in SUNCS, 90% either graduated (79%) or returned for a 5<sup>th</sup> year (11%).
6. SUNCS high school students were highly likely to re-enter school in the fall: 95% of 9<sup>th</sup> to 11<sup>th</sup> grade students returned and half (50%)

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<sup>9</sup> 3,140 4<sup>th</sup> to 12<sup>th</sup> grade students completed the Student Survey

## Attachment A – Section 1

**Multnomah County, Department of County Human Services  
Program Instructions  
SUN Community School Services  
Regional Service Center or TOP  
Provider \_\_\_\_\_  
Effective July 1, 2014 to June 30, 2015**

### Statement of Work

Service Description	Type of Funding for SUN Community Schools	Amount of Funding	Validity Dates	Payment Method
SUN Community Schools			7/1/14-6/30/15	Per Invoice, Cost Reimbursement
SUN Community Schools			7/1/14-6/30/15	Per Invoice, Cost Reimbursement
SUN Community Schools			7/1/14-6/30/15	Per Invoice, Cost Reimbursement
SUN Community Schools			7/1/14-6/30/15	Per Invoice, Cost Reimbursement
SUN Community Schools			7/1/14-6/30/15	Per Invoice, Cost Reimbursement
	<b>Total Funding</b>	<b>\$</b>		

The following program instructions are required protocols for SUN Community School (SUN CS) services. All services in the SUN Service System are to be delivered in accordance with SUN Service System Models: for Regions, the model is dated 1/16/09 (RFP P09-9745); and for Target Outreach Populations, the model is dated 2/22/08 (RFP P08-9329). A full description of SUN Community School services can be found in the models.

### Target Population

SUN Community School services and programs are not exclusive to a particular target group; they serve a broad range of students and families both from the school site and surrounding community. The intent behind this is to bring together youth with varying abilities and life situations to support their development and success. However, targeted recruitment of students at risk of academic failure is required.

Circumstances that may lead to adolescents being considered at risk of academic failure include: poor academic performance, poor class attendance, suspension/expulsion, behavioral issues, English not the primary language, foster care placement, gang involvement, homelessness, individualized education plan (IEP), poverty, substance abuse and teen pregnancy.

### Required Services

SUN CS services are broadly broken down into the following Core Service Categories. All five Core Service Categories are required as part of the contracted SUN Community School services along with the following Required Service Components:

Core Service Category	Required Service Components
1. Academic Support and Skill Development (for youth and adults)	<ul style="list-style-type: none"> <li>● Academic classes</li> <li>● Homework assistance</li> <li>● Enrichment &amp; Recreation</li> <li>● Tutoring/Mentoring</li> <li>● Summer Programs</li> </ul>

Core Service Category	Required Service Components
	<ul style="list-style-type: none"> <li>• Life Skills Development</li> <li>• Adult Anti-Poverty Education and Support (ESL, GED, Parenting, etc.)</li> </ul>
2. Family Engagement/ Involvement	<ul style="list-style-type: none"> <li>• Outreach</li> <li>• Parent support and life skills development</li> <li>• Family educational nights</li> <li>• Family/community events</li> <li>• Access to resources</li> </ul>
3. Community & Business Involvement	<ul style="list-style-type: none"> <li>• SUN Community Schools Advisory Body</li> <li>• Family/community events</li> </ul>
4. Service Integration	<ul style="list-style-type: none"> <li>• Partner coordination</li> <li>• Coordination of communication and service for specific students and families</li> <li>• Service Access, I &amp; R and Linkage to a wide range of services including: <ul style="list-style-type: none"> <li>• Housing Stability services</li> <li>• Economic Self-Sufficiency services</li> <li>• Basic Needs services</li> <li>• Health services</li> <li>• Mental Health services</li> </ul> </li> </ul>
5. Site Management & Providing Services/ Activities	<ul style="list-style-type: none"> <li>• Site Management</li> <li>• Annual Planning</li> <li>• Service/Activity Coordination and Delivery</li> </ul>

More detailed description of these services, including optional service components, can be found in the SUN Service System Model beginning on page 17.

### **Program Requirements**

- 1) The agency will collaboratively manage SUN CS services with the school. This includes conducting the hiring process of the SUN CS Site Manager jointly with the school principal and appropriate SUN advisory committee members and/or parents. The agency, with the established advisory group(s), the School(s), and other participants, will develop a job description outlining the responsibilities and roles of the SUN CS Site Manager.

The focus of the Site Manager role is on coordinating a system to ensure access to County-funded and community human and health services. SUN CS Site managers act as the coordinator of all extended-day services and partners within a school building, following the protocol in Attachment 1. In SUN CS where the district is required to provide Supplemental Education Services (SES), the SUN CS Site Manager will follow the specific protocol for SES sites (Attachment 1).

- 2) SUN CS site managers work collaboratively with the Principal and the advisory body to use local needs assessment to establish a SUN Community School Annual Plan and budget. The Plan is for a comprehensive aligned service system that addresses the unique needs of the school site and supports the school improvement plan. The school Principal shall have the final decision on what services will be provided in the school. The principal and advisory committee will sign off on the final annual plan and have access to the budget.
- 3) Extended-day activities are required to emphasize academic support over enrichment activities; at least one-third (1/3) of extended-day activities offered for youth must be academically focused. 30 minutes per program day of homework assistance or other academic support appropriate to the age level is required at each site.

- 4) The agency will ensure that the following functions are fulfilled as part of the SUN CS effort: **Advisory, Operating** (handling day to day operations of SUN CS, typically the principal, lead agency supervisor and co-manager), **Student Support** (fostering communication between various services to collaborate in supporting specific students and families), **Partner Coordination** (linking all service and program partners for coordination and information sharing purposes) and **Service Access/Information & Referral** (providing and linking to resources). The manner in which these functions are fulfilled at individual schools will be based upon existing and developed structures.

#### **Advisory Structure**

A structure will be established to solicit input from a broad array of stakeholders to guide the SUN CS development and work. Efforts must engage members from the following groups: teachers, youth, parents & family members, and community members. An existing committee such as a site council or PTA can be used as an advisory body, if the committee is able to act in an advisory capacity for SUN CS. Input needs to be solicited on SUN CS issues at least four times annually.

#### **Coordination of Communication about Students and Families**

In their role of service integration and coordination, SUN CS site managers develop and maintain a communication and referral system among partners to ensure the linkage of students and families to a range of services. As part of this, SUN CS Site Managers are to connect with existing groups of school staff and/or service providers (such as Student Success Meetings) in order to support collaboration and integration of services for specific students and families.

#### **Partner Coordination**

The SUN CS Site Manager facilitates and provides leadership for the collaborative process and development of a continuum of services for children, families and community members within a school neighborhood. As part of this the site manager is expected to connect with all school-based and school-linked service and program partners in that school for coordination and information sharing purposes. This coordination may happen individually, in small groups or through the convening of larger Partner Coordination Meetings.

#### **Service Access/Information & Referral**

The SUN CS Site Manager will provide a wide range of social, mental and health services and/or link students and families with resources such as School-Based Health Clinics, Immunizations and Regional Service Centers that can provide these services.

- 5) SUN CS services are expected to involve youth in meaningful ways in advisory and implementation roles, such as through the formation of a SUN Youth Advisory Committee.
- 6) The agency must collect and maintain Release of Information forms from parents/guardians as stipulated by the School District.
- 7) The agency must ensure that all staff that obtain or learn confidential information while providing SUN CS services not disclose this information to third parties unless the Release of Information from the parent/guardian has been obtained.
- 8) The agency must include the following information in its registration form: name, date of birth, gender, ethnicity (using the designated options from ServicePoint), grade, address, emergency contact information, behavioral language, SUN required yearly release of information and any additional partner release of information language.
- 9) The agency must adopt and implement behavioral expectations and discipline protocols that represent best practice and share such expectations and protocols with parent(s) and/or guardian(s) at the time of registration, prior to participation.

- 10) Include **County-required behavioral language** in all registration materials. Communicate behavioral expectations to parents.
- 11) The agency must comply with any criminal records check and fingerprinting requirements as stipulated by the School District(s). If the District(s) stipulate changes, the agency will implement changes immediately and have two months to come into total compliance with requirements. In PPS, agencies are to comply with the district's Criminal History Verification requirements for all employees who will have unsupervised contact with students.
- 12) The agency must ensure for any program operating under the auspices of SUN Community Schools in the school that the program is in compliance with the District's Criminal History Verification requirements. Verification will be done at the program's expense for all employees who will have unsupervised contact with students as a result of the provision of services as part of SUN CS. Agencies are encouraged to develop Memoranda of Understanding with partners that include this requirement.
- 13) The agency will provide the following information to the school principal at the beginning of each session of programming (unless the timing is otherwise specified): access to Releases of Information forms, a list of registered students with schedules, and a list of instructors' schedules. Information will be shared in a timeline and manner agreed upon by both parties.
- 14) The agency is to follow the Community Use of Buildings Guidelines for their district when scheduling the use of district buildings.
- 15) At each SUN CS site, a Safety Plan is to be in place prior to the start of programming. A Safety Notebook is to be developed and maintained. The notebook should be kept in a designated location and made available to the School, District, and/or SUN SS upon request. Contents of the notebook are to include: emergency procedures, staff and partner information, and student behavior expectation information so that someone can back up the site manager as necessary in an emergency. An outline for a safety plan is included in the SUN CS Orientation Manual.
- 16) SUN CS must comply with the SUN CS PR Standards established by the City and County, including using all required logos and tagline in any outreach or marketing materials. Contact SUN SS PDS staff for a copy of the Standards.
- 17) SUN CS are to engage in community awareness efforts including outreach for activities, events and services.
- 18) In the event of a furlough of more than 2 weeks in any of the County's school districts, the agency will work with SCHOOL, parents and community to identify needs during the furlough time. SUN CS furlough activities and services are to reflect the identified community priorities with a focus on providing safe places for children. During the furlough period, agency SUN CS staff will provide a reasonable level of direct programming either through coordinating activities themselves or contributing to a partnership effort. The level of programming will be related to the resources available within the contract. The agency will develop furlough plan according to direction from SUN SS.
- 19) SUN CS Program Supervisors are expected to attend all SUN CS Program Supervisor meetings and SUN CS Site Managers are expected to attend all SUN CS Site Manager meetings. Representatives at network meetings have the responsibility and authority to update the County on agency's activities that have an impact on the SUN Community School services.



20) Fee Structure: Providers must operate under the fee structure established by the System partners to promote consistency and equity across the County. The structure was developed to allow those families who are able to pay fees a mechanism through which to do so. It is essential that efforts are made to ensure that any fees are not a barrier to participation. The fee structure is as follows:

- There are two tiers of fees within the structure. Tiers are based on poverty with the determining criteria being the % of FRL in a school.
- The tier a school falls into determines the fee amount for the entire school. (i.e. some schools won't charge fees to any students and some will charge on a sliding fee scale basis to all students.)
- The fee amount relates to fees for ongoing extended day activities. All schools still may charge for special events or activities (field trips, individual specialty classes, etc.) and may determine what is appropriate based on their community.
- At all schools, any fees are to be collected using a sliding scale fee that starts at \$0.
- The fee range for on-going extended-day activity/class charges is developed at the individual school and must begin at \$0.

<b>Tier</b>	<b>Poverty Criteria</b>	<b>Fee Amount for Extended-Day Activities</b>
Tier 1	High Poverty Schools (those at 50% or higher FRL*) and High Schools	No Fees
Tier 2	Lower Poverty Schools (those with 49% or lower FRL*)	Fees charged by activity or class using sliding scale beginning at \$0

\* Tier status will be determined using 09-10 FRL data and will be reviewed every 3 years.

21) Special Assistance: The agency SUN Community School staff will work with parents, students and school staff to make recommendations and meet reasonable requests for assistance so that all students have positive, beneficial, and safe experiences. SUN CS do not deliver special education services. Alternative strategies and resources will be utilized whenever possible to support an individual's successful participation in an activity. The agency must use the established SUN Special Assistance Process when considering special assistance needs and requesting additional funding from the SUN Service System Division.

### **Wellness Guidelines**

22) The agency must follow SUN Service System Wellness Guidelines. All services will align with the Wellness Guidelines (Attachment 3) when designing and implementing services.

### **For Portland Public Schools SUN CS sites only:**

23) The agency will provide copies of all the executed parental Release of Information forms to the District Liaison at the end of the year if the agency chooses not to participate in the eSIS access protocols as defined by the District.

24) The agency will provide the following information to the school principal at the beginning of each session of programming (unless the timing is otherwise specified):

- a. A list of all students with signed Release of Information forms.
- b. Copies of the signed Release of Information forms if the Lead Agency or County chooses not to participate in the eSIS access protocols as defined by the District.

- c. A list and schedule of students served and their SUN CS activity schedule.
- d. A list of instructors indicating which are district staff which are paid employees and which have successfully completed Criminal History Verification. See Attachment 2.
- e. A list of the schedule of classes including the instructor and location.

### **Service Locations**

<b>SUN Community School Sites</b>	<b>Tier</b>	<b>Funding Level</b>

### **Outputs and Outcomes**

Where the contract is awarded for less than a 12 month period, required output and outcome targets are figured proportionately to the yearly requirements.

<b>SUN Service System</b>	<b>Output or Outcome</b>	<b>100% funding level</b>	<b>75% funding level</b>	<b>Source</b>
SUN Community School Services	Extending the hours that the school is open to the community to provide service	15 hours per week	12 hours per week	ServicePoint
<b>SUN Community School Services</b>	<b>Summer programming</b>	<b>4 Weeks</b>	<b>4 Weeks</b>	<b>ServicePoint</b>
SUN Community School Services	A significant number of school enrollment will be served in enrolled extended-day activities or individual, group and family support	200 students	150 students	ServicePoint
SUN Community School Services	Students involved with SUN CS will participate regularly (attending 30 days or more per year)	100 students	75 students	ServicePoint
SUN Community School Services	Students who are at risk of academic failure (not meeting established state or district standards, performing below grade level, ELL, living in poverty (qualified for Free/Reduced lunch) or teacher/staff referral) will be recruited and served	100 students	75 students	ServicePoint
SUN Community School Services	Families will be served in extended-day family programs & services (children & adults)	3 family non-enrollment events	3 family non-enrollment events	ServicePoint
SUN Community School Services	Adults (parents and community members) will participate in adult education	50	35	ServicePoint
SUN Community School Services	Regular attendees will meet reading and math benchmarks or show increase in benchmark scores	75%	75%	SUN SS will gather data from District
SUN Community School Services	Regular attendees attend school regularly	90% average daily attendance	90% average daily attendance	SUN SS will gather data from District
SUN Community School Services	Regular attendees will show improvement in developmental and interim academic indicators including: <ul style="list-style-type: none"> <li>• Turning in homework on time</li> </ul>	75%	75%	Teacher & Student Survey

	<ul style="list-style-type: none"> <li>• Homework completion to teacher's satisfaction</li> <li>• School attachment/engagement</li> <li>• Participation in class</li> <li>• Attentiveness in class</li> <li>• Classroom academic performance</li> <li>• Positive self-identity/confidence</li> <li>• Behavior</li> <li>• Working well with others/relational skills</li> <li>• Positive adult relationships</li> <li>• Intention to graduate or stay in school</li> </ul>			
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## **Reporting**

Required reporting for SUN CS services includes: the SUN CS Annual Plan, Half-Yearly Progress Report, Final Yearly Progress Report, and Annual Teacher and Student Surveys.

Data requirements include having the minimum data set electronically entered in ServicePoint no later than the specified dates below.

A Teacher Survey is required to be administered to solicit feedback on all regularly attending participants. The Teacher Survey will be administered in May. A Student Survey will also be administered in late May to students participating at that time. SUN SS staff will communicate with contractors about the format, timing and logistics of the Teacher and Student surveys.

Reports and data are due according to the following schedule:

<b>Report</b>	<b>Due Date</b>
<b>Final Annual Plan &amp; Signature Sheets</b> (Initial Plan due 6/26/2014)	October 17, 2014
<b>ServicePoint Data Due</b> – All Data must be entered on a monthly basis by the 15th day of the month for activities the previous month. (Example: All registration forms and enrollment activities (both enrollment and non-enrollment) and attendance must be entered by August 15th for activities provided between July 1st through July 31st)	By the 15 <sup>th</sup> of every month
<b>Half-Yearly Progress Report</b> (for period July 1, 2014– December 31, 2014)	January 30, 2015
<b>Teacher Surveys &amp; Student Surveys</b>	May/June 2015 June 26, 2015
<b>Draft Annual Plan &amp; Planning &amp; Resource Alignment Tool</b>	June 30, 2015
<b>Final Yearly Progress Report</b> (for period January 1, 2015- June 30, 2015)	July 31, 2015

## **Extended-Day Definition:**

Within SUN CS, Extended-Day is considered to be the time before or after the official school day for students or at lunch. This can be any out of school time - before school, after school, evening,

weekend or summer hours. The exact hours that define the extended day will depend on the specific school start and end times and student schedules.

This focus of the SUN CS funding comes from the desire of the funders to support schools by wrapping services around the school day (not funding schools directly) and is reflected in the target number of 15 extended (as defined above) hours per week. It also fits with requests from schools that we not interrupt class time by pulling students out of class.

In some cases, the SUN CS Site Manager may include in the SUN CS Annual Plan limited services during the school day if that is the only time a population can meet and/or if this meets the needs of a given school. For contracted SUN CS providers, permission must be requested from SUN SS to deliver services during the day and the SUN CS Annual Plan must indicate how the target # of extended hours will be met, since daytime hours do not extend the amount of time the school is open to the community. Any students, parents or adults served during the day do count as part of the # served. Daytime activities are considered the exception and not the rule in SUN CS programming.

## **Attachment 1**

### **SUN Community Schools Program**

Effective July 1, 2011

#### **General and SES (Supplemental Education Services) Role Protocols: SUN CS Site Managers, School Districts, Multnomah County and City of Portland 2013/2014**

##### **Multnomah County/City of Portland – SES Specific**

- ◆ Has the obligation for ensuring that the SUN CS lead agency within a specific region does not provide SES services at a school designated to receive such services through the State AYP measures.
- ◆ Is responsible for the contractual or direct oversight of the SUN CS Lead agency at specific school sites that are eligible to receive SES services. This oversight includes monitoring the Lead Agency to ensure compliance with the protocols listed for SUN CS Site managers.

##### **District – SES specific**

- Is responsible for following all guidelines and expectations for a local educational agency as set forth in the provisions in NCLB, Title I, Part A, Subpart 1, Sec. 1116, the Supplemental Educational Services Non-Regulatory Guidance and Oregon Department of Education's approval and monitoring processes.
- Information will be shared between the District and the SUN CS Site Manager as it relates to the SUN CS Site Manager role defined below.
- Determine who the primary District SES contact person is for each school.
- Work with SES providers and SUN CS Site Manager to support the SES program, recruitment and retention strategies, and resolve issues as they are identified.

##### **SUN CS Site Manager – General**

- The SUN CS Site Manager will act as coordinator of all extended-day activities and extended-day partners within a school building. The District will require that other agencies who seek to provide extended-day services in a school site with a SUN CS program coordinate with the SUN CS Site Manager.
- The SUN CS Site Manager will develop a memorandum of understanding (MOU) for each extended day partner to define the specific roles and responsibilities of all parties. The roles and responsibilities may include building usage, recruitment and registration, fingerprinting/background checks, supplies, staffing, applicable fees and payments, and other program logistics.

##### **SUN CS Site Manager – SES specific**

- The SUN CS Site Manager will work with all SES providers in the same manner (a standard MOU for each SES provider providing services on-site):
  - Distribute official SES materials approved by the district. If materials are developed by the SUN CS Site Manager, the materials must be approved by the district prior to usage.
  - Will not conduct specific recruitment for any one SES program. Only general SES information and registration information will be provided by the SUN CS Site Manager.
  - If the SUN CS Site Manager receives general inquiries about SES programs, s/he will provide only district approved SES information about each program.
  - Student information obtained through SUN CS will not be shared with SES providers unless a release of information is signed by a parent or guardian.
  - SUN CS Site Manager will not refer a student or family to a specific SES provider.

**Definition of “Extended-day Partners”**

Extended-day Partners are individuals or organizations who provide services outside the academic school day.

This definition is used for the purposes of clarifying roles and responsibilities between Multnomah County/City of Portland, the SUN CS Lead Agency, the SUN CS Site Manager and school districts as it relates to the delivery of Supplemental Educational Services and is not intended to define other aspects of the SUN Service System and its relationships to its partners or districts, for example the Health Clinics.

**ATTACHMENT 2**  
**SUN Community Schools**

**EXAMPLE SUN Community School Instructor List**  
**Fall 2013**

<b>Instructor Name</b>	<b>Paid employee of SUN</b>	<b>District Staff</b>	<b>Cleared Background ✓/ Fingerprinting</b>	<b>Notes</b>
Diana Hall			X	
Yoyo Ma	X	X		

To be given to school principal and/or office staff each term.

**ATTACHMENT 3**  
**SUN Community Schools**

**SUN Service System Wellness Guidelines**  
**Adopted July 1<sup>st</sup>, 2011**

The Multnomah County SUN Service System Coordinating Council recognizes the serious public health issue that obesity presents nationally and locally. Obesity leads to numerous serious health problems for children, youth and adults. Childhood obesity is the leading public health epidemic. Nationally, the prevalence of obesity among school-aged youth has increased 4%-17% over the past thirty years.

The problems associated with poor diet, physical inactivity and obesity affect all segments of the population. However, there are dramatic disparities in the prevalence of obesity in particular communities, with much higher incidence among people of color and those living in poverty. Regular physical activity has been shown to have a positive impact on both academic success and health for children and for adults. When combined with good nutrition, there can be a significant impact in reducing the obesity epidemic.

Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth and intellectual development, and prevent immediate health problems, such as obesity. SUN Service System partners are in key locations to reach young people and impact their nutrition and level of physical activity through direct intervention and education/promotional efforts.

As a system of care focused on school aged youth and families, the SUN Service System plays an integral role with promoting wellness in our community. The SUNSS has the opportunity to have a large impact through its 64 SUN Community Schools and 6 Regional Service Centers, which reach over 35,000 people each year, 68% of whom are people of color. SUN is uniquely positioned to promote obesity prevention and healthy active living given its distribution of services across the County in convenient locations, its focus on culturally-specific services and its strong established relationships with youth, families and communities.

For these reasons, the SUNSS Coordinating Council recognizes the importance of wellness within the system. The SUN Service System Wellness Guidelines are intended to be implemented within current budgets to shift behavior change over time. They are based on nationally accepted standards and recommendations including those of the American Pediatric Association and Oregon Law 00455 (formerly House Bill 2650). They also are in alignment with obesity prevention policy efforts at the national level under the Communities Putting Prevention to Work Program, as well those being pursued locally by Multnomah County, school districts, and the City of Portland.

<i>Guidelines for Anti-Poverty Case Management, Parent Child Development and Social and Support Services for Educational Success Programs</i>
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**I. Health Promotion and Education**

- A. Promote physical activity and healthy eating within existing programs and case management models to support wellness.
- B. Refer and link clients to physical activity (i.e. intramural leagues, free community based fitness classes, etc.) as well as nutrition education (i.e. healthy cooking classes, healthy eating literature), as applicable to individual and family needs.

**II. Provide nutritious food and promote healthy choices at events, groups**



**and other meetings for adults and families.**

- A. Every effort shall be made to distribute healthy foods at family and group events. This includes:
  - Offering fruits and vegetables, whole grains and low fat dairy.
  - Incorporating foods of higher nutritional value when offering foods of lower nutritional value.
  - Limiting refined (“white”) grains, including white bread, white rice, white pasta and white flour.
  - Limiting the purchase of food and products prepared by deep frying.
- B. Soda and other beverages that do not meet the Food and Beverage Guidelines should not be distributed.
- C. Foods of diverse selection shall be provided to include cultural and ethnic favorites.
- D. Water is the preferred beverage (where age appropriate) and will be made available with all meals and snacks.

**III. Align with nutrition standards (as outlined in Food and Beverage Guidelines section) for foods and beverages served outside of federal Meal and Snack Programs to children and youth during regular activities and programming.**

- A. Snacks served will make a positive contribution to children’s diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Snacks offered should be based on the children’s ages and other considerations (i.e. dietary allergies). See attached Food and Beverage Guidelines.
- B. Soda and other beverages that do not meet the Food and Beverage Guidelines should not be distributed.
- C. Food or beverages will not be used as a regular incentive nor withheld as punishment.
- D. Water is the preferred beverage and will be made available with all meals and snacks.

**IV. Limit commercial advertising in services provided.**

- A. Advertising, to the extent possible, shall seek to limit commercial influences and exposure to advertising as it relates to nutrition, wellness, and physical activity.

**V. Implement standards that limit non-educational screen time for children aligned with age appropriate recommendations by the American Academy of Pediatrics.**

- A. Limit screen time for children under two years of age.
- B. Limit non-educational screen time in programs and activities. Computer and portable technology use during regular programs and activities shall be homework related or part of a specific activity during programming.
- C. The use of non-educational screen time (ex. movies, free time on computers, etc.) as incentives should be sporadic.
- D. The use of screen time in free-time should be on a limited basis.

<i>Guidelines for SUN Community Schools</i>
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**I. Align with statewide nutrition standards (Oregon Nutrition Standards, HB 2650 Oregon Law) for food and beverages served outside of the federal Afterschool Meal and Snack Program to children and youth during regular programming.**

- A. Snacks served in SUN Community Schools (SUN CS) will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Snacks offered during all regular programming served outside of the federal Afterschool Meal and Snack Program should be based on the children's ages and other considerations (i.e. dietary allergies) and be in alignment with Oregon Nutrition Standards.
- B. Soda and other beverages that do not meet the Oregon Nutrition Standards should not be distributed.
- C. Water is the preferred beverage and will be made available with all meals and snacks.
- D. SUN CS Site Managers and contractors will not use food or beverages as a regular incentive and will not withhold food or beverages as punishment.

**II. Provide nutritious food and promote healthy choices at SUN CS Family Nights, Showcases, and other Events.**

- A. SUN Community Schools will make every effort to distribute healthy foods at family and group event. This includes:
  - Offering fruits and vegetables, whole grains and low fat dairy.
  - Incorporating foods of higher nutritional value when offering foods of lower nutritional value.
  - Limiting refined ("white") grains, including white bread, white rice, white pasta and white flour.
  - Limiting the purchase of food or products prepared by deep frying.
- B. Soda and other beverages that do not meet the Oregon Nutrition Standards should not be distributed.
- C. Water is the preferred beverage and will be made available with all meals and snacks.
- D. Foods of diverse selection shall be provided to include cultural and ethnic favorites.

**III. Provide and promote opportunities for moderate to vigorous physical activity for SUN CS youth participants.**

- A. SUN CS goal is for students to engage in at least 60 minutes of moderate to vigorous physical activity each week in non-school hours.
- B. To this end, SUN CS will offer and promote activities that encourage students to engage in physical activity for at least 60 minutes a week. Examples include recess, structured classes, sports teams, exercise clubs, activity incorporated into other programming, and/or promotion of physical activity at home or in the community.

- C. Programming and promotional efforts should include opportunities for both structured and unstructured activities for students to release energy and relieve stress.
- D. All SUN CS participants, including students with disabilities, and special health-care needs should have access to physical activity offerings.
- E. SUN CS Site Managers and contractors will not use physical activity (e.g. running laps, pushups) or withhold opportunities for physical activity (e.g. recess, classes) as punishment.
- F. Activity offerings should be reflective of and responsive to student's cultural and ethnic origins and cultural norms/values.

#### **IV. Limit commercial advertising in SUN Community Schools.**

- A. SUN Community Schools, to the extent possible, shall seek to limit commercial influence and exposure to advertising as it relates to nutrition, wellness and physical activity.

#### **V. Implement standards that limit non-educational screen time activity aligned with age appropriate recommendations by the American Academy of Pediatrics.**

- A. SUN Community Schools will limit non-educational screen time in programs and activities. Computer and portable technology use during SUN CS shall be homework-related or a part of a specific activity during programming.
- B. The use of non-educational screen time (movies, free time on computers, etc.) as an incentive should be sporadic.
- C. The use of screen time in free-time should be on a limited basis.

<i><b>Food and Beverage Guidelines</b></i>
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#### **Pre-school children (5 years old and under)**

##### Snacks

The types and amounts of foods served to pre-school children will conform to specific program guidelines. If nutrition guidelines do not exist for the program, foods served should conform to the USDA Child and Adult Care Food Program guidelines.

##### Beverages

Allowable drinks are water, milk (or milk substitute for lactose intolerant children), and diluted juice as follows:

- Children under 2 years old, serve whole milk
- Children 3-5 years old, serve 1% or less milk
- We recommend limiting juice. If juice is served, serve 100% juice and dilute it by half with water

## **School-Age Children and Youth - Oregon Nutrition Standards**

### **Snacks**

- Set calorie limits per serving: 150 in elementary school, 180 in middle school, 200 in high school
- Total calories from fat may not exceed 35% (except for foods that are mainly nuts, eggs, cheese, non-fried vegetables, legumes or seeds)
- Sugar content may not exceed 35% by weight except for fruits and vegetables
- Saturated fat may not exceed 10% of total calorie; trans fat may not exceed 0.5 grams per serving

### **Beverages**

#### **Elementary School**

- Fruit or vegetable juice, individual serving size 8 oz or less and less than 120 calories (15 cal/oz)
- Milk or flavored milk, low fat or fat free individual serving size 8 oz or less than 150 calories (19 cal/oz)
- Plain water is OK at every grade level

#### **Middle School**

- Fruit or vegetable juice, individual serving size 10 oz or less than 120 calories per 8 oz (15 cal/oz)
- Milk or flavored milk, low fat or fat free, individual serving size 10 oz or less and less than 150 calories per 8oz (19 cal/oz)
- Plain water is OK at every grade level

#### **High School**

- Fruit or vegetable juice, individual serving size 12 oz or less and less than 120 calories per 8 oz
- Milk or flavored milk, low fat or fat free, individual serving size 12 oz or less and less than 150 calories per 8oz (15 cal/oz)
- No or low calorie beverages, individual serving size less than 10 calories per 8oz (1.3 cal/oz)
- Other beverages, individual serving sizes that are less than 12 oz and 66 calories per 8oz (8 cal/oz)
- Plain water is OK at every grade level

# **SUN Service System Program Model**

February 22, 2008  
**Updated January 16, 2009**

***Important Note to the January 16, 2009 Version***

The updates in this Program Model reflect only:

1. Clarifying information that was issued through the formal addenda to RFP P08-9239, issued February 22, 2008.
2. Changes to HUD Homeless Families target numbers, effective January 2009.
3. Adjustments to anti-poverty outcome measure percentages.
4. Revisions to relevant dates.

Department of County Human Services  
SUN Service System  
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specific services for a particular target population in no way means that only that population can access only those services. The Department promotes a “No Wrong Door” practice for service access. In general all services are for all targeted populations within the System, except where funding sources or program specifications dictate eligibility requirements. It is expected that individuals and families will be able to access an array of services, based on a comprehensive and holistic intake assessment, regardless of the presenting issue.

## **School-Based Services**

School-based services will be delivered through contracted non-profit organizations, as well as City and County staff.

### **Contracted School-Based Services**

#### **SUN Community Schools**

SUN Community Schools (SUN CS) remove barriers for students and families so that they can achieve educational success and lifelong self-sufficiency. SUN Community Schools transform local schools into community learning centers and service delivery sites before and after school, evenings and weekends. A comprehensive set of services is coordinated and delivered at each SUN Community School site. SUN Community Schools are open to the entire community, but focus their recruitment and service integration efforts on the students, families and community living in the catchment area for that school.

All service providers at a SUN Community School site are expected to work collaboratively with the SUN Community School Site Manager to create an integrated system of services for students and families. The SUN Site Manager is responsible for the overall coordination of services, activities and partnerships in the building.

#### ***Target Populations***

SUN Community Schools services and programs are not exclusive to a particular target group; they serve a broad range of students and families both from the school site and surrounding community. The intent behind this is to bring together youth with varying abilities and life situations to support their development and success. However, targeted recruitment of students at risk of academic failure is required.

#### ***Sites and Providers***

As of July 1, 2008, SUN Community Schools are located in 53 schools funded through a variety of sources. Regardless of funding source, all SUN Community Schools have a non-school district Lead Agency that acts as managing partner for the community schools’ effort. Lead Agencies may be non-profit agencies or City of Portland Parks and Recreation staff. Multnomah County contracts for 31 SUN Community Schools through non-profit Regional Service Centers and Target Outreach Population providers.

Table 2 shows the 53 SUN Community School sites and indicates the provider type for each school, as well as denoting which community schools are procured and contracted through the County.

**Table 2:**  
**SUN Community Schools - Provider Type**  
As of July 1, 2008

Region	Contracted through DCHS RFP	School	Provider Type
1	X	Clarendon/Portsmouth K-8	RSC: Region 1
1	X	George Middle School	RSC: Region 1
1		Jackson Middle School	CHIF Funded Contractor
1	X	James John Elementary	RSC: Region 1
1	X	Markham Elementary	RSC: Region 1
1		Metropolitan Learning Center	Portland Parks & Recreation
1	X	Robert Gray Middle School	RSC: Region 1
1	X	Roosevelt High School	RSC: Region 1
1		Sitton Elementary	Portland Parks & Recreation
2		Boise-Eliot PK-8	21CCLC Funded Contractor
2		Faubion PK-8	Portland Parks & Recreation
2	X	Jefferson High School	TOP: African American
2	X	King PK-8	TOP: African Immigrant
2	X	Ockley Green K-8	RSC: Region 2
2		Vernon PK-8	21CCLC Funded Contractor
2	X	Woodlawn PK-8	RSC: Region 2
3		Beaumont Middle School	Portland Parks & Recreation
3		Hollyrood-Fernwood K-8	CHIF Funded Contractor
3	X	Madison High School	RSC: Region 3
3	X	Rigler K-8	RSC: Region 3
3		Roseway Heights K-8	Portland Parks & Recreation
3	X	Sabin PK-8	RSC: Region 3
4		Arleta K-8	Portland Parks & Recreation
4		Clark – Binnsmead K-8	21CCLC Funded Contractor
4	X	Buckman Elementary	RSC: Region 4
4		Grout Elementary	Portland Parks & Recreation
4	X	Kelly Elementary	RSC: Region 4
4		Lane Middle School	Portland Parks & Recreation
4	X	Lent K-8	TOP: Asian Pacific Islander
4	X	Marshall High School	RSC: Region 4
4	X	Marysville K-8	TOP: Slavic
4		Mt. Tabor Middle School	Portland Parks & Recreation
4		Sellwood Middle School	CHIF Funded Contractor
4		Whitman Elementary	CHIF Funded Contractor
4	X	Woodmere Elementary	RSC: Region 4
5		Alice Ott Middle School	Portland Parks & Recreation
5	X	Earl Boyles Elementary	RSC: Region 5
5	X	Gilbert Park Elementary	TOP: Asian Pacific Islander
5		Parkrose High School	Portland Park & Recreation
5	X	Shaver Elementary	RSC: Region 5

Region	Contracted through DCHS RFP	School	Provider Type
6	X	Alder Elementary	RSC: Region 6
6		Centennial Middle School	Portland Parks & Recreation
6	X	Clear Creek Middle School	RSC: Region 6
6	X	Davis Elementary	RSC: Region 6
6	X	East Gresham Elementary	TOP: Latino
6		Glenfair Elementary	21CCLC Funded Contractor
6	X	Hall Elementary School	TOP: Latino
6	X	Harold Oliver Intermediate	RSC: Region 6
6		Harold Oliver Primary	21CCLC Funded Contractor
6	X	HB Lee Middle School	RSC: Region 6
6	X	Lynch View Elementary	RSC: Region 6
6		Lynch Wood Elementary	21CCLC Funded Contractor
6	X	McCarty Middle School	RSC: Region 6

Note\*\*: Harold Oliver Primary and Lynch Wood SUN CS are funded for 3-5 years through a federal grant that specifies the SUN Community School contracted provider and, therefore, are not included in RFP for SUN Service System. At the end of the grant period, it is anticipated that these two SUN schools will be transitioned to be delivered through the appropriate Regional Service Center, as funding allows.

### ***Allocation Methodology***

The funding allocation level for specific SUN CS sites will be determined using the methodology approved by the Coordinating Council and funders, which is primarily based on poverty but also provides for a base level of service to be geographically spread across the County. When the allocation methodology is applied to the currently existing SUN CS sites, the majority of sites retain a set level of public subsidy, which is considered a 100% allocation. Sites that have higher socio-economic status are allocated 75% of the public subsidy. The funding level (100% or 75%) for 2009-010 for the 53 SUN CS sites can be found in Table 10. School funding levels are revisited every 3 years, beginning in the 2009 fiscal year.

### ***Fees and Costs to Providers***

#### ***SUN Community School Fee Structure***

Providers must operate under the fee structure established by the System partners to promote consistency and equity across the County. The structure was developed to allow those families who are able to pay fees a mechanism through which to do so. It is essential that efforts are made to ensure that any fees are not a barrier to participation. The fee structure is as follows:

- There are two tiers of fees within the structure. Tiers are based on poverty with the determining criteria being the % of FRL in a school.
- The tier a school falls into determines the fee amount for the entire school. (i.e. some schools won't charge fees to any students and some will charge on a sliding fee scale basis to all students.)
- The fee amount relates to fees for ongoing extended day activities. All schools still may charge for special events or activities (field trips, individual specialty classes, etc.) and may determine what is appropriate based on their community.
- At all schools, any fees are to be collected using a sliding scale fee that starts at \$0.
- The fee range for on-going extended-day activity/class charges is developed at the individual school and must begin at \$0.



Tier	Poverty Criteria	Fee Amount for Extended-Day Activities
Tier 1	High Poverty Schools (those at 50% or higher FRL) and High Schools	No Fees
Tier 2	Lower Poverty Schools (those with 49% or lower FRL)	Fees charged by activity or class using sliding scale beginning at \$0

### Building Usage Costs

As part of the SUN Service System collaboration, school districts provide building space for community school activities and services at no-cost to the contractor or County during regular custodial hours. Hours when the custodian is not scheduled in the building should be discussed with the individual school and district. Depending on the district, there may be an associated cost for late evenings and weekends.

### **Core Service Categories and Components**

SUN Community School services are broadly broken down into the Core Service Categories described in Table 3. All Core Service Categories are required as part of the SUN Community School model. Some service components within the Core Service Categories are required and some are optional to allow for local determination and client and/or community need. In order to foster flexibility in how some of the core service components are delivered, DCHS has identified a preliminary “menu” or list of potential service components and/or topic areas that may be provided. This menu is not meant to be exhaustive or all-inclusive. All providers will deliver the full SUN Community School model (all 5 core service categories listed in Table 3) at each school site.

**Table 3:**  
**SUN Community Schools Core Services Menu**  
as of July 1, 2008

Core Service Category	Required Service Component(s)	Optional Service Components	Target Populations	Yearly Target Service #s 100% funding level	Yearly Target Service #s 75% funding level
1. Academic Support and Skill Development (for youth and adults)	<ul style="list-style-type: none"> <li>Academic classes</li> <li>Homework assistance</li> <li>Enrichment &amp; Recreation</li> <li>Tutoring/Mentoring</li> <li>Summer Programs</li> <li>Life Skills Development</li> <li>Adult Anti-Poverty Education and Support (ESL, GED, Parenting, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Student internships, Youth employment training</li> <li>Service Learning Projects</li> <li>Project Based Learning</li> <li>Youth Case Management</li> </ul>	Whole school community	<ul style="list-style-type: none"> <li>200 students per school in enrolled extended-day activities</li> <li>100 of enrolled students will participate throughout the year (attending 30 days or more)</li> <li>100 students who are at risk of academic failure</li> <li>50 adults in enrolled classes</li> <li>Minimum 4 weeks of summer programming</li> <li>1/3 of extended-day activities are academically-linked</li> </ul>	<ul style="list-style-type: none"> <li>150 students per school in enrolled extended-day activities</li> <li>75 of enrolled students will participate throughout the year (attending 30 days or more)</li> <li>75 students who are at risk of academic failure</li> <li>35 adults in enrolled classes</li> <li>Summer programming required; target to be negotiated</li> <li>1/3 of extended-day activities are academically-linked</li> </ul>
2. Family Engagement/ Involvement	<ul style="list-style-type: none"> <li>Outreach</li> <li>Parent support and life skills development</li> </ul>	<ul style="list-style-type: none"> <li>Home visits</li> <li>Leadership training &amp; mentorship of</li> </ul>	Parents & Family members of students	<ul style="list-style-type: none"> <li>Provide at least 3 family/community non-enrollment events</li> </ul>	<ul style="list-style-type: none"> <li>Provide at least 3 family/community non-enrollment events</li> </ul>

**Table 3:**  
**SUN Community Schools Core Services Menu**  
as of July 1, 2008

Core Service Category	Required Service Component(s)	Optional Service Components	Target Populations	Yearly Target Service #s 100% funding level	Yearly Target Service #s 75% funding level
	<ul style="list-style-type: none"> <li>Family educational nights</li> <li>Family/community events</li> <li>Access to resources</li> </ul>	<ul style="list-style-type: none"> <li>parent leaders</li> <li>Family strengthening programs</li> </ul>	enrolled in the school		
3. Community & Business Involvement	<ul style="list-style-type: none"> <li>SUN Community Schools Advisory Body</li> <li>Family/community events</li> </ul>	<ul style="list-style-type: none"> <li>Business Partnership Development</li> <li>Community Service</li> </ul>	Community members in the school community	<ul style="list-style-type: none"> <li>Advisory input must be solicited a minimum of 4 times</li> <li>See target for family/community events above</li> </ul>	<ul style="list-style-type: none"> <li>Advisory input must be solicited a minimum of 4 times</li> <li>See target for family/community events above</li> </ul>
4. Service Integration	<ul style="list-style-type: none"> <li>Partner coordination</li> <li>Coordination of communication and service for specific students and families</li> <li>Service Access, I &amp; R and Linkage to a wide range of services including: <ul style="list-style-type: none"> <li>Housing Stability services</li> <li>Economic Self-Sufficiency services</li> <li>Basic Needs services</li> <li>Health services</li> <li>Mental Health services</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>School-based health, mental health and basic needs services</li> <li>Case Management</li> </ul>	All school and community partners	None	None
5. Site Management & Providing Services/Activities	<ul style="list-style-type: none"> <li>Site Management</li> <li>Annual Planning</li> <li>Service/Activity Coordination and Delivery</li> </ul>		Whole school community	<ul style="list-style-type: none"> <li>Minimum of 15 extended hours of service per week during school year</li> </ul>	<ul style="list-style-type: none"> <li>Minimum of 12 extended hours of service per week during school year</li> </ul>

*Academic Support and Skill Development (for youth and adults)*

Academic Support and Skill Development services are delivered in the extended day (before and after school, evenings and weekends) and encompass a wide spectrum of services aimed at providing the educational support and enrichment that both students and adults need to ensure children's school success and healthy development including development of life skills. Although each SUN Community School determines the specific activities that will meet the needs of its students, parents and community, all SUN Community Schools must offer extended-day activities that provide additional learning opportunities and experiences to students and adult education. One-third of SUN Community Schools extended-day activities are to be academically-linked. An academically-linked activity is one that is intentionally designed to integrate academic content and develop skills that support educational success.

Extended-day activities are to be linked with the school day vision, curriculum and teaching practices in order to provide a consistent, integrated experience for youth and families. This linkage happens through relationship building, joint planning and alignment with the school's School Improvement Plan.

- **Academic Support**

Academic support is the central focus of the extended-day activities. Many types of activities fall under the Academic Support category, including:

- Academic classes (such as Math Masters, Science Club, etc.)
- Homework assistance
- Tutoring (focusing on building specific academic skills)
- Mentoring (providing guidance and role-model relationships for students, supporting youth in many areas: academic, social, emotional, behavioral)
- Project-Based Learning
- Service Learning Activities

- **Enrichment and Recreation Classes**

Enrichment and recreation classes define a broad array of additional services, programs, and activities such as cooking, art, music, recreation, and technology education programs. Enrichment and recreation activities at SUN Community Schools are required to be provided for students and are to be designed to reinforce and complement the regular academic program. Enrichment and recreation classes for adults are also to be offered in community schools based on community need and interest.

- **Life Skills Development**

Life Skills development encompasses a wide array of strategies that build social, emotional and cognitive capacities in children, youth and adults that help them interact with others positively and avoid risky behaviors and violent situations. Life skills development should be integrated into the general approach of the community schools and every service it provides. Community Schools may also offer classes, support and empowerment groups that are focused on building specific skills and/or supportive networks. Examples of skills these classes and groups may focus on include: conflict management, anti-bullying, peer mediation, communication, social network building, violence prevention, parenting, gender-specific and culturally-specific support and empowerment.

- **Adult Anti-Poverty Education and Support**

In order for students to succeed, their families and communities must be stable and strong. For adults to become self-sufficient, they need the education and life skills to support their success. Adult educational opportunities are provided to give parents and community members the skills they need to move out of poverty and support their children's learning. Examples of adult education offered through SUN Community Schools are: English as a Second Language (ESL), GED, Parenting, Immigration/Citizenship, Home Ownership and Financial Literacy.

### *Family Engagement and Involvement*

Family engagement and involvement activities are those focused on ensuring that parents and other family members have information, connection to the school and support so that they are engaged in their child's learning and the life of the school. Parents and family members should be informed of activities and services available at the school, involved in their definition/development, and feel welcome coming to the school (feel part of a community). Such activities, by design, improve student achievement. Family engagement and involvement encompasses a variety of services including, but not limited to:

- Outreach, including phoning, written communication, and home visits
- Parent support and life skills development
- Family educational nights (topics such as school expectations, homework help, specific academic subjects)
- Family and community events providing support to the whole community through efforts such as Winter Giving, health fairs and multi-cultural celebrations.
- Activities to build relationships among parents, teachers and administrators

- Access to resources and advocacy, as needed, for such things as translation of documents, completing applications, etc.
- Leadership training and mentorship of parent leaders
- Family strengthening programs
- Home visits

### Community and Business Involvement

Community and business involvement activities include the broader community in the definition and implementation of SUN Community Schools program, services and events. The goal is to have each local SUN Community School be community driven, and to include the community in supporting schools and school-based programs that combine academics, recreation and social/health services. Specific activities include:

- **SUN Community School Advisory Body**

At each SUN Community School a structure exists to solicit input from a broad array of stakeholders to guide the SUN CS development and work. Efforts must engage members from the following groups: school staff, parents & family members, youth and community members. An existing committee such as a site council or PTA can be used as an advisory body, if the committee is able to act in an advisory capacity for SUN. Input needs to be solicited on SUN CS issues at least four times annually.

- **Family and Community Events**

Family and Community Events support to the whole community through efforts such as Winter Giving, health fairs and multi-cultural celebrations. These events are considered non-enrollment events, meaning that participants do not need to register ahead of time and individual attendance is not tracked.

- **Business Partnership Development**

Business Partnership Development is the creation of partnerships between individual schools and businesses which provide innovative educational activities for youth and meaningful ways for adults to become involved in schools. The focus is on creating strategic partnerships that: foster relationships between business employees, students and school staff; are tied to current school and business goals so they benefit both partners; expand over time; and focus on helping students thrive.

- **Community Service**

Community Service activities provide support to the school and /or broader community through community service performed by students, school staff, families and community members. Examples include school clean-ups, community gardens, painting and repair projects at community centers, etc.

### Service Integration

Service integration improves the collaboration among school districts, government, community-based agencies, and other service providers. Its goal is to create a seamless system of services for students and families. Providers of SUN Community Schools will coordinate with other service providers based at or linked to the school to collaborate and integrate services. Key components of SUN CS service integration are:

- **Partner Coordination:** facilitating and providing leadership for the collaborative process and development of a continuum of services for children, families and community members within a school neighborhood. As part of this the Site Manager is expected to connect with all school-based and school-linked service and program partners in that school for coordination and information sharing purposes.
- **Coordination of Communication about Students and Families:** developing and maintaining a communication system among partners to ensure the linkage of students and families to a range of

services. This includes connecting with existing groups of school staff and/or service providers (such as Student Success Meetings) in order to support collaboration and integration of services for specific students and families.

- **Service Access/Information & Referral:** providing a wide range of social, mental and health services and/or linking students and families with resources such as School-Based Health Clinics, Immunizations, Touchstone case management and Regional Service Centers that can provide these services.

### Site Management and Providing Services/Activities

At each SUN Community School, a full-time SUN Community School Site Manager facilitates and provides leadership for the collaborative process and development of a continuum of services for children, families and community members within a school neighborhood. The Site Manager is responsible for developing and supporting an infrastructure that acts as an “umbrella” to coordinate the individual elements of this continuum. The product of this role is both a management process and a set of programs organized and delivered to achieve the System goals and outcomes. The SUN Site Manager both coordinates and provides services directly to students, family members and community. The SUN Community School Site Manager:

- Provides leadership for and directs planning, developing and implementing functions and services that are school-based or school-linked within a specific school community
- Provides SUN Community School services directly
- Determines a advisory structure that include members of the neighborhood, school staff, youth and families and solicits input regularly
- Manages scheduling, oversight, and evaluation of extended-day programs, services and staff
- Designs and manages volunteer systems, including volunteer recruitment, training and support
- Plans and directs efforts to involve youth, families and community at the school
- Facilitates alliances and partnerships with state, county, city and non-profit agencies to establish a continuum of services delivered at or linked to the school site. The aim is to provide the greatest level of access and integration to the community
- Leverages additional resources for the children and families of the school
- Establishes linkages with local businesses to promote their involvement in the school
- Prepares additional proposals (with Lead Agency) for supplemental funding

A part-time Activities Coordinator may be included in the SUN Community Schools model. The number of hours of activity coordination is established through annual planning, budgeting, and prioritization that occurs collaboratively between the Principal, Lead Agency and Site Manager with input from the school’s SUN Community School Advisory Committee.

The Regional Service Center contractor, the Target Outreach Population contractor, and the City will be expected to provide supervision and linkage with each SUN Community School site where it acts as Lead Agency for the SUN Community School. The Lead Agency co-manages the SUN Community School development with the School Principal. Together they hire the SUN Community School Site Manager, who is an employee of the contractor. SUN Community School Lead Agency roles include:

- Hiring the SUN Community School Site Manager jointly with the Principal
- Supervising and supporting the work of the SUN Community School Site Manager
- Participating on an Operations Team with the SUN Community School Principal and Site Manager
- Participating in the SUN Community School Advisory Structure
- Providing input and guidance into the annual plan for each SUN Community School
- Providing leadership at SUN Community School sites for resource development and business partnership work
- Linking the SUN Community School with services and resources of the Regional Service Center





# Schools Uniting Neighborhoods:

## *Community Schools Anchoring Local Change*

By Diana Hall, Multnomah County

**A**cross the United States, communities are thinking differently about the challenges they face to achieving community prosperity and health. Increasingly, youth educational success is being recognized as a cornerstone for the attainment of a wide array of key outcomes including poverty reduction and improvements in physical and mental health, public safety and community vitality.

In Multnomah County, Oregon, which includes the City of Portland and is home to roughly 750,000 people, the community has made youth educational achievement a priority, and has developed an innovative and highly successful model for cross-sector collaboration. The partnership, known as SUN Community Schools, brings together schools and partners from across the community to collectively impact educational success and family self-sufficiency.

Recognizing the need for support at all ages and attention to transitions in and out of the K-12 system, as well as between grade levels, SUN Community Schools are located in elementary, K-8, middle and high schools. The focus is on the whole child, integrating academics, social services, supports and opportunities in order to meet student and family needs. The specific services and programs offered are tailored to the individual assets and needs of a school, and community resources are organized strategically to support student success. This article describes SUN's community school approach and highlights emerging opportunities for the community development field to work in closer partnership with schools.

### **Schools as Centers of the Community**

While many public schools offer before- and after-school activities, Schools Uniting Neighborhoods (SUN)

goes much further by reinventing the school as a place that addresses the full spectrum of family needs. On a typical day, the school opens early, providing students with a safe place to eat breakfast, do homework or participate in recreational and skill-building activities. During the school day, a community school site manager is working with school staff, families and community partners to identify specific student and family needs and broker services, and develop innovative partnerships that bring critical child and family supports directly to campus. Families and community members come to the school for advisory committee and leadership activities, parenting classes, health supports, food, clothing, and access to anti-poverty, mental health, and other social services.

The day does not end with the school bell. Instead, the extended-day program picks up where the traditional classroom leaves off, providing students with an array of academic, enrichment and recreational activities that complement and build on the school day. Students receive a full dinner and engage in physical activity to improve their physical health. In the evening the school serves as a community center offering a variety of educational and recreational activities for adults and youth as well as providing space for community projects and meetings. This is SUN carrying out the vision its name so clearly describes, truly using schools to unite neighborhoods.

### **Rooted in Collaboration**

In the late 1990s, Multnomah County community members and leaders recognized a need for a new approach. The environment posed multiple challenges including shrinking budgets, a significant racial achievement gap, growing poverty, a severe shortage of affordable housing, and an increase in the number of children being left unsupervised during out-of-school hours. Demographic changes were dramatically increasing the cultural and linguistic diversity in the region, requiring schools and social service organizations to develop new skills in order to educate and support these populations effectively.

An individual's level of educational attainment is the primary predictor of poverty in adulthood. The effect of family poverty on school success was also clear, as barriers such as homelessness, mobility, hunger, illness, and trauma made it impossible for many students to come to school ready to learn. It became clear that you couldn't talk about alleviating or eliminating poverty without talking about education.

With leadership from elected officials in the City of Portland and Multnomah County, the decision was made to partner together to support schools. The initial goal was two-fold: (1) to support education and school success and (2) to improve the way resources for students and their families were delivered by developing a school-

*A SUN Community School is not a program, but rather a place and support hub where schools and communities work together to have a collective impact on the success of children and families . . .*

based delivery model. An ad hoc committee of a broad array of stakeholders was convened to determine the best strategy to accomplish this goal. The committee included leadership from an existing Community Building Initiative and After School Cabinet. After a year of research and deliberation, the full-service community school model was chosen and the first eight SUN Community Schools were implemented in the fall of 1999, with the city and county providing core funding.

Since that time, the community has chosen to expand SUN Community Schools from 8 to 67 schools with a vision for every school to be a SUN Community School. Supportive policy has been adopted in the county, city and school districts and a more expansive network of care, named the SUN Service System, has been developed to organize and prioritize the county's investments and partnerships to support school age children and their families.

### **Community Schools as a Place-Based Strategy**

A SUN Community School is not a program, but rather a place and support hub where schools and communities work together to have a collective impact on the success of children and families and provide a comprehensive array of services. The strategy reflects the unique needs of each school and its neighborhood. Schools are ideal locations for these focused efforts, both because they are the most direct and convenient route for reaching students and families, but also because, in the majority of neighborhoods most impacted by poverty and low student achievement, schools are the only public facilities.

SUN Community Schools also serve as a platform for implementing other place-based education reform initiatives, such as Cradle to Career. In recent years, Portland and Multnomah County leaders have been building a Cradle to Career (C2C) framework adapted from the Strive model in Cincinnati, Ohio (see the article "The New Civic Infrastructure" in this issue for more information). Portland is one of seven national demonstration sites for the Strive Network's C2C Initiative. Leaders see SUN as a core strategy for the local C2C initiative and SUN is aligned with the evolving C2C structure. Many of SUN's community and school leaders serve on C2C governance, planning and action committees, such as the C2C.



*The inclusion of non-profit partners in the role of lead agency capitalizes on the unique capacity of these community-based organizations.*

### **The SUN Model**

As full-service neighborhood hubs, where school and community partners work together to ensure kids and families have what they need to succeed, SUN Community Schools serve as the vehicle to link community institutions, such as libraries, parks, community centers, neighborhood health clinics and area churches and businesses.

At the school site, SUN Community Schools mobilize and strategically organize community resources to provide:

- Strong core instructional program;
- Educational support and skill development for youth and adults;
- Enrichment and recreation activities;
- Family involvement and support;
- Social, health and mental health resources;
- Family and community events.

In the SUN model, a non-educational lead agency partners with an individual school and together, with help from school and community leaders, they co-manage the community school collaboration at the site. The inclusion of non-profit partners in the role of lead agency capitalizes on the unique capacity of these community-based organizations. That capacity includes expertise in anti-poverty services, youth and family engagement and community development fields; relationships and standing within communities and with community leaders; and the ability to fund- and “friend”-raise in ways that governments and educational agencies cannot. Lead agencies receive core funding that supports the hiring of a SUN Community School site manager as well as limited flexible dollars to fill resource gaps in key underfunded services.

The use of site managers is an essential component of the SUN model. Site managers coordinate and broker services at the school and support the development of the partnerships and collaboration between the school and its youth, families and community. Effectively, they act as the “glue” to attach all the community resources – from public services to neighborhood volunteers – to the school in a strategic way. It is critical to have a dedicated person with the capacity, in both time and skills, to carry out these

functions. SUN has learned that absent such a position, schools and communities are unable to develop or sustain such strategic collective efforts and thus, unable to make a significant impact.

In addition to site management, or coordination as it is called in many other community schools initiatives across the country, there are four other defining components to the SUN model at the site level. The first is that the array of services and programs provided to youth and adults includes offerings from academics and skill development to social, health and mental health services to enrichment and recreation. Second, services are planned, developed and implemented within the context of youth, family and community engagement. Engagement is a way of doing business and building relationships to form the SUN collaboration, rather than a service or activity offered to the community. Authentic engagement helps ensure that what happens in the SUN sites is culturally appropriate, relevant and targeted at the issues most affecting student and family success. District and school support, particularly that of the school principal, is the third essential ingredient in ensuring the connection of supports with educational success and in influencing school reform.

Lastly, SUN’s model calls out an important element for developing true collaboration: shared leadership and accountability. At the school site, the principal and the community school site manager share leadership across the school day and the out-of-school time. Principals often refer to the site manager as an assistant principal. A broad group of stakeholders participate in advisory and leadership roles using an annual planning process that is aligned with the school improvement plan. Progress and results are documented and shared with the community.

### **Community-Level Collaboration**

SUN is a multi-jurisdictional partnership and its sponsoring partners each see the community schools strategy as advancing their core mission. Community schools are a vehicle for everyone to get their work done - whether that work is education, crime prevention, anti-poverty, community and economic revitalization, workforce development or other community-focused efforts. SUN sponsors have understood from the beginning that none of the organizations can accomplish their missions by working alone. This understanding has become all the clearer to SUN’s partners, as economic realities have worsened at the same time that expectations of the organizations providing services, particularly educational institutions, have continued to grow.

SUN sponsors share responsibility and investment in the community schools model. Shared governance and accountability happen through the SUN Service System Coordinating Council, which has representation from



the city, county, six school districts, the State of Oregon, the Coalition of Communities of Color, the Commission on Children, Family and Community, the Cradle to Career backbone organization, business, non-profit providers and youth. The county, city (including a local levy for children's services) and school districts contribute \$7 million annually to fund the core functions of SUN at the 67 sites. That contribution then leverages and attracts approximately \$17 million in other resources to those local communities. In the broader SUN Service System, over \$30 million in additional service funding is aligned and delivered through SUN Community Schools and regional school-linked centers.

Historically, the connections between SUN Community Schools and local community development have been limited to planning and development efforts supported by the City of Portland's Bureau of Planning and Sustainability and local community development organizations in discrete neighborhoods. More recently, however, the City's planning process and resulting Portland Plan, which lays out the roadmap for the next 30 years, heavily involved SUN partners and called out SUN in all three integrated strategy areas: (1) Thriving Educated Youth, (2) Economic Prosperity and Affordability, and (3) Healthy Connected City. Emphasizing the ability of the community schools model to create more efficient and effective change through alignment and partnership, the Plan includes the transformation of every school into a SUN Community School as a specific action.

### The Impact of Collective Efforts

Educational success and self-sufficiency are inherently issues of equity, and the SUN effort is recognized as a strategy for achieving equity. One aspect of SUN's success is the degree to which the children, youth and families most affected by disparities (people of color and those living in poverty) are served and included in its efforts. SUN Community Schools consistently serve the most vulnerable kids and families and are structured to ensure that individual student and family needs are identified and met through the coordination of services. In 2010-11, of the 19,127 children and youth served in enrolled services, 80 percent qualified for Free and Reduced Lunch, 70 percent were children of color and 21 percent were English Language Learners. These rates compare to the surrounding districts' rates of 54 percent, 46 percent and 14 percent respectively.

By coming together, the community is supporting these vulnerable students and families in a significant way. Annual evaluations conducted by Multnomah County using school district, teacher and student data demonstrate the consistent effect of SUN. In the 2010-11 school year, regularly participating students showed strong results in academics, attendance and behavioral areas including:



- 74 percent of students met state benchmarks or growth target in Reading;
- Students' average benchmark gains were equal to or higher than expected in the majority of grades;
- Average daily school attendance was 94.5 percent;
- 74 percent of students improved in at least one behavioral or academic area (such as behaving well in class, motivation to learn, or homework completion); and
- 86 percent of students reported having at least one adult who cares about them and to whom they can go for help.

In addition, 96 percent of families who receive anti-poverty case management, life and job skills services, rent assistance and other basic needs support remained in permanent housing after support ended. The community also reports improvement in other related indicators including parent involvement, community safety and vibrancy.

## **Evolving in an Environment of Continuous Change and Learning**

The SUN model is built on a strong history of community involvement and school partnerships in the region. Multnomah County and the City of Portland each had a history of investing in services delivered by community-based non-profit organizations in local schools. Implementation of SUN drew on successful existing programs and initiatives and was done without new money. What the SUN initiative learned from this experience was that it is possible to create systems change and develop a new model by drawing on existing resources. In fact, declining budgets forced institutions to reconsider how they could work more efficiently and effectively, and capitalize on partners to achieve their goals. It also became clear that while new money might become available, usually through time-limited grants, the community had large amounts of funding in existing systems already dedicated to serving youth and families. Due to their size and sustainability, it is those resources that offer the greatest possibility for fostering community-wide change, if they can be evaluated and redeployed in innovative ways.

Systems change requires patience, persistence, and the ability to exhibit flexibility and teamwork—unsurprisingly, the same skills we seek to foster in young people. Flexibility and adaptability are also essential aspects of the community school model, which make it well suited for supporting other initiatives, whether place-based or issue-focused.

Lastly, SUN's experience highlights that it takes capacity to build capacity. Its success in building a highly-functioning collaboration and system of care has required the dedication of both financial and human resources. Funding is dedicated for a small staff that carries out intermediary functions for the multi-jurisdictional partnership, including convening, planning, policy development, contract management, program development, evaluation, technical assistance and professional development. In addition, school districts and other sponsoring partners commit the time of leaders, designated liaisons and other staff to support shared governance and alignment within their home organizations.

## **Implications for the Community Development Field**


The community schools strategy offers a tremendous opportunity for the community development sector to

impact educational achievement without moving outside its expertise or getting derailed by the daunting world of education reform. Community schools can assist community development in achieving the inclusive and multifaceted interventions necessary to address the complexities that exist in communities impacted by the intertwined issues of poverty, place and racism.

There are a variety of ways that community development entities can partner with community schools and take advantage of the infrastructure, relationships and leveraged resources they offer. One key way is to promote and support the inclusion of community schools as a strategy in other place-based initiatives, such as Promise Neighborhoods, Choice Neighborhoods, and Enterprise Zones, among others. Many traditional community development initiatives can be offered as part of community school efforts or partnered with community schools to have an amplifying effect. Stable, affordable housing and individual savings accounts are two examples of such initiatives.

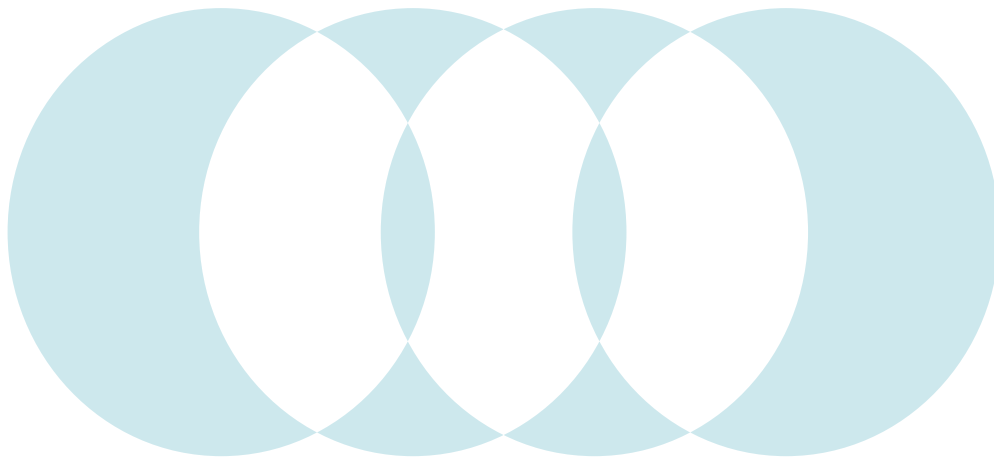
Community development professionals can also support education and community schools in a more systemic way by contributing their expertise and social capital to collaborative projects, particularly their relationships within the private sector. Technical assistance and financial advice on ways to take community school models to scale, adapt continuous quality improvement systems and engage the private sector most effectively would be of great assistance to those immersed in the worlds of education, social service or local government.

But where to begin? One simple step that all community development organizations can do is to get to know the schools in the communities they are seeking to improve. Invite the schools to the conversation, acknowledging that their success in educating youth has a significant impact on community-wide long-term success. Like all people working for positive change, educators are acutely aware that they need the support of their communities to accomplish their mission. And, indeed, many of the barriers to learning lie outside education's role, such as illness, hunger, and poverty. These are the responsibility of the community – local governments, neighbors, businesses and community development entities. It's time for us to open conversations and doors to each other.

*Diana Hall is program supervisor for Multnomah County Department of County Human Services, School and Community Partnerships. *

# The Role of Community Schools In Place-Based Initiatives

## Collaborating for Student Success



WILLIAM R. POTAPCHUK

JUNE 2013

A PUBLICATION OF



### About the Coalition for Community Schools

The Coalition for Community Schools, housed at the Institute for Educational Leadership (IEL), is an alliance of national, state and local organizations in education K–16, youth development, community planning and development, higher education, family support, health and human services, government, and philanthropy as well as national, state, and local community school networks. The Coalition advocates for community schools as a strategy to leverage local resources and programs, changing the look and feel of the traditional school structure to best meet the needs of children and families in the 21st century.

### About the Institute for Educational Leadership (IEL)

For a half-century, the Institute for Educational Leadership (IEL) has championed the need for leaders at all levels to shake off their institutional constraints and work across boundaries to address the needs of young people and their families. Bound by no constituency, IEL serves as a catalyst that helps policymakers, administrators, and practitioners at all levels bridge bureaucratic silos and undo gridlock to improve outcomes for all young people and their families. IEL's mission is to equip leaders to work together across boundaries to build effective systems that prepare children and youth for postsecondary education, careers, and citizenship.

### About Policy Link

PolicyLink is a national research and action institute advancing economic and social equity by Lifting Up What Works.® Founded in 1999, PolicyLink connects the work of people on the ground to the creation of sustainable communities of opportunity that allow everyone to participate and prosper. Such communities offer access to quality jobs, affordable housing, good schools, transportation, and the benefits of healthy food and physical activity.

### About West Coast Collaborative

The West Coast Collaborative is a partnership of three veteran community school initiatives designed to advance thought leadership and practical assets for our local efforts and the national movement. The Collaborative is an effort to bring a proven approach to a new level of maturity, reach, sustainability and impact, to advance the shift “from great schools to effective systems.” Founding members include Community School Collaboration, Los Angeles Education Partnership and Schools Uniting Neighborhoods.

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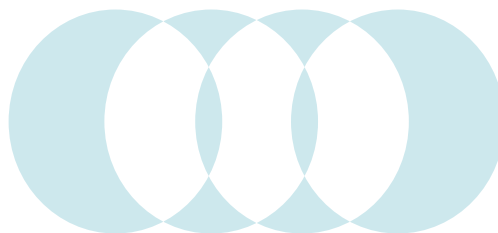
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## PREFACE

**A**cross the United States, communities are thinking differently about how to transform their schools and neighborhoods. Spurred by the realization that comprehensive educational reform and community change cannot be accomplished by any single organization, there is tremendous excitement about strategies that weave together resources in a clearly defined “place” to collectively improve outcomes for children, youth, families, and communities.

This excitement did not come out of the blue. It represents a convergence that has been building for decades, emerging out of myriad “place-based” efforts to reform schools, strengthen communities, and make educational, health, housing, and other systems more responsive to young people and their families and their assets and needs. In this environment, the Coalition for Community Schools at the Institute for Educational Leadership, PolicyLink, and the West Coast Collaborative are pleased to present *The Role of Community Schools in Place-Based Initiatives: Collaborating for Student Success*.

The paper is based on the experiences and lessons of efforts in the three communities involved in the West Coast Collaborative (Los Angeles, California; Multnomah County, including the City of Portland, Oregon; and South King County, Washington). It explores the relationship between community schools, Promise Neighborhoods, and other cradle-to-career, place-based strategies and the potential associated with the alignment of multiple place-based strategies operating in the same geographic areas. *The Role of Community Schools in Place-Based Initiatives* demonstrates that community schools offer a powerful vision and strategy for what schools should look like within broader place-based initiatives and how community schools can benefit from alignment with other efforts.

As scarce resources continue to challenge our ability to realize our vision for educated healthy, college-and-career-ready young people, strong families, and thriving communities, it is critical that we all work together to harness the power of the community and create shared vision and accountability for results. Systemic and sustainable solutions to the problems we face demand that we take advantage of each other’s strengths and create aligned and synergistic relationships.

We encourage you to use this paper as the basis for fostering these relationships and to give particular attention to the role of community schools in that enterprise.

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## INTRODUCTION

**D**ecades of place-based initiatives have produced remarkable results across the country—transforming neighborhoods and restoring hope. The latest generation of these efforts features something new: an intense focus on children and their success, often placing schools at the center of their work. Building from inspiring initiatives such as the Harlem Children’s Zone, the primary goal of these efforts has shifted from a traditional focus on community development to a passionate focus on improving the educational and life outcomes of children and youth.

**Community schools**,<sup>1</sup> a decades-old idea revitalized for the 21st century, place schools at the center of communities, making them hubs around which the community gathers its resources to help attain better outcomes for students, their families, and surrounding neighborhoods. In these schools, which focus on the whole child, community resources are strategically organized to support students and connect to the community. The community schools strategy is spreading rapidly across the nation as school systems embrace community schools as a core approach for achieving better outcomes and take community schools to scale.

Community schools, themselves a place-based strategy impacting a constellation of outcomes, are natural partners for this newest generation of place-based initiatives. There is a natural alignment between a community schools strategy and other place-based, cradle-to-college-and-career efforts such as Promise Neighborhoods.

The **Promise Neighborhoods** program<sup>2</sup> began in 2010 as a federally funded neighborhood development strategy with a strong focus on educational outcomes. Communities use the Promise Neighborhoods model to build a pipeline of coordinated educational, health, and social supports for children and families from cradle-to-college-and-career in a specific neighborhood or catchment area. Promise Neighborhoods maintain a results-driven focus on improving the educational and life outcomes of children both to ensure brighter futures for young people and to create healthier, safer neighborhoods with greater access to opportunity. Given that the model depends on strong schools as its centerpiece, collaboration with community schools is a productive way to strengthen community partnerships and accelerate results for children and families.

The U.S. Department of Education makes Promise Neighborhood grants to community-based organizations, institutions of higher education, or other bodies serving as the lead organization of a Promise Neighborhood. The model builds upon several generations of comprehensive community-change efforts and other neighborhood-focused initiatives that mobilize a wide array of community-based organizations, civic leaders, and service organizations to work collaboratively toward creating a birth-through-college-and-career continuum aligned by shared outcomes.

Promise Neighborhoods are in strong alignment with community schools. Indeed, three of the five fiscal year (FY) 2011 Promise Neighborhood implementation grantees—Hayward, California; San Antonio, Texas; and Buffalo, New York—are deeply invested in making community schools a core part of their strategy.

Promise Neighborhoods need to be able to do this work in the context of the excellent work already happening on the ground. There is absolutely no need to recreate the wheel. We see community schools as an important part of the Promise Neighborhood effort.

**Michael McAfee**  
Senior Director, PolicyLink

**Cradle-to-career initiatives**, often designed as community-wide collective impact initiatives,<sup>3</sup> share a focus on student success and mobilize senior community leaders around a policy, program, and quality-improvement agenda. Often, the initiatives follow a particular frame-work such as the Forum for Youth Investment’s Ready by 21 strategy<sup>4</sup> or the Strive approach.<sup>5</sup> The initiatives select and target research-informed milestones, such as reading by the third grade or high school graduation rates, and focus the collective effort of partners on attaining these goals. One strength of these initiatives is their capacity to mobilize the community’s highest level of leaders, from mayors and foundation executives to university presidents and United Way CEOs. To ensure success, however, these initiatives need vehicles for on-the-ground interaction with young people, families, and neighborhoods. There is great potential to increase the efficacy of cradle-to-career efforts by linking to community school strategies that support every child. Nate Waas Shull from the All Hands Raised Partnership, the cradle-to-career effort in Multnomah County, Oregon, captures this relationship.

This paper explains the community schools strategy more fully and shares stories from three communities with exemplary initiatives: Multnomah County, Oregon, which encompasses Portland; South King County, Washington, just south of Seattle; and Los Angeles, California. These stories show that community schools are an effective place-based strategy and illustrate how community schools’ leaders have worked hand-in-hand with next-generation, place-based, and community-wide initiatives to find synergy and achieve better results.

This is no small feat. Unfortunately, as anyone who has worked in communities knows, it is often easier to find competing and disconnected efforts than partnered and aligned initiatives. That is why the lessons from the three communities, which parallel similar experiences across the nation, are so instructive. Indeed, the Aspen Institute’s review of two decades of comprehensive community initiatives found that “better alignment of mission, action, capacity, collaboration, and learning” are a pivotal key to success.<sup>6</sup> When multiple efforts are linked in a mutually supportive framework, each effort is working from its strengths, and the whole community benefits.

Ultimately, the synergies between cradle-to-career strategies and community schools are endless. They are truly complementary and both rely on the core principles of “collective impact,” yet they are fundamentally different in their structure and approach. Community schools use a strategy that says if you can effectively align a whole host of academic and social supports in a particular place—using the school as a hub—you will maximize impact, reach more people, and improve academic impact in a way that would not happen otherwise. Our All Hands Raised Partnership represents a fundamental shift in the way we do business in an entire community, from the level of CEOs and elected officials to educators and other practitioners, to arrive at a shared vision and decision-making structure to drive collective impact on a community-wide scale. In other words, a community schools strategy can fit perfectly as a core strategy within a community that has adopted a cradle-to-career approach to working together.

**Nate Waas Shull**

All Hands Raised Partnership

## WHAT'S SPECIAL ABOUT COMMUNITY SCHOOLS?

**T**he community schools movement, which started with individual and small clusters of schools over the past several decades, has become a core educational improvement strategy in many places, from Tulsa, Oklahoma, and Oakland, California, to Evansville, Indiana, and Cincinnati, Ohio. When local leaders from school, government, and other community-based organizations implement a community schools strategy effectively, transformative change occurs. Community schools change the lens through which community problems are defined and how resources are integrated and delivered to support communities. They transform the way in which schools and communities interact and children and families gain access to a wide array of opportunities and supports. They are much more than just a service delivery program.

Firmly anchored in their neighborhoods, community schools are organized around education as the means to a productive future for children, families, schools, and communities. Using a collaborative approach, community schools marshal the resources and participation of multiple partners to work toward shared outcomes in defined and measurable ways. Each school is a portal to the services, relationships, and opportunities that support academic, social, emotional, physical, and civic development for students and family members across generations. Each school serves as an anchor for a collaborative school culture focused on better outcomes for students.

### ROLE OF PARTNERS

The presence and complementary skills of community partners enable and enhance the critical work of principals, teachers, and other school personnel in several different ways. Some partners help remove barriers to learning, ensuring that students are fed, healthy, and supported. Other partners help expand horizons, encouraging students to think about careers, college, and their future.

Some offer alternative learning opportunities: environmental education, project-based learning, service-learning efforts focused on community improvement, or art and music education. Some address issues critical to the school community, ranging from tackling low attendance to providing literacy or continuing education programs for parents. The ways in which community schools have figured out how to serve and support their communities are almost endless.

### FAMILY AND COMMUNITY ENGAGEMENT

In a community school, engagement is more than a buzzword or the perfunctory back-to-school meeting. The involvement of family and community members as planners and decision makers ensures that community schools target resources to meet real needs and develop approaches that reflect the equity concerns of diverse cultural groups. Community engagement efforts actively foster the development of local leaders and build social capital for poor and ethnically diverse students.

In addition, the direct involvement of community partners demonstrates to both participants and observers the value of mutual aid, creating bonds of reciprocal trust and growing social capital. Through these relationships and shared understandings, community school initiatives reach beyond school walls to strengthen neighborhoods and build communities.

### A FOCUS ON STUDENT SUCCESS

A laser-like focus on student success permeates the work of partners and the processes that bring them together in an effective community school. The advantage of a community school is that it marshals considerable resources in support of the ultimate goal—and ensures that those resources are strategically deployed. For example, when a student stops coming to school for any of a variety of reasons—because mom has a new job and the student must watch her younger sister; because the student is flunking a number of classes and is thinking about dropping out; because the student is starting to fall in with a gang; because the student has chronic health issues and no insurance; or for any other reason—it is not up to the teacher to track the student down and become a part-time social worker, and it is not up to the principal or assistant principal to be an attendance officer.

Instead, it is the community school coordinator, in partnership with school staff and partners in the building, who determines the best approach for reaching out to the student and his or her family to address the problem and support the student's return to school. According to research and practice, the collective impact of these efforts creates conditions for learning that lay the groundwork essential for student success.<sup>7</sup>

This internal alignment and coordination of partners in a community school is typically the job of a full-time staff member—the community school coordinator. The coordinator brokers services, integrates programming on a daily basis, and engages community members and families. Often, these coordinators are employed by a non-educational lead agency, such as a community-based organization, higher education institution, local government, or other service provider.

## FUNDING

Community schools often require little additional funding in the context of the entire school budget. Many community partners operate with existing funds, finding that it is more efficient and effective to do their work in a school setting. Some partners may be eligible to bill against funding sources, such as Medicaid or other public funding streams, to support their work. Sometimes, community schools raise new funds. Funding for the community school coordinator, a the key role, typically comes from reallocation of existing funding streams, which may include Title I, local government, United Way, foundation, and business funds.<sup>8</sup> Many communities commit to the community schools model and shift funds to support their approach, even in tight times.

## SYSTEMS OF COMMUNITY SCHOOLS

Based on the strength of the community schools strategy, more and more communities are choosing to implement community schools not just at individual school sites, but as a systemic approach for improving outcomes among children and youth. For example, in Multnomah County, Oregon, the Schools Uniting Neighborhoods (SUN) community schools initiative started with eight schools in 1999 in two districts. Now SUN Community Schools is working with 67 schools spread across six school districts.

Similarly, Cincinnati started to launch community schools in 2000; today, almost every school in the system has what Cincinnati Public Schools dub “a community learning center.” Cincinnati’s community learning center strategy and other reform efforts have led to results that are nothing short of amazing. In 2002, Cincinnati schools had a graduation rate of 52 percent; the state declared an academic emergency. Today, these schools have a graduation rate of 82 percent, have eliminated the achievement gap in graduation rates, and have earned an “effective” rating from the state.

Such a transformation does not happen by accident. Collaborative leadership structures play an essential

function in the alignment of planning, resource development, and implementation at both the school and community level. The leadership structure often guides the work of an intermediary—commonly a city, community-wide nonprofit organization, or trusted public agency—that leads the planning, coordination, and management. The intermediary’s role is to ensure communication between community-wide and school-site leaders and to facilitate operational functions across sites. An intermediary carries out four critical functions:

- Engaging, convening, and supporting diverse groups and communities
- Establishing quality standards and promoting accountability
- Brokering and leveraging resources
- Promoting effective policy measures.<sup>9</sup>

Intermediaries are sometimes formal structures, negotiated by the key players. They may also be individual organization or informal groups that coordinate across several schools. Whether formal or informal, a strong intermediary function is needed to drive transformation.

People are increasingly seeing they have to rely on Schools Uniting Neighborhoods (SUN) community schools because of their capacity. Despite crises in school, county, and city budgets and numerous budget cuts in Multnomah County, government entities across our region have committed to maintaining the SUN infrastructure. Districts have decided that SUN’s presence at schools is critical.

### Bill Scott

Former CEO, Flex Cars,  
SUN Service System  
Coordinating Council

## PRINCIPLES OF EFFECTIVE COMMUNITY SCHOOLS

Community schools are not a program; they are a strategy or an approach. Clear principles, such as those put forth by the national Coalition for Community Schools, create a unifying framework for collaboration and collective impact. A focus on equity is embedded throughout. Effective principles include the following qualities.

- **Shared vision and accountability for results**  
A clear, mutually agreed-upon vision focused on results drives the work of community schools. Agreements enable partners to hold each other accountable and move beyond battles over perceived turf.
- **Strong partnerships**  
Partners share resources and expertise and collaborate to design community schools and make them successful.
- **High expectations for all**  
Children, youth, and adults are all expected to learn to a high standard and to become contributing members of their community.
- **Community strengths**  
Community schools marshal the assets of the entire community—including the people who live and work there and local organizations.
- **Respect for diversity**  
Community schools know their communities. They develop respect and a strong, positive identity for people of diverse backgrounds and are committed to the welfare of the whole community.
- **Local decision making**  
The power of the local communities is unleashed when local leaders make decisions about community schools strategy with input from the school community, including families and neighborhood residents involved with each school who respond to their unique circumstances.

Community schools do not exist in isolation. Indeed, one of the keys to their success lies in the ability to connect with other initiatives and offer an implementation strategy for broader planning and alignment efforts. The next section describes how three community school initiatives connect to next-generation, place-based, and community-wide initiatives, which are seen as key strategies for achieving success. See Appendix A for background information about each of these efforts.

Our community schools strategy is instrumental in helping schools achieve our academic priorities as well as engaging communities in their children's education. The intermediary framework with a collaborative governance body helps us make wise, data-driven decisions that best serve our students and foster equity. Every community would benefit from a community schools initiative to help it think through how resources focused on students are being used in the most effective and efficient ways.

**Don Grotting**  
Superintendent,  
David Douglas School District



# VISITING A COMMUNITY SCHOOL

If you were touring a fully-developed community school, here's what you might see and learn:

You walk in and it's immediately evident that the school is a welcoming place for all. The school is open evenings and weekends, as the sign with the school hours shows. Down the hall, there are some dedicated rooms and offices for an array of community partners. According to the signs on the doors, partners offer counseling and mental health, family strengthening, tutoring and mentoring services and literacy programs for the community.

As the meeting with the community school coordinator and the principal begins, the trust and camaraderie between them is clear. The coordinator talks about recruiting partners, coordinating opportunities and supports with the work of teachers, and the school's goals. He talks with pride about aligning afterschool activities with the learning goals in the classroom, the new health clinic and the dental services shared by neighboring schools.

The principal describes her work to help struggling students and explains she now has more time to be the instructional leader since the community school coordinator helps manage expanded learning opportunities, health, and other supports. She discusses the ways in which teachers involve students in the community as part of the core curriculum, working with community partners on environmental and service learning projects and on STEM subjects.

She brags about the greater student engagement and the increases in attendance and academic achievement. The coordinator and the principal then start trading stories about the new roles and excitement among parents and how that new energy has had such a positive impact on the school.

You are invited to join a meeting with community partners. Today's conversation focuses on afterschool opportunities and addressing increasing violence in the community. You learn about how more students are engaged in afterschool programming and that they are excited by the theater, arts, and music opportunities jointly staffed with community partners. The conversation then focuses on how to work with the police and faith-based institutions, to stop the violence.

As you continue the tour, you see the room where neighborhood early childhood programs come for professional development opportunities. Then you have a chance to speak with a couple of teachers who talk about how

the presence of community partners helps them address problems that students bring to class every day that they once had to deal with on their own. They also talk about how much they love the connections their students are making with the real world.

And what's particularly cool, you learn at the end of the tour, is that this community school is not one of a kind. In fact, it is similar to other community schools in the adjacent neighborhood and across town.



## CASE STUDY: COMMUNITY SCHOOLS AND THE ALL HANDS RAISED PARTNERSHIP IN MULTNOMAH COUNTY, OREGON

In the late 1990s, Portland, Oregon, and the surrounding Multnomah County found itself facing alarmingly low graduation rates, a significant achievement gap, and growing poverty. In addition, demographic changes were dramatically increasing the region's cultural and linguistic diversity; schools, social services, and the community were unprepared to support and educate a changing school population.

Multnomah County community members and leaders recognized the need for a new approach—one that brought joint assets to bear and developed a true collaboration with shared vision, investment, and reward. A multi-jurisdictional community-building initiative—with leadership drawn from the elected officials of Portland and Multnomah County as well as from school districts, businesses, and community organizations—identified community schools as the strategy they wanted to fund and implement. The Schools Uniting Neighborhoods (SUN) Community Schools initiative was officially launched in 1999 with eight demonstration sites. While wide-ranging services were available before SUN, they were not coordinated to target local needs.

Today, sixty-seven schools in six districts are a part of the SUN strategy, and students who access SUN services and supports have been consistently experiencing improved attendance, strong academic growth, and increased youth assets since 1999. In 2011–2012, attendance rates increased to 95 percent in K–12, over three-quarters of students increased benchmark scores in reading, and high school students earned 7.8 credits on average, compared to the six needed to graduate on time. A recently published quasi-experimental study demonstrated that high school students who participated regularly in SUN supports had significantly better school attendance rates and earned a greater number of credits toward graduation than peers who did not participate in SUN.<sup>10</sup>

Conditions are changing in the larger community as well. Portland Public Schools, the largest district in the area, has shown a 13 percent reduction in the achievement gap over a recent two year period. After years of stagnant results, 2010–2011 graduation rates in Multnomah County increased from 57 to 60 percent, with one SUN Community School accelerating its graduation rate by 14 percentage points in one year.

SUN is not just a collaboration strategy at the local school level. SUN's leadership structure and partnership also operate at a regional level through a multi-jurisdictional collaboration of Multnomah County, the city of Portland, six school districts, the state of Oregon, businesses, and community partners. Using a community schools strategy for delivering services to youth and families, SUN helps its partners focus their resources on the needs of students and families in a specific geographic area for maximum coordinated effect. This targeted approach has helped partners meet their varied organizational missions—whether focused on education, anti-poverty efforts, health, community safety, or workforce and community development—and track results and share accountability.

There wasn't a systemic approach or a consistent way that public dollars were being used. There were over 100 programs and no real rhyme or reason. We had evidence-based models but little alignment of efforts. One of the most compelling motivations for selecting the community schools strategy was its focus on the school as a center of community and as an effective place to both deliver services and engage the community to achieve a collective impact on educational success.

**Diana Hall**  
Program Supervisor  
SUN Service System

SUN is recognized locally as a strategy for achieving equity within and across neighborhoods in the region. SUN Community Schools serve the most vulnerable students and families (in 2011–2012, 71 percent of students were students of color and 77 percent of students were eligible for free and reduced-price lunch) and help them achieve positive outcomes. Disaggregated results show that SUN is closing the achievement gap for youth of color. SUN's demonstrated ability to improve efficiency and effectiveness, along with its commitment to achieving equity within and across schools and neighborhoods, has earned the trust of students, teachers, partners, and community members.

### **EMBEDDING SUN AS A CORE COMMUNITY STRATEGY**

SUN's focus on educational and economic equity issues and improved outcomes has helped it become a foundational platform over the last few years. The SUN Service System Coordinating Council, which includes leaders from the county, city, participating school districts, and nonprofit organizations, guides the SUN Service System. As Bill Scott, a retired business leader and co-chair of the Coordinating Council, notes, "SUN has become a community-building and economic-development initiative as well as an education initiative." When Portland recently adopted a new 25-year strategic plan, for example, SUN was named in all of the three major categories of the plan, and a call to transform every school into a SUN Community School was articulated as a key action.

### **ANOTHER INITIATIVE FOR PORTLAND?**

In Portland and Multnomah County, like many other places, there were multiple tables where leaders from schools, business, higher education, local government, and community came together at a regional level to address educational success. In Portland, in addition to SUN's Coordinating Council, there were several regional leadership groups, including a long-standing Leaders Roundtable and a newer Education Cabinet convened by the mayor. Discussion and vision were strong, but often duplicated across tables while shared accountability for improving outcomes was lacking.

Missing at the regional level was one unified group with a shared vision, data-driven accountability, commitment to collective impact, and broad representation from corporate, foundation, and community leaders. When members of the Leaders Roundtable and Education Cabinet were first introduced to the work

of Strive Initiative in Cincinnati in 2010, they saw an opportunity to create a body that would incorporate both groups and provide structures to address what was missing. Since many of the members of the Leaders Roundtable and Education Cabinet were part of SUN Community Schools, they immediately recognized the potential for close connection between the two place-based, community-improvement frameworks.

Portland's then-mayor, Sam Adams, among others, realized that the infrastructure already in place through the SUN Service System, and that explicit community support for the Portland Plan's goal of making every school a community school was an excellent foundation for implementing a cradle-to-career approach.

Over the past three years, the cradle-to-career effort has developed into a robust community-wide effort. First, the nonprofit All Hands Raised was designated as the initiative's managing organization or "backbone" for the cradle-to-career effort.<sup>11</sup> Then, the commitment to collaborative partnerships gained significant momentum as partners adopted their first three priorities in July 2011, all of which are aligned with SUN's goals:

- Eliminating disparities in children and youth success
- Linking community and family supports to children and youth success
- Ensuring that all students enter school prepared to learn.

Additional points of alignment between SUN and the All Hands Raised partnership are apparent—and evolving. Community leaders view SUN as a basic building block and implementation strategy for much of what the All Hands Raised cradle-to-career continuum hopes to provide. Both initiatives share many leaders. The county chair, Portland's mayor, and district superintendents are involved with both. SUN's Coordinating Council was chosen as the co-convenor, with Portland State University one of three collaboratives charged with developing strategic action plans to advance the first two priorities: eliminating disparities and linking community and family supports to children and youth success.

The All Hands Raised Partnership also offers benefits to SUN. The partnership is able to establish community-wide commitment and vision at the regional level that supports work at the local and school levels. The shared indicators hold great promise for establishing a clear accountability structure across the community and increasing the cross-sector, cross-boundary focus on educational outcomes. This increased political will, alignment, and commitment all enhance the local, site-based efforts of SUN Community Schools.



## CASE STUDY: PARTNERING FOR IMPACT IN SOUTH KING COUNTY, WASHINGTON

**K**ing County, Washington, with Seattle as its county seat, is one of the nation's most diverse communities. The area is known for high tech, great coffee, and great wealth. South King County is vibrant and rich in culture, and its diversity is growing. Washington State is fourth in the nation for refugee resettlement, and South King County receives 70 percent of those families. Over a quarter of students and their families are newly landed immigrants from 80 different nations. Spanish is the most common of more than 70 different languages spoken in the region, including Somali, Nepali, Burmese, Serbo-Croatian, Samoan, and Arabic.

South King County is also home to the city of Tukwila, which was chosen as the demonstration site for a community schools initiative in response to the high number of families living in poverty, the number of students living in out-of-home placements (one out of nine), and its rapid change from a primarily white farming suburb to a key refugee placement center. Against this backdrop, a collaboration among five public and private agencies embraced a community schools strategy as a way for bringing comprehensive, place-based services directly to children and families, and improving educational outcomes.

Starting in 1998, the partnership—forged among the Puget Sound Educational Service District (PSESD), the Tukwila School District, the city of Tukwila, the Washington State Department of Social and Health Services' Children's Administration, and the Casey Family Programs—was formally organized as the Tukwila Community Schools Collaboration (TCSC).

Student outcomes at Foster High School, the only high school in Tukwila, illuminate the impact of the community schools strategy. The adjusted five-year cohort graduation rate for the class of 2004 was 52.1 percent. Six years later, the class of 2010's adjusted rate was 76.3 percent, a remarkable 24-point increase.<sup>12</sup> Almost three-quarters of Foster's graduates go on to college; statewide, only 62 percent of high school graduates do so. Somewhat surprisingly given national trends, a greater percentage of Foster's graduates attend four-year colleges than the statewide average even as Tukwila's demographics continue to evolve. Today the district serves a student body that is 82 percent students of color. Seventy-seven percent qualify for free or reduced-price meals, and 36 percent are English Language Learners.

Foster senior Mycal Ford was part of a 2007 delegation attending an awards ceremony in Washington, DC, that recognized the Tukwila School District. In his address, Ford said, "Through our community school, I was offered the opportunity to teach middle schoolers hip hop dance.... What the community school provides for these students is not just hip hop after school, but a [high school] student to look up to...and a sense of community, a sense of belonging, a sense of want, a sense of family.... It's been a pleasure and an opportunity and an astounding feeling to teach these students." Ford went on to attend Pacific Lutheran University on full scholarship.

The Community Schools Collaboration (CSC) is central to Tukwila's dramatic improvement in student outcomes. At school sites, the collaboration staff link providers to the schools and work with school staff to create a smooth transition between classroom learning and extended day programming. As a result, opportunities are available to support student learning and promote positive educational outcomes at every grade level from kindergarten to twelfth grade. When existing resources are not adequate to meet identified needs, the CSC hires staff with the needed expertise.

Each site manager, working with multi-lingual community liaisons, engages parents and other care-givers in a system of support that connect students and their families to community resources and provides them with the educational tools needed to be active in their students' success. Health coordinators bring medical, dental, and vision care to the schools, as well as health and nutrition programs. These three strategies—student supports, family engagement and support, and health services—make up the web of strategies CSC uses in partnership with school sites.

### EXPANDING THE COMMUNITY SCHOOLS INITIATIVE

Seven years after starting work in Tukwila, the Highline School District, a much larger school district encompassing four cities and a community within unincorporated South King County invited the Tukwila Community Schools Collaboration to work in its jurisdiction as well. As a result of its expanded focus, the organization changed its name to the Community Schools Collaboration (CSC) and currently provides services and support for students from kindergarten through twelfth grade and their families at eleven

school sites within the communities of White Center, Burien, Des Moines, and SeaTac in the Highline School District, as well as the five school sites in Tukwila. As an intermediary organization, the CSC coordinates school site programs and services, sustains and expands community schools in high-needs areas, and provides schools and community agencies with training and technical assistance.

CSC is now well established with a strong record of independently evaluated success. Students who regularly participate in programs provided through the community schools strategies graduate at a higher rate than non-participants. Students served by CSC Tyee Campus in SeaTac had an on-time graduation rate of 68 percent compared to 48 percent of non-participating students. At Chinook Middle School in SeaTac, one of the early Highline District expansion schools, the percentage of seventh-grade students passing the Washington State test in reading has grown from 30 percent to 49 percent, and the percentage of students passing state eighth-grade math tests has increased from 28 percent to 58 percent over four years. Approximately three-quarters of the 2,200 students participating in academic support activities report that these activities are helping them build the skills, beliefs, and dispositions needed to succeed in school; teachers report that 75 percent of students who need to improve academic performance do improve.

### **PROMISE NEIGHBORHOODS AND COMMUNITY SCHOOLS WORKING TOGETHER**

The CSC continued to expand in more communities; by 2008, this included three schools in White Center, a community served by the Highline School District. This work was in partnership with the White Center Community Development Association (WCCDA), an intermediary created in 2001 with a major 10-year investment by the Annie E. Casey Foundation through its Making Connections initiative. As the foundation's investment concluded in 2011, the WCCDA saw the federal Promise Neighborhoods initiative as a way to build and expand on Making Connections.

The CSC played a critical role by providing a ready-made framework for collaboration, along with an infrastructure on which to build. With community schools serving as hubs, the WCCDA could focus on coordinating external partners, family strengthening, and community building. Unfortunately, White Center was not a successful Promise Neighborhood applicant, but it used the Promise Neighborhood plan, like many other communities, to guide their future efforts.

### **DOUBLING THE NUMBER OF STUDENTS ON A PATH TO SUCCESS**

In January 2010, a new nonprofit, the Community Center for Education Results (CCER), launched a regional project also modeled on the Strive “cradle-to-career” initiative in Cincinnati. Called the Road Map Project, it focused on the six South King County school districts as well as South Seattle schools.

Led by community leader Mary Jean Ryan (and initially housed in the Seattle Foundation), a group of project sponsors was convened, including the Seattle, Bill & Melinda Gates, and Raikes Foundations, regional superintendents, and community college presidents. The goal of the Road Map Project is to double the number of students in South King County and South Seattle who are on track to graduate from college or earn a career credential by 2020. Currently, 72 percent of high school students in the Road Map region graduate on time; 47 percent of those need pre-college level math when entering college. The county's disproportionately low graduation rate for students of color mirrors the rest of the country.

Community schools are a great operational strategy to support an overall Promise Neighborhood strategy. We work at the systems level and on broader community development goals; they create a collaborative framework to support students and the school community. It's a great partnership!

**Sili Savusa**

Executive Director,  
White Center Community  
Development Association

Before CCER's initial broad-based gathering, the Seattle Foundation coordinated a meeting between the CCER and CSC leadership to discuss the existing community school work in South King County. That meeting helped foster a collaborative relationship and CSC's participation has continued to grow.

So, too, has community engagement. An important aspect of CSC's value-added contribution lies in the degree of community trust its work has earned and the credibility this has lent to the Road Map Project in the eyes of parents and families. CSC's support for leadership development and advocacy is clearly reflected in the key role ascribed to the Community Network Steering Committee, a key oversight group. CSC's ability to engage parents has anchored the Road Map's regional perspective in schools and neighborhoods, making them partners in the success of their children and communities.

Currently, participation in the Road Map Project is structured around workgroups (e.g., birth to third grade, youth development, high school to college completion, data collection, English Language Learners, and STEM), all of which have developed indicators and benchmarks. As in Multnomah County, several key players hold important positions in both efforts. CSC's Executive Director is a member of the Community Network Steering Committee, which includes community members and advocates, ensuring that the community has a strong and real-time voice in steering the Road Map and balancing the role of the many representatives of various systems. In addition, CSC staff has been involved in each of the other workgroups.

Clearly, the benefits of CSC's participation in the Road Map Project work both ways. In recent years, CSC's leaders were concerned that their work in the severely under-resourced communities, where its community schools were located, was becoming too diffuse. The

shared framework of targets, indicators, and benchmarks developed by the Road Map Project has helped CSC's leaders focus and measure progress more clearly because each school district has also agreed to use the identical indicators and benchmarks.

## **SHARED WORK LEADS TO \$40 MILLION**

The Road Map Project, which includes communities beyond the CSC service areas, wrote a competitive grant application on behalf of seven King County school districts for federal Race to the Top funds and received \$40 million in funding. The King County districts' application was among 16 selected from 372 applications and one of only two applicants to receive the maximum grant award of \$40 million.

CSC is an integral part of efforts to focus on third-grade reading goals, which are part of the Race to the Top grant's Start Strong strategy, in addition to providing support and strategies for meeting the Stay Strong college readiness goals. An additional STEM Strong focus is being developed and CSC is working with the Workforce Development Council to align business professionals with students on STEM efforts in middle and high school. Finally, a deep-dive effort focused on the two elementary schools in the White Center Promise zone will include CSC in efforts to ensure that all students entering school are ready to learn and that the third-grade reading benchmarks are met. With Race to the Top successes, and in every other partnership described above, the CSC has found that partnerships can leverage resources in ways that increase help for students and their families. Schools can't do it alone; families can't do it alone; and neither can community agencies. As the South King County community schools model demonstrates, working together is the way we increase our impact and strengthen our communities.



## CASE STUDY: ALIGNING PARTNERSHIPS IN LOS ANGELES, CALIFORNIA

**F**ormed in 1984, the Los Angeles Education Partnership (LAEP) is a nonprofit education support organization that collaborates with educators, families, and communities in high-poverty neighborhoods across the Los Angeles Unified School District (LAUSD). Each year LAEP serves more than 1,400 educators and 60,000 students and parents to help create excellent teachers, great schools, and engaged communities.

LAEP embarked on its community school agenda in the late 1980s through resource-rich parent centers and Healthy Start sites. In 1991, LAEP (with LAUSD and others) implemented Healthy Start, a state initiative designed to provide seed funding for the coordination and alignment of resources and programs—starting with health services—that support and strengthen children and families at the local level. The first community school in San Fernando Valley grew out of this work with school leaders, teachers, parents, and service providers to provide an integrated network of resources at a single elementary school site.

About the same time, LAEP (in partnership with LAUSD) developed a winning design for the PreK–12 Elizabeth Learning Center as part of the national New American Schools competition. By building on these foundation-laying efforts, schools that are using a community schools strategy have continued to grow throughout LAUSD, including four campuses funded as Full Service Community Schools through a federal initiative to support comprehensive service delivery at school sites.

### ALIGNING WITH LA UNIFIED E5: AA>6;EFD;5F

As the second largest school district in the nation, the LAUSD enrolls more than 640,000 students in kindergarten through twelfth grade at over 900 schools and 187 public charter schools. Its boundaries spread over 720 square miles and include the mega-city of Los Angeles, all or parts of 31 smaller municipalities, and several unincorporated sections of Southern California. As a result of this complexity, LAUSD supports many simultaneous reform initiatives. LAEP has integrated its community school work into LAUSD school reform efforts and broader community improvement efforts.

In large urban districts, organized constituencies are crucial to any successful change effort. For example, LAEP partnered with InnerCity Struggle, an East Los Angeles-focused community organizing group, to advocate with LAUSD for the construction of a new high school; the existing high school was built to accommodate 1,500 students and, at that time, was serving 4,700 students. Now, the Esteban Torres Campus houses five, independent, small, learning communities connected by the health and social supports and family engagement provided by a community school.

One of LAUSD's major school reform efforts is Public School Choice (PSC). Started in 2009, this effort is designed to foster innovative, autonomous schools. PSC has enabled teachers, other school personnel, and charter organizations to compete for running the 115 new schools and campuses as well as existing schools categorized as persistently failing. One of the ways LAEP has fostered the growth of community schools is by strategically embedding its work within the PSC initiative.

### WORKING WITH TEACHER TEAMS TO FOSTER LEADERSHIP

Back in 1988, LAEP began fostering the development of teacher teams that employed the Humanitas interdisciplinary, thematic instructional model. One of the strengths of the Humanitas model is that it “attempts to provide *average* students with opportunities to develop critical thinking, writing, and discussion skills.”<sup>13</sup> Of the thirty teacher teams employing this model, nine have now written and implemented winning autonomous school plans, often with the support of InnerCity Struggle.

These teacher-leaders have facilitated career-themed small schools and a community school approach within LAUSD campuses and at new sites, including the Social Justice Humanitas (SJH) Academy, one of four small schools sharing a new campus that serves the northeast San Fernando Valley. By providing technical assistance to several teacher design teams, and by engaging community school staff in the planning, LAEP has helped embed a community school approach in the holistic school-reform design—with impressive results.

Our partnerships with community groups are not “add-ons.” Our partnerships are part of the fabric of who we are as a school. We have included our community partners from the very beginning. Community partners helped play a role in designing our school plan and they play a role in our plans for teaching and learning.

**Carolyn McKnight**  
Principal,  
East Los Angeles Performing  
Arts Academy

For example, at Social Justice Humanitas—an autonomous small school on a shared-LAUSD campus, 90 percent of the school’s students live in poverty; more than half of the 450-plus students are English Language Learners. This school was accredited within six months of opening and graduated 90 percent of its seniors in its first year. Similarly, at the East Los Angeles Performing Arts Academy (ELAPA), which boasts a high school attendance rate of 95 percent, 97 of its 112 seniors graduated, many of whom were credit-deficient when the school opened in 2010.

Each school enjoys partnerships with arts institutions, community partners, and other entities that integrate and enrich career-themed instruction. For example, at ELAPA, the school’s learning partners range from the LA Opera and LA Repertory Theatre to a poetry performance group and a Brazilian capoeira instructor, all of whom are incorporated in the school’s instructional plan. With their holistic approach and focus on student achievement, both schools are outperforming traditional LAUSD schools with similar demographics.

## GRASSROOTS NEIGHBORHOOD INITIATIVES AND PROMISE NEIGHBORHOOD CONNECTIONS

The roots from LAEP’s ongoing work promoting community schools have sunk deep into LA neighborhoods and spread wide to create an engaged community. In several areas, neighborhood initiatives have grown up around community schools.

Pacoima Charter School, a founding member of LAEP’s Healthy Start program and a neighborhood school that converted to charter status, has been growing neighborhood roots since 2003. It uses a community schools strategy to address barriers in a community where 80 percent of students are dual-language learners and all are eligible for free and reduced-price lunch. Through partnership efforts, the school’s Academic Performance Index score increased from 338 to 787 and is expected to break 800 next year, thus meeting California’s minimum proficiency standards. The school has met its federally driven Annual Yearly Progress (AYP) goals for the last three years and is the only elementary school in the area not in program improvement.

In 2007, LAEP assisted school leaders, parents, community members, and partners in organizing a Pacoima “neighborhood initiative,” a monthly roundtable that meets at the school to discuss and address neighborhood issues. For example, concern about neighborhood safety led the group to connect with law enforcement, area middle schools, youth development, and family strengthening organizations. As a result of these interactions, they joined hands to submit and win a major violence and gang prevention grant.

Three years later, LAEP-assisted full-service community schools and related neighborhood initiatives throughout the San Fernando Valley helped the Pacoima and Hollywood communities form the Los Angeles Promise Neighborhood. In FY 2010 the LA Promise Neighborhood won a Promise Neighborhood planning grant; in FY 2012 it was awarded a five-year, \$30 million implementation grant. As the lead agency, the Youth Policy Institute recognized Pacoima Charter School’s central position in the neighborhood and the value of its neighborhood initiative. The school reflects the ideas of an engaged community, neighborhood collaboration, and comprehensive services espoused by Promise Neighborhoods. The Pacoima Community Initiative (PCI) has provided a natural place to convene planning forums, and the neighborhood initiative has been directly involved.



As planning got underway, participants identified new points of alignment between what was already happening in Pacoima and what could happen in a more fully realized Promise Neighborhood. School leaders had the opportunity to visit the Harlem Children's Zone and to see in action the initiative on which Promise Neighborhoods is based. Through this visit, they developed a deeper appreciation of the role that community partners can play in fostering students' educational potential and are incorporating a cradle-to-career philosophy in all aspects of school planning. In addition, PCI is a participant in the Campaign for Grade Level Reading and is featured in a new case study about innovative birth-through-third-grade practices.

LAEP's work to support neighborhood initiatives and the involvement of school, parents, and community leaders in Promise Neighborhood planning has strengthened both schools and the surrounding community. Community schools like Pacoima provide the place where reform ideas take root—and generate the local energy and partnerships needed to expand into the larger community. From building the capacity of educators, administrators, and partners across Los Angeles to elevating community voices in Los Angeles neighborhoods and weaving together resources that can holistically address the needs of the children and families, LAEP has become a natural and invaluable partner with other place-based initiatives.

We were always involved with the surrounding community and the kids, but it was not until PCI and then Promise Neighborhoods that we started thinking more globally, that this is our neighborhood and the children live here and we need to make it better for them.

**Sylvia Fajardo**  
Principal  
Pacoima Charter School





## LESSONS: STRENGTHENING STUDENTS, FAMILIES, AND COMMUNITY TOGETHER

**T**he work of leaders in Multnomah County, South King County, and Los Angeles illuminates how the community schools approach complements and enhances other community-focused efforts. Organized around a place, built on strong partnerships, focused on results, and guided by a long-range strategy for change, community schools offer important strengths to other place-based initiatives.

As with any other social venture, community schools are not panaceas, but they can serve as a strong and even an essential element of efforts to improve outcomes for children and youth, especially those living in poverty. The experiences in Multnomah, South King County, and Los Angeles demonstrate that community schools bring the following assets to the table.

- **A clear vision of a community where learning can happen<sup>14</sup>**

Community schools initiatives never lose sight of the big picture. They are implemented at the school site, but a community schools strategy is driven by a larger community vision. Community schools initiatives realize that economic and social change at the local, regional, and state levels are needed to fully develop safe, vibrant environments with living-wage jobs and equitable opportunities for children and families. Strategic partnerships with comprehensive community initiatives are an essential part of a long-range community school vision.

- **Deeply rooted relationships and the trust of the community**

Community schools initiatives have learned the importance of listening to the community, understanding its history and cultural perspectives, and following through on promises. Partnering with community school initiatives that parents and local leaders already trust can expedite the entry of new reforms into the community and help build their credibility. Community schools can also help new initiatives seeking grassroots participation find ways to be more inclusive and responsive to local voices.

- **Demonstrated and sustained success in integrating multi-sector partnerships**

Community schools have a proven ability to bring together schools and community resources across multiple systems and organize them strategically to improve student success. The work already done to

educate cross-sector partners can greatly increase the number of “early adopters” willing to embrace the results-based framework of large-scale, place-based efforts. These existing institutional relationships and agreements set the stage for broader, deeper collaboration.

- **Flexibility for responding quickly to new opportunities**

Community schools initiatives are not wedded to “one right way” of doing things. They seek out natural points of alignment and flexibly adapt to and reflect evolving community priorities.

- **Community schools are a ground game for students**

Unless on-the-ground action in communities gives students and their families the direct supports and opportunities needed to thrive and excel, alignment and planning efforts will not achieve desired results. Community schools ensure that students and families receive resources and support in a convenient and friendly location—their local school.

Other place-based initiatives bring value to community schools initiatives as well. They often:

- **Mobilize a different set of organizations and leaders**

Collective impact initiatives often work at the C-suite level by engaging CEOs, senior elected officials, leaders from higher education, and other community-wide “movers and shakers.” Collective impact initiatives often draw a different set of “doers” to the table by focusing on policy and programs and less on service delivery. Similarly, Promise Neighborhoods and other neighborhood-focused initiatives that deliver direct services often have roots in community and economic development, early childhood programming, and the provision of social services, once again drawing a wide range of leaders to the table. When a broader set of players are intentionally and collaboratively engaged in community work, greater impact becomes possible.

- **Establish shared indicators and accountability frameworks**

Often, communities struggle with data and metrics. What data are collected across all efforts? What are the community’s targets? Who manages the data? Further, accountability frameworks are often not in

place community wide. Collective-impact initiatives organize their work around data and metrics, create community-wide mandates around data collection, and focus on a defined set of priority goals. While requiring all grantees to track a common set of indicators and outcomes, the Promise Neighborhoods program encourages communities to use their local knowledge of assets and challenges to create the programs and services most effective at achieving those goals (see Appendix B for exemplar frameworks). Community school initiatives can benefit from connecting their own results frameworks to those of other initiatives.

- **Connect to comprehensive issue frameworks**

Many cradle-to-career efforts start with birth and place a strong emphasis on early childhood development. At the same time, they extend their focus beyond high school to encompass college, career, and other post-secondary pathways. Promise Neighborhoods incorporate health and community issues as well as education within their continuum. Other neighborhood-focused initiatives often focus on physical and economic issues such as transportation, land use, community development, environment, workforce development, and other issues that are beyond the purview of many community school efforts. In both cases, linking community school efforts with other initiatives can help the community focus on a broader range of interrelated issues.

## WORKING SMART

Finally, many communities find that it begins raining initiatives—new state and federal programs, new initiatives by local organizations, new leaders seeking to make their mark on a community, and new foundation initiatives. All these disparate opportunities contribute to a community working hard, but not working smart. When each place-based initiative in a community is working in its own silo, the community is not “working smart.”

Across the nation, communities are choosing a community schools strategy because it provides a cohesive way to work smart at the school level by organizing services and supports on behalf of children and their families where they live and learn—in their local schools and neighborhoods. Initiatives like Promise Neighborhoods and collective-impact efforts are built on the lessons learned from decades of previous community efforts, helping communities “work smarter” in neighborhoods and across regions.

The lessons from Multnomah, South King County, and Los Angeles illuminate how the community schools strategy and a variety of place-based initiatives can work together to give more children and families needed opportunities and support so that they are able to learn, grow, and succeed. Now that’s collective impact.

## ENDNOTES

- 1 More information and resources on community schools may be found at <http://www.communityschools.org>.
- 2 More information on Promise Neighborhoods may be found at <http://www2.ed.gov/programs/promiseneighborhoods> and <http://promise-neighborhoodsinstitute.org>.
- 3 The term “collective impact” was popularized in an article in the Stanford Social Innovation Review, which may be found at [www.ssireview.org/pdf/collective\\_impact](http://www.ssireview.org/pdf/collective_impact).
- 4 More information on Ready by 21 may be found at [www.readyby21.org](http://www.readyby21.org).
- 5 More information on Strive may be found at <http://www.strivetogether.org>.
- 6 Anne C. Kubisch, Patricia Auspos, Prudence Brown, and Tom Dewar. *Voices from the Field III: Lessons and Challenges from Two Decades of Community Change Efforts*. Washington, DC: Aspen Institute, 2010, p. viii.
- 7 For a discussion of the research literature, see *Making the Difference: Research and Practice in Community Schools* (2003), available at <http://www.communityschools.org/assets/1/Page/CCSFullReport.pdf>.
- 8 For more information about how community schools are financed and how they spend their resources, see *Financing Community Schools: Leveraging Resources to Support Student Success* (2010), available at [www.communityschools.org/resources/capacity\\_building\\_finance](http://www.communityschools.org/resources/capacity_building_finance).
- 9 For more information on the function of intermediaries and scaling up, see *Scaling Up School and Community Partnerships: The Community Schools Strategy* (2011), available at <http://www.communityschools.org/ScalingUp>.
- 10 See Carrie J. Furrer et al. “Getting Them There, Keeping Them There: Benefits of an Extended School Day Program for High School Students.” *Journal of Education for Students Placed at Risk* (JESPAR), 17:3, 2012, pp. 149–164.
- 11 For a description, see Shiloh Turner et al. *Understanding the Value of Backbone Organizations in Collective Impact*, available at <http://www.ssireview.org>, July 17, 2012, blog post.
- 12 All data are drawn from the Washington State Office of Superintendent of Public Instruction Washington State Report Card, available at <http://reportcard.ospi.k12.wa.us/>.
- 13 Pamela Aschbacher and Joan Herman. *The Humanitas Program Evaluation, 1990–91*. Los Angeles: UCLA Graduate School of Education, 1991, p. 3.
- 14 A more detailed description of Communities Where Learning Happens is available at [http://www.communityschools.org/resources/part\\_one\\_a\\_community\\_where\\_learning\\_happens.aspx](http://www.communityschools.org/resources/part_one_a_community_where_learning_happens.aspx).

## APPENDIX A

### SUN COMMUNITY SCHOOLS, MULTNOMAH COUNTY, OREGON

A unique partnership of city, county, state government, and six local school districts launched the Schools Uniting Neighborhoods (SUN) Community Schools initiative in 1999 at eight sites. The number of community schools grew steadily from 1999 to 2004 as the partner organizations aligned existing programs and resources and pursued grants to create over 20 community schools. In 2004, the implementation of the SUN Service System, a system of care focused on educational success and self-sufficiency for youth and families, included community school schools as a core strategy and expanded to 46 schools. Since then, sponsors have continued to scale up community schools in response to community need and demand, system development, and positive results. As of 2013, SUN accounts for 67 community schools across six school districts.

#### Current Status

SUN Community Schools are full-service neighborhood hubs where the school and partners from across the community come together to ensure that kids and families have what they need to be successful—in school and in life. SUN Community Schools mobilize and strategically organize community resources to provide:

- Strong core instructional programs
- Educational support and skill development for youth and adults
- Enrichment and recreation activities
- Family involvement and support
- Social, health, and mental health resources
- Family and community events.

At SUN Community Schools, the collective efforts of youth, parents, businesses, faith communities, libraries, and community organizations create a network of supports that ensure academic success, family self-sufficiency, and economic prosperity.

With 67 community schools in place, SUN is in nearly 50 percent of Multnomah County's 140 public schools. The SUN Service System's sponsors and communities envision that every school will become a SUN Community School; they are working to develop financing models in support of that goal.

#### Intermediary Function and Governance

SUN Community Schools are the cornerstone of the broader SUN Service System, a multi-jurisdictional collaboration that provides an integrated system of supports and opportunities for school-age youth and their families.

Key systemic collaborators include the following entities:

- Multnomah County
- City of Portland

#### At a Glance

Community Schools at Launch:	8
Community Schools in 2013:	67
Number of School Districts:	6
Total Students Served: (unduplicated)	19,863
Participation in Family and Community Events: 97,444 (duplicated)	

#### Major Funding Sources

County General Fund  
City General Fund  
Portland Children's Levy  
Federal Funds: Title I, General Fund

Amount of funding  
blended to support  
community school  
core operations: \$6.7 million

Amount of funding  
aligned or leveraged  
into the larger  
SUN Service System: \$51.7 million

#### Contact

SUN Service System  
421 SW Oak Street  
Portland OR 97204

(503) 988-4222

[www.sunschools.org](http://www.sunschools.org)

- Six school districts
- Portland Children's Levy
- Oregon Department of Human Services
- Business Sector
- Non-profit/community partners
- All Hands Raised (cradle-to-career intermediary).

The governance body consists of a system-level SUN Service System Coordinating Council that includes leaders from the SUN collaborative partners (see above), community partners, parents, and others. The group meets monthly to share decision-making on issues such as system alignment, allocation, budget, performance, and sustainability

The coordinating council co-convenes a Communities Supporting Youth Collaborative with Portland State University to provide a support network for the local cradle-to-career initiative.

### **Key School Partners**

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Across the 67 community schools there are over 350 community and business partners. Many partners support students in multiple schools, including Chess for Success, aka Science, Multnomah County Library, Portland Reading Foundation, and Ethos Music.

### **Site Managers**

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A full-time SUN Site Manager at each school is responsible for nurturing the school-based collaboration and coordinating services. Site managers are funded through a combination of funds from the major sources listed above and are employed by non-educational lead agency. Lead agencies are either a community-based organization or the city of Portland's Parks and Recreation Bureau.

## APPENDIX A

### COMMUNITY SCHOOLS COLLABORATION, SOUTH KING COUNTY, WASHINGTON

**T**he Community Schools Collaboration was established in 1998 as a public-private partnership in Tukwila, Washington. The initiative was launched as a full-district initiative in all five schools of the Tukwila School District in 2001. After receiving the Community Schools National Award for Excellence in 2007, the organization expanded into the neighboring Highline School District. The CSC currently provides services to K–12 students and their families within Burien, Des Moines, SeaTac, and White Center communities of the Highline District as well as Tukwila.

#### Current Status

Today, the CSC coordinates programs and services to over 2,200 students and their families in 20 schools on 16 campuses. Programs and services include dental, medical, vision, and social/emotional health services; family literacy events, family education workshops, and family resource referrals; homework assistance and tutoring along with expanded learning opportunities using arts, technology, and recreation; and leadership and college and/or career preparation. The CSC partners with three cities and two school districts, along with more than 160 community-based organizations.

#### Collaboration Framework

Given that the CSC operates in three primary communities and two districts, its governance structure is unique to each community. In Tukwila, for example, monthly meetings are held with district and city staff and CSC leadership staff to address issues and make long-range plans, including plans for sustainability. In SeaTac, the CSC meets with community partners, along with city staff and a regional human services coordinator, to plan and provide updates on community needs and resources. White Center is organizing under the White Center Promise planning committee, which also meets monthly. In addition, each quarter, Highline School District leaders meet quarterly with CSC leaders to plan and access programs and services.

#### Key School Partners

The CSC partners with over 160 agencies and volunteers. Swedish Medical Center, Health Point Community Health Services, Public Health, LensCrafters, Washington Smile Partners, and Renton Area Youth Services, to name a few, provide health services. Other major partners include YMCA, Neighborhood House, Washington Youth Soccer, King County Library, Highline Community College, Asian Counseling and Referral Service, Northwest Harvest, and various city parks and recreation departments.

Many principals recruit partners (especially if matching funding is required) like the Seattle Zoo, Technology Access Foundation, and Boeing Math and Science. Partnerships that span more than one community, such

#### At a Glance

Community Schools at Launch:	5
Community Schools 2012–13:	20
Total Students:	9,998

#### Public Sector Funders

21st Century Community Learning Center Funds  
City of SeaTac  
City of Tukwila  
Tukwila School District  
Highline Public Schools

#### Private Funders

Stuart Foundation  
Silver Foundation  
United Way  
College Spark  
The Seattle Foundation  
Medina Foundation  
State Farm  
Key Bank  
Boeing Employees Credit Union

#### Contact

Community Schools Collaboration  
137 SW 154<sup>th</sup> Street  
Burien, WA 98166  
(206)901-2503  
[www.cscwa.org](http://www.cscwa.org)

as Washington Youth Soccer or Girls on the Run, are usually negotiated by the Community Schools Director. Local partnerships with individual schools are negotiated by the site director.

### **Site Managers**

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Each community school site is led by a site manager, who uses his/her daytime hours to meet with faculty, students and parents; plan lessons and activities; and support classroom learning as needed. During after-school hours, site managers coordinate activities, supervise staff and volunteers, communicate with parents, and support student learning and development.

Additionally, three health coordinators recruit and manage health partners in each of our three major communities. Site managers and health coordinators are CSC employees and are paid through grants and other funds raised by the organization.



## APPENDIX A

### LOS ANGELES EDUCATION PARTNERSHIP (LAEP) COMMUNITY SCHOOLS

**T**he Los Angeles Education Partnership (LAEP) launched its first community school with foundation support in 2005 with a collaborative of nonprofit organizations, each with decades of experience serving the northeast San Fernando Valley. Its goal was to raise graduation rates and reduce dropout rates at San Fernando High School. In 2009, the U.S. Department of Education awarded the collaborative a five-year Full Service Community School grant, enabling it to expand to include other northeast San Fernando Valley secondary schools.

Initial success in the San Fernando Valley spurred the development of community schools in South and East Los Angeles based on the LAEP model. As part of the Los Angeles Unified School District's (LAUSD) and LAEP's efforts to transform teaching and learning in South Los Angeles' Fremont family of schools, LAEP integrated community schools with its school reform work in the Fremont High School feeder pattern, connecting resources that support children from early childhood through high school. In fall 2011, LAEP and five autonomous teacher-led pilot schools launched the first campus-wide community school at the Esteban Torres High School. In 2012, LAEP was contracted as the School Improvement Grant intermediary for Washington Prep High School. The school transformation team includes coaches for teaching and learning as well as the integration of the community school learning supports. Currently, LAEP has nine community school coordinators serving 16 schools on nine campuses.

#### Current Status

The overarching goal is to build the capacity of schools for increasing the number of students who stay in school, graduate, and are prepared for college or other post-secondary educational opportunities. LAEP's community schools create the infrastructure to facilitate shared problem solving, leading to an integrated web of resources that link school-based, community-based, and civic assets so that all children from birth through college can thrive. The collaborative work raises student achievement, builds social networks that strengthen school communities, and produces students who are college- and career-ready.

Each school has improved its Academic Performance Index score every year since the launch of its community school collaborative.

#### Collaboration Framework

LAEP is the lead agency and facilitates the partnership of school and community members to coordinate extended learning and learning supports. Community schools change the service-delivery system for students and parents and the relationships among the constituent groups. Each school operates with a community-school collaborative, called a Neighborhood

#### At a Glance

Community Schools at Launch:	1
Community Schools 2012–13:	
Total campuses	9
Multi-high school campuses	2
Total Students:	18,000

#### Major Sources of Funding

U.S. Department of Education,  
Full Service Community Schools  
U.S. Department of Education,  
School Improvement Grant  
Stuart Foundation  
W. M. Keck Foundation  
Ford Foundation  
California Community Foundation  
Roth Family Foundation  
The Carol and James Collins Foundation  
The Lawrence Welk Family Foundation

#### Contact Information

Los Angeles Education Partnership  
1055 West Seventh Street, #200  
Los Angeles, CA 90017  
(213) 622-5237  
[www.laep.org](http://www.laep.org)

Partnership that include students, parents, teachers, on-campus and community service providers, school and local district administrators, government agencies, college and postsecondary institutions, and representatives of businesses and community groups. A community school coordinator facilitates the Neighborhood Partnership, and the Neighborhood Partnership may create workgroups to address particular needs. The plans and decisions originate from an inclusive, united group.

### **Key School Partners**

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LAEP partners with more than 150 organizations to provide after-school and extended-learning opportunities, college awareness and preparation, career exploration and readiness, health and well-being and youth development activities. Partners also provide support for families, including ESL classes, food pantry, and parenting programs, and address community issues such as safety, health, and nutrition.

### **Community School Coordinators**

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As the lead agency, LAEP facilitates the work around collective impact, shared leadership and improved service systems by placing one community school coordinator at each community school. The community school coordinator, supported by federal and foundation grants, convenes and facilitates the Neighborhood Partnership meetings; coordinates with consultants who provide evaluation, fundraising, planning, and professional development services; ensures prompt documentation and funder reporting; and handles community updates. The Neighborhood Partnerships determine priority needs, how best to meet them, and what partners are most appropriate to provide or coordinate services. On-site community-school coordinators then work with the school and partners to strategically implement those plans and facilitate links among programs, students, parents, and teachers.



## APPENDIX B: RESULTS AND INDICATORS

### FEDERAL PROMISE NEIGHBORHOODS PROGRAM

Table 1. Education Indicators and Results They Are Intended to Measure

RESULTS	INDICATORS
Children enter kindergarten ready to succeed in school.	<ul style="list-style-type: none"> <li>◆ Number and percent of children, from birth-to-kindergarten entry, who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.</li> <li>◆ Number and percent of three-year-olds and children in kindergarten who demonstrate age-appropriate functioning at the beginning of the program or school year across multiple domains of early learning (as defined in this notice) as determined using developmentally appropriate early learning measures (as defined in the Federal notice).</li> <li>◆ Number and percent of children, from birth-to-kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or preschool.</li> </ul>
Students are proficient in core academic subjects.	<ul style="list-style-type: none"> <li>◆ Number and percent of students at or above grade level according to state mathematics and reading or language arts assessments in at least the grades required by the ESEA (third through eighth and once in high school).</li> </ul>
Students successfully transition from middle school grades to high school.	<ul style="list-style-type: none"> <li>◆ Attendance rate of students in 6th, 7th, 8th, and 9th grade.</li> </ul>
Youth graduate from high school.	<ul style="list-style-type: none"> <li>◆ Graduation rate (as defined in the notice).</li> </ul>
High school graduates obtain a postsecondary degree, certification, or credential.	<ul style="list-style-type: none"> <li>◆ Number and percent of Promise Neighborhood students who graduate with a regular high school diploma, as defined in 34 CFR 200.19(b)(1)(iv), and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation.</li> </ul>

**Table 2. Family and Community Support Indicators and Results They Are Intended To Measure**

RESULTS	INDICATORS
Students are healthy.	<ul style="list-style-type: none"> <li>◆ Number and percent of children who participate in at least 60 minutes of moderate to vigorous physical activity daily;</li> <li>◆ Number and percent of children who consume five or more servings of fruits and vegetables daily; or</li> <li>◆ Possible third indicator, to be determined (TBD) by applicant.</li> </ul>
Students feel safe at school and in their community.	<ul style="list-style-type: none"> <li>◆ Number and percent of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment (as defined in the Federal notice); or</li> <li>◆ Possible second indicator, TBD by applicant.</li> </ul>
Students live in stable communities.	<ul style="list-style-type: none"> <li>◆ Student mobility rate (as defined in this notice); or Students live in stable communities.</li> <li>◆ Possible second indicator, TBD by applicant.</li> </ul>
Families and community members support learning in Promise Neighborhood schools.	<ul style="list-style-type: none"> <li>◆ For children birth to kindergarten entry, the # and % of parents or family members who report that they read to their child three or more times a week;</li> <li>◆ For children in the kindergarten through eighth grades, the # and % of parents or family members who report encouraging their child to read books outside of school; and</li> <li>◆ For children in the ninth through twelfth grades, the number and percent of parents or family members who report talking with their child about the importance of college and career; or</li> <li>◆ Possible fourth indicator TBD by applicant.</li> </ul>
Students have access to 21st century learning tools.	<ul style="list-style-type: none"> <li>◆ Number and percent of students who have school and home access (and percent of the day they have access) to broadband internet (as defined in the Federal notice) and a connected computing device; or Students have access to 21st century learning tools.</li> <li>◆ Possible second indicator TBD by applicant.</li> </ul>

## APPENDIX B: RESULTS AND INDICATORS

### COALITION FOR COMMUNITY SCHOOLS

Table 3. COMMUNITY SCHOOLS RESULTS AND INDICATORS

CCS RESULTS	CCS INDICATORS
Children are ready to enter school.	<ul style="list-style-type: none"> <li>◆ Immunizations</li> <li>◆ Availability of early childhood education programs</li> <li>◆ Attendance at early childhood education programs</li> <li>◆ Vision, hearing, and dental status</li> <li>◆ More children with health insurance</li> <li>◆ Parents read to children</li> <li>◆ Children in expected height and weight range for their age</li> </ul>
Students attend school consistently.	<ul style="list-style-type: none"> <li>◆ Daily attendance</li> <li>◆ Tardiness</li> <li>◆ Truancy</li> <li>◆ Early chronic absenteeism</li> </ul>
Students are actively involved in learning and their community.	<ul style="list-style-type: none"> <li>◆ Availability of in-school and after-school programs</li> <li>◆ Schools are open to community</li> <li>◆ Attendance at before and after-school programs</li> <li>◆ Partnerships for service learning in the school/community</li> <li>◆ Post-secondary plans</li> <li>◆ Students feel they belong in school</li> <li>◆ Students feel competent</li> </ul>
Schools are engaged with families and community.	<ul style="list-style-type: none"> <li>◆ Community-school partnerships</li> <li>◆ Trust between faculty and families</li> <li>◆ Teacher attendance</li> <li>◆ Teacher turnover</li> <li>◆ Faculty believe they are an effective and competent team</li> </ul>
Families are actively involved in their children's education.	<ul style="list-style-type: none"> <li>◆ Family attendance at school-wide events</li> <li>◆ Family attendance in parent-teacher conferences</li> <li>◆ Family participation in school decision-making</li> <li>◆ Families support students' education at home</li> </ul>
Students succeed academically.	<ul style="list-style-type: none"> <li>◆ Standardized test scores</li> <li>◆ Grades</li> <li>◆ Graduation rates</li> <li>◆ Dropout rates</li> <li>◆ Reading by third grade</li> </ul>
Students are healthy: physically, socially and emotionally.	<ul style="list-style-type: none"> <li>◆ Vision, hearing, and dental status</li> <li>◆ Asthma rates</li> <li>◆ Student Body Mass Index (BMI)</li> <li>◆ Positive adult relationships</li> <li>◆ Positive peer relationships</li> <li>◆ Nutritional habits</li> </ul>

**Table 3. COMMUNITY SCHOOLS RESULTS AND INDICATORS** *(continued)*

CCS RESULTS	CCS INDICATORS
Students live and learn in stable and supportive environments.	<ul style="list-style-type: none"> <li>◆ Reports of violence or weapons at school</li> <li>◆ Students feel safe in school</li> <li>◆ Staff feel safe in school</li> <li>◆ Schools are clean</li> <li>◆ Incidents of bullying</li> <li>◆ Families provide basic needs</li> </ul>
Communities are desirable places to live.	<ul style="list-style-type: none"> <li>◆ Student mobility rates</li> <li>◆ Juvenile crime</li> <li>◆ Student and families with health insurance</li> <li>◆ Community stability</li> <li>◆ Employment and employability of residents and families served by the school</li> </ul>

## ADDITIONAL RESOURCES

### **Community Schools Research Brief, 2013**

*Martin J. Blank and Reuben Jacobson*

The report highlights evidence about how a diverse set of community school initiatives (each with their own name) are preparing students to learn, helping them succeed, and preparing them for future success.

### **Scaling Up School and Community Partnerships: The Community Schools Strategy**

*Atelia Melaville, Reuben Jacobson, and Martin J. Blank*

This report builds both practice and research to describe the what, why, and how of system-wide expansion of community schools.

### **Financing Community Schools: Leveraging Resources To Support Student Success**

*Martin J. Blank, Reuben Jacobson, Atelia Melaville, and Sarah S. Pearson*

This report highlights the financing strategies of seven established community school initiatives as they leverage existing resources to avoid service duplication and to break down silos.

### **Growing Community Schools: The Role of Cross-Boundary Leadership**

*Martin J. Blank, Amy Berg and Atelia Melaville*

This report highlights work in 11 communities where leaders are working together in new ways to “grow” community schools.

### **Community Schools Research Brief, 2009**

*Martin J. Blank and Sarah S. Pearson*

Research synthesis of the impact of community schools in improving student and adult learning, strengthening families, and promote healthy communities.

### **Making the Difference: Research and Practice in Community Schools**

*Atelia Melaville, Bela P. Shah, and Martin J. Blank*

This report highlights evaluation data from 20 different community school initiatives and a synthesis of their combined results.

### **Community Schools—Promoting Student Success: A Rationale and Results Framework**

*Coalition for Community Schools*

This report outlines a rationale for and defines short- and long- term results that community schools seek.

### **Community-Based Learning: Engaging Students for Success and Citizenship**

*Atelia Melaville, Amy Berg and Martin J. Blank*

Discover how community schools are using real-world, hands-on problem solving to ignite the imagination and the intellect of our young people.

### **California’s Tomorrow: Equity is the Superior Growth Model**

*PolicyLink*

Long at the cutting edge of the nation’s demographic transformation, California continues to grow more racially and ethnically diverse. This diversity will be the key to the state’s future economic success—if its leaders take immediate and decisive action to increase fairness and opportunity.

### **Promoting Equity through the Practice of Health Impact Assessment**

*PolicyLink*

Health Impact Assessment (HIA) is an important tool for understanding the health implications of proposed policies, plans, or projects on communities. Equity is a core value of HIA and many practitioners have used HIA to advance equity in decision-making processes.

### **Community Engagement Guide for Sustainable Communities**

*PolicyLink*

For the 143 communities and regions engaged in planning for a prosperous future, the Sustainable Communities Initiative is a game-changing opportunity. By bringing together diverse and disparate interests while developing new leaders, Sustainable Communities is seeding an opportunity for regions and communities to craft an authentic vision for an equitable and prosperous future.

### **America’s Tomorrow: Equity is the Superior Growth Model**

*PolicyLink*

These are uncertain times. As the country barely inches its way out of the Great Recession, its economic future is unclear. The growth model of the past decade—based on a housing bubble, credit-fueled consumption, and a deregulated financial industry—is failing nearly everyone. This model was not only unsustainable, but it also did not deliver on the American promise of shared prosperity.



**Coalition for Community Schools**

c/o Institute for Educational Leadership  
4301 Connecticut Avenue, Suite 100  
Washington, DC 20008  
(202) 822-8405  
[www.communityschools.org](http://www.communityschools.org)



#### **Section 4: SUN Service System Overview**

SUN Community Schools are considered the cornerstone of the broader SUN Service System. They function as the school-based location for service delivery, as well as the hub for the place-based collective impact efforts in the school neighborhoods. Key documents related to the SUN Service System are included in this section.

More information on the SUN Service System can be found at <https://multco.us/sun>.

# SUN SERVICE SYSTEM

## System Overview

### SUN SERVICE SYSTEM

The SUN Service System is an integrated system of care, providing social and support services to children and families.

SUN's multi-jurisdictional collaboration includes the City of Portland, Multnomah County, six school districts (Centennial, David Douglas, Gresham Barlow, Parkrose, Portland Public and Reynolds), the State of Oregon, All Hands Raised, United Way and non-profits.

### OUR VISION

A community that effectively engages and supports all children and families so they are healthy, educated and prosperous.

### OUR MISSION

Collaborate to create an efficient system of supports that provides equitable opportunities for every child and family to thrive.

### SUN SERVICES

Services are delivered through school-linked and school-based strategies with targeted outreach and service delivery to specific cultural communities. The full-service package of services made accessible includes:

**Academic Support and Skill Development for Youth**

**Early Childhood Programs**

**Parent/Family Involvement and Education**

**Anti-Poverty**

- Case Management
- Anti-Poverty Education and Support
- Housing Stability
- Economic Self-Sufficiency
- Basic Needs

**Health**

**Mental Health & Addiction**

**Service Access, Information & Referral, and Linkage**

### LOCATIONS

Resources delivered by the SUN Service System meet youth and families where they reside: their schools, their cultural communities, and their neighborhoods.

To accomplish this the system currently includes:

- 6 Regional Service Centers
- 80 SUN Community Schools
- Countywide community sites



Multnomah County  
Department of County  
Human Services,  
SUN Service System

421 SW Oak Street, Suite 200  
Portland, OR 97204  
(503) 988-6295  
(503) 988-3598 TTD  
<https://multco.us/sun>



## **Sponsoring Partners and Funders**

City of Portland

County Departments:

Health

Human Services

Library

School Districts:

Centennial

David Douglas

Gresham-Barlow

Parkrose

Portland Public

Reynolds

State Department of

Human Services

State Department of Housing

& Community Services

Oregon Department of

Education

U.S. Department of Housing

& Urban Development

United Way

All Hands Raised

## **SUN Service System Service Providers**

Cascadia Behavioral Health

Catholic Charities

Human Solutions, Inc.

Immigrant & Refugee

Community Organization

Impact Northwest

LifeWorks Northwest

Metropolitan Family Service

Mount Hood Community

College

Native American

Rehabilitation Association

Native American Youth &

Family Center

Neighborhood House

Self-Enhancement, Inc.

YWCA

## **GOVERNANCE**

The SUN Service System Coordinating Council provides governance, guidance and support to the System. The Council is comprised of representatives of the SUN sponsors, non-profit providers, parents and community.

## **PARTNERSHIPS AND INITIATIVES**

The SUN Service System is a partner in other collective impact and community partnerships including:

### **Early Learning Multnomah**

The SUN Service System is a partner with the United Way of the Columbia-Willamette to implement the Early Learning Multnomah (ELM) hub. This is an effort to align and coordinate early childhood services across an array of service providers and partners, to ensure all children enter kindergarten ready to learn. ELM's priority populations are children of color, children living in poverty and English language learners

### **All Hands Raised**

The SUN Service System is aligned with All Hands Raised, our community's broader collective impact initiative to support kids before, during and after school—from cradle to career. SUN partners and staff participate in the All Hands Raised Partnership at multiple levels, including co-convening the Communities Supporting Youth Collaborative, which is focusing its first efforts on chronic absence and youth engagement.

### **Child and Family Hunger Relief**

The SUN Service System coordinates partnerships with hunger relief and gardening organizations to bring fresh and healthy food to children and their families at SUN Community Schools across the County. SUN also staffs Multnomah County's Child Hunger Coalition, where a broad array of community and public organizations come together to address hunger and food insecurity for children and families across the County through alignment and advocacy.

## **CONTACT INFORMATION**

Multnomah County Department of County Human Services  
SUN Service System

421 SW Oak St. Suite 200 Portland, OR 97204

Peggy Samolinski, SUN Service System

(503) 988-7453

[peggy.l.samolinski@multco.us](mailto:peggy.l.samolinski@multco.us)



## SUN Sponsors Group



### SUN Coordinating Council

#### Operational Level Structures

- SUN Districts Council
- CBO Program Supervisors

### SUN Service System Division, Multnomah County Dept. of County Human Services

#### Initiatives

- Communities Supporting Youth Collaborative (part of All Hands Raised Cradle to Career)
- Early Childhood & Community Schools Linkage Project
- SUN Hunger Relief

### Strategy and Program Development, Oversight & Evaluation

Anti-Poverty  
Services

Social & Support Services  
for Educational Success

SUN  
Community Schools

Parent-Child  
Development Services

Services for  
Sexual Minority Youth

Alcohol, Tobacco &  
Other Drug Services

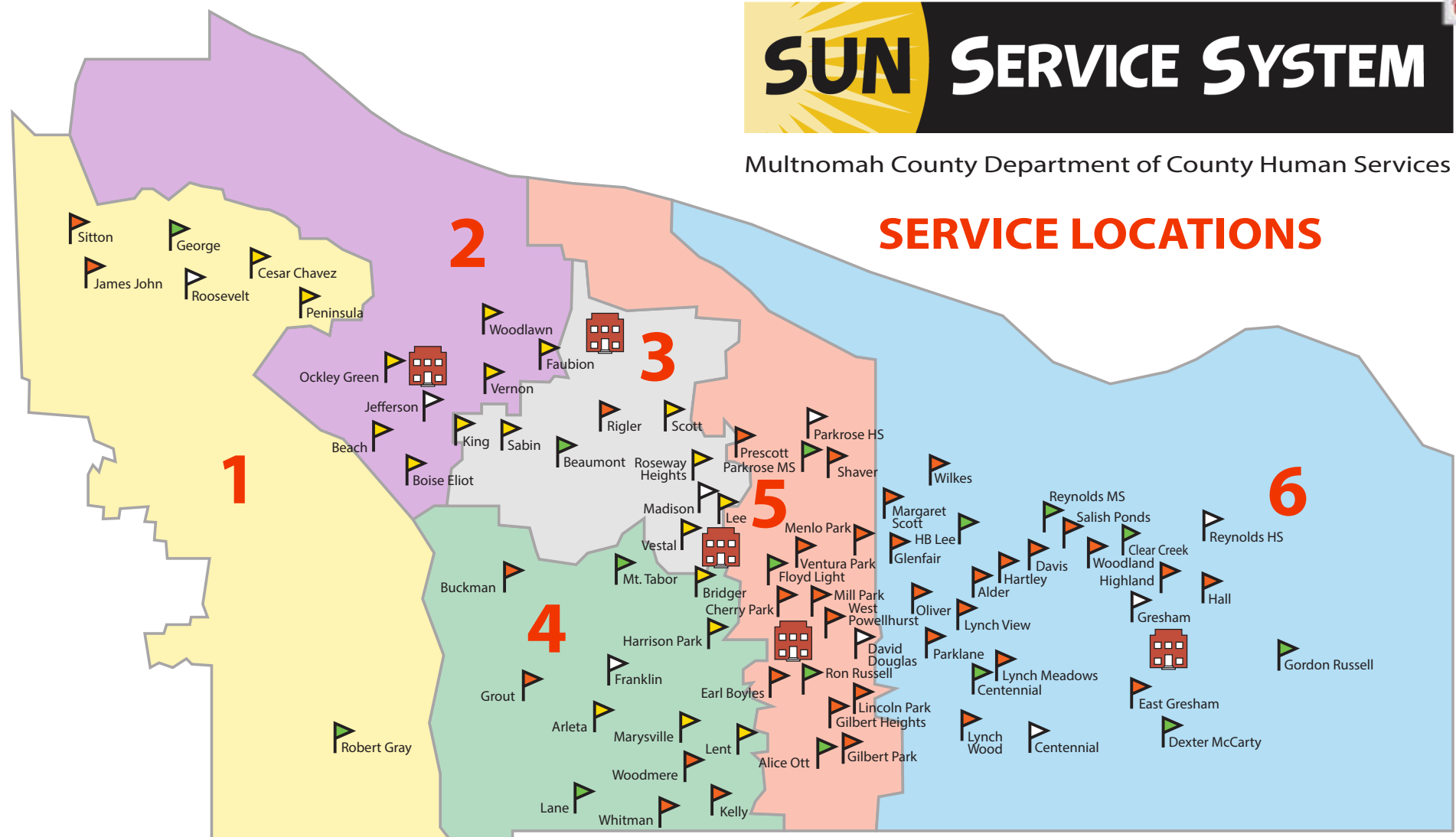
Contracts with  
Community Based Organizations

**80 SUN Community Schools** & SUN Service System school-based & school-linked services  
countywide regionally & through culturally-specific providers

# SUN SERVICE SYSTEM

Multnomah County Department of County Human Services

## SERVICE LOCATIONS



### High School Clusters in Regions

- 1 Roosevelt, Lincoln, Wilson, Riverdale
- 2 Jefferson
- 3 Grant, Madison
- 4 Cleveland, Franklin
- 5 Parkrose, David Douglas
- 6 Reynolds, Centennial, Gresham, Barlow, Corbett

- Regional Service Center
- SUN Community School – Elementary (36)
- SUN Community School – Middle (19)
- SUN Community School – K-8 (16)
- SUN Community School – High (9)





# SUN Service System Theory of Change

Adopted January 2014

## Context

This theory of change describes the SUN Service System's overarching approach for achieving our goal of academic and economic opportunity and success for all children and families. We put forth this theory to set a foundation for alignment, decision-making, action and accountability that is clear as to our intent, our role and our commitment to equity with a focus on racial justice.

We recognize the need to eliminate disparities based on race, ethnicity, national origin, English language proficiency, gender, gender identity, sexual orientation, religion, socio-economic status, source of income, geographic location of residence, familial status, disability, age, physical and mental illness, and other factors. We focus on racial justice particularly, but not exclusively, in our commitment to equity because of the level of disparities that exists between White communities and communities of color across all indicators and institutions. The data are clear. A few prominent examples in Multnomah County from the *Communities of Color in Multnomah County: An Unsettling Profile* report by the Coalition of Communities of Color and Portland State University are:

- Educational attainment is stratified by race. While only 7% of Whites did not graduate high school, 30% of communities of color did not.
- Poverty levels among communities of color are at levels at least double those of Whites. The child poverty rate, collectively, is 33.3%, while that of White children is 12.5%.
- Health disparities, while unevenly distributed across communities of color, average out to result in significant disproportionality. Low birth weights among communities of color are 37% worse than for White babies.
- Juvenile detention rates are much worse for children of color. Children of color are 50% more likely than White children to be held than released into the community once they engage with the police.<sup>1</sup>

The racial and ethnic demographics of our community are rapidly changing. According to U.S. Census Bureau projections, America will become a majority-minority nation in 2043, with the older population continuing to be primarily White and the young and working-age populations being predominantly racial/ethnic minorities.<sup>2</sup> In Multnomah County in 2010, 44% of the over 150,000 children ages 0-17 were non-White – an increase of 30% from 2000.

<sup>1</sup> Curry-Stevens, A., Cross-Hemmer, A., & Coalition of Communities of Color (2010). *Communities of Color in Multnomah County: An Unsettling Profile*. Portland, OR: Portland State University. Retrieved from [www.coalitioncommunitiescolor.org/docs/AN%20UNSETTLING%20PROFILE.pdf](http://www.coalitioncommunitiescolor.org/docs/AN%20UNSETTLING%20PROFILE.pdf)

<sup>2</sup> U.S. Census Bureau. (2012). *Projections show a slower growing, older, more diverse nation a half century from now*. Retrieved from <http://www.census.gov/newsroom/releases/archives/population/cb12-243.html>

Inequities affect everyone in our community, regardless of race or income. They lead to high-cost social and health service and criminal justice system expenditures and, most significantly, to lost economic output. The public benefit from preventing students from dropping out amounts to more than \$209,000 per “new graduate” over his/her lifetime including increased tax revenues and savings from reduced healthcare costs, reduced criminal activity and lower welfare expenditures.<sup>3</sup> In 2012, over 2,400 students in Multnomah County should have graduated on time with a regular diploma but did not. The losses add up to millions of dollars for each cohort of students and are compounded every year we choose not to adequately address these inequities.

These racial inequities and their impact, along with the alarming growth rate of poverty across races in our community, highlight the need and urgency for us to continue the effective work we have been doing together in the SUN Service System. We also must prioritize the review and continual improvement of our efforts to ensure that we are making the most progress possible towards success for all students within our collective resources and capital.

## ***SUN's Vision and Mission***

### **Vision**

A community that effectively engages and supports all children and families so they are healthy, educated and prosperous.

### **Mission**

Collaborate to create an efficient system of supports that provides equitable opportunities for every child and family to thrive.

## ***Our Beliefs***

To fully understand SUN's theory of change, it is important to know the shared beliefs that serve as a foundation for our effort.

- We believe that **all children and youth have the ability to learn** and that we have an ethical and moral responsibility to ensure the opportunities and supports across our community that ensure educational success.
- We believe **our lives are interconnected and we have a shared destiny** – we are all impacted when some experience hardship and inequities, and we all benefit when members of our community are successful and healthy.
- We believe that **we have the knowledge, experience, wisdom and resources already present** in our community to change the odds so that all children and families have the same chance to succeed in life.
- We believe that communities, youth, parents, educators, social and health service providers and community-based organizations have unique and important solutions to improving outcomes for our children and systems. Our work will only be successful if we **create the conditions for**

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<sup>3</sup> Alliance for Excellent Education. (November 2011). *The high cost of high school dropouts: What the nation pays for inadequate high schools*. Retrieved from [www.all4ed.org](http://www.all4ed.org)

**authentic, meaningful engagement and empowerment of all members**, particularly those who are most affected by poverty and racism.

- We believe to achieve more racially and economically just outcomes in our community we must build the **cultural responsiveness of our policies and actions** across the entire SUN Service System. **Culturally specific services are critical** in this effort because integration of these targeted strategies builds the responsiveness of the entire system.
- We believe **integrating racial justice at all levels** and offering additional opportunities to communities of color, immigrants and refugees will allow us to achieve our vision for academic and economic success for all.
- We believe that by creating a **shared countywide system of care** that geographically organizes universal and culturally specific services, and that employs a school-based and school-linked delivery approach, we will improve delivery of social and support services for children and families and reach our community in the most effective and equitable way.
- We believe a **strong infrastructure of integrated systems and high quality, evidence and practice based programming** will result in academic and economic success for students and families.
- We believe that **no single organization or sector alone can achieve systemic educational success or family self-sufficiency for all youth and families**. Leveraging resources and aligning efforts across schools, public entities and community organizations will create collective impact on these shared goals, as well as reduce duplication and create efficiencies in our systems.
- We believe **addressing the root causes of poverty and racism** and targeting efforts to support the communities that have been historically affected by these conditions, will decrease disparities in outcomes for individuals living in poverty, people of color, immigrants and refugees.
- We believe that **resource allocation demonstrates our priorities and our values**. Allocations, funding levels and investments in the system must align with our commitment to eliminating the root causes of disparities affecting people living in poverty, communities of color, refugees and immigrants.
- We believe that to achieve our goals, we need to act on the systemic as well as the individual level. **True collaboration at the leadership, governance and decision-making levels will allow us to collectively impact our shared goals** and share investment, risk and accountability to achieve the maximum return from our partnership.
- We believe that **this work requires that we all demonstrate courage and openness to difficult conversations so that the truth can be told** without being tempered or silenced by fear. Often we avoid speaking the truth about racism and classism in order to keep the peace.
- We believe that to achieve the transformation of systems and individuals we seek, we must understand the barriers to change, create the space necessary to think and reflect, promote shared power, maintain our energy and enthusiasm – and, most importantly, **dare to believe it is possible**.

## *SUN Service System Theory of Change*

Research shows that there is a strong positive correlation between the academic success of youth and long-term economic success. It is also clear that to achieve significant change in educational or economic outcomes it is necessary to address the root causes of these conditions - poverty and racism - not just ease the impacts on children and families. With that understanding and our beliefs as a foundation, the SUN Service System theory of change is that:

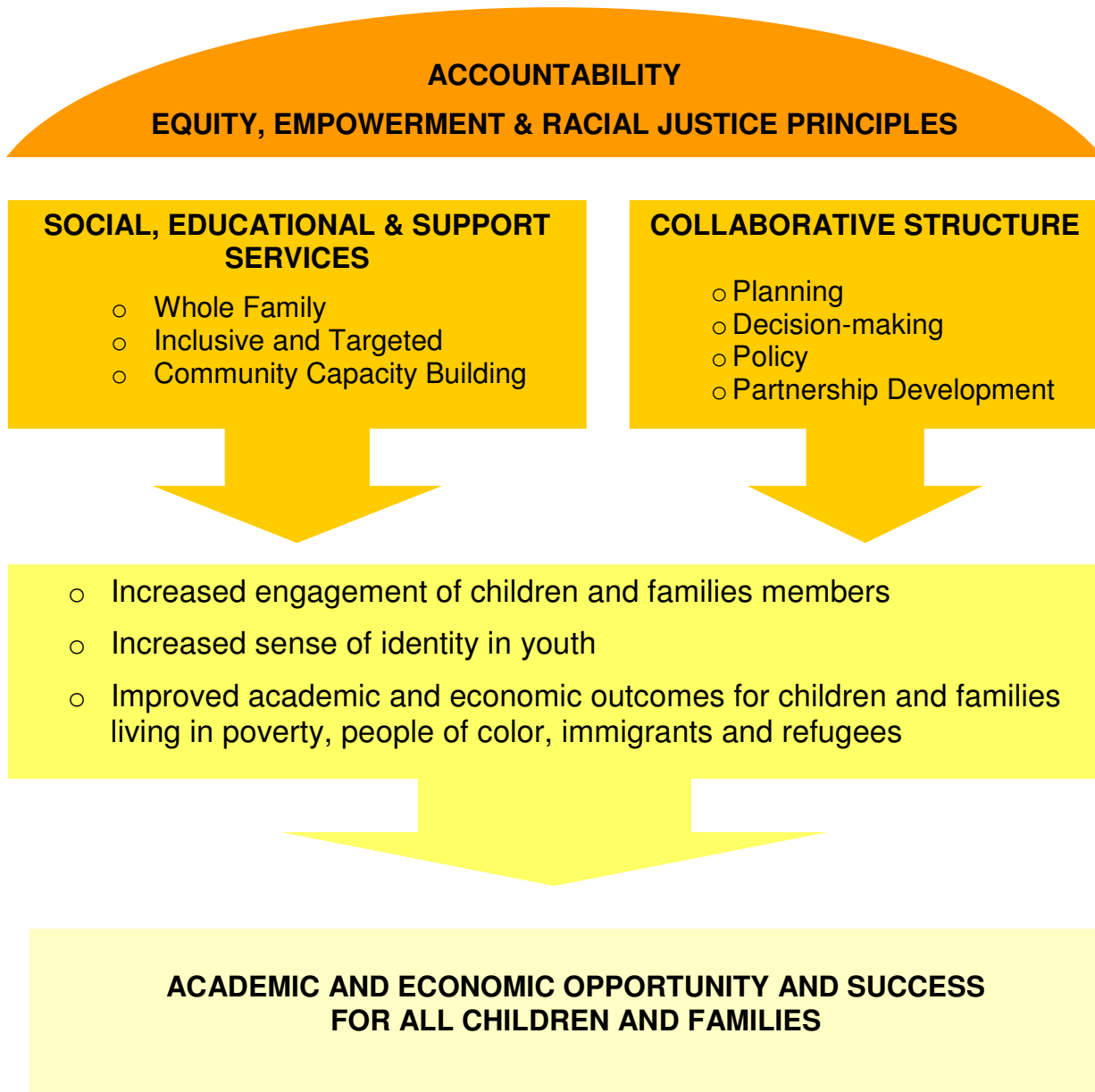
**We will improve the wellbeing of our entire community by collaborating and integrating strategies and services that have been shown to improve educational and economic outcomes for people of color and those living in poverty.**

The role of SUN's system of care is to align, focus and improve services and efforts across SUN's sponsoring organizations and the community to have a collective impact on education and prosperity. The resources and opportunities offered in the system address children and families holistically, attending to their educational, social and basic needs. At the system and policy level, SUN employs a collaborative structure in which the partner organizations and institutions share vision, planning, decision-making, investment, and outcomes.

A number of approaches - how we design, deliver, govern and evaluate the system services and structures - are essential to our theory of change. These approaches are:

1. **Application of the principles and concepts of equity, empowerment, and racial justice** at all levels (individual, community and system), paying particular attention to planning and decision-making. This includes incorporating strategies for partnering with communities in culturally responsive ways in addition to offering services and programs. Empowerment is implemented through community capacity building efforts at both the community and civic infrastructure levels of the system.
2. **A whole-family approach** for impacting both child and adult success. We support children holistically so they complete school, thus improving the long term economic success of our community. We also provide resources and opportunities to their parents and other adults so that they are healthy and successful, thus supporting children's development and learning, and contributing to the broader wellbeing of the community.
3. **Inclusive strategies** that address the needs of both the dominant and the marginal groups, ensuring that the universal system is culturally responsive and equitable.
4. **Targeted services** that offer context-specific support to those most affected by disparities. Targeted services within the SUN Service System include those that are specific to communities of color, people living in poverty and to sexual and gender minorities.
5. **Accountability** of the system and its partners with clear measures and reporting mechanisms to the community.

## SUN SERVICE SYSTEM THEORY OF CHANGE





## Definitions

### Community Capacity

Community capacity focuses on 10 areas: active participation, leadership, rich support networks, skills and resources, critical reflection, sense of community, understanding of history, articulation of values, and access to power. Community capacity building puts the concept of empowerment into action.<sup>4</sup>

### Culturally Responsive

[A shared definition among SUN partners is currently being developed]

### Culturally Specific Services

Services that are designed to meet the specific needs of a cultural population, with recruitment and service delivery targeted to that population.

### Empowerment

Empowerment is a social-action process in which individuals and groups act to gain mastery over their lives in the context of changing their social and political environment. Empowerment is implemented through community capacity building.<sup>5</sup>

### Equity

Fairness and justice achieved by eliminating differences that are unnecessary and avoidable.<sup>6</sup> Achieving equity requires transformative actions and processes at the systemic, institutional, and individual levels, with a focus on:

- Eliminating root causes of differences in population success;
- Promoting the conditions necessary for social justice; and
- Providing resources and opportunities for meaningful engagement in planning and decision-making for communities most affected by inequities.

### Racial Justice

Racial justice refers to a wide range of ways in which groups and individuals strive to change laws, policies, practices, and organizational culture that reinforce and perpetuate racial disparities. Such efforts work to achieve equitable outcomes in key areas such as service delivery, planning and decision-making, and economic justice for communities of color, immigrants and refugees. In order to promote meaningful engagement and political participation, racial justice elevates and integrates cultural paradigms of communities of color into organizational and civic structures and culture.<sup>7</sup>

### Racism

Conduct, words, practices or policies which advantage or disadvantage people because of their culture, ethnic origin or color. Racism is just as damaging in obvious forms as it is in less obvious and subtle forms, and is still called racism whether intentional or unintentional.<sup>8</sup>

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<sup>4</sup> Wallerstein, N. (2002). *Empowerment to reduce health disparities*. Scandinavian Journal of Public Health, 30, 72-77.

<sup>5</sup> Adapted from Wallerstein, N. (2002). *Empowerment to reduce health disparities*. Scandinavian Journal of Public Health, 30, 72-77.

<sup>6</sup> Adapted from National Association of County and City Health Officials. (n.d.) Retrieved from <http://www.naccho.org/>

<sup>7</sup> Adapted from Grassroots Policy Project and Dr. Eddie Moore, Founder and Director of the White Privilege Conference

<sup>8</sup> Lopes, T. & Thomas, B. (2006). *Dancing on Live Embers: Challenging Racism in Organizations*. Between the Lines: Toronto, Ontario.

- Individual racism: Manifests at the individual level privately as prejudices, unconscious bias, and internalized oppression, and can also appear interpersonally between people in the form of directly perceived discriminatory interactions which are harmful in their subtle as well as overt forms.
- Institutional Racism: Policies, practices and procedures that work to the benefit of white people and to the detriment of people of color, often unintentionally or inadvertently.
- Structural Racism: A history and current reality of institutional racism across multiple institutions. This combines to create a system that negatively impacts communities of color.<sup>9</sup>

## Root Causes

The underlying causes of inequities. Root causes of inequities include unjust decision-making, disempowering engagement processes, inequities in living and working conditions; and racism, classism, and other forms of discrimination (sexism, homophobia, ableism, ageism, etc.).<sup>10</sup>

## System of Care

In systems of care, State, county and local agencies partner with families and communities to address the multiple needs of children and families [sic]. At the heart of systems of care is a shared set of guiding principles that include: interagency collaboration, individualized strengths-based care, cultural competence, community-based services and accountability.<sup>11</sup>

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<sup>9</sup> City of Seattle. *Racial Equity in Seattle: Race and Social Justice Initiative Three-Year Plan 2012 – 2014*. (2012). Retrieved from <http://www.seattle.gov/rsji/docs/RacialEquityinSeattleReport2012-14.pdf>

<sup>10</sup> Balajee, Sonali S., et al., (2012). *Equity and Empowerment Lens (Racial Justice Focus)*. Portland, OR: Multnomah County. Retrieved from [http://web.multco.us/sites/default/files/diversity-equity/documents/ee\\_lens\\_final-102912.pdf](http://web.multco.us/sites/default/files/diversity-equity/documents/ee_lens_final-102912.pdf)

<sup>11</sup> Child Welfare Information Gateway. (2008). *Bulletins for Professionals*. Retrieved from <https://www.childwelfare.gov/pubs/soc/socc.cfm>

## PORTLAND/MULTNOMAH COUNTY, OREGON: More Than a Promise— Where Learning Happens

Schools Uniting Neighborhoods (SUN) represents one of the nation's most powerful visions of a community schools system. Built by county and city leaders in partnership with six school superintendents, SUN has grown from 8 schools in 1999 to 60 schools in 2011, with an emerging plan to make every school in Multnomah County, Oregon, a SUN Community School.

In 1998, Multnomah County knew that it was facing an uphill battle against shrinking budgets, increased demand for services amid growing cultural and linguistic diversity, a widening achievement gap, and no clear sense of where and how resources supporting school-age youth and families were used. At the same time, leaders from both the city of Portland and Multnomah County recognized that responses to local conditions were emerging from several fronts: a county Community Building Initiative, a city After-School Cabinet, and school-based grass-roots efforts that forged partnerships with community organizations to meet students' needs. City and county leaders merged these various efforts and led a joint planning process to design a model to meet the community's needs. Although family-oriented services were already available in the community, leaders realized that increased access to services through school-based centers would enhance service availability while providing a valuable platform for community engagement. Visibly co-locating services in schools would counteract the isolation of schools and help voters, the majority of whom did not have children in public school, appreciate the centrality of

schools and their importance to the entire community. Leaders acknowledged:

We had several motivations for going this route. We wanted to meet families where they are—in the neighborhood—and provide services in a place that was familiar and non-stigmatizing—the neighborhood school. We knew that school personnel were likely to be able to identify students who could use extra support before these students were in crisis, so that resources could be spent on enrichment and prevention.

Drawing on national research and the opportunity to visit the Children's Aid Society, a large service provider in New York City with over 20 years' experience in implementing and supporting community schools initiatives, city and county leaders chose the full-service community schools model as the vehicle for partners to achieve their shared vision and individual missions. The partners' vision for community schools was broad: comprehensive services to increase educational success and self-sufficiency for children, families, and community members provided through a system of community schools.

From their joint planning effort, leaders created the SUN Community Schools Initiative, with youth suggesting the name SUN. The initiative launched eight community schools in 1999, funded by the city and county. The initiative's pivotal decision to fund non-profit partners as the lead agency responsible for organizing community schools in part reflected the fact that the county historically did not fund school systems. This decision has proven prescient as non-profit partners have generated additional resources to support SUN Community Schools.

At the leadership level, the Community Building Initiative Sponsor Group evolved into the SUN Sponsor Group, incorporating members of the After-School Cabinet to form the initiative's governing body. The Sponsor Group comprises leaders from the city of Portland, Multnomah County, the city of Gresham, six school districts, the state of Oregon, businesses, and community organizations.

Local leaders, such as Lorenzo Poe, the then-director of the Multnomah County Department of Community and Family Services, also knew that the initiative "needed to do more than promise to do good and avoid evil." Thus, the Sponsor Group agreed on a results-based vision that called for improved attendance, behavior, parent involvement, and achievement. Later, as the initiative evolved, the Sponsor Group developed outcome targets to help gauge success and ensure accountability.

The Sponsor Group selected the county as the initiative's intermediary, or managing, partner, taking advantage of its capacity to convene partners, manage contracts and other administrative issues, and link to county-funded services, including anti-poverty, health, mental health, library, and juvenile justice services. In its first year as intermediary, the county convened separate monthly meetings of school principals, site managers (the term for local site-based community school coordinators), and lead agency supervisors (responsible for overseeing site managers) to provide technical assistance, encourage peer networking, and gather input on effective practices. In addition, joint meetings of these stakeholders from the eight initial sites took place several times a year. Over the last 12 years, the county has expanded the technical assistance and program development structures and resources available

to stakeholders and has added a table for district liaisons from each of the six school districts to address systemic operational issues.

SUN Community Schools expanded rapidly as it gained visibility. It received significant financial support when it was added as a line item to the 2000 city and county budgets. Between 2000 and 2002, SUN relied on 21st Century Community Learning Centers grants, Safe Schools grants, and the restructuring of an existing high school family resource center to add new community schools. By 2003, SUN had more than doubled in size and grown to 19 schools across five districts serving 9,721 children and 44,000 other people. When voters passed the Portland Children's Levy in 2002, SUN added 4 sites during the 2003–2004 school year.

In 2004, SUN Community Schools grew significantly as a result of policy and system alignment efforts on the part of Multnomah County in partnership with the city of Portland. The county adopted a School-Age Policy Framework in 2003 that created a system for the delivery of social and support services that lead to educational success and self-sufficiency for children, families, and community members. The system, which is now known as the SUN Service System, built on SUN Community Schools and identified community schools as its cornerstone strategy. In implementing the system, the county redirected funds to increase the number of SUN Community School sites, and the city of Portland aligned 13 existing Parks and Recreation community schools that were not previously SUN Community Schools with the SUN model, resulting in 46 total sites.

The value of community schools and their effectiveness in engaging community became evident when county funding for SUN was threatened in 2006. Over 500 parents, students, and community members attended a county

budget hearing to testify on behalf of SUN Community Schools and to sustain the community schools strategy. The community won. SUN Community Schools continued to receive funding, and a new governance body for the initiative was formed—the SUN Service System Coordinating Council.

The council includes representatives from SUN partner organizations, including the director of the Multnomah County Department of Human Services, high-level school district administrators, the director of the Portland Children's Levy, the director of Portland Parks and Recreation, and members of the Coalition of Communities of Color, community partners, and others.

From 2005 to 2010, more champions rose to support SUN Community Schools as school districts and public leaders identified the community schools initiative as a main strategy for achieving their respective core missions. The collaboration secured grants from federal and local sources and identified educational funding to increase the number of sites. As intermediary, the county supported the development and strengthening of collaborative leadership and its commitment to collective impact by, for example, staffing the SUN Service System Coordinating Council. The county also ensured communication across and between all levels of the initiative, convened partners, coordinated strategic planning, conducted an evaluation and specified accountability measures, provided technical assistance and training, and managed program development—all of which are critical to the ongoing collaboration.

By the start of the 2010-2011 school year, SUN Community Schools counted 60 schools and served close to 20,000 children and adults. Its scaled-up success is visible and sustained. Despite leadership transitions, the initiative has grown because of its broad political support. Since SUN's creation, the system has seen the arrival of four county commissioners representing both political parties, along with the arrival of three mayors. SUN has critical financial and political support. According to Lorenzo Poe:

It has become a model that in the city of Portland and in Multnomah County, you cannot run for public office unless you embrace SUN as a model. You cannot run for school board unless you clearly articulate your support of SUN as a model and how it in fact supports the academic achievement of students. When you run for office, I can guarantee you that there's a number of organizations that ask every candidate the same series of questions, and it all centers around that.

This support will help ensure SUN's impact well into the future. SUN is planning to scale up into every school in Multnomah County—over 150 schools—permitting it to extend its reach to the entire county and making it the nation's first all-county community schools initiative.



## EDUCATION WEEK

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# Oregon Community Schools Model Staying Power

**As interest in that school model grows, the SUN Community Schools show how it's done**

By **Christina A. Samuels**

*Portland, Ore.*

For Lynch View Elementary, a K-5 school in suburban Portland, the school day doesn't end when the bell rings at 2:22 p.m.

As one of 64 "community schools" in Multnomah County, the school also provides homework assistance, academic enrichment, free breakfast and dinner for students, a weekly food pantry, a host site for local medical organizations to provide health screenings and dental care to low-income residents, and a place where needy families can connect with social services such as rental or utility assistance—all with help from a range of nonprofit and county agencies.

Partnerships between schools and community organizations have existed for years. But the "community school" model, as a strategy to scale up throughout a school district, is getting renewed attention from policymakers, including President Barack Obama and U.S. Secretary of Education Arne Duncan. And some of those schools are just coming into being with the help of federal seed money.

In Multnomah County, which includes the city of Portland, the **SUN Community Schools program**—which stands for Schools Uniting Neighborhoods—has survived changes in city and county leadership, shifts in school superintendents, potential budget cuts, and downturns in the economy, yet still managed to grow.

SUN is an example of not just how such programs can be launched but also how they can be sustained over the long haul, said Martin J. Blank, the director of the Washington-based **Coalition for Community Schools**. He estimates that 500 to 1,000 more community schools have formed in the past five or so years to join the 4,000 or so that the coalition already knew about. They are difficult to track because the models can be so different among schools and districts, he said.

One common element, though, is that community schools with staying power have to promote a shared sense of responsibility among many different organizations, he said.

"It is getting people to see there is greater power in synergy among the parts," Mr. Blank said. In Multnomah County, nonprofit organizations, school districts, the city of Portland, and the county "are all financing work that relates to the well-being of children and their families," he said.

### Support at the Top

Some of the new attention to community schooling stems from the Obama administration's **Promise Neighborhoods** initiative, similar to the **Harlem Children's Zone**, where social-service agencies, schools, and health organizations have banded together to support children and families in a 97-block

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area of New York City. The president's fiscal 2013 budget proposal would devote \$100 million to expand Promise Neighborhoods. Mr. Duncan, the former chief executive officer of the Chicago school district, where the community schools movement has also flourished, has been a powerful supporter of the concept.

The national economic downturn and studies pointing to growing academic gaps between schools' "have" and "have not" students have also helped to generate some of the urgency around the concept.

"The reality of the situation is, we have families in crisis," said Lynn Blevens, the principal of Lynch View Elementary, where 80 percent of the 454 students are eligible for free or reduced-price lunches and some students are classified as homeless. The school is part of the 6,700-student Centennial district. "If we are better able to help support those families," Ms. Blevens added, "we're better able to serve the children."

In 2010-11, Lynch View made adequate yearly progress under the federal No Child Left Behind Act after failing to do so for the previous two school years. "We made AYP while we were looking out for the whole child and the whole family," Ms. Blevens said.

The community schools movement launched in Portland schools in the 1999-2000 school year, after a planning process to bring together local partners and the 47,000-student district. Over time, it expanded to surrounding jurisdictions, and now almost half the schools are outside the Portland district.

The concept was well-established in several other communities at the time that the Portland program was getting off the ground. In New York, for example, the nonprofit **Children's Aid Society** started operating community schools in 1992 and now partners with 21 schools, bringing in a variety of social supports such as medical and mental-health services for children and their families, academic enrichment and summer programs, and adult education.

The **Chicago system** has the largest community school program in the country. More than 400 partnerships with nonprofit organizations provide services to children and their families at 150 city schools.

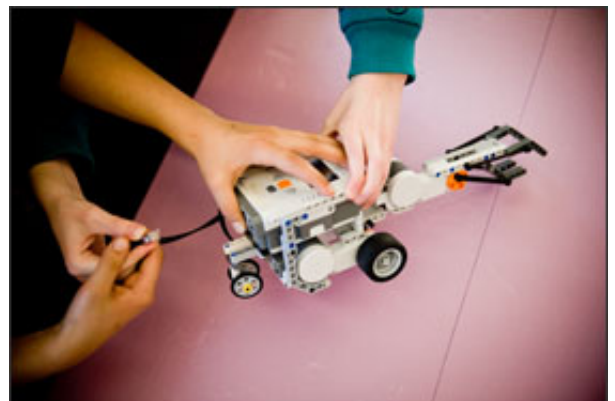
### Anti-Poverty Strategy

Multnomah County's community schools, though smaller in number than some others across the country, have grown to serve more than 19,000 children and youths in 2010-11. Eighty percent were eligible for free and reduced-price lunches, 70 percent were racial minorities, and 21 percent were English-language learners, according to statistics maintained by the SUN network. Thirty-six of the SUN Community Schools are in the Portland district, and the remainder are in five smaller districts on the eastern end of



Students in the chess club at Faubion gather around a match after school. Such activities have helped generate community engagement in the pre-K-8 school, according to educators, and now Faubion has to hold its parent-teacher-association meetings in the gymnasium to accommodate all the parents who want to attend.

—Leah Nash for Education Week



In another one of the school's after-school programs, students work together in a robotics class. Educators at Faubion say the students who take part in the after-school activities are more likely to participate in class and turn in homework.

—Leah Nash for Education Week

the county.

In Multnomah County, the SUN Community Schools program was seen as an anti-poverty initiative and a strategy for providing services, as opposed to simply a set of after-school or enrichment programs, said Diana C. Hall, a program supervisor from the county's human-services department.

That partnership has been a strength, as no one entity has had to shoulder the entire burden of making the program run. In 2011-12, the SUN Community Schools received contributions of about \$51.7 million: \$34.3 million came from the county, the city of Portland, local and federal grants, and the participating school districts; \$10 million from matching dollars that supplemented the base funding; and \$7 million in in-kind donations.

Another element that principals at SUN Community Schools say is essential to sustaining the program is full-time site coordinators. Each school has a coordinator that serves as a liaison between the school and the community organizations that partner with each school. Principals say that without that staff member, the programs would not be able to run.

### Role of Coordinators

Those coordinators also help sharpen the focus of the program at a school. For example, at Faubion School, a preK-8 school in the Portland district, the SUN programs were doing well, but school staff members didn't seem to be taking full advantage of the resources, leaders there say. The school has about 400 students; 77 percent are eligible for free and reduced-price lunch.

About a year and a half ago, Principal LaShawn A. Lee and site coordinator Ashley Coltin sat down to figure out how the SUN resources could get more traction in the school. Ms. Lee held a staff meeting, and Ms. Coltin talked about SUN. Ms. Coltin said the time was invaluable to allow her to get greater buy-in from staff members.

"The teachers were saying, 'We have such a great SUN program,' " Ms. Coltin said. "And we do. But I was saying, 'Pause the enthusiasm; we have so much more we can do.' "

Teachers now are much more proactive about directing children to SUN partners if they know about personal struggles or family problems, Ms. Lee said. Where parent-teacher-association meetings were once so sparsely attended they could be held in an office, they now have to be held in the gymnasium to accommodate all the interested parents.

The partnerships are even more important as principals are asked to do more with fewer resources, Ms. Lee said. The program served 315 Faubion students last school year, providing a variety of services such as mentoring programs, African drumming, theater groups, fitness classes for the community and free breakfast for students. Teachers reported that the students in SUN programs attended school more often, were more likely to participate in class, and turned in their homework more often.

### Fending Off Cutbacks

The close ties have an added benefit of ensuring that the community schools are popular across a



Students twirl on the playground before starting after-school activities at Faubion School in Portland, Ore., this month. The school is part of the area's SUN Community Schools program, which features learning activities for children, as well as adult education, food, and health programs.

—Leah Nash for Education Week



wide group of stakeholders. That popularity was tested in 2006, when the Multnomah County board of commissioners proposed slashing \$1.7 million, about half its contribution that year to the SUN network. Hundreds of parents spoke in protest, and the local newspaper decried the damage that might be done to the "ambitious collaboration."

The money was spared, and the protests led to the creation of a SUN Service System Coordinating Council, made up of 17 representatives from county and city organizations, school districts, and the nonprofit organizations that partner with schools. The crisis led to a new level of collaboration, Ms. Hall said.

The coordinating council in Multnomah County is another example of how to sustain community schools, said Mr. Blank, the executive director of the community schools coalition. To keep such programs thriving, there has to be a clear vision—and someone whose job it is to carry that vision forward, he said.

"We don't say you have to have X and Y," Mr. Blank said. "We say what's most important is that the intermediaries have legitimacy and credibility in the eyes of the community." In some community schools, that role is served by the United Way or another nonprofit, he said. In others, such as Multnomah County, county staff members have that role.

"It doesn't just happen in a focused and systemic way," he said, "unless it's somebody's job."

*Special coverage of district and high school reform and its impact on student opportunities for success is supported in part by a grant from the Carnegie Corporation of New York.*

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## **Section 5: Shared Vision and Collaboration**

True collaboration is at the center of the SUN Community School strategy. The tools in this section support the development of:

- Shared vision: an exercise you can use to develop a shared vision, the first step in building collaboration and collective impact
- Shared understanding by principals and school staff of what collaboration looks like in community schools: a resource for principals and a PowerPoint template for presenting to staff
- Identification of where a community school partnership is developmentally on the collaboration continuum



## Vision Statement Exercise

NOTE: This visioning exercise when used in its entirety can be used to generate a formal vision statement for a community school. The input section can also be used separately to generate ideas and then the actual drafting of the vision statement can happen in a separate process. The tools for the entire exercise are included here.

### Materials:

- sticky notes (10 per participant)
- pens
- large board/wall space
- laptop with projector or flip chart and markers

### Process:

#### GENERATING THE GROUP'S VISION & DREAMS

1. Introduction: Imagine it is 5 years in the future, and you have the most successful SUN Community School in the country. You are getting national attention.
  - o What are the headlines?
  - o Statistics?
  - o Quotes?
  - o Oprah's intro?
  - o What do kids say about your SUN School?
  - o What do parents say?
  - o Who is involved? How?
  - o What change have you accomplished?
  - o What makes your program different from others?
2. Ask participants to write one headline/statistic, etc on each sticky note and hold it up when they are done.
3. Facilitator collect and read sticky notes as participants hold them up, post them on the wall/board.
4. Begin to group stickies around themes.
5. Once all participants are finished, feed back the themes you have identified.

#### DRAFTING VISION STATEMENT (IN THE LARGE GROUP)

6. Give each person the following writing prompts:
  - Our vision is to create \_\_\_\_\_
  - By \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, we hope to \_\_\_\_\_
  - Utilizing \_\_\_\_\_ we will \_\_\_\_\_
7. Individual writing, share with partner, 2 pairs share, etc. until you have 2 groups

8. Have each group agree on a common vision statement, write on flip chart.
9. Work towards one statement. Check for agreement. Ask if anything is missing. Check to see that you have everything incorporated from your stickies and themes from the first exercise.

Facilitation Tips:

1. Make sure all are participating, and collect at least one note from each person.
2. Check for agreement around themes.

SHARE THE VISION

Work with kids to make the vision statement real for kids:

- Build writing assignments, art projects, songs/spoken word around the vision.
- Do personal/group vision statements with kids.
- Post your vision statement visibly in your school



## ***Vision Statement Writing Prompts***

*Our vision is to create* \_\_\_\_\_

\_\_\_\_\_

*By* \_\_\_\_\_, \_\_\_\_\_,

*and* \_\_\_\_\_, *we hope to*

\_\_\_\_\_

*Utilizing* \_\_\_\_\_ *we will*

\_\_\_\_\_



## Elements of Collaboration SUN Community Schools

8/28/09



**Collaboration** involves a **process** in which organizations exchange information, alter activities, share resources, and enhance each others capacity for mutual benefit and a common purpose by sharing risks, responsibilities and rewards. In collaboration, there is a **commitment** to sharing mission, values, strategies and funding.

### Elements of Collaboration

#### Know Where You Are Going (shared vision, goals and objectives)

- Take time to work together creating a common vision and goals – this helps ground everyone’s expectations and makes it easier to prioritize activities. A clear vision makes it easier to get partners, school staff and community members to buy in to the community school concept. Look for “mission match” with others.
- Create a comprehensive plan for your partnership.

#### Share Leadership and Governance

- Invite others to share decision-making, resources, expertise and accountability.
- Clarify roles (particularly between the Principal and SUN CS site manager) and set clear expectations.

#### Share Resources, Results and Rewards

- Blend resources to achieve shared goals.
- Build a sense of joint ownership and credit.
- Identify the best partner(s) to pursue additional resources.
- Acknowledge partners and celebrate successes.

#### Develop well-defined communication channels

- Determine the mechanisms/methods that work best for different partners and establish communication channels.
- Communicate clearly and frequently between partners.

#### Stay on Course

- Engage in partnerships that are demonstrably aligned with your school’s vision, goals and objectives.
- Pursue new resources that are targeted toward your plan.

#### ***Specific to principals:***

#### Champion Your Community School Collaboration

- Play a leadership role in engaging additional partners, resources and the community.

- Challenge conventional thinking and practice to support change within the school and community.

(see reverse side)

Champion Your Community School Collaboration, cont.

- Set tone for the rest of the staff by integrating SUN into fabric of the school and collaborating with SUN site manager.
- Support sharing of space through clear expectations and negotiation.
- Encourage teachers to:
  - Share knowledge of students' needs and performance
  - Advocate for student participation in SUN services
  - Link school day content, teaching methods and behavior strategies with extended day programs.



# Co-Location to Collaboration

Dunya Minoo  
Portland Public Schools





Partnership



Co-Location

Collaboration

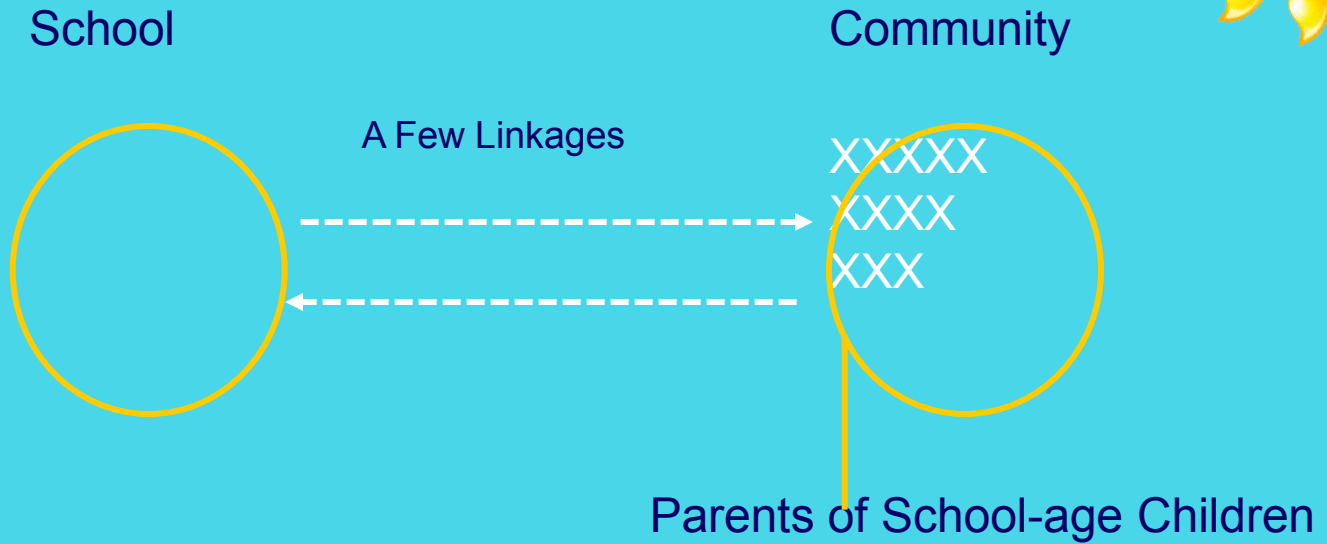




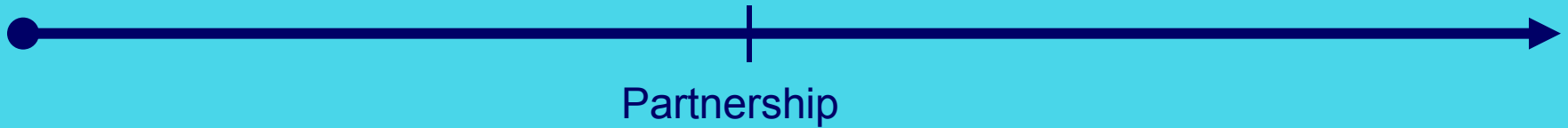
## Co-Location

To locate or be located jointly or together,  
as two or more groups; share or  
designate to share the same place.

## Co-Location

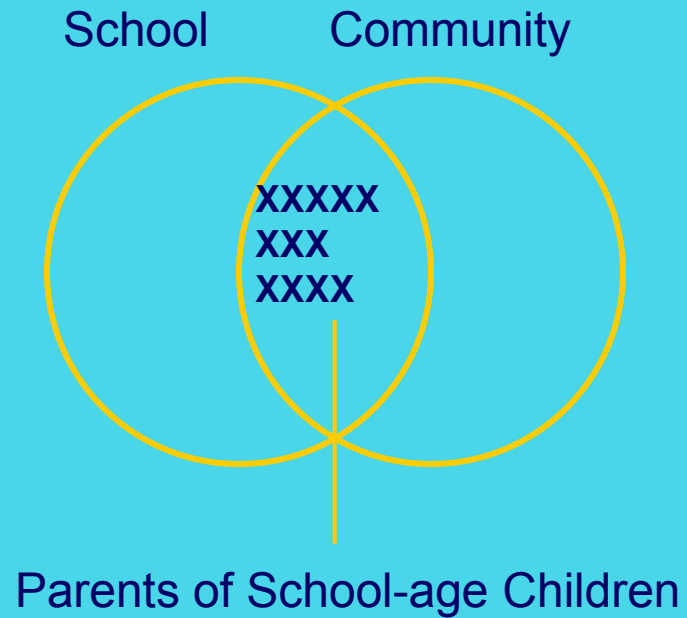


(Adelman, A.S. & Taylor, L., 2006)



The state or condition of being a partner. A contractual relationship between two or more persons carrying on a joint business venture; an arrangement where parties agree to cooperate to advance their common interests.

# Partnership



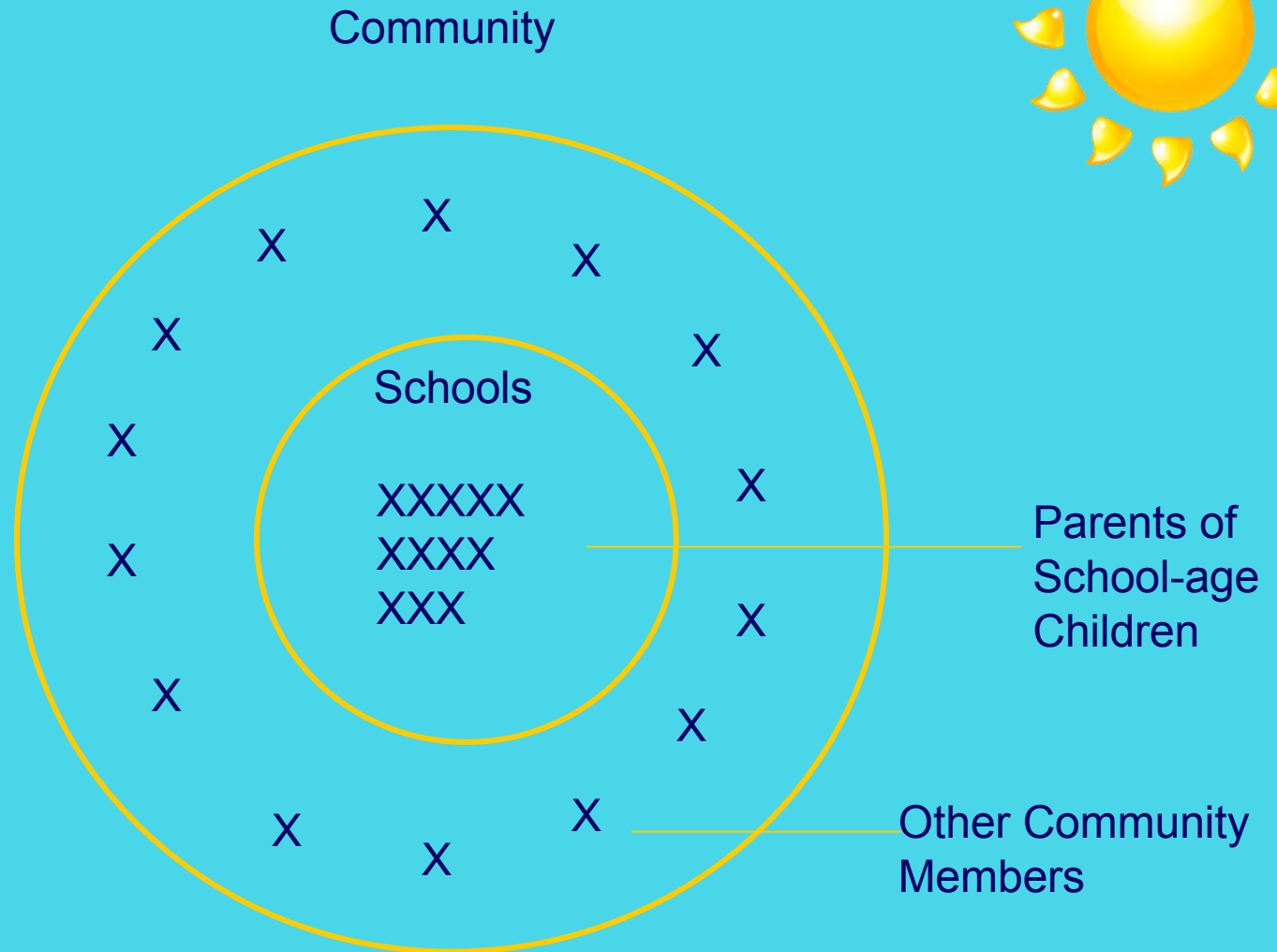
(Adelman, A.S. & Taylor, L., 2006)



Collaboration

A process where two or more people or organizations work together to realize mutual goals; this is more than the intersection of common goals seen in co-operative ventures, but a deep, collective determination to reach an identical objective —by sharing knowledge, learning and building consensus.

# Collaboration



(Adelman, A.S. & Taylor, L., 2006)







How many members of a collaborative does it take to change a lightbulb?



How many members of a collaborative does it take to change a lightbulb?

1. Four- to share similar experiences of changing lightbulbs and how the lightbulb could have been changed differently.
2. Seven- to caution about the dangers of changing lightbulbs.
3. Twenty-seven- to point out spelling or grammar errors in postings about changing lightbulbs.
4. Fifty-three- to flame the spelling and grammar critics
5. Three- to correct the spelling and grammar in the spelling-grammar flames.
6. Six- to argue whether it's 'light-bulb' or 'lightbulb.'

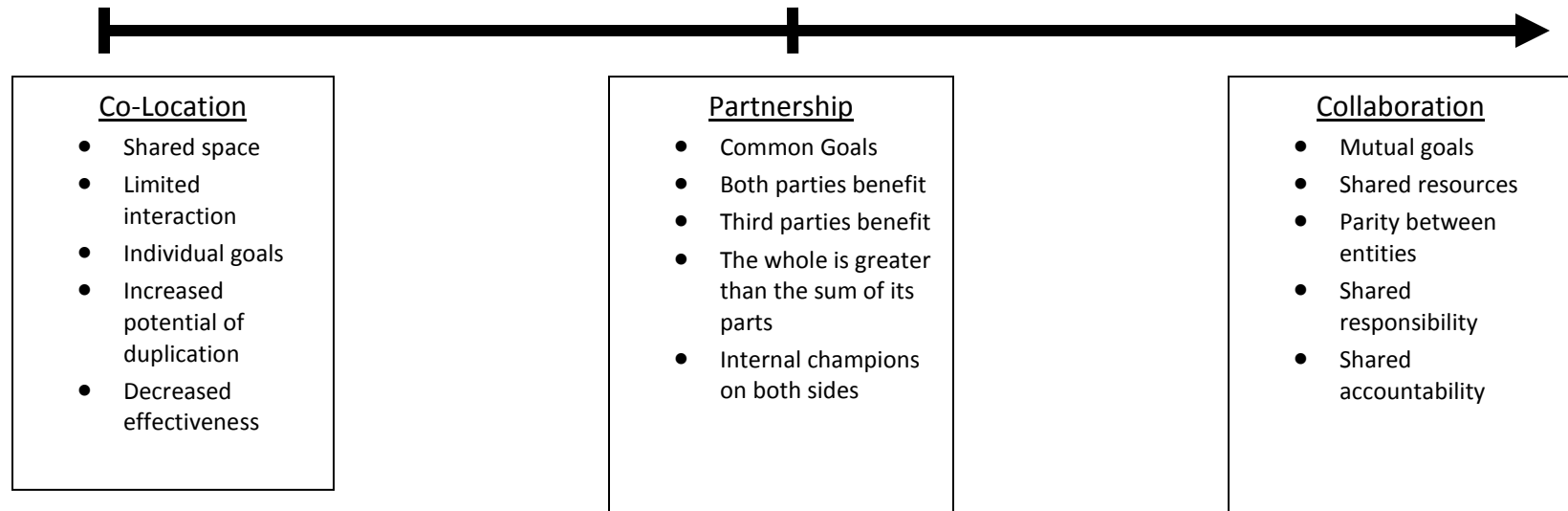
**Moral:** It's easy to get distracted from the task at hand. Working collaboratively takes strong leadership to get the job done.  
(Adelman, A.S. & Taylor, L., 2006)

Thank you for your participation and all your good work!



Resources:

1. Adelman, Howard S. & Taylor, Linda. 2006. [The School Leader's Guide to Student Learning Supports](#),
2. Wikipedia
3. Dictionary.com



Reflection Exercise: Where do you (School/SUN) fall on the collaboration continuum? Please put corresponding number on continuum where you feel these “key areas” fall.

1. Planning- Development of SUN annual plan, inclusion of SUN in school improvement plan.
2. Use of extended day as an academic intervention- Certified teachers teaching classes, curriculum development etc.
3. Family engagement- Curriculum nights, workshops and classes.
4. Social service support and referral- Anti-poverty, housing etc.
5. Program improvement

## **Section 6: Assessment and Planning**

This section includes materials to support your school in assessment and planning activities that are aligned and intentional to your school and community. The *Annual Plan* and *Focus Area Planning* documents include development of focus areas, action-strategies, and indicators to measure the success of your SUN Community School activities in improving student academic success. The *Focus Area Planning* documents assist in drilling down into specific focus areas within the annual plan.



In order to best understand the conditions that are most impacting student achievement in your school, one must gather information to make a thorough assessment and know where to best focus your resources.

At the End of Year meeting, Site Managers and Principals will be asked to review key data sets, evaluate your partners and key stakeholder information in order to build your plan for the coming year. The checklist below includes the key elements of what you will be reviewing.

### KEY DATA SETS

- ☐ School Improvement Plan
- ☐ School ODE AMO Report: <http://www.ode.state.or.us/data/reportcard/reports.aspx>. Choose school district and then scroll for your school and click on AMO Report
- ☐ SUN outcome data from 2011-12
- ☐ SUN Annual Plan
- ☐ Chronic absentee data (coming from SUN Staff)
- ☐ District-wide initiatives (will be clarified at End of Year work session)
- ☐ Community & Neighborhood health data (see SUN Community Data Resources for available resources to consider)

### PARTNER PLANNING TOOL

- ☐ Complete the tool before the End of Year work session

### KEY STAKEHOLDERS INFORMATION

Data is one picture of a school. Another very important source of information to explore is hearing from those who are involved with your community school. Key stakeholders include:

- ☐ Students
- ☐ Parents and parent groups
- ☐ Teachers/Councilors
- ☐ Principals
- ☐ School Partners
- ☐ Advisory and leadership teams
- ☐ Community members
- ☐ Other: \_\_\_\_\_

*You can gather this information via a number of methods which include: surveys, questionnaires, focus groups and regular conversations you have. **Start with what you have on hand.***

### MARCH-MAY PROCESS

1. Use the checklist above to gather existing information for use at End of Year work session on May 22nd
2. If it would be valuable and you have opportunities, hold a focus group or groups with parents, youth and/or community members\* (this is not a requirement)
3. Review the data sets and other information and make note of areas of priority and questions

***\*See the SUN website “For Community Schools” page for examples & resources that can guide how you gather Key Stakeholder information - [web.multco.us/sun/sun-community-schools-0](http://web.multco.us/sun/sun-community-schools-0)***



# SUN Community Schools Collaborative Agreement Compliance Checklist



This checklist is meant to serve as a planning and assessment tool and should be filled out together by the Site Manager and Principal of the SUN Community School (SUN CS).

Rank each item using the following scale: 1 = Low 2 = Nearly Meets 3 = Meeting 4 = Exceeding

Scale (1-4)	STRATEGY/ACTIVITY
	Vision
	1. The <b>school community</b> shares a common understanding and vision of what a Community School is: a place and a set of partnerships between the school and community resources. The community school strategy integrates academics, health and social services, youth and community development, and civic engagement during and out of school time to improve student learning and to develop stronger families and healthier communities.
	2. SUN Community School is not considered a program within the school; the entire school is considered the SUN Community School.
	Operational Structures
	3. The SUN CS has an advisory structure established to solicit input from a broad array of stakeholders (including families, youth and community members) to guide the SUN CS development and work. Input is solicited at least four times a year.
	4. The SUN CS has a communication and referral system among partners to ensure the linkage of students and families to a range of services.
	5. The SUN CS Site Manager is connected with existing groups of school staff and/or service providers (such as Student Success Meetings) in order to support collaboration and integration of services for specific students and families.
	6. The SUN CS Site Manager connects with all school-based and school-linked service and program partners in the school for coordination and information sharing purposes.
	7. The SUN CS Site Manager provides a wide range of social, mental and health services and/or links students and families with resources such as School-Based Health Clinics, Immunizations and Regional Service Centers that can provide these services.
	Leadership and Integration
	8. The Principal is a champion of creating a community school that is a true collaboration, composed of quality partnerships between the school and community resources.
	9. The Principal and Site Manager have clearly defined their roles in the joint management of the collaboration.
	10. The Principal uses SUN CS strategies to support school-day academics.
	11. The SUN CS vision and strategies are integrated into the school vision and school improvement plan.
	12. There is access to the school site and space necessary to perform SUN CS work.
	13. School administrators and teachers assist with the recruitment of low achieving and at-risk students.
	Communication
	14. The Principal and Site Manager have a regularly scheduled meeting time to plan and discuss issues.
	15. The SUN CS Site Manager is included in school communications, including written and email communications related to school business.
	16. The SUN CS Site Manager attends school staff meetings on a regular basis and has opportunities at those meetings to introduce themselves, their programs and the referral process.



## SUN Community School Compliance Checklist – Scoring Rubric

February 11, 2014

Guidance for SUN Community School (SUN CS) Principals, Site Managers and Lead Agency Supervisors when filling out the Compliance Checklist.

VISION			1 - Low	2 – Nearly Meets	3 – Meeting	4 - Exceeding
Self Assessment:	<b>#1</b> <b>The school community shares a common understanding and vision of what a Community School is: a place and a set of partnerships between the school and the community resources. The community school strategy integrates academics, health and social services, youth and community development, and civic engagement during and out of school time to improve student learning and to develop stronger families and healthier communities.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• Is the SUN CS vision shared by the school and agency, as well as key stakeholders including parents, youth and community members?</li> <li>• Are SUN CS stakeholders able to articulate the vision for the SUN CS?</li> <li>• How often is the vision shared and reviewed?</li> <li>• Are programs and services aligned with this vision?</li> </ul>	The SUN CS vision is rarely shared or reviewed. There may be a lack of understanding by SUN CS staff, partners and other stakeholders as to what it means to be a SUN CS.	Principal, SUN CS Site Manager and SUN CS Supervisor communicate the SUN CS vision and the elements that make the school a SUN CS. The vision is communicated primarily to school and Agency staff (e.g. teachers, support staff, SUN CS program staff). Most SUN CS and Agency staff identify the school as a SUN CS and are able to articulate the vision.	Principal, SUN CS Site Manager and SUN CS Supervisor, along with most school and SUN CS staff, communicate the SUN CS vision and the elements that make the school a SUN CS. The vision is communicated to other stakeholders (e.g. students, parents, community partners). Most of these other stakeholders identify the school as a SUN CS and are able to articulate the vision. The SUN CS vision is reviewed among key stakeholder groups and aligned with SUN CS programs and services.	A broad array of SUN CS stakeholders demonstrate shared ownership of the SUN CS vision and communicate and can articulate both the vision and the elements that make the school a SUN CS. It is widely known within the community that this is a SUN CS.
Self Assessment:	<b>#2</b> <b>SUN Community School is not considered a program within the school; the entire school is considered a SUN Community School.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• How do the members of the collaboration (the Principal, school staff, SUN CS staff, community partners) think about the SUN CS work, as a program in the school or as a partnership they are all part of?</li> <li>• Do the SUN CS and/or school speak as if the SUN CS were external to the regular school day?</li> </ul>	Both school and SUN CS staff consider the school day and SUN CS efforts to be complementary, but separate.	Many members of the collaboration consider the entire school to be a SUN Community School. They may still refer to SUN as a “program” at the school and speak as if SUN is external to the school.	The majority of members of the SUN CS collaboration consider the entire school to be a SUN Community School. They see and talk about themselves as a collaborative, as opposed to being co-located in the same building.	All members of the collaboration, including many parents and community members, consider the school in its entirety to be a SUN Community School. They see themselves as part of the SUN collaboration and talk about it as “we,” “our efforts,” or “our school/SUN CS.”



OPERATIONAL STRUCTURES			1 - Low	2 – Nearly Meets	3 – Meeting	4 - Exceeding
Self Assessment:	<b>#3</b> <b>The SUN CS has an advisory structure established to solicit input from a broad array of stakeholders (including families, youth and community members) to guide the SUN CS development and work. Input is solicited at least four times a year. (The structure can be through one group or multiple modes)</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• Do you have an advisory structure established to guide your work?</li> <li>• How often do you meet?</li> <li>• How is the advisory structure used to make decisions?</li> <li>• Who are the members?</li> </ul>	The Principal and SUN CS Site Manager are mainly the ones that do the SUN planning.	An advisory structure has been established and gains input from some but not all stakeholders. (ex. The advisory function happens through site council meetings only with limited parent, student or community input mechanisms)	An advisory structure is in place and solicits input from a broad array of stakeholders at least 4 times a year. It makes decisions and plans based on the needs of the school. The Principal helps establish the advisory structure.	An advisory structure is in place and solicits input from multiple stakeholders, including community partners, at least 4 times a year. The advisory structure allows for collaborative decision-making. The Principal participates regularly in the meetings.
Self Assessment:	<b>#4</b> <b>The SUN CS has a communication and referral system among partners to ensure the linkage of students and families to a range of services.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• What communication and referral system is in place for linking students and families to the specific services they need?</li> </ul>	The Principal and SUN CS Site Manager are talking about how to connect students and families to services.	Several key school staff members know the services and programs available and informally communicate with the SUN CS Site Manager to get help for students and families.	A clearly articulated system is in place to communicate about students and families and connect them to services. The majority of school staff and partners know the system and use it.	A system and referral form is in place to communicate about students and families and connect them to the appropriate services. There is a method for tracking or follow up. School staff and partners know the system and use it regularly.
Self Assessment:	<b>#5</b> <b>The SUN CS Site Manager is connected with existing groups of school staff and/or service providers (such as Student Success Meetings, data teams) in order to support collaboration and integration of services for specific students and families.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• Are there established groups or teams that look at data or staffing individual students?</li> <li>• Is SUNCS a part of these teams?</li> </ul>	The SUN CS Site Manager is not connected to an existing group(s) or staffing committee(s). Strategies are mainly passive and involve little face-to-face contact.	The SUN CS Site Manager connects to the staff to recruit targeted student population, e.g., having teachers refer low-achieving students. An existing group or data team exists, but the SUN CS Site Manager is not a regular participant.	Specific strategies have been developed for recruiting students and families. A staffing or data team or teams exist and SUN Site Manager participates.	SUN Site Manager is a regular participant in highly functioning data team(s) with clear protocols for response actions. Team often identifies student-specific interventions delivered outside of the school day by SUN CS staff and community partners.

OPERATIONAL STRUCTURES, CONT.			1 - Low	2 – Nearly Meets	3 – Meeting	4 - Exceeding
Self Assessment:	<b>#6</b> <b>The SUN CS Site Manager connects with all school-based and school-linked service and program partners in the school for coordination and information sharing purposes.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• What role does the SUN CS Site Manager play in coordinating partners?</li> <li>• What approaches are used for coordinating partners?</li> </ul>	The SUN CS Site Manager acts as coordinator of many services, but there are no specific structures for sharing information or coordinating among partners.	The SUN CS Site Manager communicates with partners but it may not be regular. The SUN CS Site Manager may not act in the overarching role of coordinating partners outside the school day.	The SUN CS Site Manager communicates regularly with partners for service integration, planning and info sharing. S/he plays an overarching role coordinating partners and managing building use outside the school day.	A high functioning system for service integration and support for individual students exists among the school and partners, facilitated by the SUN CS Site Manager.
Self Assessment:	<b>#7</b> <b>The SUN CS Site Manager provides a wide range of social, mental and health services and/or links students and families with resources such as School-Based Health Clinics, Immunizations and Regional Service Centers that can provide these services.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• What services are provided or linked to in order to address the specific needs of your students and community?</li> </ul>	The school has after school activities in place, but a limited number of other services are provided or linked to.	Many services are available, but partners/services may be less developed or available in one area. Needs assessment may not have been done recently or services may not yet fully align with specific community needs.	The SUN CS Site Manager provides a wide range of social, mental and health services and/or links students and families with resources. Services are based on a needs assessment process and tailored to the specific community needs.	The SUN CS Site Manager works closely with other providers such as the Regional Service Center and acts as an advocate for families to access services as easily as possible. SUN and school staff help families make crisis plans when services are not available.
LEADERSHIP & INTEGRATION			1 - Low	2 – Nearly Meets	3 – Meeting	4 - Exceeding
Self Assessment:	<b>#8</b> <b>The Principal is a champion of creating a community school that is a true collaboration composed of quality partnerships between the school and community resources.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• What role does the Principal play in supporting the development of the SUN CS?</li> </ul>	The Principal is learning about how community schools work.	The Principal is very positive about and supportive of the SUN CS collaboration.	The Principal provides significant leadership in creating a community school that is a true collaboration. S/he communicates about SUN's vision and purpose in staff meetings. The Principal helps establish a SUN CS Advisory body. The Principal provides leadership in linking the school day with the extended day. The Principal participates in the development of partnerships with businesses.	The Principal goes above and beyond to be involved with the partnerships between the school and community.

LEADERSHIP & INTEGRATION, CONT.			1 - Low	2 – Nearly Meets	3 – Meeting	4 - Exceeding
Self Assessment:	<b>#9</b> <b>The Principal and Site Manager have clearly defined their roles in the joint management of the collaboration.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• Are the roles clearly defined between the Principal and Site Manager?</li> <li>• Who makes the decisions about the SUN CS?</li> </ul>	The Principal and SUN CS Site Manager do not share management or leadership of the SUN CS.	The Principal and Site Manager work together to make decisions, though roles are not clearly defined. They do not collaborate on discipline or other issues that cross over between the school day and out of school time.	The Principal and SUN CS Site Manager work closely to jointly manage SUN collaboration, activities and partners. Roles are clearly defined and the two partner to have continuity between the school day and out of school time (behavior/ discipline, teaching methods, etc.) The Principal participates in the ongoing SUN operational functions.	The Principal and Site Manager are truly collaborative in all their roles in the joint management of the SUN CS program.
Self Assessment:	<b>#10</b> <b>The Principal uses SUN CS strategies to support school-day academics.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• Does the Principal encourage the use of SUN CS strategies to support school-day academics?</li> </ul>	The Principal has ideas about how to use SUN CS strategies.	The Principal and SUN CS Site Manager have put into place several activities that incorporate school-day academics.	The Principal provides significant leadership in using SUN CS strategies to support school-day academics. The Principal collaborates with the Site Manager to develop a SUN CS annual plan that is aligned with the school improvement plan. Explicit strategies exist to connect partners to support academic achievement. Family Engagement activities and/or strategies are in place to support student learning. At least one focus area for SUN efforts for the year has been developed.	The Principal and SUN CS Site Manager work closely together to support school-day academics in SUN CS extended-day programming .
Self Assessment:	<b>#11</b> <b>The SUN CS vision and strategies are integrated into the school vision and school improvement plan (SIP) or CAP</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• Are the SUN vision and strategies incorporated into the school improvement plan?</li> <li>• Does the school budget reflect resources aligned to the SUN CS strategies?</li> </ul>	The Principal has not incorporated SUN CS into the vision or school improvement plan (SIP).	The Principal has started to integrate the SUN CS vision and strategies into the school vision and SIP. One or two strategies using partners or out of school time are part of the SIP.	The Principal provides significant leadership in integrating SUN CS into the vision and school improvement plan. At least 3 specific strategies using community partners and/or out of school time are present in the SIP. School Improvement Plan strategies are supported in the budget.	The SUN CS vision and strategies are totally integrated in the School Improvement Plan strategies and budget. Funds and efforts are aligned and blended to achieve the shared goals.

<b>LEADERSHIP &amp; INTEGRATION, CONT.</b>			<b>1 - Low</b>	<b>2 – Nearly Meets</b>	<b>3 – Meeting</b>	<b>4 - Exceeding</b>
<b>Self Assessment:</b>	<b>#12</b> <b>There is access to the school site facilities and space necessary to perform SUN CS work.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>Is there access to the school site for SUNCS?</li> <li>Is there adequate space allocated to the SUNCS program to reach the targeted populations?</li> </ul>	The Principal has provided limited access to school for the SUN CS program. No classroom space is made available.	The Principal acknowledges the importance of sharing school space with the SUN CS program. The SUN office may be a remote location. Using classrooms or the gym may be difficult at times.	The Principal provides access to the school site and space necessary for SUN CS to perform their work. There is adequate space in a good location for the SUN CS office, storage, and programs (classrooms, gyms and fields)	The Principal advocates so that most or all of the school space is used in a collaborative way to support student learning and targeted efforts.
<b>Self Assessment:</b>	<b>#13</b> <b>School administrators and teachers assist with the recruitment of low achieving and at-risk students.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>Do the Principal and teachers contribute to the recruitment of appropriate students for the SUN CS program?</li> </ul>	Participation is driven by first come first served registration process with limited targeted recruitment.	Administrators and teachers refer and encourage students who need assistance informally.	The Principal and teachers collaborate with SUN CS on recruitment of students so that students in need of assistance are referred to appropriate services and encouraged to attend. A structure is in place for teachers to identify specific students and share their needs. SUN and school staff collaboratively recruit, serve and monitor their progress. SUN Site Manager has Synergy access to view student records.	There is a strong collaborative system for recruitment, ongoing communication between school staff and SUN staff, and monitoring of support and student progress. SUN CS Site Manager is trained by the district to use Synergy for tracking students' academic performance.
<b>COMMUNICATION</b>			<b>1 - Low</b>	<b>2 – Nearly Meets</b>	<b>3 – Meeting</b>	<b>4 - Exceeding</b>
<b>Self Assessment:</b>	<b>#14</b> <b>The Principal and Site Manager have a regularly scheduled meeting time to plan and discuss issues.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>Do the Principal and Site Manager meet to discuss and plan the SUNCS efforts?</li> </ul>	The Principal and Site Manager meet infrequently and on an ad hoc basis.	The Principal and Site Manager meet once a month and discuss issues related to the SUN CS collaboration.	The Principal and Site Manager have a regularly scheduled meeting more than once a month to discuss and plan. They have a way to reach each other outside of school hours.	The Principal and Site Manager have a regularly scheduled weekly meeting to discuss issues and plan. They regularly use other communication methods (email, phone texting).

COMMUNICATION, CONT.			1 - Low	2 – Nearly Meets	3 – Meeting	4 - Exceeding
Self Assessment:	<b>#15</b> <b>The SUN CS Site Manager is included in school communications, including written and email communications related to school business.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>Is the SUN CS Site Manger included in school communications?</li> </ul>	The SUN CS Site Manager has limited access to school communication and business.	The SUN CS Site Manager has some access to school communication and business.	The SUN CS Site Manager is included in the school email list and all written communication.	The SUN CS Site Manager is included in all school communication and has input into school communications. S/he participates in <b>school</b> communication efforts with families and community.
Self Assessment:	<b>#16</b> <b>The SUN CS Site Manager attends school staff meetings on a regular basis and has opportunities at those meetings to introduce themselves, their programs and the referral process.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>Does the SUN CS Site Manager attend staff meetings and have time on the agenda, as needed?</li> </ul>	The SUN CS Site Manager does not attend staff meetings.	The SUN CS Site Manager attends staff meetings occasionally.	The SUN CS Site Manager attends staff meetings on a regular basis and provides pertinent information about SUN CS. At the beginning of the year, there is time with staff to present about SUN, the vision and planning.	The SUN CS Site Manager attends all staff meetings on a regular basis and has input into the agendas to provide pertinent information about the SUN CS operations.



# SUN Community School Annual Plan 2014-15

Overarching Outputs	100% funding level	75% funding level
Extending the hours that the school is open to the community to provide service	15 hours per week	12 hours per week
A significant number of school enrollment will be served in enrolled extended-day activities or individual, group and family support	200 students	150 students
Students involved with SUN CS will participate regularly, attending 30 days or more per year	100 students	75 students
Students who are at risk of academic failure will be recruited and served	100 students	75 students
Offer summer programming that includes enrichment and academic components	4 wks	4 wks
Offer and promote activities that encourage students to engage in physical activity for at least 60 min/week		

## I. ACADEMIC SUPPORT AND SKILL DEVELOPMENT FOR YOUTH

Output or Outcome	100% funding level	75% funding level
Regular attendees will meet reading and math benchmarks or show increase in benchmark scores	75%	75%
Regular attendees attend school regularly	90% ADA	90% ADA
Regular attendees will show improvement in developmental and interim academic indicators	75%	75%
Offer homework assistance or other age appropriate academic support during each day of extended-day programming	30 min	30 min

**NOTE:** Include year-long AND summer strategies. Add additional rows to the table if needed.

Focus Area	Specific Strategies (What or How)	Timeline	Lead Person & Supports	Resources	Indicators/Outputs (optional)
<i>Check <u>all</u> that apply</i>	<i>List specific strategies and practices</i>	<i>What is the projected timeframe?</i>	<i>Who is the lead person(s) and who else will be supporting?</i>	<i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	<i>Target #, observable change, evidence of success</i>
<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Attendance <input type="checkbox"/> Other: _____					

Focus Area	Specific Strategies (What or How)	Timeline	Lead Person & Supports	Resources	Indicators/Outputs (optional)
<i>Check <u>all</u> that apply</i>	<i>List specific strategies and practices</i>	<i>What is the projected timeframe?</i>	<i>Who is the lead person(s) and who else will be supporting?</i>	<i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	<i>Target #, observable change, evidence of success</i>
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<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Attendance <input type="checkbox"/> Other: _____					

## II. FAMILY INVOLVEMENT/ENGAGEMENT

Output or Outcome	100% funding level	75% funding level
Families (children and adults) will be served in extended-day family programs and services	3 family non-enrollment events	3 family non-enrollment events
Adults (parent and community members) will participate in adult education and life skills development	50	35

**NOTE:** Add additional rows to the table if needed.

Specific Strategies (What or How) <i>List specific strategies and practices</i>	Timeline <i>What are the projected start and end date(s)?</i>	Lead Person & Supports <i>Who is the lead person(s) and who else will be supporting?</i>	Resources <i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	Indicators/Outputs (optional) <i>Target #, observable change, evidence of success</i>



### III. MEETING BASIC NEEDS

Service Provision, Access, I & R and Linkage to a wide range of services including:

- Housing Stability services
- Economic Self-Sufficiency services
- Health services
- Mental Health services
- Food and Nutrition services

**Note:** Add additional rows to the table if needed.

<b>Specific Strategies (What or How)</b> <i>List specific strategies and practices</i>	<b>Timeline</b> <i>What are the projected start and end date(s)?</i>	<b>Lead Person &amp; Supports</b> <i>Who is the lead person(s) and who else will be supporting?</i>	<b>Resources</b> <i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	<b>Indicators/Outputs (optional)</b> <i>Target #, observable change, evidence of success</i>

## IV. COLLABORATION AND SERVICE INTEGRATION

<b>Collaboration Development</b> – Build or deepen collaboration between school staff, lead agency, partners, parents & community members (shared understanding /vision of school as a community school; shared governance; clear communication channels, systems development, etc.)
<b>Advisory</b> – Solicit input and support from a body/bodies with broad stakeholder representation at least four times annually to guide SUN CS development and work. Stakeholder groups include: teachers, youth, parents & family members, and community members
<b>Student Support</b> – Convene groups of school staff and/or service providers (such as Student Success/Building Screening Committee Meetings) in order to support collaboration and integration of services for specific students and families
<b>Partner Coordination</b> – Connect with all school-based and school-linked service and program partners in that school for coordination, systems development and information sharing purposes

**Note: Strategies are required for each heading below.** Add additional rows to each table if needed.

COLLABORATION DEVELOPMENT				
Specific Strategies (What or How) <i>List specific strategies and practices</i>	Timeline <i>What are the projected start and end date(s)?</i>	Lead Person & Supports <i>Who is the lead person(s) and who else will be supporting?</i>	Resources <i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	Indicators/Outputs (optional) <i>Target #, observable change, evidence of success</i>

ADVISORY				
Specific Strategies (What or How)	Timeline	Lead Person & Supports	Resources	Indicators/Outputs (optional)
<i>List specific strategies and practices</i>	<i>What are the projected start and end date(s)?</i>	<i>Who is the lead person(s) and who else will be supporting?</i>	<i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	<i>Target #, observable change, evidence of success</i>

STUDENT SUPPORT				
Specific Strategies (What or How)	Timeline	Lead Person & Supports	Resources	Indicators/Outputs (optional)
<i>List specific strategies and practices</i>	<i>What are the projected start and end date(s)?</i>	<i>Who is the lead person(s) and who else will be supporting?</i>	<i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	<i>Target #, observable change, evidence of success</i>

PARTNER COORDINATION				
Specific Strategies (What or How)	Timeline	Lead Person & Supports	Resources	Indicators/Outputs (optional)
<i>List specific strategies and practices</i>	<i>What are the projected start and end date(s)?</i>	<i>Who is the lead person(s) and who else will be supporting?</i>	<i>Resources (people, time, dollars, materials, partnerships)</i>	<i>Target #, observable change, evidence of success</i>

## Examples SUN Community School Annual Plan 2014-15

Do NOT use this document as your template. It has examples for only some parts of the Annual Plan. Refer to and use the main blank template for all the categories, headings, outcomes, and other definitions.

### I. ACADEMIC SUPPORT AND SKILL DEVELOPMENT FOR YOUTH

Focus Area <i>Check all that apply</i>	Specific Strategies (What or How) <i>List specific strategies and practices</i>	Timeline <i>What is the projected timeframe?</i>	Lead Person & Supports <i>Who is the lead person(s) and who else will be supporting?</i>	Resources <i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	Indicators/Outputs (optional) <i>Target #, observable change, evidence of success</i>
<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Attendance <input type="checkbox"/> Other:	Offer focused reading and math support twice a week to targeted students in grades 3-5 during extended-day	All terms: Sep-Jun	Lead: SUN CS Site Manager, Principal  Supports: 1 teacher, 3 educational assistants	Title I \$5,000 for teacher & flexed schedules for EAs  SUN CS \$1,000  Study Island software/curriculum  Teacher time to identify students & specific skill needs	35 students per term will participate and increase benchmark scores in reading
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Attendance <input type="checkbox"/> Other:	Offer Homework Club Mon-Fri during first 45 min of extended-day programming	All terms: Sep-Jun	Lead: SUN CS Site Manager  Supports: 1 educational assistant, volunteer tutors from Reed, PSU, ABC High School	Student tutors from Reed, PSU, ABC High School  Title I \$ to fund educational assistant  SUN CS \$ to fund additional staffing	All students participating in extended-day will receive homework assistance
<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Attendance <input type="checkbox"/> Other:	Analyze data and develop different levels of interventions around chronic absenteeism; school and lead agency staff jointly plan and implement these interventions.	Summer/Fall: Analyze data and develop initial plan  Fall/Winter: Implement	Lead: Principal  Supports: SUN CS Site Manager, School day and extended-day staff	Time to convene team to analyze data and create plan of action  Additional resources TBD depending on specific strategies	Improved student attendance in school

<b>Focus Area</b> <i>Check all that apply</i>	<b>Specific Strategies (What or How)</b> <i>List specific strategies and practices</i>	<b>Timeline</b> <i>What is the projected timeframe?</i>	<b>Lead Person &amp; Supports</b> <i>Who is the lead person(s) and who else will be supporting?</i>	<b>Resources</b> <i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	<b>Indicators/Outputs (optional)</b> <i>Target #, observable change, evidence of success</i>
<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Attendance <input checked="" type="checkbox"/> Other: Enrichment	Provide music classes & experiences to enrich students development	Winter and Spring Terms	Lead: Ethos  Supports: SUN CS Site Manager	Ethos provides staffing, materials, supplies	

## II. FAMILY INVOLVEMENT/ENGAGEMENT

<b>Specific Strategies (What or How)</b> <i>List specific strategies and practices</i>	<b>Timeline</b> <i>What is the projected timeframe?</i>	<b>Lead Person &amp; Supports</b> <i>Who is the lead person(s) and who else will be supporting?</i>	<b>Resources</b> <i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	<b>Indicators/Outputs (optional)</b> <i>Target #, observable change, evidence of success</i>
Hold 3 family dinners in different languages (Spanish, Russian, English) to form relationships & learn about students' home culture & learning styles	Fall	Lead: Principal, Family Involvement Coord., SUN CS Site Manager  Supports: counselor, teachers, ESL EAs	Family Involvement Coord., SUN CS Site Manager, teachers and counselor to plan & conduct outreach  Title I Family Involvement \$ for dinner, supplies  Teacher & SUN staff time to attend & lead/participate	75 parents participate  Instruction (day and after) integrates & bridges to home culture & experiences
Offer Adult ESL class	Winter and Spring sessions	Lead: PSU, SUN CS Site Manager coordinates	PSU provides training and staffing  SUN CS Site Manager provides outreach and recruitment	20 adults will participate in each session
Hold Family Literacy Night	Feb or Mar 2013	Lead: Principal and SUN CS Site Manager  Supports: Team Leaders, all staff	SUN CS and Title I Family Involvement \$ for dinner, supplies  School staff time to attend and lead/participate  Mult Co Library to provide resources & lead book talks	200 people will attend

### III. MEETING BASIC NEEDS

<b>Specific Strategies (What or How)</b> <i>List specific strategies and practices</i>	<b>Timeline</b> <i>What is the projected timeframe?</i>	<b>Lead Person &amp; Supports</b> <i>Who is the lead person(s) and who else will be supporting?</i>	<b>Resources</b> <i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	<b>Indicators/Outputs (optional)</b> <i>Target #, observable change, evidence of success</i>
Partner with ABC Church to weekend food backpacks	Sept: Set up and identify families  Fall: Implement weekly through end of school year	Lead: School Counselor  Supports: ABC Church, SUN CS Site Manager	ABC Church: Food and Volunteers  Joe's Business: backpack donations  Counselor, SUN CS, teacher identify families and do outreach	15 families a week will receive weekend food backpacks
Coordinate Community Health Fair	Fall 2012	Lead: SUN CS Site Manager  Supports: Family Involvement Coord, School nurse, Counselor, PTA	Services: Immunizations, dental screenings, vision screenings, Child Find, OHP sign up  Resources: Health Dept, CCFC Family Economic Security, Legacy Trauma Nurses, IRCO, Library, etc.  Businesses donate food, raffle prizes	300 people will attend and receive health services and information about community resources
Connect families to health and social services through Student Support Team/ Building Screening Committee (see IV. below)	Weekly meeting, Sep-Jun	Lead: Principal  Supports: SUN CS Site Mgr, Counselor, Attendance Secretary, Teachers, School nurse	Two hours/wk to meet; additional follow-up responsibilities  Knowledge of and links to community resources	

## IV. COLLABORATION AND SERVICE INTEGRATION

COLLABORATION DEVELOPMENT				
Specific Strategies (What or How) <i>List specific strategies and practices</i>	Timeline <i>What is the projected timeframe?</i>	Lead Person & Supports <i>Who is the lead person(s) and who else will be supporting?</i>	Resources <i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	Indicators/Outputs (optional) <i>Target #, observable change, evidence of success</i>
Principal and SUN CS Site Mgr share and look at academic and other data together to make decisions about community school efforts (e.g., attendance, school climate, wellness, behavior).	Spring: SUN CS Annual Plan and SIP joint planning  Fall: Gather input of other groups including SUN Advisory Body & finalize  Ongoing assessment of plans and efforts	Lead: Principal and SUN CS Site Manager  Supports: SUN Advisory Body, parents/families	Scheduled, regular meetings between Principal and SUN CS Site Manager  Time at SUN CS Advisory Body meeting and other meetings with parents/family members to share data and decision making	<ul style="list-style-type: none"> <li>Decisions about community school collaboration increasingly driven by data (student academic, student health and well being, student behavior, family)</li> <li>Lead agency and school leadership develop and implement community school plans jointly</li> </ul>
School and lead agency staff plan annual budgets together and align resources.	Spring: budget planning for upcoming school year	Lead: Principal and SUN CS Site Mgr  Supports: Lead Agency	SUN CS \$  School \$  Grant and Partner resources	Resources (human, \$ and equipment/supplies) are deployed to most strategically meet student needs across the day and out-of-school time
Hold school staff retreat to build a shared vision and understanding of the community school collaboration	Sep/Oct 2012	Lead: Principal  Supports: SUN CS Site Manager	Staff time	Shared vision and understanding of the collaboration by the entire school staff  Everyone sees themselves as part of SUN CS

STUDENT SUPPORT				
Specific Strategies (What or How) <i>List specific strategies and practices</i>	Timeline <i>What is the projected timeframe?</i>	Lead Person & Supports <i>Who is the lead person(s) and who else will be supporting?</i>	Resources <i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	Indicators/Outputs (optional) <i>Target #, observable change, evidence of success</i>
Attendance/Social Services/BSC Team meets weekly to address individual student needs and includes Principal, SUN CS Site Manager, counselor, attendance secretary, teachers	Weekly meeting, Sep-June	Lead: Principal  Supports: SUN CS Site Manager, counselor, attendance secretary, teachers	Two hours/wk to meet; additional follow-up responsibilities  Timely data on attendance, academics and other areas  Knowledge of and links to community resources when needed  Linkage with Partner Coordination Meetings (see below)	Services and supports for individual students and families are coordinated, monitored and followed up with in a timely manner

PARTNER COORDINATION				
Specific Strategies (What or How) <i>List specific strategies and practices</i>	Timeline <i>What is the projected timeframe?</i>	Lead Person & Supports <i>Who is the lead person(s) and who else will be supporting?</i>	Resources <i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	Indicators/Outputs (optional) <i>Target #, Observable change, evidence of success</i>
Convene quarterly Partner Coordination Meetings to connect all school-based and school-linked service and program partners	Quarterly beginning Oct	Lead: SUN CS Site Manager  Supports: Principal, School-based and school-linked partners	Two hours/quarterly to meet	All school-based and school-linked partners will be aware of each other's efforts and have opportunities to coordinate efforts, plan joint events, share information and troubleshoot issues



<b>SCHOOL</b>	This is an example for a middle school		
<b>SUN COORDINATOR</b>	Todd Diskin	<b>PRINCIPAL</b>	Diana Hall

**1. Using SUN Data and Key Stakeholders checklist, describe your school's current conditions by answer the following questions:**

**What do you know about your school's OAKS results from this spring? How do they line up with your targets?**

We have made strides in math, but see significant areas for growth in reading with special emphasis on ELL and African American student populations.

**What are your school's indicators or goals from your most current Comprehensive Achievement Plan and/or School Improvement Plan? Please list.**

Reading OAKS: increase by 10 percentage points (from 68-78%) with accelerated growth in targeted sub groups.

Math OAKS: increase by 5 percentage points (from 72-77%).

Behavior: Decrease rate of suspension and expulsion for students of color.

Attendance: Decrease chronic absence rates overall with focus on African American and Latino students

**What other important factors from your needs assessment checklist need to be considered?**

Neighborhood crime has increased by 15%

Chronic absence: 21%. Disproportionate numbers of African American, Latino and Native students.

Key Stakeholders:

- Parents have noted their concern with their child being safe in the neighborhood. Would like information on how to support their child being motivated to read.
- Teachers say that when students are in class they perform well, but growing concern about the number of students absent from school.
- Feedback through our family liaison and patterns in participation and disparities in a variety of outcomes show that overall we are disconnected from two specific communities in particular: African American and Latino students and families.
- Students reflect in surveys and 1:1 interaction that they would like a wider variety of options for homework time and additional free social time. Students love their SUN teachers and feel they understand them and listen to them.

**LOOKING AT ALL OF THIS:**

**What are the areas of growth/strides being made overall?**

- Through focused attention this past year, we are meeting our Math SIP goals.
- Seen increase in family participation in SUN activities and parent participation at conferences.
- Our equity work is improving our relationships with students and families and we seeing improvement in atmosphere of the school and shifts in behavior and engagement. The SUN Site Manager has participated with the rest of the staff in the equity training and other efforts.
- In a parent survey, 96% found the school to be welcoming and specifically note the monthly opportunities to have coffee with the principal, interact with staff at afterschool and evening events and receive assistance with rent and food through our pantry.

**What are the gaps? (academic or non-academic)**

- Reading seems to be the largest academic gap, especially for African American and ELL students.
- Disproportionate discipline for students of color. Our relative rate for African American, Latino and Native students is 2-3 times that for White students.
- Lack of mentors and tutors that represent/reflect the student populations.
- Lack of adequate social and health services to meet needs. In particular, we do not have a School Based Health Clinic and our nurse is only at the school 2 days a week.

**What initiatives seem to be stalled or not effective?**

- Consistent homework time in after school, but it is not being used to its full effect.
- PBIS is only partially implemented school-wide and extended day staff have not been able to attend trainings.

**2. Name your top 1-2 areas for collective action with partners and community organizations in the coming year**

*Consider the following:*

- *Priorities that will have the biggest impact on closing your school's gaps, especially with Underserved Populations*
- *Priorities that have long lasting impact*
- *District focus areas and any priorities that are "absolute" or "must do"*
- *Low hanging fruit – available partners and easy wins*

**FOCUS AREA #1**

Reading with targeted focus on African American and ELL students.

**FOCUS AREA #2**

Attendance and Engagement with focus on reducing chronic absence rates in African American, Latino and Native population.

**NAME OF FOCUS AREA #1:**

Reading with targeted focus on African American and ELL students.

**SUMMARY OF CURRENT DATA & INFORMATION :**

OAKS results: African American: 55.2; ELL: 40.5, all students: 68

*(Include other reading assessment information here)*

**WRITE YOUR GOAL**

All students will receive a 2nd dose of reading practice and support 3X a week.

We will close the gap by 10 percentage points

**PARTNER AND RESOURCES THAT WILL HELP YOU MEET YOUR GOAL:**

	AVAILABLE <i>WHO &amp; WHAT</i>	NEEDED
<b>PARTNERS</b> <i>Partner Planning Tool</i>	XYZ Tutoring: shown great increases with students they serve	AC Portland blends soccer with literacy through mentors. Partnership in development.
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Read 180 software and computer labs</li> <li>• Mult Co Library: Books 2 U and School Corps</li> <li>• New library opened up in our neighborhood</li> <li>• Have small amount of SUN budget to pay extended-day staff</li> <li>• Title I</li> </ul>	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> grade teachers to run invitational skill-based reading groups in afterschool time</li> <li>• Resources to offer recreation and enrichment for 2<sup>nd</sup> hour after school for kids participating in academic offerings in 1<sup>st</sup> hour (soccer, hip hop, etc)</li> <li>• Additional Read 180 licenses</li> <li>• Skilled adult to support students in computer lab</li> <li>• Additional tutors, mentors and adults who can offer reading support</li> <li>• Access to books and other materials at the right reading level</li> <li>• Update SUN library for more current high interest books, magazines and other reading material</li> <li>• Incentives – reading challenges, incentives for visiting library, etc.</li> </ul>
<b>TRAINING</b>	Title I reading specialists are available and could train external volunteers and partners in reading strategy.	Training and materials for tutors, homework helpers and other adult support folks
<b>PARENT ENGAGEMENT ACTIONS</b>	<ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• School Conferences</li> <li>• Principal monthly coffee with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Share reading support strategies with parents</li> <li>• Culturally specific family events</li> <li>• Restorative Listening Dialogues (Portland Parent Union model)</li> </ul>

**THINKING PROMPTS –MOVING TO ACTION**

- How can your partners and resources be specifically aligned to meet this goal?
- How might partners do business differently to better meet this goal?
- What do your partners need to know so they might better align to meet this goal?
- What actions would address the gaps for underserved student populations?

**PARTNER ALIGNMENT ACTION STEPS:**

- Be explicit with all partners about our reading focus and ask them to identify their role towards meeting our targets and adding reading component to their programming. Add this to partner MOU.
- Host session with school staff and partner organizations to discuss how to work collectively on reading and align efforts.
- Incorporate successes from extended-day and partner interactions with students into recognition and incentive structure.
- Align with existing and new partners to do targeted efforts to engage with African American and Latino families such as Portland Parent Union (restorative listening dialogues) and Catholic Charities.

**SYSTEM & STRUCTURAL ACTION STEPS:**

- Restructure homework time and collaborate with partners to staff it consistently with knowledgeable adults.
- Review and revise structures for identifying specific students with reading support needs and communicating about those needs to non-school staff.
- Incorporate specific actions into SIP/CAP and SUN Annual Plan.

**COMMUNICATION ACTION STEPS:**

- Post school improvement goals in halls, classrooms, etc.
- Have students make posters for the campaign – class project?
- Use every opportunity to communicate about the reading focus: back to school packets, Back to School Night, parent conferences, student assemblies, newsletters.
- Ask parents to pledge to help with the focus.
- Put written messages in multiple languages.
- Revise SUN MOUs to include the reading focus and commitment of partner to help.

**RESOURCES ACTION STEPS**

- Reach out to MultCo Library to explore possible opportunities for partnership: apply for School Corps and Books 2 U, incentives to visit and use library, etc.
- Reach out to neighborhood faith communities, neighborhood association and others to recruit more adults to support youth getting a 2<sup>nd</sup> dose of reading (either at school or in community) – recruit at summer clean up day, etc.
- Make ask to local book stores for books to add to library.
- Connect with Portland Parent Union and Catholic Charities about possible strategies or partnerships to do restorative listening dialogues and other family engagement activities.
- Add AC Portland as an extended day partner.

**TRAINING ACTION STEPS:**

- Work with district to provide training and materials for non-educators – could be cross-school.
- Have reading specialists train extended-day staff in ways to incorporate reading skill-building into other activities.
- Offer tips to parents at family events.

**OTHER ACTION STEPS:**

- Coordinate with other SUN middle school providers to learn what others are doing.



# **SUN Community Schools Annual Plan & Budget Review Signature Sheet 2014-15 Principal**

**School:**\_\_\_\_\_

By signing, I am verifying that I have participated in the development of the SUN CS Annual Plan for FY 13-14 school year and that it is aligned with the school improvement plan. I also have reviewed the budget and understand how it relates to the joint goals and activities detailed in the plan.

---

**School Principal Signature**

**Date**



**SUN Community Schools  
Annual Plan  
Signature Sheet 2014-2015  
Advisory Committee**

School

Advisory Committee Approval

Date \_\_\_\_\_

Members Present & Affiliation (please list)

[illegible]

Submitted By

Date \_\_\_\_\_

## NAME OF FOCUS AREA

## SUMMARY OF CURRENT DATA & INFORMATION

## WRITE YOUR GOAL (if you have a SMART goal already for this area, please use that)

## PARTNER AND RESOURCES THAT WILL HELP YOU MEET YOUR GOAL

	AVAILABLE <i>WHO &amp; WHAT</i>	NEEDED
PARTNERS		
RESOURCES		
TRAINING		
PARENT ENGAGEMENT ACTIONS		

## THINKING PROMPTS –MOVING TO ACTION

Discuss the following:

- How can your partners and resources be specifically aligned to meet this goal?
- How might partners do business differently to better meet this goal?
- What do your partners need to know so they might better align to meet this goal?
- What actions would address the gaps for underserved student populations?

**PARTNER ALIGNMENT ACTION STEPS****RESOURCE ACTION STEPS****TRAINING ACTION STEPS****PARENT ENGAGEMENT ACTION STEPS****SYSTEM & STRUCTURAL ACTION STEPS**



<b>SCHOOL</b>			
<b>SUN COORDINATOR</b>		<b>PRINCIPAL</b>	

**1. Using SUN Data and Key Stakeholders checklist, describe your school's current conditions by answer the following questions:**

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What other important factors from your needs assessment checklist need to be considered?

**LOOKING AT ALL OF THIS:**

What are the areas of growth/strides being made overall?

What are the gaps? (academic or non-academic)

What initiatives seem to be stalled or not effective?

**2. Name your top 1-2 areas for collective action with partners and community organizations in the coming year**

*Consider the following:*

- *Priorities that will have the biggest impact on closing your school's gaps, especially with Underserved Populations*
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- *Low hanging fruit – available partners and easy wins*

**FOCUS AREA #1**

**FOCUS AREA #2**

**NAME OF FOCUS AREA #1:****SUMMARY OF CURRENT DATA & INFORMATION :****WRITE YOUR GOAL**

All students will receive a 2nd dose of reading practice and support 3X a week.  
We will close the gap by 10 percentage points

**PARTNER AND RESOURCES THAT WILL HELP YOU MEET YOUR GOAL:**

	AVAILABLE WHO & WHAT	NEEDED
<b>PARTNERS</b> <i>Partner Planning Tool</i>		
<b>RESOURCES</b>		
<b>TRAINING</b>		
<b>PARENT ENGAGEMENT ACTIONS</b>		

**THINKING PROMPTS –MOVING TO ACTION**

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**PARTNER ALIGNMENT ACTION STEPS:****SYSTEM & STRUCTURAL ACTION STEPS:****COMMUNICATION ACTION STEPS:****RESOURCES ACTION STEPS****TRAINING ACTION STEPS:****OTHER ACTION STEPS:**

<b>SCHOOL</b>	This is an example for a middle school		
<b>SUN COORDINATOR</b>	Todd Diskin	<b>PRINCIPAL</b>	Diana Hall

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**What other important factors from your needs assessment checklist need to be considered?**

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Chronic absence: 21%. Disproportionate numbers of African American, Latino and Native students.

Key Stakeholders:

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**LOOKING AT ALL OF THIS:**

**What are the areas of growth/strides being made overall?**

- Through focused attention this past year, we are meeting our Math SIP goals.
- Seen increase in family participation in SUN activities and parent participation at conferences.
- Our equity work is improving our relationships with students and families and we seeing improvement in atmosphere of the school and shifts in behavior and engagement. The SUN Site Manager has participated with the rest of the staff in the equity training and other efforts.
- In a parent survey, 96% found the school to be welcoming and specifically note the monthly opportunities to have coffee with the principal, interact with staff at afterschool and evening events and receive assistance with rent and food through our pantry.

**What are the gaps? (academic or non-academic)**

- Reading seems to be the largest academic gap, especially for African American and ELL students.
- Disproportionate discipline for students of color. Our relative rate for African American, Latino and Native students is 2-3 times that for White students.
- Lack of mentors and tutors that represent/reflect the student populations.
- Lack of adequate social and health services to meet needs. In particular, we do not have a School Based Health Clinic and our nurse is only at the school 2 days a week.

**What initiatives seem to be stalled or not effective?**

- Consistent homework time in after school, but it is not being used to its full effect.
- PBIS is only partially implemented school-wide and extended day staff have not been able to attend trainings.

**2. Name your top 1-2 areas for collective action with partners and community organizations in the coming year**

*Consider the following:*

- *Priorities that will have the biggest impact on closing your school's gaps, especially with Underserved Populations*
- *Priorities that have long lasting impact*
- *District focus areas and any priorities that are "absolute" or "must do"*
- *Low hanging fruit – available partners and easy wins*

**FOCUS AREA #1**

Reading with targeted focus on African American and ELL students.

**FOCUS AREA #2**

Attendance and Engagement with focus on reducing chronic absence rates in African American, Latino and Native population.

**NAME OF FOCUS AREA #1:**

Reading with targeted focus on African American and ELL students.

**SUMMARY OF CURRENT DATA & INFORMATION :**

OAKS results: African American: 55.2; ELL: 40.5, all students: 68

*(Include other reading assessment information here)*

**WRITE YOUR GOAL**

All students will receive a 2nd dose of reading practice and support 3X a week.

We will close the gap by 10 percentage points

**PARTNER AND RESOURCES THAT WILL HELP YOU MEET YOUR GOAL:**

	AVAILABLE <i>WHO &amp; WHAT</i>	NEEDED
<b>PARTNERS</b> <i>Partner Planning Tool</i>	XYZ Tutoring: shown great increases with students they serve	AC Portland blends soccer with literacy through mentors. Partnership in development.
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Read 180 software and computer labs</li> <li>• Mult Co Library: Books 2 U and School Corps</li> <li>• New library opened up in our neighborhood</li> <li>• Have small amount of SUN budget to pay extended-day staff</li> <li>• Title I</li> </ul>	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> grade teachers to run invitational skill-based reading groups in afterschool time</li> <li>• Resources to offer recreation and enrichment for 2<sup>nd</sup> hour after school for kids participating in academic offerings in 1<sup>st</sup> hour (soccer, hip hop, etc)</li> <li>• Additional Read 180 licenses</li> <li>• Skilled adult to support students in computer lab</li> <li>• Additional tutors, mentors and adults who can offer reading support</li> <li>• Access to books and other materials at the right reading level</li> <li>• Update SUN library for more current high interest books, magazines and other reading material</li> <li>• Incentives – reading challenges, incentives for visiting library, etc.</li> </ul>
<b>TRAINING</b>	Title I reading specialists are available and could train external volunteers and partners in reading strategy.	Training and materials for tutors, homework helpers and other adult support folks
<b>PARENT ENGAGEMENT ACTIONS</b>	<ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• School Conferences</li> <li>• Principal monthly coffee with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Share reading support strategies with parents</li> <li>• Culturally specific family events</li> <li>• Restorative Listening Dialogues (Portland Parent Union model)</li> </ul>

**THINKING PROMPTS –MOVING TO ACTION**

- How can your partners and resources be specifically aligned to meet this goal?
- How might partners do business differently to better meet this goal?
- What do your partners need to know so they might better align to meet this goal?
- What actions would address the gaps for underserved student populations?

**PARTNER ALIGNMENT ACTION STEPS:**

- Be explicit with all partners about our reading focus and ask them to identify their role towards meeting our targets and adding reading component to their programming. Add this to partner MOU.
- Host session with school staff and partner organizations to discuss how to work collectively on reading and align efforts.
- Incorporate successes from extended-day and partner interactions with students into recognition and incentive structure.
- Align with existing and new partners to do targeted efforts to engage with African American and Latino families such as Portland Parent Union (restorative listening dialogues) and Catholic Charities.

**SYSTEM & STRUCTURAL ACTION STEPS:**

- Restructure homework time and collaborate with partners to staff it consistently with knowledgeable adults.
- Review and revise structures for identifying specific students with reading support needs and communicating about those needs to non-school staff.
- Incorporate specific actions into SIP/CAP and SUN Annual Plan.

**COMMUNICATION ACTION STEPS:**

- Post school improvement goals in halls, classrooms, etc.
- Have students make posters for the campaign – class project?
- Use every opportunity to communicate about the reading focus: back to school packets, Back to School Night, parent conferences, student assemblies, newsletters.
- Ask parents to pledge to help with the focus.
- Put written messages in multiple languages.
- Revise SUN MOUs to include the reading focus and commitment of partner to help.

**RESOURCES ACTION STEPS**

- Reach out to MultCo Library to explore possible opportunities for partnership: apply for School Corps and Books 2 U, incentives to visit and use library, etc.
- Reach out to neighborhood faith communities, neighborhood association and others to recruit more adults to support youth getting a 2<sup>nd</sup> dose of reading (either at school or in community) – recruit at summer clean up day, etc.
- Make ask to local book stores for books to add to library.
- Connect with Portland Parent Union and Catholic Charities about possible strategies or partnerships to do restorative listening dialogues and other family engagement activities.
- Add AC Portland as an extended day partner.

**TRAINING ACTION STEPS:**

- Work with district to provide training and materials for non-educators – could be cross-school.
- Have reading specialists train extended-day staff in ways to incorporate reading skill-building into other activities.
- Offer tips to parents at family events.

**OTHER ACTION STEPS:**

- Coordinate with other SUN middle school providers to learn what others are doing.



## **Comprehensive Achievement Plan Indicator Crosswalk for SUN Community Schools Planning May 28, 2014**

SUN Community Schools Focus Area and Annual Plans are intended to be aligned with your school's planning processes. SUN Focus Area Plans are designed to delve deeper into specific actions within the plans you have already made. The following Comprehensive Achievement Plan indicators are natural areas for the use of SUN strategies.

### **District and School Structure and Culture**

- DSC 1.1 The school principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations.
- DSC 1.4 School staff identifies students who need additional learning time to meet standards and provides timely and effective programs of assistance.
- DSC 1.5 School staff assist students in successful transitions, as applicable, from early childhood into elementary, elementary to middle.
- DSC 1.6 School staff coordinates and integrates services and programs with the aim of optimizing the entire educational program to improve student learning.

### **Family and Community Involvement**

- FC 3.1 School staff create and maintain a welcoming environment for all families and community members.
- FC 3.2 School staff create and maintain connections between the school community and the broader community to support students learning.
- FC 3.4 School staff educate families and provide needed resources for supporting their children's learning.
- FC 3.5 School staff ensure families have the opportunity for meaningful involvement in the school.
- FC 3.6 School leadership includes families on all decision-making and advisory committees and ensures training for such areas a policy, curriculum, budget, school reform initiatives, and safety.
- FC 3.8 School staff uses a variety of tools on a regular basis to facilitate two-way communication among stakeholders.



## **Framework for creating a “Safety Plan”**

### **I. Programming Staff - Paid from your Agency**

- A. Background checks
  - 1. Fingerprinting
- B. Training and Support
  - 1. Orientation
    - a. Who to Go to
    - b. Expectations for Adult Behavior
    - c. Expectations for Student Behavior
  - 2. Reviews
  - 3. Rewards or Incentives
  - 4. Food handlers Cards
  - 5. CPR Trained
- C. Employees manual
  - 1. Agency Rules and Regulations
  - 2. Site and Program Specific Information

### **II. Partner Agencies**

- A. Advisory or Other Group Already Identified Existing Partners
  - 1. Site knows what services are to be provided
  - 2. Site knows what days/times to expect partner agency to provide service
  - 3. Attend Partners meetings, if at all possible
    - a. If not how do you communicate regularly with them
  - 4. The service provided aligns with the annual plan / goals, objectives of program
  - 5. Three way MOU between school, agency and partner provider clearly delineating roles, responsibilities, expectations, and a grievance procedure
- B. New Agency
  - 1. Screened to make sure program offered aligns
  - 2. Clear about coming into this model
  - 3. Three way MOU

### **III. Students**

- A. Expectations for Student Behavior are in line with School Day Expectations
- B. Who do they go to if there is a problem
- C. Who handles major issues – bullying, fighting, drugs ...
- D. How are they handled – same as school day, different



- E. Where are there phones for kids to call home – can they
- F. Who hands out bus tickets
- G. How do they know parents want them to have one
- H. How do you 86 a student from participating in programming – due process??

#### **IV. Building**

- A. Who Monitors Hall Safety
- B. Who Monitors Exterior
  - 1. Who waits until every child is picked up
  - 2. Who clears the grounds after programming so kids don't loiter and get hurt
- C. What Doors are Open to The Public
  - 1. What time are they Locked and Why?
- D. How Do You Know Who Is Supposed to Be in The Building
  - 1. ID Badges for Staff
  - 2. ID Badges for Students
  - 3. Visitors Badges
- E. How Do You Communicate with Staff Providing Programming During Programming
  - 1. Cell phones
  - 2. Walkie Talkies
- F. Fire Drills
- G. Earthquake Drills
- H. Lockdown Procedures
  - 1. How would you be notified of an emergency?
  - 2. Who would know to notify you?
- I. First-Aid Kits – where are they
- J. Burn or Trauma Kits – where are they

## **Section 7: Building Relationships & Partnerships**



# Building Relationships in SUN Community Schools

Building relationships with your school community and other stakeholders will be an ongoing process and critical to the success of your program. Taking the time to build quality relationships in the beginning will make program implementation easier and produce better outcomes.

## *Solicit Input*

Encourage the school to take ownership of the program by soliciting their input and letting them know about the different ways they can participate.

- Schedule to meet with teachers one-on-one in your first weeks to introduce yourself, answer questions about the program, and learn about what they're doing in the classroom. Ask them how the program can best support their students and align with class curriculum. Utilize this opportunity to find out about their hobbies and interests, successful parent engagement strategies, and the school climate and culture.
- Meet with custodial staff to respond to any concerns about building usage, and tap into their expertise about the school when creating a safety plan, staff handbooks, and other resources that address protocols of working in the school building. Ask them about their expectations of the program and let them know how critical they are to the SUN Community School team.
- Classified staff are often in contact with students and parents all day and can provide a unique perspective. Include them in your communication plan and work with them to develop strategies for integrating the program into their roles (i.e. registrar gives out SUN information to every new student, attendance secretary refers to students to SUN and Touchstone services, etc.).
- Ask for a calendar of school events, including parent/teacher conferences, band/choir concerts, and parent organization meetings. Set up a table to distribute information about the program or ask to be included on the agenda to present. These are opportunities to introduce yourself, distribute and collect surveys to assess needs and interests, and provide program visibility.

## *Be Visible and Engaged*

Build trust and visibility by taking an active role in the school and making the most of opportunities to learn about your school community.

- Attend staff meetings to learn about what's happening in the school and identify ways that your program may link to current priorities.
- Volunteer in teacher classrooms. This is a great way to interact with students, provide assistance to teachers, and learn about what students are doing in the classroom and how your program can support curriculum.
- Have lunch in the staff lounge and school cafeteria. Listen to what students and staff are talking about to learn more about the school culture and how your program can build upon its strengths.
- Be outside and greet parents and students as they drop off or pick up their students. Introduce yourself, distribute program information, or set up a complimentary coffee stand.
- Schedule meetings with community businesses and organizations. Get to know the assets that exist in your community and develop strategies to utilize those assets to enhance your programs.

# Building Relationships in SUN Community Schools



## Remember the Three Mantras...

- It's all about relationships
- Everything has to be negotiated—all the time
- For community schools to work, the partners have to have the word “yes” written in their hearts



# Building Relationships in SUN Community Schools (continued)

- ☐ Be clear with your expectations
- ☐ Get it in writing – use your MOUs [Section 9]
- ☐ Communicate regularly and often
- ☐ Honor your word. Hold people accountable to theirs.
- ☐ Look for mission alignment and common ground
- ☐ \_\_\_\_\_

## ***Principles for Successful Partnerships***

Every partnership has unique goals, approaches, and membership. Yet the experiences of existing partnerships and their public- and private-sector leaders point to some key principles for success. These ten principles provide a useful framework for establishing successful public-private partnerships.

### **Principle 1: Successful Partnerships Have Clear Goals**

Successful partnerships engage in a thoughtful process to define a vision or mission and clear short- and long-term goals. They also take time to ensure agreement and understanding among all the partners. The objective is to achieve consensus, so all partners are enthusiastic about the work that lies ahead. Collectively defining the goals gives all partners ownership of the partnership. This increases the likelihood that partners will stay committed. Goal agreement serves both as the glue that holds a partnership together and as a rudder that steers its actions. If all partners are committed to the same goals, they are better equipped to negotiate the inevitable differences of opinion that will arise as they work together.

When the goals are held firm, a partnership can be flexible in how they are accomplished. Flexibility is essential to accommodate political, economic, leadership, or other changes. Clear goals also help guide the partnership as it evolves.

### **Principle 2: Successful Partnerships Focus on Results and Measure Progress**

Defining benchmarks and achieving specific outcomes or results—a criterion of success that the business sector has long held as important and that the public sector is striving to embrace—is an effective way to assess progress. Successful partnerships use indicators and performance measures to regularly monitor whether their efforts are productive and funds are well spent. Measuring progress toward goals establishes accountability in both the public and the private sectors, showing that limited resources are being used effectively.

This bottom-line emphasis on results is particularly useful for managing a partnership with shared authority and multiple interests. As a management tool, the process of regularly measuring progress and results can provide partnerships with critical information about what is and what is not working and what changes can help accomplish the partnership's goals. Stakeholder groups then create strategies to address each indicator, and public and private funders can tie allocations to actual results.

### **Principle 3: Successful Partnerships Involve Youth and Families in Developing Programs**

Youth and their families are the ultimate consumers of the programs and services supported by youth program partnerships. Partnerships are more likely to establish programs and services that achieve their purpose when youth and families are involved in planning and evaluating those programs and services. Consumer involvement can also ensure that a partnership's programs and services are culturally and linguistically appropriate for the target populations.

Engaging youth and families means giving them the tools and information they need to be equal partners. It also means recognizing that funding may be needed to support leadership development training. The Iowa Collaborative for Youth Development facilitates youth participation in the State of Iowa Youth Action Committee, a group of young people who seek to bring the youth voice to public policymaking. The collaborative provides support by allocating staff time, accessing leveraged funding and other resources, and designating mentors from state agencies for each involved youth.

### **Principle 4: Successful Partnerships Involve Diverse Stakeholders from the Start**

Partnerships are most effective when they draw on a wide range of expertise, resources, and perspectives. By involving diverse stakeholders—such as school districts, senior citizens, law enforcement agencies, youth-serving organizations, businesses and chambers of commerce, leaders of

the faith community, or health and mental health providers—partnerships can gain broader public and private support for their efforts through the constituencies that each partner represents and supports. Successful partnerships must work to engage parents, citizens, providers, businesses, community groups, and other stakeholders from the start. When members join the partnership late, they miss out on establishing the partnership's vision and goals and on building the important relationships that result from such shared work. Although it is difficult to know who all the stakeholders will be in advance, taking the time early on to engage as many as possible will save time in the long run. Partners will inevitably come and go, but as new members come on board, it is important to orient them on the mission and goals and to bring them up to speed on the history and direction of the partnership.

#### **Principle 5: Successful Partnerships Rely on Champions for Support**

Success requires leaders who act as change agents by clearly communicating the goals of the partnership and building a broad base of support. Governors and other elected officials, as well as health, business, education, religious, philanthropic, and law enforcement leaders, have all been effective champions by using their own avenues to promote consensus on partnership goals and to build political will for supporting or expanding successful partnership efforts. Families and youth also are effective champions when they mobilize and speak with a unified voice.

Champions bring visibility to the partnership by securing media attention through press conferences, opinion pieces, letters to the editor, and public service announcements. They can also share information and influence decision-making at public events, such as hearings, town meetings, and meetings of related groups or organizations (e.g., local chambers of commerce). In addition, prominent organizations, such as charitable foundations, community service groups, and economic development or planning organizations, are often respected leaders.

#### **Principle 6: Successful Partnerships Establish Clear Governance Structures**

Successfully managing a partnership requires an effective governance structure. Some partnerships build on existing, respected governance structures to avoid creating organizational duplication. Other partnerships create new nonprofit entities or establish temporary blue ribbon committees, commissions, or advisory boards to guide their work. Effective governance structures define the various roles that partners will play and ensure that all partners understand and accept these roles. Many partnerships create written plans that include the roles and responsibilities of each partner or use contracts or memoranda of understanding to define roles and responsibilities. Defining partner roles and responsibilities usually occurs after the partnership embraces a shared mission and articulates its goals.

Once partners share a mission, they are more likely to see ways they can contribute to the partnership's success. Partners are also more likely to remain actively involved when they feel their role is valuable. These governance structures must include ground rules so the diverse individuals and organizations working together toward shared goals can reach agreement on difficult issues. Ground rules could address how the partners will share information, conduct meetings, make decisions, define and measure success, and communicate with one another. Such mutually agreed-upon guidelines can prevent miscommunication and establish a process in which all partners participate effectively and are respected for their unique contributions. They also provide a mechanism to resolve the unavoidable differences of opinion.

#### **Principle 7: Successful Partnerships Adapt to Changing Conditions**

Because existing public and private support for youth programming is inadequate to meet the need, partnerships must be flexible enough to take advantage of changing conditions and resources. This entrepreneurial mindset could involve adapting a partnership's scope to take advantage of new state or federal funding, creating or developing services in response to a foundation's specific guidelines, or serving a particular population (e.g., adjudicated youth) that is important to public policymakers. Similarly, entrepreneurial thinking can lead a partnership to use new resources as leverage. Successful partnership leaders consistently credit their success to serendipity or the convergence of several complementary opportunities. Yet such opportunities can lead to success only when leaders recognize and take advantage of them.

**Principle 8: Successful Partnerships Enable All Partners to Benefit**

Each partner operates in a unique environment, bringing different strengths, knowledge, and resources to the mix. Successful partnerships draw on the strengths of individual members while remaining sensitive to the different corporate, government, or community cultures. For example, most business leaders operate in an environment that requires rapid decisions and quick action. Public-sector partners often work in environments that require lengthier agency or legislative approval processes. Community and civic groups often prefer inclusive, consensus-building processes that are also time consuming. Successful partnerships play to the strengths of the various partners. Private-sector partners, for example, may be well positioned to lead or convene efforts requiring quick action, such as lobbying or generating financing commitments. Public-sector partners may complement these activities by providing information, convening meetings, and revamping or establishing rules that support the partnership's goals. Community and youth-serving groups can be tapped to lead visioning and goal-setting processes that require consensus among all partners. Although partners may use different approaches, their focus on the same results can unify their efforts.

Whatever their role, partners must benefit from participating in the partnership. When all partners perceive they have something to gain, they remain actively involved, even though each partner's perceived gain may be different. Yet achieving harmony in a partnership that includes diverse cultures takes work. Successful partnership leaders stress that it is essential to create a common language and understanding and to foster a culture in which diverse ideas, talents, and perspectives are valued. The most successful partnerships make room for new partners, even if they lack a background in youth programs and policies. These partnerships create effective ways to educate members about the partnership's mission, goals, and challenges and to use partners' different ideas, talents, and perspectives to find new solutions to old problems.

**Principle 9: Successful Partnerships Work to Maintain Momentum and Sustain Their Efforts**

The most successful partnerships take time from the start to plan how they will maintain momentum and sustain their efforts. Many celebrate even the small successes and generate media attention whenever possible. Others structure activities so partners gain a sense of accomplishment from completing interim tasks, even though the partnership's vision and goals may take many years to accomplish. It is also important to plan for financial sustainability and to recognize that dedicated staff may be needed to support the partnership both initially and over time. Partnerships have celebrated successes by holding awards luncheons and dinners, by presenting special certificates of recognition, and by hosting community events such as career fairs and youth fun runs.

**Principle 10: Successful Partnerships Support Like-Minded Community Partners**

The healthy development of youth and their successful transition to adulthood require the resources and support of a broad range of community groups and advocates. Effective partnership leaders introduce partners to others working to improve supports, services, and opportunities for youth. They keep other groups up to date on the partnership's work and give them support when they need help. When partners are aware of what others are doing, the partnership can use resources more efficiently. Sometimes the strategy will be to *divide and conquer*—only one group needs to invest the time to track a particular piece of legislation. Other times the strategy will be *all hands on deck*—when it comes time for the crucial vote, all partnerships can lend their support. Regardless of the strategy, youth, families, and communities will benefit from coordinated efforts.

For more information on this topic, please reference *A Guide to Successful Public-Private Partnerships for Youth Programs*, available online at [http://financeproject.org/publications/PublicPrivate\\_PM.pdf](http://financeproject.org/publications/PublicPrivate_PM.pdf).



## **SECTION 8: Roles and Operational Structures**



## **Role of SUN Community School Site Manager**

### **July 2014**

The SUN Community School site manager facilitates and provides leadership for the collaborative process and development of a continuum of services for children, families and community members within a school neighborhood. The site manager is responsible to develop and support an infrastructure that acts as an “umbrella” to coordinate the individual elements of this continuum. The product of this role is both a management process and a set of programs organized and delivered to achieve the SUN CS outcomes and interim indicators. The position has the following job responsibilities:

#### **Management**

- Provides leadership for and directs planning, developing and implementing functions and services that are school-based or school-linked within a specific school community.
  - Coordinates specific (or identifies existing) needs assessment/self-study. Partners with other community groups, including caring communities, around regional/neighborhood efforts.
  - Develops annual plan in collaboration with principal, lead agency and advisory committee to address identified issues. Annual plan is aligned with school improvement plan and caring community annual plan.
- Recommends recruits and supports site advisory committee(s) that includes members of the neighborhood.
- Manages scheduling, oversight, and evaluation of extended-day programs, services & staff.
  - Builds relationships and mechanisms to effectively link the school-day with extended day activities and programs.
- Prepares additional proposals (with lead agency) for supplemental funding.
- Promotes the Initiative and specific school programs to the public, government and schools.
  - Prepares and presents written and oral reports and outreach materials.
- Assists with designing and managing volunteer systems within the school.

## **Collaboration/Partnership**

- Facilitates alliances and partnerships with state, county, city and non-profit agencies to establish a continuum of services delivered at or linked to the school site. The aim is to provide the greatest level of access and integration to the community.
  - ↳ Collaborates with key community and school leaders and other people to maximize existing resources and obtain new programs in alignment with SUN annual plan.
  - Connects with Caring Communities to link to and support regional efforts for service integration.
- Plans and directs efforts to involve youth, families and community at the school.
  - Introduces the Initiative to students, school staff, families and community
  - Gains school, family and community acceptance
  - Builds a sense of community, promoting principles of community involvement and capacity building
- Establishes linkages with local businesses to promote their involvement in the school.

# Roles & Responsibilities

- ☐ Principal
- ☐ SUN CS Site Manager
- ☐ Lead Agency

# Role of the Principal

- Works closely with the SUN CS Site Manager
- Thinks strategically about using and blending resources both during and outside the school day
- Jointly manages collaboration with Lead Agency and Site Manager
- Engages community partners (SUN) in School Improvement Plan
- Includes Site Manager as part of school staff
- Assists in recruitment of targeted students
- Introduces school staff to SUN CS

# Role of the SUN Site Manager

## Management

- Leads and directs planning, developing and implementing functions and services
  - ▣ Needs assessments
  - ▣ Partnering
  - ▣ Annual planning
- Creates and manages site advisory committee
- Oversees extended day programming
- Supplemental funding (with Lead Agency)
- Promotes the initiative to the public—reports
- Volunteer management



# Role of the SUN Site Manager

## Collaboration/Partnership

- School leadership and planning structures
  - ▣ Data teams
  - ▣ Site Council
  - ▣ Other partner and academic coordination efforts
- Builds alliances and partners with government & nonprofit community service providers
- Involves key stakeholders (youth, parents, community members) in the community school
- Links with local business <sup>211</sup>



# Role of the Lead Agency

- ☐ Hires the Site Manager with the Principal
- ☐ Supervises and supports Site Manager
- ☐ Provides input and guidance on annual plan
- ☐ Provides leadership for resource development and business partnership
- ☐ Links SUN CS site to agency services and resources
- ☐ Shares best practice information





## **SUN Community Schools Required Operational Structures**

Four key functions are considered core to the SUN Community School (SUN CS) effort: **Advisory, Operating** (handling day to day operations of SUN CS, typically the principal, lead agency supervisor and co-manager), **Student Support** (fostering communication between various services to collaborate in supporting specific students and families), **Partner Coordination** (linking all service and program partners for coordination and information sharing purposes) and **Service Access/Information & Referral** (providing and linking to resources). The manner in which these functions are fulfilled at individual schools will be based upon existing and developed structures.

### **Advisory Structure**

A structure will be established to solicit input from a broad array of stakeholders to guide the SUN CS development and work. Efforts must engage members from the following groups: teachers, youth, parents & family members, and community members. An existing committee such as a site council or PTA can be used as an advisory body, if the committee is able to act in an advisory capacity for SUN CS. Input needs to be solicited on SUN CS issues at least four times annually.

### **Coordination of Communication about Students and Families**

In their role of service integration and coordination, SUN CS site managers develop and maintain a communication and referral system among partners to ensure the linkage of students and families to a range of services. As part of this, SUN CS Site Managers are to connect with existing groups of school staff and/or service providers (such as Student Success Meetings) in order to support collaboration and integration of services for specific students and families.

### **Partner Coordination**

The SUN CS Site Manager facilitates and provides leadership for the collaborative process and development of a continuum of services for children, families and community members within a school neighborhood. As part of this the site manager is expected to connect with all school-based and school-linked service and program partners in that school for coordination and information sharing purposes. This coordination may happen individually, in small groups or through the convening of larger Partner Coordination Meetings.

### **Service Access/Information & Referral**

The SUN CS Site Manager will provide a wide range of social, mental and health services and/or link students and families with resources such as School-Based Health Clinics, Immunizations and Regional Service Centers that can provide these services.



## **Schools Uniting Neighborhoods (SUN) SUN Community Schools**

### **Advisory Committee Overview**

March 2004

The SUN Community Schools mission is:

*to improve the lives of children, their families and the community through partnering with local school communities to extend the school day and develop schools as “community centers” in their neighborhoods.*

When we talk about community or full-services schools such as SUN Community Schools (CS), there is a tendency to focus on the programs and services we make available to children and their families. There is, however, a broader philosophy behind how SUN CS is structured and one which best defines what makes a school a SUN Community School. Establishing schools as SUN CSs means transforming schools into new institutions – institutions that are primarily focused on educating children, but can also help strengthen entire communities.

“ For community schools to be effective and long-lived, they must be developed as true collaborative partnerships from the very beginning. – partnerships that are based on common goals and shared decision-making. Planning and implementation cannot be dominated by one partner, whether it be the school, the health and human services agencies or the parents association. Maintaining a balance is critical....throughout the program’s operation.” *Building a Community School, The Children’s Aid Society.*

Having an active advisory committee dedicated to SUN CS, helps maintain this balance. It acts as a mirror of the community. The committee is important for their communication and problem-solving skills they contribute, but also because as committed proponents of the project they can help promote decisions and events in the community.

Potential Members of your committee:

SUN Community School Site Manager

Principal (or designee)

Lead Agency representative

Teacher(s)

Other school staff (counselors, custodians, office staff, etc.)

Parents

Community/Neighborhood members

Youth

Funders, business & university partners

Key Community Agency Partners as appropriate (such as Parks and Recreation, Juvenile Justice, etc.)



We recommend that you limit your committee size to 10 people in order to be able to effectively make decisions and include everyone's perspective.

SUN CS believes it is especially important to have representation on the advisory committee from parents, youth and other community members. They are a crucial connection to community a base of input and resources. Parents and community members provide a lay person's perspective on the services to be provided, will help spread the word about the SUN school's services and goals and create a sense of ownership in friends and family in the community. As those who will be the most dramatically affected by the changes that take place and who are the primary "customer" of the programming provided, youth should be given a way to contribute to the community school planning effort. The advisory committee is one place that youth can be given a meaningful role.

Funders, including private funders, businesses and government agencies, can provide input and expertise on program planning and implementation, as well as provide donations and connections to other business and civic leaders.

#### Roles of the Committee:

- Help connect the school with community
- Contribute their expertise to decision-making
  - Act as a sounding board
  - Review and help build the annual plan
- Barrier busting
- Sponsor/Support events in the SUN Community School

# WORKING WITH ADVISORY COMMITTEES

## WHAT IS AN ADVISORY COMMITTEE?

An *Advisory Committee* is a collection of people who enter into an ongoing relationship with a nonprofit organization or program, and who offer their skills and perspective to help that nonprofit function better.

An Advisory Committee is not the same as a *Board of Directors*, which has specific responsibilities for setting policies, securing funding, overseeing finances, and hiring the Executive Director of a nonprofit agency.

The Board of Directors is legally responsible for the nonprofit in several key areas, and has the decision-making authority to match that responsibility. An Advisory Committee offers advice to decision makers and generally operates at the request of the staff.

The main roles of an Advisory Committee are to:

- Give expert advice.
- Connect the program with the community.
- Make recommendations to staff (or the Board of Directors) on key decisions.
- Advocate for the program.

An Advisory Committee may also take on specific tasks to accomplish the work of the organization or program.

There are three main steps in creating a strong Advisory Committee:

1. Clarifying the specific roles of the Advisory Committee in your organization.
2. Recruiting the right people to serve on the Advisory Committee.
3. Providing ongoing support and training for Advisory Committee members.

# WORKING WITH ADVISORY COMMITTEES

## STEP 1: DEFINING THE COMMITTEE'S PURPOSE

It is helpful to think about the role you want your Advisory Committee to take in your program. This discussion can happen at an Advisory Committee meeting, but it is important that staff offer guidance by sharing examples of common roles and clarifying needs for your program.

### **Common roles for Advisory Committees include:**

- Suggesting ways to improve the delivery of services to your target audience.
- Identifying community needs and resources.
- Contributing to project planning and problem solving.
- Providing staff with background information on the community, including the informal leaders, past experiences with similar programs, and areas of sensitivity.
- Helping staff connect with key decision makers and community members.
- Talking with community members and other agencies about the program.
- Publicly advocating for the program. This could include testifying at government budget hearings, for example.

**Advisory Committees generally are not responsible for** (although they may make recommendations):

- Hiring staff.
- Setting policies for the program.
- Making decisions that have a large impact on funding.
- Getting involved in staff disagreements and negotiations.
- Taking responsibility for the day-to-day operations of the program. (Group members may choose to "sponsor" or volunteer for a project, however.)

What are the key roles that you would like your Advisory Committee to take on?

Are there any areas your Advisory Committee is involved in now that you need to re-negotiate?

# WORKING WITH ADVISORY COMMITTEES

## STEP 2: RECRUITING THE RIGHT PEOPLE

Based on what you need your group to do....

Identify the **populations** you want your Advisory Committee to represent. Put a star next to categories that must be present for your group to operate.  
(Examples: *students, non-English speaking parents, social service agencies, teachers*)

_____	_____
_____	_____
_____	_____
_____	_____

Now identify the **skills and characteristics** you need in your group. Put a star next to categories that must be present for your group to operate.  
(Examples: *connections in the community, group facilitation skills, comfort with parent outreach, understanding of the school system, commitment to cross-cultural work*)

_____	_____
_____	_____
_____	_____
_____	_____

Finally, identify the **gaps**. Look for categories of people and skills/characteristics that are starred but are not on your Advisory Committee now. Who can you recruit to fill those gaps? (You may want to use the Skills Matrix to help you.)

_____	_____
_____	_____
_____	_____
_____	_____

## SKILLS MATRIX



Write the skills, characteristics and populations you want represented on your Advisory Committee across the page in the top row of the matrix. Put a star next to those that are critical for your group.

Write the names of current (or prospective) members down the page in the first column.

For each person, check the skills, characteristics, and populations that individual represents. If you are doing this as a group exercise, have each member self-identify the skills, characteristics, and populations they represent first, then add that information into the matrix.

Watch for critical skills, characteristics, and populations that are not represented by any current members. These are the gaps you need to fill with future recruitment efforts.

Notice if there are any current members who do not represent any of the things you need. This may mean that there are important skills, characteristics or groups that you missed when you put your list together, or it may mean you have someone who isn't a good fit for your Advisory Committee.

Skills, etc. needed on Advisory Committee: 										
Members names: 										



# WORKING WITH ADVISORY COMMITTEES

## STEP 3: ONGOING SUPPORT AND TRAINING

A well-functioning Advisory Committee requires ongoing nurturing by staff. In particular, you'll want to think about:

### KEEPING THEM "IN THE LOOP"

- Does each Advisory Committee member know your program's mission, goals and structure?
- Can group members accurately answer basic questions about your program for community members?
- Is there an orientation process for new committee members?
- Is there a regular forum for sharing program accomplishments and concerns with the Advisory Committee?
- What else does your group need to know to perform its functions well?

### LEADERSHIP DEVELOPMENT AND TRAINING

- Are there identified leaders who facilitate meetings, move the group's agenda forward, and provide staff with feedback and support?
- Are there people being groomed for leadership positions, so that you're prepared for turnover (or burnout) among your most committed volunteers?
- Does the group as a whole have questions that should be addressed in a group training?

### PLANNING

- Does the Advisory Committee have a sense of what they will be doing during the year?
- Is the group actively involved in planning for the program as a whole?

(over)

## VOLUNTEER RECOGNITION

- Are you regularly thanking your Advisory Committee members for their participation?
- Are Advisory Committee members given public recognition in program publications and displays?
- Do program participants and decision-makers (such as the school Principal) know who the Advisory Committee members are?

## EVALUATION

- Are Advisory Committee members asked for feedback on how the group operates?
- Are staff people receptive to suggestions from Advisory Committee members?

## WHAT ELSE?

## **Section 9: Extended Day Activities**



## *Checklist for Planning a SUN term*

### **5-6 weeks until programming begins (or earlier)...**

- ☐ Assess your budget and the number of classes you would like to offer for the upcoming term.
- ☐ Assess the number of additional instructors you need to recruit for the upcoming term. Recruit instructors through work study fairs, other contacts, Craigslist, etc.
- ☐ Interview potential instructors, run background checks, hire new teachers.
- ☐ Investigate partner programs & establish schedules. Create MOUs and Partner Agreements.

### **4 weeks until programming begins...**

- ☐ Finalize all SUN classes for the upcoming term. Confirm details with instructors.
- ☐ Meet with principal to confirm space assignments for classes & get a sign-off on programming.
- ☐ Design activity guides. Have them proofread by your supervisor and then sent to translator.
- ☐ Re-assess volunteer needs & continue recruitment.
- ☐ Invite teachers to refer at-risk students to your classes using your chosen referral method(s).

### **3 weeks until programming begins...**

- ☐ Send out program updates via your school's communication network (e-newsletter, lunch announcements, etc.).
- ☐ Send activity guides to the district print shop (as early in the week as possible).
- ☐ Email teachers about the SUN registration process & collect any more referrals for classes.
- ☐ Prepare any special referral/nomination letters to go out with the activity guides for select students.
- ☐ Submit new hire paperwork to MFS (if you haven't already).
- ☐ Continue volunteer recruitment.
- ☐ Estimate your daily attendance and order snack.

### **2 weeks until programming begins:**

- ☐ **Monday:** Activity guides go home. (If you send out your activity guides by classroom teacher/homeroom: check for any teacher absences & notify substitutes to insure all children receive their activity guides on the same day).
- ☐ **Monday:** Send another update/announcement. Remind students to register.
- ☐ **Ongoing throughout week:** Sort enrollment forms by day received. Begin to enroll students in classes as the week progresses.

- ☐ **Ongoing throughout week:** Flag enrollment forms that correspond to referrals you've received
- ☐ **Ongoing throughout week:** Begin to enter new students in Servicepoint & develop draft class lists.
- ☐ Prepare for SUN Instructor Orientation.
- ☐ Order Activity Bus.
- ☐ Begin purchasing any materials/supplies for first few weeks of SUN.
- ☐ Email an orientation reminder to volunteers & teachers.

### **1 Week until programming begins...**

- ☐ Remind school/students of program start the following week.
- ☐ Hold a SUN instructor orientation (review procedures, safety plan, goals of SUN ,etc.)
- ☐ Send out confirmation letters or waitlist letters by Wednesday.
- ☐ Confirm activity bus and route.
- ☐ Confirm exact snack numbers with nutrition office.
- ☐ Finalize all data entry in ServicePoint so you can print out accurate class lists.
- ☐ Print transportation list, no photo release list.
- ☐ Send a SUN enrollment list & schedule to school secretaries and principal.
- ☐ Put together an enrollment list for teachers so they know who goes to SUN on what days.
- ☐ Send a schedule & location list of SUN classes to school custodians.
- ☐ Make nametags for all students. Make signs for SUN snack tables.
- ☐ Purchase any materials for first week of SUN activities.
- ☐ Organize SUN Fall Registration binder to have handy for emergency contact numbers.
- ☐ Double-check that all background check, W-4 paperwork has been submitted and cleared with MFS.
- ☐ Notify teacher(s) whose space you will be using and thank them in advance.

## Matrix of Linkages with the Traditional School Day

Comprehensive programs that are integrated into the regular school program and other community support systems yield compounded positive results. The process of creating linkages with the school day is a developmental one. The matrix below illustrates various points in the process. Programs need to go through each step on the continuum to achieve optimal results. Sometimes progress is not continual and factors such as new staff, loss of a grant, a change in school leadership, etc. may result in some movement back to a previous state. Examine this chart to determine your program's current level of linkage.

Characteristic	Beginning	Ongoing	Advanced
<b>Tutoring Program &amp; Homework Help</b>	<p>Teachers work as tutors in the after-school program.</p> <p>The district shares its standards and curriculum goals with the after-school program.</p> <p>Time and resources are provided for students to complete their homework.</p>	<p>Classroom teachers send assignments to after-school staff.</p> <p>Classroom teachers provide tutoring activities that reinforce and enrich classroom activities.</p> <p>Tutors provide feedback to teachers on their tutoring experiences.</p> <p>After-school staff communicates with classroom teachers about difficulties that students are having with homework. Teachers and tutors develop two-way communication about homework.</p>	<p>Teachers and tutors meet regularly to review student progress.</p>
<b>Enrichment</b>	<p>The after-school program offers activities cut from traditional day because of budget issues (e.g., music, art).</p>	<p>Student activities in the after-school program are highlighted in school assemblies.</p> <p>Teachers suggest after-school activities that extend classroom learning.</p>	<p>Activities are planned to coordinate with the traditional curriculum,</p> <p>Students can submit work done in after-school program for extra credit in class.</p>
<b>Recruitment</b>	<p>Promotional materials for the after-school program are distributed in classrooms.</p>	<p>Particular grades or students are targeted for the program.</p>	<p>Classroom teachers recruit students for the after-school program.</p>

<b>Characteristic</b>	<b>Beginning</b>	<b>Ongoing</b>	<b>Advanced</b>
<b>Internal Communication &amp; Feedback</b>	<p>After-school activities are highlighted in school newsletters and other communication vehicles.</p> <p>The after-school program offerings are displayed on school bulletin boards.</p> <p>Presentations about the after-school program are made at staff meetings.</p>	<p>After-school staff participates in in-service trainings.</p> <p>The after-school coordinator regularly checks in with day staff about the program.</p>	<p>Joint planning of activities is ongoing.</p>
<b>Recreational Programs</b>	<p>Recreational programs are coordinated with the school's existing recreational offerings.</p>	<p>Recreational programs are coordinated with the school's existing recreational offerings.</p>	<p>Recreational programs are discussed in terms of self-esteem, problem solving, character education, and other skills, in addition to physical development.</p>
<b>Family Involvement</b>	<p>After-school staff independently informs families about the after-school program.</p> <p>Some parents may offer programs in the after-school hours.</p>	<p>Day staff share information about after-school activities with parents.</p> <p>Day staff work with parents to recruit students for the after-school program.</p> <p>The after-school program offers opportunities for parents to learn about school activities and expectations.</p>	<p>After-school staff attend and participate in parent conferences.</p>
<b>Logistics</b>	<p>The after-school program is coordinated with custodial and security staff.</p>	<p>The after-school program has access to several areas of the school, including classroom space.</p> <p>Space is designated for an after-school staff office.</p> <p>The after-school program is responsible for its own transportation.</p>	<p>Staff of the after-school and traditional day together plan for use of school building.</p> <p>No space is off-limits.</p> <p>Transportation is considered as an area for cooperation.</p>



# SUN Community Schools

## Examples of Targeted Academic Efforts

May 2011

### ☀ **Alder Elementary**

The extended day program is divided into 2 academies: Academics and Enrichment. Title I funds are used to hire 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade teachers to teach targeted students not meeting benchmarks. Grade level teachers develop curriculum targeted at specific student needs. Students in need of targeted academic support stay in extended-day Academic academy with homeroom teachers (from the day) until they pass the OAKS assessment. Students then transition to the Enrichment academy. 60 to 70 students are served in Academic per term. Students also participate in 30 minutes of Physical Education each day paid for with Title 1 funds from a certified PE teacher.

### ☀ **Buckman Elementary**

In partnership with America Reads and America Counts at PSU, targeted academic support is provided through 1:1 tutoring for students below benchmark. SUN CS staff develop curriculum for each strand in which individual students are low. Students below benchmark are identified by school staff and parents are called to notify them that their student/s is not meeting benchmarks and invite them to participate in tutoring. The % of students meeting 5th grade benchmark scores at the school increased by 16% in one year.

### ☀ **Chavez K-8**

Targeted RTI academic interventions are offered in the extended-day and led by certified teachers and paid PSU students. Students are identified in RTI screening process using data from the last 2-3 years with particular priority on serving students who have moved between tiers. In addition, daytime teachers lead literacy and math classes in the extended-day for students who are just below benchmark. Teachers design the curriculum based on strand gaps identified in the OAKS assessment. The school met its RTI targets of 90% of Tier 1, 60% of Tier 2 and 30% of Tier 3. Teachers are paid with Title 1 funding and PSU students with City/County SUN budget dollars.

### ☀ **Earl Boyles Elementary**

Study Island is offered before and after school and supported by Title 1 funds, staff, and curriculum. Study Island is a web-based program that allows students to practice reading, math, and test taking skills, based on their current academic needs. Classroom teachers and school specialists make referrals for the program and the SUN Site Manager contacts families and invites the student to participate. In addition, the before-school Homework Club is a teacher-referred academic support program. The coordinator of the club is a student teacher during the school day.

### ☀ **Gilbert Park Elementary**

In response to a need posed by the fifth grade teachers at Gilbert Park, a math intervention class called Mathletes was developed to help students who had not previously passed the OAKS test. Teachers helped identify and recruit students. 20 students were served. Curriculum was developed by the fifth grade teachers and implemented by a certified teacher hired by SUN. After this class, the students took the OAKS test again, 16 improved their OAKS scores, with 11 students meeting benchmark.

### ☀ **Lane Middle**

The SUN CS partnership approaches and plans the extended day as part of the school day. The school changed its schedule and offerings to create a deeper academically focused school day without



supplementals. In the extended day, tutoring and homework assistance provide additional academic support to identified students and students could participate in extra-curricular activities that were no longer available during the school day. The after school programs run on a semester schedule vs. trimester to align with the school schedule. The principal has sent letters home to all parents of students who were failing one or more class recommending that they attend tutoring. Athletes have “grade in progress” forms on which they gather signatures of teachers indicating whether they are turning in homework; they can’t play if teachers haven’t signed off. Lane is the first school in the state to come out of AYP sanctions.

#### **Peninsula K-8**

Targeted academic interventions are held in the extended day including small group classes led by daytime teachers. Study Island is used as part of this targeted time. The school has a transparent process for sharing test scores and identifies which students need to be targeted for specific skill building. Participation is through teacher special invitation which acts as an incentive. Funding to pay certified teachers to work after school is from 21CCLC grant.

#### **Roosevelt High**

The SUN Tutoring program is in its third year of operation with funding from Title I and SES. Paid Lead Tutors work closely with targeted students, facilitate credit recovery through PLATO, communicate weekly with parents and encourage students to attend nightly tutoring. They also oversee volunteer tutors from local colleges and the community. Around 75 students attend tutoring on average a night. SUN Tutoring works closely with seniors off track for graduation and juniors that are struggling to stay on track. The SUN Tutoring program has expanded in 2010-11 to include teacher tutoring support. Tuesdays and Thursdays a math, science and Spanish teacher are available to help students in tutoring.

#### **Scott K-8**

The first hour of the extended day is focused academic programming. A significant piece of the programming is grade-level reading and math groups led by daytime teachers. Students are identified by teachers and EAs looking at benchmark scores. Language and cultural support are provided through bilingual staff in Spanish, Vietnamese and Somali. Teachers are paid with 21CCLC grant funding.

#### **Shaver Elementary**

The first hour of after school programming is academic programming and school staff work with the SUN CS site manager to look at individual student needs and place them by skill needs. Students don’t have a choice during the first hour of academics and then have choices during the second hour of enrichment and recreation. Four Educational Assistants work an alternative schedule (starting and ending later) and teach in the after school programming as part of their work day. In addition, a stipend is provided from school funding to support a certified person to offer expertise in creating theme-based learning environments. Efforts are funded through Title I and School Improvement funds.

#### **Whitman & Woodmere Elementary**

A 3-week Parent/Child Early Kindergarten Summer Transition program targeted entering kindergarteners who had little to no pre-k experiences and their parents. Families were identified using registration feedback and Head Start waiting lists. The program was led by a kindergarten teacher, parent engagement coordinator, and bilingual EAs. The program was primarily funded with district Title I funds (\$17,000). Strong results were seen in parent engagement in their child’s learning and in school readiness skills in the children.

#### **Woodmere Elementary**

Work schedules for 2 Educational Assistants are adjusted to provide before and after school targeted academic support. In the morning the EA leads small group tutoring sessions for academically at-risk students K-5. Students are identified by a team of the principal, ESL teachers and Literacy support staff.

## Promoting School Success Through SUN Worksheet

### Academic Activities & Tutoring

1. What is already in place?

Use the strategy scale below and empty space to reflect on what you already have in place.

Homework Club provided	Extended Day offers activities cut from traditional day due to budget/lack of time	Homework Club structured to provide individual or group tutoring, not just quiet time	Tutors are knowledgeable about current academic standards, content and teaching techniques	School District expertise & resources are leveraged to support extended-day	School Day teachers give credit for work done at SUN
Initial					
					Developed

2. What is the next step you'd like to take in this work?

3. What do you need to do this work? Who else could lend support?

### Linkage with Regular School Day Learning Program

1. What is already in place?

Use the strategy scale below and empty space to reflect on what you already have in place.

School Day Teachers work in extended-day	Classroom teachers send assignments to homework club/tutors	SUN annual plan and school's strategic improvement plan aligned	Teachers & School Staff help design/identify curriculum for SUN	School/District staff provide training to tutors & extended-day teachers on standards & techniques	SUN & School share roles in assessment & support for academic achievement goals
Initial					
					Developed

2. What is the next step you'd like to take in this work?

3. What do you need to do this work? Who else could lend support?

## Internal Communication and Feedback

1. What is already in place?

Use the strategy scale below and empty space to reflect on what you already have going

SUN places schedule of activities in staff mailboxes & in office	SUN regular part of staff meetings	Teachers & day staff are part of SUN advisory committee	SUN sits on site council/ CSRD Team	Teachers & day staff help define activities based on need assessment	Established homework/student progress feedback loop w/ policies & practices in place
--	------------------------------------	---	-------------------------------------	--	--

Initial

Developed

2. What is the next step you'd like to take in this work?

3. What do you need to do this work? Who else could lend support?

## Recruitment

1. What is already in place?

Use the strategy scale below and empty space to reflect on what you already have going

SUN Activity Guide & Registration distributed through classrooms	Particular grades or students are targeted for recruitment	Classroom Teachers recruit students for SUN activities & services	Parents are informed of SUN supports at parent-teacher conferences	Students and Families are contacted with referrals following joint "student staffing" assessment
--	--	---	--	--

Initial

Developed

2. What is the next step you'd like to take in this work?

2. What do you need to do this work? Who else could lend support?

## OTHER IDEAS, RESOURCES, NEEDS



# Lesson Planning Thoughtlist

1. Planning
  2. Goal/Objective- what do you hope for the learners to take from the activity?
  3. Focusing students' attention
  4. Giving or experiencing new information
  5. Checking for understanding.
- 

**1. Planning is an essential component and often overlooked as a key to success. If a teacher is not prepared, the following will likely be happening in the class:**

- ✓ Students not engaged
- ✓ High frustration from activity leader
- ✓ Short temper from teacher/ leader
- ✓ Activity leader busy while kids not participating
- ✓ Students left unattended
- ✓ Short activities- free time at the end of activity
- ✓ Activity leader allowing interruptions otherwise not appropriate
- ✓ Inappropriate activities for age-group (Kindergarteners trying to tie bows, etc.)

**2. Goal/Objective is what the student will gain from the activity and can be a physical, social/emotional or an academic skill. The lesson should:**

- ✓ Fits with the academic standards for the age group
- ✓ Relate to the topic, what came before and what comes next
- ✓ Look different for each age?
- ✓ Be achievable in time allotted

**3. Focusing students' attention can be tricky, but is critical. Be sure to have a plan for the following problem areas:**

- ✓ Beginning  
The students come with ideas about the information you are about to cover. Not planning for what they bring can cause numerous issues and is likely to disengage learners
- ✓ Moving from one activity or place to another  
People often will try to meet expectations when expectations are made clear. Transitions most often are unstructured time where a person is expected to understand and complete number of "assumptions". It will help to give them a direction accompanied with an observable behavior that indicates you know they are ready for the next step (eg. When all of the scissors are put away and you are sitting quietly at your desk, we will begin.) Give no more than two or three steps at a time.



**Self Enhancement, Inc.  
After School Programming  
Class Planning Summary**

**Class name:** \_\_\_\_\_

**Level:** \_\_\_\_\_

**Teacher name:** \_\_\_\_\_

**Qtr/Yr:** \_\_\_\_\_

**Learning Objectives:** By the end of the quarter, students will build the following skills and assets:

---

---

---

---

**Culminating Project:** At the end of the quarter, students will present the following at the showcase. . .

---

---

---

---

**Class Outline:** To achieve the above learning objectives and complete the culminating project, the class will adhere to the following outline. . .

	Topic	Activities	Materials
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			

**Supervisor Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

- ✓ Distraction during lesson  
Everyone has different attention levels. There are numerous ways to refocus someone without disrupting the whole group: move closer to them, make eye contact, lightly touch their shoulder, remove distraction

**4. Giving and/or experiencing new information- this is commonly where most people focus attention yet often is reduced to teacher/leader talking. Consider the following:**

- ✓ Are there more creative ways for the kids to gain new information/experience?
- ✓ Is the information broken into smaller, achievable steps?
- ✓ Would you be excited to be involved from their point of view?
- ✓ Are there enough examples?
- ✓ Is what's being asked specific or intentionally vague?
- ✓ People learn in a variety of ways, is there a balance or a mixture of methods?
- ✓ Is the climate safe to make a mistake?

**5. Checking for understanding is simply how you will know the learners understand each step or have met the objective? Ways of checking include:**

- ✓ Asking a question of the group and letting one individual answer.
- ✓ Asking a question of the group and having each individual signal their answer (e.g. thumbs up if you think it's true)?
- ✓ Asking a question of the group and each individual answers by writing the answer or coming up and whispering a response to the leader or to their neighbor?
- ✓ Letting kids practice after first step and watching to make sure students are understanding and correctly performing
- ✓ Students write the steps required or write what they know/learned from lesson
- ✓ Students can explain verbally to a friend what they accomplished/did.



# Quick-list

## Planning

- Materials/room prepared and ready to start

## Objective/Goal

- Academic standards
- Relates
- Grade/age-level appropriate
- Time completion

## Attention

- Opening activity/plan
- Plan for each change within activity/lesson
- Relevant, fun or unique
- Materials/room prepared and ready to start

## Information

- Creative
- Sufficient steps to ensure success
- Age appropriate
- Engaging
- Demonstrated/Examples
- Combination of how students get the information
- Safe for mistakes

## Understanding

- Student can demonstrate
- Student can explain
- Student continues to practice
- Student can teach
- Students write
- Students verbally summarize
- Student can answer questions
  - Individually
  - In group

I am ready!

Teacher Name	
Date of Lesson(s)	
<b>Lesson Title:</b>	
<b>Class/Grade:</b>	
<b>Time:</b>	
<b>Materials:</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1)</li> <li>2)</li> <li>3)</li> <li>4)</li> </ol>
<b>Procedure:</b>	





Teacher Name	
Date of Lesson(s)	
Lesson Title:	
Class/Grade:	
Time:	A lesson may be one class period (i.e. 1 hour) or a couple of class periods spanning over a few days (e.g. an art project). If it is the latter, write something like "Three 1-hour class periods".
Materials:	<ul style="list-style-type: none"><li>• List</li><li>• Materials</li><li>• Here</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>
Objectives:	<p>These objectives should be actions that have a measurable outcome.</p> <p><i>Example objective:</i></p> <p>1) Students will be able to describe the different stages of plant growth and draw a picture</p> <p><i>Example of a poor objective:</i></p> <p>2) Students will be able to understand how plants grow</p>
Procedure:	<p>List your procedure step-by-step. If your lesson will take more than one period, be sure to indicate where one period ends and the next one starts. You don't have to follow the time schedule strictly but it will help you manage your time if you have a loose guideline.</p> <p><i>Example:</i></p> <ol style="list-style-type: none"><li>1) Seat children and pass out materials</li><li>2) Demonstrate procedure</li><li>3) Let children begin project</li><li>4) Allow children to continue project</li><li>5) Ask children to present projects</li></ol>
End of first period	



SEI After School Programming  
Lesson Plan Worksheet

Class: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Qtr/Yr: \_\_\_\_\_ Lesson #: \_\_\_\_\_

This lesson supports the following Academic Standards:

\_\_\_\_\_

\_\_\_\_\_

This lesson supports the following Developmental Assets:

\_\_\_\_\_

\_\_\_\_\_

TOPIC	METHOD/PROCESS	TIME	MATERIALS



## **Homework Guidelines**

**Homework consists of relevant learning experiences that are related to the school curriculum.**

A well-designed homework program **should**:

- Meet the developmental and individual needs of the student.
- Reinforce and extend school experiences.
- Assist students in assuming responsibility for their own learning development.
- Develop positive attitudes towards independent study and life-long learning.
- Encourage the development of self-discipline, good work habits, and time management skills.
- Enable parents to become involved and to participate in their child's learning.
- Enable regular and on-going communication between teachers, parents and students.
- Assist students in preparing for subsequent learning activities.

A well-designed homework program **should not**:

- Be punitive.
- Place unreasonable demands on the parent(s).



## Homework Sharing Tool

From Beyond the Bell Toolkit

Directions: This form is to be used by the classroom teacher and after-school tutor to share information about an individual student's homework assignments and study habits. For each homework assignment, the teacher fills out the information in column one and gives the form to the tutor. After assisting the student, the tutor fills out the information in column two and returns the form to the teacher.

Today's Date:	
Student's Name:	
Teacher's Name:	
Tutor's Name:	
Completed by teacher.	Completed by tutor.
The homework for today is:	<p>This student:</p> <ul style="list-style-type: none"><li>q Completed the homework easily and independently.</li><li>q Had difficulty understanding what was asked in the homework.</li><li>q Had difficulty completing the homework.</li><li>q Had difficulty focusing on the assignment.</li></ul>
Please pay special attention to:	<p>This student required:</p> <ul style="list-style-type: none"><li>q No help with the assignment.</li><li>q A little help.</li><li>q Occasional help.</li><li>q A great deal of help.</li><li>q See comments on back.</li></ul>

This homework should take _____ minutes to complete.	The homework took _____ minutes to complete.
--	--

## Math Support Tips - Grades K-2



### **Questions/Prompts:**

- “What is the problem asking us to do?”
- Where do you think we should start?
- Does this problem look like another problem you know?
- Do you see a pattern?
- “Can you draw a picture of the problem?”
- “Would it help to use objects/manipulatives to figure it out?”

### **Checking and Explaining Answers:**

- How do you know?
- How did you figure that out?
- How can you tell?
- Tell me how you decided on your answer/Explain your thinking.
- Can you think of another way to figure it out?
- How could we check?

### **If they have the wrong answer:**

- How can we check?
- Let’s figure it out together.

## Math Support Tips - Grades 3-12

### Questions/Prompts:

- Ask them to read the problem or read it to them aloud.
- **“What is the problem asking you to do?”**
- “Does this look like another problem you know?”
- “Is there another way to write that?”
- “What do you know about \_\_\_\_\_?”
- **“Make a plan.** What strategies do you think you should try?”  
Strategies may include:
  - Simplify the problem or solve for a related but easier problem to determine a plan
  - Making a drawing/diagram
  - Make a list, chart or graph
  - Look for a pattern
  - Work backward
  - Making a guess and check
  - Use manipulatives (objects)
- **“Try your plan.”**
- “What have you tried? Is there another way you could try?”
- “Is that the only possible answer?”
- **“Does the solution make sense?”**

### Checking and Explaining Answers:

- How would you check the steps you have taken? Can you check solve it another way to check?
- How do you know? How can you tell?
- How did you figure that out?
- Tell me how you decided on your answer/Explain your thinking
- Can you think of another way to figure it out?
- How could we check?

## Reading Support Tips - Grades K-3

### ***Questions/Prompts:***

- Look at the title and pictures. “What do you think this book will be about?”
- “What will happen next/now?”
- “Use your finger to point at the words to match the word to the sounds.”
- Solving hard words:  
 “What reading (figure-it-out) strategies could you use here?” Some options are:
  - Say the first and last letter
  - Look at the picture
  - Look for a pattern
  - Say the chunks you know (ch\_, sh\_, \_er, \_at, \_ing)
  - Think about what makes sense
  - Listen, “Does what you read sound right?”
  - Think of a word you know that ends with the same letters (if you know book, you know look)
  - Say every letter in the train
  - Re-read
  - Skip the word and then come back
- “What question did you ask yourself while you were reading?”
  - Why..., I wonder..., How...
- “What mental pictures, smells, feelings did the author’s words create for you?”
  - I see..., I smell..., I feel..., I hear..., I taste...
- “Tell me what you’ve read in your own words.”
  - This part is about...
- “What connections did you make? What does it remind you of?”
- “What wasn’t clear to you at first? How did you figure it out?”
  - I didn’t understand this at first so I...

### ***Other Possible Prompts:***

- “That sounds right, but does it look right?”
- “That makes sense, but does it look right?”
- “I like the way you tried to figure that out. What word would make sense? etc.”
- “It starts like that. Now check the last part.”

### ***Read Aloud:***

Model using the reading techniques above - make your process visible (share your thinking out loud)



## Reading Support Tips - Grades 4-8

**Choosing a “Just Right” book:** A book at the right level is one in which the student can read a page fairly smoothly with no more than 5 unknown words. And s/he can understand what s/he is reading.

### ***Questions/Prompts:***

- Look at the title, author and pictures. “What do you already know about this topic or story?”
- Make a prediction: “What do you think will happen in this story?”
- Ask students to make predictions throughout, “What do you think will happen next?”
- Make connections to self, other texts or the world. “Do you have any connections to this story? Is something in the book like something you already know?”
- Can you visualize what is happening, “go to the movies in your head?”
- “Did you have any questions while you were reading? Did you wonder about anything?”
- “Were there any words you thought were interesting or you had questions about?”
- Make inferences, draw conclusions. (ex. “Why do you think she \_\_\_\_?”)
- “Can you summarize or retell what happened in this reading?”
- “Were your predictions correct?”

### ***Solving hard words:***

“What reading (figure-it-out) strategies could you use here?” Some options are:

- Read on and then come back
- Re-read
- Sound it out
- Use the words around it to help you figure it out
- Look at word parts: beginnings, endings, chunks
- Think about what it might mean, try a substitute word

**Model Your Own Reading Process:** Share what you are thinking, wondering and figuring out as you read the passage. “This makes me wonder.....”

## **Reading Support Tips - Middle/High School**

### ***Questions/Prompts:***

- Activate the student's knowledge about the topic before reading. "What do you already know about this topic, author or story?"
- If possible, identify difficult or technical vocabulary ahead of time and preview/pre-teach the vocabulary.
- Set a goal or purpose for the reading. Is the student looking for particular information? At the writing style? At another question the teacher has asked?
- Reading is thinking. Encourage students to think of questions and write them or other notes down as they read.
- Make predictions: "What do you think will happen?" (ex. In the next part I think..)
- Monitor meaning. "Does what you are reading make sense?"
- Make connections to self, other texts or the world. "Do you have any connections to this story? Is something in the book like something you have experienced?"
- Visualize what is being described in the text. "What mental pictures, smells, or feelings did the author's words create for you? "
- "Did you have any questions while you were reading? Did you wonder about anything?"
- "Were there any words you thought were interesting or you had questions about?"
- Determine important ideas/passages. "What do you think was the most important idea?"
- Make inferences, draw conclusions. (ex. "Why do you think she \_\_\_\_?")
- "Can you summarize or retell what happened in this reading?"

### ***Strategies for when a student has trouble identifying words (see Grades 4-8 Tips)***

- "What reading (figure-it-out) strategies could you use here?"

### ***Steps for Clarifying Confusion While Reading:***

- Ignore the unclear part and read to see if it gets clearer
- Reread the unclear part
- Reread the sentence(s) before the unclear part
- Try to connect the unclear part to something you already know

***Model Your Own Reading Process:*** Share what you are thinking, wondering and figuring out as you read the passage. "This makes me wonder...."

## **Section 10: Reporting and Evaluation**



# Schools Uniting Neighborhoods

## Half Yearly Progress Report FY \_\_\_\_\_

Lead Agency \_\_\_\_\_ School \_\_\_\_\_

Reporting Period July 20XX through December 20XX

### I. **ACTIVITIES AND OUTCOMES**

A. For each area in the Annual Plan, indicate the strategies you employed in the first half of the year (July –December) and your overall assessment of how the efforts went.

I. Academic Support and Skill Development for Youth

a.) Include your focus area (s) and what activities occurred in this time frame.

II. Family Involvement / Engagement

III. Meeting Basic Needs

IV. Collaboration and Service Integration

a.) Collaboration Development - Describe strategies used to build or deepen collaboration between school staff, lead agency, partners & community members.

b.) Advisory Committee - Describe the structure of your advisory committee and the number of times it met this period.

c.) Student Support Meetings - Describe the student support structure at your school, the number of times it met this period and the number of times you participated.

d.) Partner Coordination - Indicate the number of times you connected with or convened partners in this period and what partners participated.

### B. **Transitions**

I. Indicate the transition activities you implemented in this time period and your overall assessment.

II. If you are participating in Early Kindergarten Transition programming, ELM Kindergarten Transition Demonstration Site work, or Ninth Grade Count programming please include information on those programs.

### C. **Chronic Absence**

I. What activities or strategies did you engage in to address chronic absence?

**D. Wellness Guidelines**

- I. Please describe how you have worked to ensure alignment with the Wellness Guidelines
- II. Please provide one example
- III. Please describe how you have informed contractors / volunteers about the Wellness Guideline Guidelines.
- IV. Describe successes as well as challenges faced while implementing the guidelines.

**II. STORIES/MATERIALS**

Share any great stories or materials (flyers, posters, handbooks, photos etc.), you have from the final quarter. Please attach copies of materials as available.

Please also provide the following information for the period:

- A. Number of extended hours the SUN school was open in a typical week:
- B. # of weeks you held summer programming:
- C. Total number of volunteers:
- D. Total number of volunteer hours:
- E. Total resources raised or leveraged this year:
  - Cash
  - In-kind

**III. PLANNED PROGRAM REVISIONS**

Describe any areas that you intend to add or change in the second half of the year.



# Schools Uniting Neighborhoods

## Year-End Progress Report FY \_\_\_\_\_

Lead Agency \_\_\_\_\_ School \_\_\_\_\_

Contact Number \_\_\_\_\_

Reporting Period July 20XX through June 20XX

### **Full Year (January-June)**

#### **I. ACTIVITIES AND OUTCOMES**

A. For each area in the Annual Plan, indicate the strategies you employed in the second half of the year (January- June) and your overall assessment, include how you judged whether efforts were successful.

I. Academic Support and Skill Development for Youth

a.) Include your focus area (s) and what activities occurred in this time frame.

II. Family Involvement / Engagement

III. Meeting Basic Needs

IV. Collaboration and Service Integration

- a.) Collaboration Development- Describe strategies used to build or deepen collaboration between school staff, lead agency, partners & community members.
- b.) Advisory Committee- Describe the structure of your advisory committee and the number of times it met this period.
- c.) Student Support Meetings- Describe the student support structure at your school, the number of times it met this period and the number of times you participated.
- d.) Partner Coordination-Indicate the number of times you connected with or convened partners in this period and what partners participated.

#### **B. Transitions**

- I. Indicate the transition activities you implemented in this time period and your overall assessment.
- II. If you are participating in Early Kindergarten Transition programming, ELM Kindergarten Transition Demonstration Site work, or Ninth Grade Counts programming please include information on those programs.

### **C. Chronic Absence**

- I. What activities or strategies do you engage in to address chronic absence?

### **D. Wellness Guidelines**

- I. Please describe how you have worked to ensure alignment with the Wellness Guidelines
- II. Please provide one example
- III. Please describe how you have informed contractors / volunteers about the Wellness Guideline Guidelines.
- IV. Describe successes as well as challenges faced while implementing the guidelines.

### **E. Outcomes**

- I. What results for your school from this past school year (either outcomes for specific programs or initial state testing results) do you have?

## **II. STORIES/MATERIALS**

Share any great stories or materials (flyers, posters, handbooks, photos etc.), you have from this time period. Please attach copies of materials as available.

Please also provide the following information for the full year (July-June):

- A. Number of extended hours the SUN school was open in a typical week:
- B. Total number of volunteers:
- C. Total number of volunteer hours:
- D. Total resources raised or leveraged this year:
  - Cash
  - In-kind

## **III. PLANNED PROGRAM REVISIONS**

Describe any areas that you intend to add or change in the next school year.

## **Section 11: Service Point Data Entry (coming soon)**



## Section 12: Written Agreements

Written agreements at various levels within the SUN structure help clarify roles, ensure accountability, and get commitments incorporated into systems, which helps sustain efforts over time. The written agreements in this section include:

**SUN Collaborative Agreement:** this document articulates the commitments and roles at the site level. It is reviewed and signed annually by the principal, SUN Community School site manager, SUN Lead Agency supervisor, District Liaison and SUN Service System representative. The signing usually happens during a fall collaborative meeting involving all the parties.

**SUN Compliance Checklist:** this checklist includes the key components of a successful community school structure and reflects the contractual expectations and commitments by the lead agency and principal to implementing the SUN Community School strategy. The checklist is a useful planning and self-assessment tool for SUN operational teams.

**SUN Compliance Checklist Rubric:** this tool offers guidance on completing the checklist, including descriptions of the levels of development or compliance that assists school teams in rating themselves using the checklist.

## Sample MOU/Template

SUN Community School

## MEMORANDUM OF UNDERSTANDING

**For the program service year 2005-2006**

**BETWEEN**

SUN Community School	and	Community Partner Name

School Address	Address
----------------	---------

City, State, Zip City, State, Zip

**Recitals:**

1. The parties have established a partnership with the Schools Uniting Neighborhoods (SUN) Community School at \_\_\_\_\_ School.
2. The purpose of this partnership is to \_\_\_\_\_ (i.e. implement two after school programs, continue support for after school programs at Shaver Elementary School.)
3. This partnership agreement refers to the following program:
  - \_\_\_\_\_ (i.e. name of SUN CS, dates)
  - \_\_\_\_\_
4. Each party understands that either party may terminate this partnership with one-month notice if it is determined that the partnership is no longer mutually beneficial. Both parties agree to make reasonable attempts to problem-solve before terminating the agreement.
5. This partnership agreement is valid until \_\_\_\_\_/
6. The parties desire this partnership specific to the agreements below:

**Agreed:**

- A. *In accordance with the terms of this partnership, name of community partner and its respective staff will:*
1. Display enthusiasm for its after-school program and the name of SUN CS, a spirit of collaboration, and a willingness to conduct ongoing assessment of the program and name of SUN CS, in general, to meet the needs of the                     School community.
  2. Share data, without violating confidentiality.
  3. Provide one trained and qualified instructor who is also skilled in classroom management for the class or activity for every 15-20 students in a class.
  4. Ensure adequate supervision of students at all times during a class or activity session.
  5. Furnish proof of criminal background checks on all instructors and volunteers.
  6. Follow all policies and procedures outlined in the name of SUN CS Extended-Day Staff and Volunteer Handbook and sign a confirmation form stating that the partner agency staff member agrees to abide by the policies and procedures stated in the handbook.
  7. Hold classes within the same calendar as the name of SUN CS (exceptions may be made depending on the circumstances of the partner agency's program or activity).
  8. Hold classes within the same calendar as the name of SUN CS (exceptions may be made depending on the circumstances of the partner agency's program or activity).
  9. When appropriate (ex. SMART GIRLS), take attendance using the form provided by SUN for each activity session.
  10. Take an active role in providing quality student management at the classroom level.
  11. Accompany all students in the class as a group to the activity areas in                     School during activity session. Prepare for each class.
  12. Contact the SUN Office with no less than 24 hours notice for a class cancellation or change of class day.
  13. Provide a qualified substitute from its organization, when possible, to avoid all class cancellation.
  14. Contact the parent of students when a class is canceled or the class day changes.
  15. Provide one primary contact with whom the SUN Site Manager will coordinate services. The primary contact must make every reasonable attempt to return voicemail and email messages within two working days.
  16. Attend monthly partner meetings that will take place on the first Tuesday of each month and any additional meetings that deal with name of SUN CS.
  17. Take responsibility for materials that are lost, stolen, or damaged in the areas being used by the program facilitator and attendees, directly before, during, or after scheduled program hours. It is understood that program instructors will ensure that classroom space that is

used is left at a level of cleanliness and orderliness comparable to that state it was in prior to the beginning of class.

18. Provide information and materials to aid in the recruitment, promotion, marketing and registration of the program to [redacted] School's students and their families.
19. Assist in planning and supervision of evening events in which their students will participate. This would include [redacted].
20. When appropriate, collaborate with parent involvement through making phone calls to parents conducting presentations, assisting with planning of orientation meetings for parents on how to support their children, identifying parent leaders, etc.
21. Other examples include:
  - a. Take attendance using the form provided by SUN for each activity session
  - b. Supply own materials as needed for classes and workshops unless prior arrangements are made

**B. In accordance with the terms of this partnership, name of SUN CS and its respective staff will:**

1. Display enthusiasm for the partner agency program, a spirit of collaboration, and a willingness to conduct ongoing assessment of the program and the name of SUN CS, in general, to meet the needs of the name of SUN CS.
2. Coordinate all aspects of the extended-day program. This includes maintaining strong communication among SUN, its staff members, and all partner agencies.
3. Share data, without violating confidentiality, including but not limited to copies of name of SUN CS registration forms, information releases, and academic information.
4. Conduct criminal background checks on volunteers when a partner agency is unavailable to so do.
5. Provide one primary contact (SUN Site Manager) with whom the partner agency's primary contact will coordinate services. The SUN site manager will make every reasonable effort to return email and voicemail messages within two working days.
6. Contact students of class cancelation or change of class day with a minimum of 24 hours of advance warning.
7. Allocate class space in which to conduct class sessions
8. Mondays through Thursday, SUN will ensure that at least one SUN CS administrator is present during extended-day hours. The SUN CS administrator could be the SUN Site Manager, the SUN program assistant, a SUN Program Manager, or a qualified and trained member of the Shaver ES staff. The SUN CS administrator will act as the evening-equivalent of a student management specialist in the event that a student has misbehaved to the point that an activity instructor must send students from his class.
9. Maintain a secure and safe environment for extended-day activities by having staff members and volunteers present at all times during the extended-day hours to monitor halls, handle serious incidents, and student management.
10. Provide two-way radios to all SUN partner agency staff during extended-day hours with the goal of maintaining strong communication among all partners and staff in building.

11. Give logistical support to our partner agencies such as opening locked doors, opening outside doors, contacting custodial staff, and organizing space allocation.
12. Supply equipment and materials such as TV/VCR/DVD, CD player, paper, pencils, markers, etc. Notify SUN office one week in advance to reserve equipment.
13. Provide one bus ticket/student/day to students using Tri-met as their primary means of transportation.
14. Promote and recruit students for programs through the SUN Activity Guide, flyers, lunchtime activity fairs, and SES newsletters.
15. Register all students in the name of SUN CS using a registration form with all necessary contact and emergency information and releases.
16. Limit class enrollment to a maximum of 15 students (exceptions made if partners believe that they have a capacity to handle more than 15 students).
17. Coordinate and facilitate monthly partner meetings and trainings as needed, for partner agency staff.
18. Organize evening events for name of SUN CS students and their families, including three SUN showcase evenings.
19. Develop parent involvement at name of SUN CS through a variety of avenues including making phone class to parents, and conducting presentations, assisting with planning of orientation meetings for parents on how to support their children, identifying parent leaders, etc.

### Other

This partnership agreement enters into effect this \_\_\_\_\_ day of \_\_\_\_\_ 20\_\_\_\_ and can be revised at any time, with the joint approval of the parties.

Name of community partner

Name of community partner

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Printed Name

SUN Program Coordinator  
Title

Program Manager  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



## SUN Service System/SUN Community School Collaboration Agreement Fall 2014

Multnomah County Department of County Human Services, SUN Service System Division ("County"), \_\_\_\_\_ - and \_\_\_\_\_ hereby enter into a one-year collaboration agreement to fulfill a shared vision for services delivered at the school as part of the SUN Service System. These services include SUN Community Schools.

SUN Service System is a system of relationships that links academic and enrichment programs and social services so that all students, families and individuals succeed and the community is strengthened. The vision for SUN is that every child has access to services that support educational success. The success of SUN hinges upon strong partnership and collaboration among school districts, governments, nonprofits, community organizations and businesses. To this end, the Parties are committed to creating and supporting a shared vision, common goals, and a clear communication structure.

This agreement is in effect September 1, 2014 through August 31, 2015.

This agreement references SUN Community Schools which is defined as follows (further definition can be found in the SUN Service System Program Model or from County staff):

**SUN Community Schools (SUN CS):** SUN Community Schools transform schools into full-service community centers that help youth and families succeed. The SUN CS model aims to retain and support students and their families by opening the school as a community center and service delivery site before and after school, evenings and weekends. SUN CS accomplishes this through community building at youth, family and neighborhood levels. SUN CS core service categories include: Academic Support and Skill Development (for youth and adults)

- Family Engagement/Involvement
- Social, Health and Mental Health Services
- Community and Business Involvement
- Service Integration
- Site Management

The SUN CS Site Manager coordinates a system to ensure access for students, families and community members to County-funded and community health and human services. All SUN CS services are to be linked with the school day and are planned and delivered in close collaboration with the school principal and staff.

SUN CS outcomes include:

- Improve school attendance
- Improve academic performance
- Improve behavior and pro-social skills
- Increase developmental assets (including engagement in school)

### AGREEMENTS

**The Principal agrees to:**

1. Champion and provide significant leadership in:
  - Creating a community school that is a true collaboration, comprised of quality partnerships between the school and community resources
  - Using SUN CS strategies to support school-day academics
  - Integrating SUN CS into the school vision and school improvement (or other) plan

2. Jointly manage the provision of SUN CS services with the SUN CS Lead Agency. The Lead Agency is a non-school agency (non-profit or the City of Portland) that delivers the SUN CS Services at a given SUN CS school site.
  - Joint management includes participation of the Principal in the following:
    - Providing leadership in linking the school day with the extended day
    - Selection process for the SUN site manager
    - Establishing a SUN CS advisory body
    - Collaboratively developing a SUN CS annual plan aligned with the school improvement plan
    - Ongoing operational functions
    - Developing partnerships with businesses
3. Provide access to the school site and space necessary for SUN CS to perform their work.
4. Inform SUN CS staff of relevant school and district policies and procedures.
5. Include SUN CS site managers in school communications, including written and email communications related to school business. This includes providing a school mailbox for staff.
6. Assist with recruitment of low achieving and at-risk students. Schools will collaborate with SUN CS on general recruitment of students in a manner that ensures that students in need of assistance are referred to appropriate services and encouraged to attend. This collaboration also includes identifying specific low achieving and at-risk students and providing data necessary for the lead agency staff to recruit them, serve them and monitor their progress when a parental Release of Information is in place and on file with the School.
7. Take the lead in defining a referral and monitoring system within the school for student and family access to services and include SUN CS in that system.
8. Provide access to demographic and academic data on individual students when a parental Release of Information is in place and on file with the School. Specific data items are listed in the SUN CS release of information form.
9. Actively participate at the school level in SUN Service System evaluation, cooperating in the collection and distribution of information related to assessment as specified in the Intergovernmental Agreement between the County and the District.
10. Schedule time at an early staff meeting for the SUN CS site manager to introduce themselves, their programs and the referral process. It is recommended that SUN CS site managers attend staff meetings on a regular basis.
11. Be available, or have a designee available, to meet individually with SUN CS to address specific students and/or issues when the need arises.
12. Bring issues or concerns directly to the school-based staff first for resolution. The lead agency (in the case of SUN CS) and District liaison to the County will be included in these conversations if issues cannot be resolved between the employee and the principal directly. The County and District should be informed of any continuing concerns around SUN CS Lead Agency issues as well. The contact at the County for SUN CS is Diana Hall.
13. When speaking about the SUN Service System or doing press interviews, acknowledge the County and City of Portland as partners and funders in the SUN Service System.

**Note:**

The principal holds final decision-making power regarding services provided at the school and will make their decisions based upon knowledge of the budget allocations for SUN CS and how they relate to the annual plan.

**The County agrees to:**

1. Ensure that SUN CS Lead Agencies activities and expenditures are in compliance with the SUN CS Program Instructions (included) and this agreement. The Program Instructions include that the County will:
  - Require that Lead Agencies collect and maintain the District-approved Release of Information from parents/guardians for all enrolled students involved in SUN CS extended-day activities.
  - Require that Lead Agencies comply with District criminal background check and fingerprinting policy.
  - Require that Lead Agencies follow the district Community Use of Buildings guidelines when requesting building use and inform the District of activity scheduling that affects major janitorial projects.
  - Require that Lead Agencies develop SUN CS annual plans collaboratively with the school principal and advisory bodies. Annual plans are to be aligned to district and school building improvement plans.
  - Adopt and implement behavioral expectations and discipline protocols that represent best practice and are in alignment with the school's practices.
  - Require that Lead Agencies provide the following information to School Principals:
    - Lists of students registered for classes and their class schedules
    - List of instructors indicating whether they are paid, district staff and/or have cleared a background check
    - Copies of Releases of Information for students participating in extended-day activitiesInformation will be shared in a timeline and manner agreed upon by both parties.
2. Make all reasonable efforts to reduce the burden of data collection on school staff. A minimum of one-month notice will be given for any change in evaluation collection from standard.
3. Provide additional information or data on schools as needed to satisfy other reporting requirements and/or District needs.
4. Work cooperatively with the School and District to resolve performance issues and/or remove from Schools those subcontractors or staff identified as unsatisfactory or non-compliant with the goals of the District, and/or the SUN Service System.

**The Lead Agency agrees to:**

1. Adhere to the SUN CS Program Instructions (included) and to jointly manage the development of the SUN CS collaboration and provision of services with the Principal in the manner described in this document.

Principal signature & date	_____
District Liaison signature & date	_____
SUN CS Site Manager signature & date	_____
SUN CS Lead Agency Supervisor signature & date	_____
SUN Service System Manager signature & date	_____





# SUN Community Schools Collaborative Agreement Compliance Checklist

This checklist is meant to serve as a planning and assessment tool and should be filled out together by the Site Manager and Principal of the SUN Community School (SUN CS).



Rank each item using the following scale: 1 = Low 2 = Nearly Meets 3 = Meeting 4 = Exceeding

Scale (1-4)	STRATEGY/ACTIVITY
	Vision
	1. The <b>school community</b> shares a common understanding and vision of what a Community School is: a place and a set of partnerships between the school and community resources. The community school strategy integrates academics, health and social services, youth and community development, and civic engagement during and out of school time to improve student learning and to develop stronger families and healthier communities.
	2. SUN Community School is not considered a program within the school; the entire school is considered the SUN Community School.
	Operational Structures
	3. The SUN CS has an advisory structure established to solicit input from a broad array of stakeholders (including families, youth and community members) to guide the SUN CS development and work. Input is solicited at least four times a year.
	4. The SUN CS has a communication and referral system among partners to ensure the linkage of students and families to a range of services.
	5. The SUN CS Site Manager is connected with existing groups of school staff and/or service providers (such as Student Success Meetings) in order to support collaboration and integration of services for specific students and families.
	6. The SUN CS Site Manager connects with all school-based and school-linked service and program partners in the school for coordination and information sharing purposes.
	7. The SUN CS Site Manager provides a wide range of social, mental and health services and/or links students and families with resources such as School-Based Health Clinics, Immunizations and Regional Service Centers that can provide these services.
	Leadership and Integration
	8. The Principal is a champion of creating a community school that is a true collaboration, composed of quality partnerships between the school and community resources.
	9. The Principal and Site Manager have clearly defined their roles in the joint management of the collaboration.
	10. The Principal uses SUN CS strategies to support school-day academics.
	11. The SUN CS vision and strategies are integrated into the school vision and school improvement plan.
	12. There is access to the school site and space necessary to perform SUN CS work.
	13. School administrators and teachers assist with the recruitment of low achieving and at-risk students.
	Communication
	14. The Principal and Site Manager have a regularly scheduled meeting time to plan and discuss issues.
	15. The SUN CS Site Manager is included in school communications, including written and email communications related to school business.
	16. The SUN CS Site Manager attends school staff meetings on a regular basis and has opportunities at those meetings to introduce themselves, their programs and the referral process.

## SUN Community School Compliance Checklist – Scoring Rubric

### February 11, 2014

Guidance for SUN Community School (SUN CS) Principals, Site Managers and Lead Agency Supervisors when filling out the Compliance Checklist.

VISION			1 - Low	2 – Nearly Meets	3 – Meeting	4 - Exceeding
Self Assessment:	<b>#1</b> <b>The school community shares a common understanding and vision of what a Community School is: a place and a set of partnerships between the school and the community resources. The community school strategy integrates academics, health and social services, youth and community development, and civic engagement during and out of school time to improve student learning and to develop stronger families and healthier communities.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• Is the SUN CS vision shared by the school and agency, as well as key stakeholders including parents, youth and community members?</li> <li>• Are SUN CS stakeholders able to articulate the vision for the SUN CS?</li> <li>• How often is the vision shared and reviewed?</li> <li>• Are programs and services aligned with this vision?</li> </ul>	The SUN CS vision is rarely shared or reviewed. There may be a lack of understanding by SUN CS staff, partners and other stakeholders as to what it means to be a SUN CS.	Principal, SUN CS Site Manager and SUN CS Supervisor communicate the SUN CS vision and the elements that make the school a SUN CS. The vision is communicated primarily to school and Agency staff (e.g. teachers, support staff, SUN CS program staff). Most SUN CS and Agency staff identify the school as a SUN CS and are able to articulate the vision.	Principal, SUN CS Site Manager and SUN CS Supervisor, along with most school and SUN CS staff, communicate the SUN CS vision and the elements that make the school a SUN CS. The vision is communicated to other stakeholders (e.g. students, parents, community partners). Most of these other stakeholders identify the school as a SUN CS and are able to articulate the vision. The SUN CS vision is reviewed among key stakeholder groups and aligned with SUN CS programs and services.	A broad array of SUN CS stakeholders demonstrate shared ownership of the SUN CS vision and communicate and can articulate both the vision and the elements that make the school a SUN CS. It is widely known within the community that this is a SUN CS.
Self Assessment:	<b>#2</b> <b>SUN Community School is not considered a program within the school; the entire school is considered a SUN Community School.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• How do the members of the collaboration (the Principal, school staff, SUN CS staff, community partners) think about the SUN CS work, as a program in the school or as a partnership they are all part of?</li> <li>• Do the SUN CS and/or school speak as if the SUN CS were external to the regular school day?</li> </ul>	Both school and SUN CS staff consider the school day and SUN CS efforts to be complementary, but separate.	Many members of the collaboration consider the entire school to be a SUN Community School. They may still refer to SUN as a “program” at the school and speak as if SUN is external to the school.	The majority of members of the SUN CS collaboration consider the entire school to be a SUN Community School. They see and talk about themselves as a collaborative, as opposed to being co-located in the same building.	All members of the collaboration, including many parents and community members, consider the school in its entirety to be a SUN Community School. They see themselves as part of the SUN collaboration and talk about it as “we,” “our efforts,” or “our school/SUN CS.”

OPERATIONAL STRUCTURES			1 - Low	2 – Nearly Meets	3 – Meeting	4 - Exceeding
Self Assessment:	<b>#3</b> <b>The SUN CS has an advisory structure established to solicit input from a broad array of stakeholders (including families, youth and community members) to guide the SUN CS development and work. Input is solicited at least four times a year. (The structure can be through one group or multiple modes)</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• Do you have an advisory structure established to guide your work?</li> <li>• How often do you meet?</li> <li>• How is the advisory structure used to make decisions?</li> <li>• Who are the members?</li> </ul>	The Principal and SUN CS Site Manager are mainly the ones that do the SUN planning.	An advisory structure has been established and gains input from some but not all stakeholders. (ex. The advisory function happens through site council meetings only with limited parent, student or community input mechanisms)	An advisory structure is in place and solicits input from a broad array of stakeholders at least 4 times a year. It makes decisions and plans based on the needs of the school. The Principal helps establish the advisory structure.	An advisory structure is in place and solicits input from multiple stakeholders, including community partners, at least 4 times a year. The advisory structure allows for collaborative decision-making. The Principal participates regularly in the meetings.
Self Assessment:	<b>#4</b> <b>The SUN CS has a communication and referral system among partners to ensure the linkage of students and families to a range of services.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• What communication and referral system is in place for linking students and families to the specific services they need?</li> </ul>	The Principal and SUN CS Site Manager are talking about how to connect students and families to services.	Several key school staff members know the services and programs available and informally communicate with the SUN CS Site Manager to get help for students and families.	A clearly articulated system is in place to communicate about students and families and connect them to services. The majority of school staff and partners know the system and use it.	A system and referral form is in place to communicate about students and families and connect them to the appropriate services. There is a method for tracking or follow up. School staff and partners know the system and use it regularly.
Self Assessment:	<b>#5</b> <b>The SUN CS Site Manager is connected with existing groups of school staff and/or service providers (such as Student Success Meetings, data teams) in order to support collaboration and integration of services for specific students and families.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• Are there established groups or teams that look at data or staffing individual students?</li> <li>• Is SUNCS a part of these teams?</li> </ul>	The SUN CS Site Manager is not connected to an existing group(s) or staffing committee(s). Strategies are mainly passive and involve little face-to-face contact.	The SUN CS Site Manager connects to the staff to recruit targeted student population, e.g., having teachers refer low-achieving students. An existing group or data team exists, but the SUN CS Site Manager is not a regular participant.	Specific strategies have been developed for recruiting students and families. A staffing or data team or teams exist and SUN Site Manager participates.	SUN Site Manager is a regular participant in highly functioning data team(s) with clear protocols for response actions. Team often identifies student-specific interventions delivered outside of the school day by SUN CS staff and community partners.

OPERATIONAL STRUCTURES, CONT.			1 - Low	2 – Nearly Meets	3 – Meeting	4 - Exceeding
Self Assessment:	<b>#6</b> <b>The SUN CS Site Manager connects with all school-based and school-linked service and program partners in the school for coordination and information sharing purposes.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• What role does the SUN CS Site Manager play in coordinating partners?</li> <li>• What approaches are used for coordinating partners?</li> </ul>	The SUN CS Site Manager acts as coordinator of many services, but there are no specific structures for sharing information or coordinating among partners.	The SUN CS Site Manager communicates with partners but it may not be regular. The SUN CS Site Manager may not act in the overarching role of coordinating partners outside the school day.	The SUN CS Site Manager communicates regularly with partners for service integration, planning and info sharing. S/he plays an overarching role coordinating partners and managing building use outside the school day.	A high functioning system for service integration and support for individual students exists among the school and partners, facilitated by the SUN CS Site Manager.
Self Assessment:	<b>#7</b> <b>The SUN CS Site Manager provides a wide range of social, mental and health services and/or links students and families with resources such as School-Based Health Clinics, Immunizations and Regional Service Centers that can provide these services.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• What services are provided or linked to in order to address the specific needs of your students and community?</li> </ul>	The school has after school activities in place, but a limited number of other services are provided or linked to.	Many services are available, but partners/services may be less developed or available in one area. Needs assessment may not have been done recently or services may not yet fully align with specific community needs.	The SUN CS Site Manager provides a wide range of social, mental and health services and/or links students and families with resources. Services are based on a needs assessment process and tailored to the specific community needs.	The SUN CS Site Manager works closely with other providers such as the Regional Service Center and acts as an advocate for families to access services as easily as possible. SUN and school staff help families make crisis plans when services are not available.
LEADERSHIP & INTEGRATION			1 - Low	2 – Nearly Meets	3 – Meeting	4 - Exceeding
Self Assessment:	<b>#8</b> <b>The Principal is a champion of creating a community school that is a true collaboration composed of quality partnerships between the school and community resources.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• What role does the Principal play in supporting the development of the SUN CS?</li> </ul>	The Principal is learning about how community schools work.	The Principal is very positive about and supportive of the SUN CS collaboration.	The Principal provides significant leadership in creating a community school that is a true collaboration. S/he communicates about SUN's vision and purpose in staff meetings. The Principal helps establish a SUN CS Advisory body. The Principal provides leadership in linking the school day with the extended day. The Principal participates in the development of partnerships with businesses.	The Principal goes above and beyond to be involved with the partnerships between the school and community.

LEADERSHIP & INTEGRATION, CONT.			1 - Low	2 – Nearly Meets	3 – Meeting	4 - Exceeding
Self Assessment:	<b>#9</b> <b>The Principal and Site Manager have clearly defined their roles in the joint management of the collaboration.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• Are the roles clearly defined between the Principal and Site Manager?</li> <li>• Who makes the decisions about the SUN CS?</li> </ul>	The Principal and SUN CS Site Manager do not share management or leadership of the SUN CS.	The Principal and Site Manager work together to make decisions, though roles are not clearly defined. They do not collaborate on discipline or other issues that cross over between the school day and out of school time.	The Principal and SUN CS Site Manager work closely to jointly manage SUN collaboration, activities and partners. Roles are clearly defined and the two partner to have continuity between the school day and out of school time (behavior/ discipline, teaching methods, etc.) The Principal participates in the ongoing SUN operational functions.	The Principal and Site Manager are truly collaborative in all their roles in the joint management of the SUN CS program.
Self Assessment:	<b>#10</b> <b>The Principal uses SUN CS strategies to support school-day academics.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• Does the Principal encourage the use of SUN CS strategies to support school-day academics?</li> </ul>	The Principal has ideas about how to use SUN CS strategies.	The Principal and SUN CS Site Manager have put into place several activities that incorporate school-day academics.	The Principal provides significant leadership in using SUN CS strategies to support school-day academics. The Principal collaborates with the Site Manager to develop a SUN CS annual plan that is aligned with the school improvement plan. Explicit strategies exist to connect partners to support academic achievement. Family Engagement activities and/or strategies are in place to support student learning. At least one focus area for SUN efforts for the year has been developed.	The Principal and SUN CS Site Manager work closely together to support school-day academics in SUN CS extended-day programming .
Self Assessment:	<b>#11</b> <b>The SUN CS vision and strategies are integrated into the school vision and school improvement plan (SIP) or CAP</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>• Are the SUN vision and strategies incorporated into the school improvement plan?</li> <li>• Does the school budget reflect resources aligned to the SUN CS strategies?</li> </ul>	The Principal has not incorporated SUN CS into the vision or school improvement plan (SIP).	The Principal has started to integrate the SUN CS vision and strategies into the school vision and SIP. One or two strategies using partners or out of school time are part of the SIP.	The Principal provides significant leadership in integrating SUN CS into the vision and school improvement plan. At least 3 specific strategies using community partners and/or out of school time are present in the SIP. School Improvement Plan strategies are supported in the budget.	The SUN CS vision and strategies are totally integrated in the School Improvement Plan strategies and budget. Funds and efforts are aligned and blended to achieve the shared goals.

<b>LEADERSHIP &amp; INTEGRATION, CONT.</b>			<b>1 - Low</b>	<b>2 – Nearly Meets</b>	<b>3 – Meeting</b>	<b>4 - Exceeding</b>
<b>Self Assessment:</b>	<b>#12</b> <b>There is access to the school site facilities and space necessary to perform SUN CS work.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>Is there access to the school site for SUNCS?</li> <li>Is there adequate space allocated to the SUNCS program to reach the targeted populations?</li> </ul>	The Principal has provided limited access to school for the SUN CS program. No classroom space is made available.	The Principal acknowledges the importance of sharing school space with the SUN CS program. The SUN office may be a remote location. Using classrooms or the gym may be difficult at times.	The Principal provides access to the school site and space necessary for SUN CS to perform their work. There is adequate space in a good location for the SUN CS office, storage, and programs (classrooms, gyms and fields)	The Principal advocates so that most or all of the school space is used in a collaborative way to support student learning and targeted efforts.
<b>Self Assessment:</b>	<b>#13</b> <b>School administrators and teachers assist with the recruitment of low achieving and at-risk students.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>Do the Principal and teachers contribute to the recruitment of appropriate students for the SUN CS program?</li> </ul>	Participation is driven by first come first served registration process with limited targeted recruitment.	Administrators and teachers refer and encourage students who need assistance informally.	The Principal and teachers collaborate with SUN CS on recruitment of students so that students in need of assistance are referred to appropriate services and encouraged to attend. A structure is in place for teachers to identify specific students and share their needs. SUN and school staff collaboratively recruit, serve and monitor their progress. SUN Site Manager has Synergy access to view student records.	There is a strong collaborative system for recruitment, ongoing communication between school staff and SUN staff, and monitoring of support and student progress. SUN CS Site Manager is trained by the district to use Synergy for tracking students' academic performance.
<b>COMMUNICATION</b>			<b>1 - Low</b>	<b>2 – Nearly Meets</b>	<b>3 – Meeting</b>	<b>4 - Exceeding</b>
<b>Self Assessment:</b>	<b>#14</b> <b>The Principal and Site Manager have a regularly scheduled meeting time to plan and discuss issues.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>Do the Principal and Site Manager meet to discuss and plan the SUNCS efforts?</li> </ul>	The Principal and Site Manager meet infrequently and on an ad hoc basis.	The Principal and Site Manager meet once a month and discuss issues related to the SUN CS collaboration.	The Principal and Site Manager have a regularly scheduled meeting more than once a month to discuss and plan. They have a way to reach each other outside of school hours.	The Principal and Site Manager have a regularly scheduled weekly meeting to discuss issues and plan. They regularly use other communication methods (email, phone texting).

COMMUNICATION, CONT.			1 - Low	2 – Nearly Meets	3 – Meeting	4 - Exceeding
Self Assessment:	<b>#15</b> <b>The SUN CS Site Manager is included in school communications, including written and email communications related to school business.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>Is the SUN CS Site Manger included in school communications?</li> </ul>	The SUN CS Site Manager has limited access to school communication and business.	The SUN CS Site Manager has some access to school communication and business.	The SUN CS Site Manager is included in the school email list and all written communication.	The SUN CS Site Manager is included in all school communication and has input into school communications. S/he participates in <b>school</b> communication efforts with families and community.
Self Assessment:	<b>#16</b> <b>The SUN CS Site Manager attends school staff meetings on a regular basis and has opportunities at those meetings to introduce themselves, their programs and the referral process.</b>	<b>Guiding Questions:</b> <ul style="list-style-type: none"> <li>Does the SUN CS Site Manager attend staff meetings and have time on the agenda, as needed?</li> </ul>	The SUN CS Site Manager does not attend staff meetings.	The SUN CS Site Manager attends staff meetings occasionally.	The SUN CS Site Manager attends staff meetings on a regular basis and provides pertinent information about SUN CS. At the beginning of the year, there is time with staff to present about SUN, the vision and planning.	The SUN CS Site Manager attends all staff meetings on a regular basis and has input into the agendas to provide pertinent information about the SUN CS operations.

## **Section 13: Getting Started**

### **..... Implementing at a New Site**





## **SUN Community School New Site Fall Implementation Process Fall 2014**



### **Desired Outcomes for Fall**

- Engage the community broadly and develop a shared vision for the SUN Community School
- The school community shares a common understanding of what a SUN Community School is: A school where the school community and partners from across the broader community come together to educate and support kids creating a collective impact. The entire school is considered the SUN Community School
- Develop strong relationships with school staff and key partners
- Conduct a multi-part needs assessment process and engage with partners to align to community school's goals/priorities
- Develop a SUN Advisory Committee and hold two meetings in Fall
- Develop the Annual Plan for SUN that is aligned with the SIP or CAP – including targeted strategies that focus on specific populations facing disparities
- Identification or development of a process and tools to identify specific students for outreach and support
- Participation of the SUN CS Site Manager in key school teams (Data Teams, Attendance Team, Student Staffing Committee, Equity Team, and Leadership Team and/or Site Council)
- Development of extended day activities (content and materials/curriculum) and recruitment of adults to lead/teach activities beginning in Winter 2015.

## **SEPTEMBER - DECEMBER ACTIVITIES**

### **Engagement & Relationship Building**

- Broad outreach and relationship building particularly with school staff, parents and youth
- Principal and SUN lead agency supervisor or site manager present at an early staff meeting about SUN and gather input from teachers about what piece they'd like to play.
- Incorporate information sharing about being a SUN Community School into Back to School Night and other family and community events
- Key Informant Conversations
  - Identify folks who are key influencers in the school and the community (with representatives across stakeholder groups) – who can act as key informants, assist with inviting folks to larger meetings/events, and possibly be advisory committee members later
  - Site Manager has 1:1 “kitchen table” conversations with informants to get their input into key questions
- Community Visioning Sessions
  - Convene at least 2 meetings of a broad array of stakeholders to identify the community's bigger vision for the community school and priorities for actions in the first year

### **Needs Assessment & Annual Planning**

- Identify who should be part of Needs Assessment process in addition to the Principal and Site Manager
- Conduct surveys and focus groups
- Collect and consider key data (SIP/CAP, attendance/chronic absence, academic results, input from community meetings, surveys, etc.)
- Assess partners and services – both current and needed
- Determine goals for the year and what services and activities are needed
- Meet with partners to discuss how they align with community school goals and priorities
- Develop SUN Annual Plan

### **Development of SUN Advisory Committee**

- Form a SUN Advisory Committee and meet twice in Fall – to inform family and community engagement process and Annual Plan

### **Identifying Specific Students & Coordinating Supports**

- Ensure an identification and referral system for school staff and partners to communicate about students and families and connect them to services.

- SUN Site Manager joins teams to identify specific students and families needing support (Data Teams, Building Screening Committees, Attendance Response Teams, etc.) and determine follow up actions with families
- SUN Site Manager works with teachers and other school staff to communicate with students and families about available support and activities and recruit them (Back to School Night, parent/teacher conferences)

**Development of Extended-Day Activities**

- Using needs assessment and feedback from engagement efforts, design extended-day activities for Winter that reflect the needs assessment and community priorities, are aligned with the school day, and include activities targeting students who are Underserved (using ODE's definition).

<b>Learn your Way Around...</b>	<b>First day</b>	<b>First week</b>	<b>First month</b>
Ask for a school tour and a list of teachers and their classroom(s). Sit in for a bit if you can!	✓		
Request interior and exterior keys for your school right away; later, you might also need keys for other spaces SUN will be using (gym, P.E. closet, locker rooms, etc.).	✓		
Locate the staff restroom and make sure you get a key for it if required.	✓		
Locate your staff mailbox and label it with your name & "SUN."	✓		
Find the staff lunch room and make sure you know where to store your food.	✓		
Ask about the protocol for emergencies like fires & lock-downs. Be sure to get a copy of the emergency procedures packet so you can share information with SUN staff.		✓	
Find out when school picture day is and how to get a school ID badge. (You'll probably want to ask about ID badges for your temporary staff at some point as well.)		✓	
Get a copy of this year's school calendar and the daily class/lunch schedule. Note dates of conferences, school vacations, holidays, and late start or early release days.		✓	
Check out a student planner or ask about school policies (dress code, phones, gum, etc.).		✓	
Find out when Back to School Night is. Ask your Principal what family events your school currently hosts, and talk to him/her about collaborating on events this year.		✓	
Inquire about the school staff's preferred method of communication and ask your Principal about the email "group" or listserv you can use to send all-staff messages.		✓	
Research ways to share information with students & families (mailed/electronic bulletin, PA announcements, via homeroom teachers, auto-call to all homes?). If you'll be using the intercom for SUN announcements, get a quick tutorial from the Secretary.		✓	
Ask the Secretary for a report showing the demographic information of your student population. Find out what your school's ethnic breakdown and free & reduced lunch percentages are, what languages are spoken, etc. so you'll "know your audience."		✓	
Are all SUN supplies and equipment in your office, or are some things stored elsewhere?		✓	
Compose a brief letter of introduction and post it in the staff lunch room; put a copy in each staff member's mail box or on their desks/chairs. Keep it to one page, max!		✓	
Ask your Principal for a list of building and community "stakeholders," including current school partners, leaders on staff, involved parents, and nearby businesses, churches, etc.			✓
Secure a bulletin board for SUN in a prominent location so you can advertise events.			✓
Request training in the system of strategies, incentives, and consequences that your school/District utilizes to support positive behavior (e.g. PBIS or the equivalent).			✓
Learn about office paperwork you might need to use— school letterhead, Incident Report forms, behavior incentive or consequence slips—and learn to use the copier and printer!			✓
See if there's a Walkie Talkie you can use during Extended Day to communicate with custodians and the Campus Monitor—or check in about your school's preferred system.			✓
<b>Who to Meet with ASAP (and what to discuss!)*</b>	<b>First day</b>	<b>First week</b>	<b>First month</b>
Secretaries: Find out what each person's role is (front office, attendance, health records, etc.) and when the best time is to ask them for help. One thing to learn early on: what's the easiest way for you to locate a student during the school day or get a note to him/her? Familiarize yourself with the hall pass (or equivalent) system.	✓		
Principals: Schedule recurring weekly/biweekly meetings; have a discussion about the direction of SUN this year, the Principal's vision for the school, biggest needs, school goals, etc. Ask what school funding might be available to support SUN classes and events!		✓	

<b>Who to Meet (continued...)</b>	<b>First day</b>	<b>First week</b>	<b>First month</b>
Custodians: You'll need to communicate constantly about space use, locking doors, messes in the bathroom, etc., so find out what they need from you <i>and</i> how they can help (Example: Will they set up for family events and SUN dinner if you draw up a layout map?)		✓	
Someone who knows the way things were done in the past—what was the SUN schedule like, who helped out at snack/dinner, what was the check-in/check-out procedure for students, what were the basic rules during Extended Day, and so on...? You'll probably do some things differently, but a lead SUN instructor can paint the general picture for you.		✓	
School Counselors: Find out how they support students, how you can make a referral, and how they can help you target students who would be great candidates for SUN.		✓	✓
Students: Be around at lunch and recess, walk the halls, and chat up students outside before and after school. Is there an athletic event you can attend? Can you visit classrooms to share about SUN with students new to your school? Start engaging now!		✓	
Teachers, Assistants, and Paraprofessionals: Get on the agenda for one of the first staff meetings of the year; introduce SUN and the ways school staff can get involved (teach a class, attend family events, share expertise, share their rooms, refer students, etc). Be sure to share about what your agency does, too! Listen to teachers' input, hopes, and concerns; beginning building rapport with staff and inviting some of them to teach SUN classes.		✓	✓
Kitchen staff & cooks: What are the expectations for use of the kitchen space? Who will serve the SUN snack/dinner? Make sure to share your SUN term schedule with them.			✓
School Nurse: When is he/she on-site and what basic information or training should you have if something comes up on your watch (e.g. asthma, allergies, CPR, First Aid)? How will health information about high-risk SUN students be shared with you? Where's the ice?			✓
Campus Monitor(s)/Security and School Officers: Who's around to help secure the building during Extended Day, and are there specific safety issues to be aware of?			✓
The existing SUN Advisory committee (if there is one), the PTA, and/or the Site Council: what does each group do in the school, and how will each group support the SUN CS?			✓
Find out who's on the PBIS, attendance, administration, and other student staffing teams... and talk to your Principal about the importance of your being included in these meetings so you can bring your knowledge of partners and students/families and improve consistency between the regular & extended day.			✓
Activity Bus drivers: Learn their names and ask them how you can help make their job easier; ask for a copy of the routes they drive, and share the SUN schedule with them.			✓
District Liaison: How will he/she support you, when will you meet, and are there District-wide initiatives that you should keep in mind when planning for SUN?			✓
<b>Find the Point Person for...</b>	<b>First day</b>	<b>First week</b>	<b>First month</b>
Tech issues-- setting up printers, getting a code for the copier, District email, Internet access, Synergy/eSIS/your school's student information system, and trouble-shooting	✓		
Reserving gym space (is there an Athletic Director?); find out what sports happen at your school and when, and reserve space as soon as possible for your activities. Ask your P.E. teacher(s) about sharing equipment and find out where things are stored.		✓	
Nutrition Services: ask about a Food Handler's card, any training required for serving the meal, submitting monthly reports, etc. Are there other SUN staff needing training?		✓	
Issues with buses or bus drivers; scheduling Activity Buses/transportation for SUN			✓
Setting up the bell schedule for Extended Day.			✓
Rules regarding the administration of medicine/inhalers?			✓
Using the school library and computer lab—what are the expectations for each space?			✓

<b>Learn these Common School Terms &amp; Acronyms...</b>	<b>First day</b>	<b>First week</b>	<b>First month</b>
Certified vs. classified staff; IA's or EA's (Instructional/Educational Assistants)		✓	
SIP (School Improvement Plan)—you should go over this with your Principal and align your SUN Annual Plan with the school's goals; carve out some time to discuss this!		✓	
Mandatory Reporting of suspected child abuse (make sure you're trained!)		✓	
IEP's (Individualized Educational Plans), 504's (supporting students with disabilities), and BSP's (Behavior Support Plans)... find out how school staff share information with you regarding modifications in place for certain students during the school day; start thinking about how SUN can implement some of these supports during Extended Day (hint: the County's Inclusion Services can help you support SUN students with special needs!).			✓
MOU's (Memorandums of Understanding): who does your school or agency already have a contract/ partnership with? Are you in charge of drafting MOU's for new collaborations?			✓
Title I... and if your school receives these funds, can you access some for SUN?			✓
Read 180, System 44, IXL or other curriculum-based software used in classes and for homework: can you offer students access to these programs during Extended Day?			✓
Tile X; who is the person in the District that may have resources for homeless families?			✓
ESL/ELD/ELL/LIP (all acronyms relating to students whose first language is not English); what supports are in place for English-language learners at your site? How can SUN help?			✓
STEM (Science/Technology/Engineering/Math)—what are your school's goals for these subject areas and how can SUN support and challenge students in STEM in Extended Day?			✓
Common Core—what does it look like at your school, and how will SUN align with it?			✓
OAKS or Smarter Balanced... what standardized test do students take? What can SUN do to support students in improving their scores? What are the school's score goals?			✓
<b>Agency-specific questions to ask your supervisor about:</b>	<b>First day</b>	<b>First week</b>	<b>First month</b>
What phone do you use for work (your own or agency provided)?	✓		
Time sheets: how and when to complete & submit, who signs them, when you're paid!		✓	
Protocol for hiring temporary staff or volunteers, including all paperwork required and background check procedure—is there a Human Resources training you need to attend?		✓	
Who to contact in the Payroll or Finance department regarding tracking your staff's hours and paying them (time sheets, specific software you need to use, deadlines...)		✓	
Accessing your agency's "Intranet" or online system containing forms and information.		✓	
How to purchase supplies for your program (agency credit card? reimbursement?)		✓	
What's your program budget, and how do you track it?		✓	
What are the required agency and County meetings, and when are they scheduled?		✓	
What are your requirements or program instructions regarding number of students and adults served, events per year, and hours per week/weeks per year of programming?		✓	
Does your site charge for any activities? If so, what's the policy on handling money?		✓	
Are you reimbursed for mileage? How and when do you submit that request?		✓	
Report deadlines you need to keep track of (and to whom do you submit reports?).			✓
What's your agency's policy for reporting incidents like student injuries?			✓
How does your agency handle Special Assistance (Inclusion) Services billing?			✓
Use of agency vehicles, for field trips and outings with students, and procedure for reserving them, if applicable; what's your agency's insurance policy for these situations?			✓
Invoicing your agency for partners who provide services/programs at your site			✓
What does your agency want you to do over Winter and Spring break and on other school holidays? What's the policy on flex time, working from home, etc.?			✓

## **Some Additional Tips for Early Engagement: How to Connect with Key Stakeholders**

### **1. Present a snapshot of SUN**

- Get on the calendar during an early staff meeting
  - Co-present with your principal
  - Offer a brief but concise snapshot of SUN & provide opportunities for people to learn more
  - A template PowerPoint for introducing SUN to school staff is in the SUN CS Site Manager Toolkit
- Get on the agenda for the first ALL School assembly
  - Introduce yourself and present SUN to school
  - Provide flyers for kids & families
  - Engage them with an activity or giveaways

### **2. Make time for 1:1 meetings with folks who have a large impact on your school or community**

- You will engage a wide range of folks early on (see checklist above). In addition, you will want to identify key informants for your site (formal and informal leaders, historians, etc.) and sit down to have a focused conversation about what they know about your school and families. A *Guidance on Engaging Key Informants* resource is available in the SUN CS Site Manager Toolkit

### **3. Share about your lead agency**

- Help the staff, parents and community understand the agency's role and the assets your bring to the collaboration
- Some items to share specifically
  - Who are we and what do we do?
  - How we can be of help!
  - Show a video about your agency
  - Send home basic introduction to all parents/students

### **4. Engaging teachers**

- Catch them at times that are convenient for them.
  - Stand and chat with them while they are on lunch or recess duty
  - Walk the halls after school and drop in to see if they have a few minutes
- Some additional topics of conversation
  - Find out what BUGS/BOTHERS the teachers the most- Don't do those things!
  - Ask teacher what concerns they have about programs after school. Take note of concerns and from what teacher
  - Ask if there are great projects or lessons they don't have time to teach any more during the day. These can be great extended-day classes or activities. They may also have curriculum, materials or book sets that aren't currently being used
  - Ask what they hear or notice are the reasons that students are late, absent or inattentive during class (haven't eaten, sick, taking care of siblings, etc.)

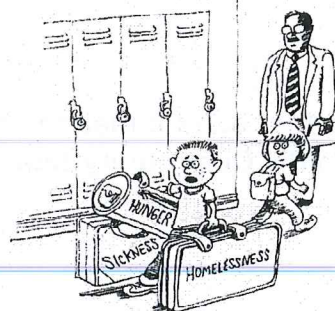
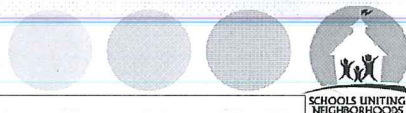
### **5. Getting a picture of your student population**

- Get a list of EVERY student and grade in the school. (SUN Site Managers are designated as "school officials" under FERPA and can access/receive student data just like a school employee)
  - Use this information to learn about the school's population and "know your audience"
  - Provide programs and services that meet the school's specific needs



## XX SUN Community School

Building a Common Understanding and Vision



"Could someone help me with these? I'm late for math class."

### SUN Service System

An aligned system of care, providing the social and support services to youth, and families, that lead to educational success and self-sufficiency.



### SUN Vision & Mission

#### Vision

A community that effectively engages and supports all children and families so they are healthy, educated and prosperous.

#### Mission

Collaborate to create an efficient system of supports that provides equitable opportunities for every child and family to thrive.

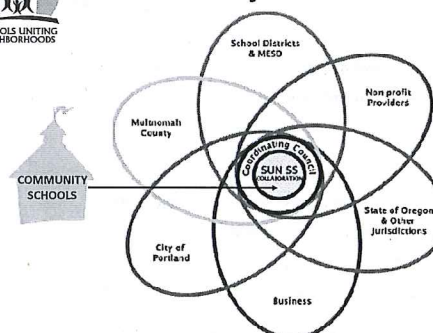


### SUN Aligned Services

- ▶ Academic Support & Skill Development
- ▶ Early Childhood Programs
- ▶ Parent & Family Education & Involvement
- ▶ Anti-Poverty Programs
  - Basic Needs
  - Rent Assistance
  - Housing
  - Life Skills Development
- ▶ Health Services
- ▶ Mental Health & Addictions Services
- ▶ Library Services
- ▶ Links to & assistance with access to other government & community programs



### SUN Service System Collaboration





## What does it mean to be a SUN Community School?



## SUN Community Schools *A Strategy Not a Program*



## A Community School is...



A school where the school community and partners from across the broader community come together to educate and support kids creating a collective impact



## And where...

- Community resources are **strategically organized** to support student success
- There is a **focus on the whole child**, integrating academics, services, supports and opportunities



## Key Ingredients

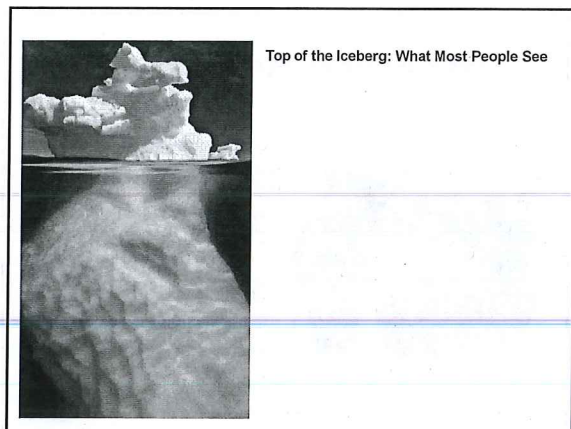
- ▶ Education First
- ▶ An array of services for youth and adults from 3 domains:
  - Academics & skill development
  - Social, health and mental health services
  - Enrichment & recreation
- ▶ Youth, family & community engagement
- ▶ District & school championship
- ▶ Shared leadership & accountability
- ▶ Site Coordination



## Activities & Services

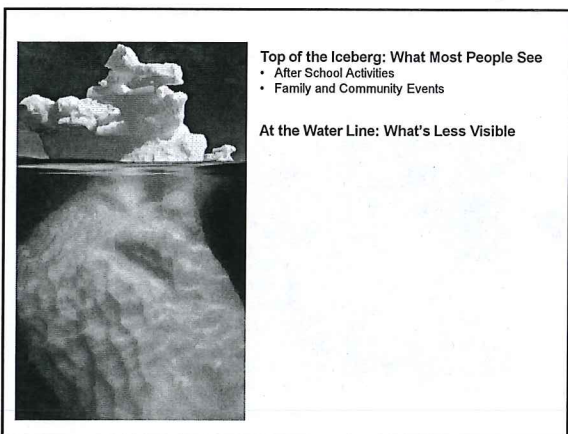
- ▶ Strong Core Instructional Program
- ▶ Educational Support and Skill Development for Youth and Adults
- ▶ Enrichment and Recreation Activities
- ▶ Family Involvement and Support
- ▶ Social, Health and Mental Health Resources
- ▶ Family and Community Events
- ▶ Service Integration





**Top of the Iceberg: What Most People See**

### Top of the Iceberg Looks Like...



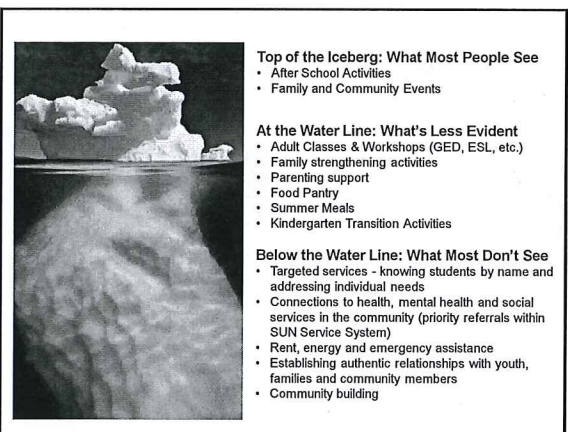
**Top of the Iceberg: What Most People See**

- After School Activities
- Family and Community Events

**At the Water Line: What's Less Visible**

### At the Water's Surface: What's Less Visible

- Adult Classes & Workshops (GED, ESL, Zumba, Yoga, etc.)
- Food Pantry
- Summer Meals
- Family strengthening
- Early Kindergarten Transition Program



**Top of the Iceberg: What Most People See**

- After School Activities
- Family and Community Events

**At the Water Line: What's Less Evident**

- Adult Classes & Workshops (GED, ESL, etc.)
- Family strengthening activities
- Parenting support
- Food Pantry
- Summer Meals
- Kindergarten Transition Activities

**Below the Water Line: What Most Don't See**

- Targeted services - knowing students by name and addressing individual needs
- Connections to health, mental health and social services in the community (priority referrals within SUN Service System)
- Rent, energy and emergency assistance
- Establishing authentic relationships with youth, families and community members
- Community building

### How community partners contribute to SUN Schools



- Lead extended-day academic, enrichment, and skill-building class
- Teach adult education and support classes
- Offer services and resources
- Donate food, supplies, and employee time
- Participate in leadership and governance roles (SUN Advisory Board, etc.)
- Offer family workshops



## How is this coordinated at our school?

**Lead Agency**



•The non-profit partner that supports the development of the SUN Community School collaboration & brings expertise and connections to resources in the community and within the lead agency.

•Our lead agency is \_\_\_\_\_ (who knows!?)


**Site Manager**

•Hired by the Lead Agency to co-manage the development of the SUN Community School with the school staff.


•Acts as the "glue" to bring the partners and pieces together (both in the school & in community).


## Roles School Staff Play in SUN





- Provide referrals and communicate about students
- Provide input and leadership in planning and development
- Teach a class before school, during extended day, or in the summer
- Participate in other activities and projects (Family nights, SUN Showcases, home visits, gardens, etc.)
- Help with efforts to create a welcoming environment for parents
- Offer expertise (lesson plans, materials, curriculum, teaching strategies)

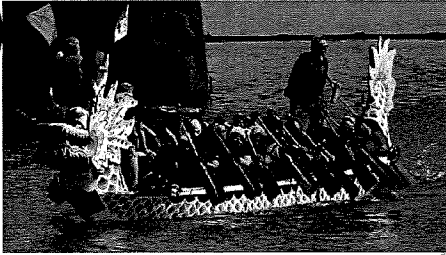



## What Collaboration Looks Like in SUN



## Dragon Boats





## Co-location to Collaboration

**Co-location**

- Shared space
- Limited interaction
- Individual goals
- Increased potential of duplication
- Decreased effectiveness

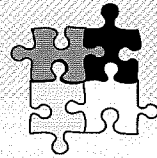
**Partnership**

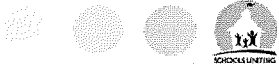

- Common goals
- Both parties benefit
- Third parties benefit
- Whole is greater than the sum of its parts
- Internal champions on both sides

**Collaboration**

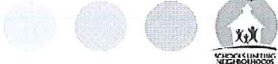

- Mutual goals
- Shared resources
- Parity between entities
- Shared responsibility
- Shared accountability
- Shared results & rewards

## Everyone has a piece in this



What is your piece this year?



Let's work together to have a great year!





## **SUN Community Schools Needs Assessment & Continuous Improvement REFORM Model (2014-2015 suggested time line)**

### **R = Review Data and Set Goals (Sept-Nov)**

(Steps 1 and 2 can happen simultaneously with different teams)

#### **1. Evaluate**

- Current program priorities and activity effectiveness
  - Are outcomes meeting needs/goals/stated priorities?
  - Review data on academic, cultural, opportunity benchmarks.

#### **2. Gather and Review Data and Input**

- Analyze existing data sets (see *Data + Stakeholder Checklist*)
- Obtain stakeholder input
  - Stakeholders: students , teachers, parents, school advisors and staff, community members.
  - Methods: key informant interviews, community visioning or input sessions, surveys, focus groups.
- Review data and input at first SUN Advisory Committee meeting.

#### **3. Identify Gaps**

- Based on data and stakeholder input, what are gaps/opportunities/risks?

#### **4. Prioritize (or Reprioritize if you are existing site)**

- What priorities are currently identified? Establish new/additional priorities based on data analysis, stakeholder input and identified gaps.

#### **5. Develop Year 1 Goals**

- Based on input on needs and priorities, identify your key shared goals and specific outcome targets for each.

### **E = Engage Partners (Sept-Nov)**

#### **1. Partner Asset Map – As informed by Stage 1**

- **Identify** - What partners are currently filling identified priority area need/function in the school? (see *Partner Planning Tool*)
- **Outreach/Network** – build/nurture relationships with potential partners
- **Bring in new partners and develop MOU's** – create new partnerships based on clear roles, functions and expectations (see *Aligning Partners with Goals*)
- **Create Partner Matrix** - reflecting function/role and which agencies are fulfilling those specific functions/goals (see *Partner Matrix Template*)

### **F = Focus on individual students (Oct-Dec)**

1. Identify individual students and specific needs
  - Who is/are the key service population(s)?
  - Identify individual students and families for engagement and targeted support using Student Staffing/Data/Attendance teams, teachers, counselors, parents, and partner agencies.
  - Determine who among the partners will reach out and engage student or family and who will serve them.
  - Monitor student and family participation and progress.

### **O = Offer support (on-going)**

1. Provide tools to partners, staff, administration, parents and community to support success of program: effective and communication, training/orientation, materials, organizational chart, partner meetings, etc.

### **R = Reset (mid-year)**

1. Have midway point meeting with partner agencies and school staff to assess progress and address challenge areas and identify potential changes.
2. Conduct focus groups with students, staff, and other stake holders to gain feedback on stated priorities, goals and activities.
3. Share information and input with SUN Advisory Committee and engage them in deciding what changes are needed.
4. Decide on changes and implement them!

### **M = Measure Impact (year end)**

1. Analyze academic data and feedback from students and stakeholders regarding program activities and their impact on your shared goals and outcome measures.



In order to best understand the conditions that are most impacting student achievement in your school, one must gather information to make a thorough assessment and know where to best focus your resources.

The checklists below include the key elements that SUN recommends that site managers and principals review and share with advisory members and the community as part of needs assessment process when launching a new SUN Community School site.

### KEY DATA SETS

- ☐ School Improvement Plan or Comprehensive Achievement Plan
- ☐ Oregon Department of Education Report: <http://www.ode.state.or.us/data/reportcard/reports.aspx>.  
*Choose school district and then scroll for your school and click on Rating Detail Sheet.*  
*\*NOTE: For 2014-15, the final state reports may not be available until late September. Principals have preliminary results from the past year that can be used until official reports are available*
- ☐ Formative assessment data (such as DIBELS, IRLA, DRA, Running Records, IXL)
- ☐ Chronic absence data (what was the school's overall chronic absence rate last year? What does data look like when disaggregated by grade? By race/ethnicity?)
- ☐ Behavior data including information on disproportionate discipline (SWIS is one database that many districts use to manage behavior data)
- ☐ District-wide initiatives
- ☐ Existing information from parent or community input sessions and the input you will generate through your 2 Community Listening sessions
- ☐ Community & Neighborhood health data (see SUN Community Data Resources for available resources to consider)

### PARTNER PLANNING TOOL

- ☐ Complete the tool to capture what partners are already in place in your school

### KEY STAKEHOLDERS INFORMATION

Data is one picture of a school. Another very important source of information to explore is hearing from those who are involved with your community school. Key stakeholders include:

- ☐ Students
- ☐ Parents and parent groups
- ☐ Teachers/Counselors
- ☐ Principals
- ☐ School Partners
- ☐ Advisory and leadership teams
- ☐ Community members
- ☐ Other: \_\_\_\_\_

***As a new site, you will be gathering this information in Fall 2014 through the following mechanisms:***

- ☐ Key informant interviews
- ☐ Surveys and Focus groups
- ☐ Community Visioning sessions



1. List all of your SUN + school partners

SCHOOL PARTNER	PARTNER FOCUS/MANDATE Why are they in the school?	WHAT THEY PROVIDE What do they do in the school?	HOW IS THE WORK FUNDED?

Add or subtract rows based on your available school partners.



**2. What are your key shared goals for your school and community for the coming year?**

- 
- 
- 

*Add or subtract rows based on the number of key goals. These goals will be determined by the SUN Advisory with leadership of the SUN Site Manager and principal after reviewing data and key stakeholder input (key informants, surveys, focus groups and community visioning).*

**3. Assess your partners' alignment to your goals and needed services**

TARGETED ACADEMIC INTERVENTIONS	ENRICHMENT AND RECREATION	FAMILY ENGAGEMENT	BASIC NEEDS	HEALTH AND MENTAL HEALTH	OTHER

*Change or Add Goal Areas and list partners who are assisting with that goal*

**3. What goals do you have where you could use additional partners?**

**4. Who are the potential partners to approach?**



## Aligning Partners with Goals at SUN Community Schools

8/2014

The SUN Site Manager and school administration should identify at least 3 shared goals and establish regular bi-weekly or monthly meetings to frame, outline, implement and evaluate goals. During implementation both administrator/s and SUN Site Manager will be involved in the selection of the partners that are best suited to serve that site's community. The Partner Planning Tool and Partner Matrix support mapping and tracking partners' contributions to your specific goals.

### EXAMPLE GOALS AND ACTIONS:

- 1. Improve Reading scores for 3<sup>rd</sup>-5<sup>th</sup> grade students who are below grade level, with a focus on African American and Pacific Islanders who have identified disparities**
  - a. Provide targeted interventions for students taught by teachers or extended-day staff who are trained by the Reading Specialist
  - b. Offer supported reading practice for students
  - c. Provide 1:1 or small group homework support and/or tutoring
  - d. Send books home and/or ensure students have library cards.
- 2. Reduce Chronic Absence by at least 5%**
  - a. Develop a set of universal strategies for creating a culture of attendance and recognizing good or improved attendance
  - b. Engage families both in large events and individually about the importance of attendance
  - c. Conduct 1:1 outreach to families with students who are chronically absent and offer parenting and basic needs support
- 3. Improve engagement of parents**
  - a. Do focused outreach to communities who the school has been less engaged with in the past.
  - b. Provide language support
  - c. Host family events for specific groups (Latino Family night)

### IDENTIFYING THE RIGHT PARTNER:

- ☐ Focus on the aspects that the organization/partner has to offer
- ☐ Have a clear understanding of each party's role
- ☐ Be clear on the level of support that you will provide: recruitment, check-ins, space, supplies, etc.
- ☐ Have clear communication expectations: what methods are preferred (email, calls, text); timelines (e.g. folks agree to respond or make notifications of absences or additional support needed at least 24 hours in advance); and who will receive and respond to these communications
- ☐ Schedule an in-person meeting and include key people: school administration or school staff, supervisor, etc. Ask the following questions:
  - o What are the goals of your program/organization?

- What type of results is your program designed to achieve (addressing barriers to learning, behavior change, skill mastery, increased academic comprehension, family stability)?
  - How will you track or demonstrate results, how and what type of data will you use?
  - Which of our school's specific goals does (or could) your organization or program address?
  - How will your program address the goal(s) and engage youth or families?
- ☐ Follow up with an email after initial meeting to confirm or clarify any details such as schedules, dates, times, targeted population, etc.
  - ☐ Develop a clear comprehensive memorandum of understanding (MOU) with goals they are addressing, timelines, expectations, responsibilities, roles and, if monies are involved, attach a clear budget breakdown.



**Key Goals for 2014-15**

- 
- 
- 

*Add rows based on the number of key goals. These goals will be determined by the SUN Advisory with leadership of the SUN Site Manager and principal after reviewing data and key stakeholder input (key informants, surveys, focus groups and community visioning).*

TARGETED ACADEMIC INTERVENTIONS	ENRICHMENT AND RECREATION	FAMILY ENGAGEMENT	BASIC NEEDS	HEALTH AND MENTAL HEALTH	OTHER
<ul style="list-style-type: none"><li>Teachers in academic interventions</li><li>University of Portland tutors</li><li></li></ul>	<ul style="list-style-type: none"><li>Aka Science</li><li>Chess for Success</li><li>Ethos</li></ul>	<ul style="list-style-type: none"><li>Portland Parent Union</li><li>Black Parent Initiative</li></ul>	<ul style="list-style-type: none"><li>SEI Anti-Poverty Services</li></ul>	<ul style="list-style-type: none"><li>Providence</li><li>Multnomah County Environmental Health</li></ul>	

*Change or Add Goal Areas and list partners who are assisting with that goal*

Dear SUN school parent,



As you may know, a SUN school will be coming to your school this fall. SUN school is a local effort to build our schools into community centers, and key features of SUN schools include afterschool programming, adult activities, community events and linkage to services and resources.

At INSERT SUN school name, the INSERT contractor agency name will run the SUN school. We are excited to bring SUN to your school, and we want your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey and to share your ideas.

**At my school, I'd like to see the following activities for my child:**

- |  |   |
|--|---|
| <input type="checkbox"/> Math tutoring   | <input type="checkbox"/> Cooking  |
| <input type="checkbox"/> Reading tutoring  | <input type="checkbox"/> Chess Club   |
| <input type="checkbox"/> Homework help   | <input type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind _____ |
| <input type="checkbox"/> Science. Please tell us more about what kind of science _____                             | <input type="checkbox"/> Cultural club – for example, Asian Club  |
| <input type="checkbox"/> Sports/recreation. Please tell us more about what kind: _____                             | <input type="checkbox"/> Girls group  |
| <input type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: _____     | <input type="checkbox"/> Boys group   |
| <input type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: _____ | <input type="checkbox"/> Other—Please tell us more: _____   |
| <input type="checkbox"/> Environmental science   | _____   |
| <input type="checkbox"/> Gardening   | _____   |

**SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:**

- ☐ Adult English classes
- ☐ Adult recreation classes. Please tell us more: \_\_\_\_\_
- ☐ Adult health or cooking classes
- ☐ Other—Please specify: \_\_\_\_\_

**SUN will also connect families to varied services and resources. Please tell us about what services/resources SUN should connect to:**

- ☐ Rent assistance or help purchasing a home
- ☐ Employment services
- ☐ Income support (for example, Temporary Assistance for Needy Families (TANF))
- ☐ Hunger relief
- ☐ Health or mental health services
- ☐ Basic needs such as diapers, hygiene products, clothing
- ☐ Assistance to create a safer neighborhood environment (for example, to increase pedestrian safety, reduce crime)



Tagline:



# Here comes The SUN!



**SUN** stands for Schools Uniting Neighborhoods. SUN Community Schools are the school-based delivery sites for a comprehensive set of services including educational, enrichment, recreational, social and health services. This nationally recognized system of care works to ensure families are healthy so they can champion and support their children. The SUN Service System collaboration is managed by Multnomah County <http://web.multco.us/sun/sun-community-schools> and this site is funded by Portland Children's Levy and delivered by Impact NW [www.impactnw.org](http://www.impactnw.org)

**SUN Community Schools are not a program**, but rather **a place** and **support hub** where schools and communities work together to support the success of children and families and provide a comprehensive array of services. They serve as the vehicle to **link** a school with community institutions, such as libraries, parks, community centers, neighborhood health clinics and area churches and businesses.

## WHAT DOES THAT MEAN FOR FRANKLIN STUDENTS AND FAMILIES?

Impact NW SUN staff will have an office at Franklin in order to coordinate:

- ⚙ Before & After school activities (including academic support, enrichment & recreational activities)
- ⚙ Adult educational opportunities
- ⚙ Family and community outreach events
- ⚙ Social service referrals and resources
- ⚙ On-site support staff to help students and parents/guardians navigate school and community arenas

**Examples of SUN opportunities:** Homework Help, College Prep Mentoring, College Campus Visits, Free Adult English as a Second Language (ESL) Classes, Apparel Design Business Class, SMASH (Students Making Ads for Social Health), Break Dancing, Alternative Sports Leagues, Knitting Club, Counseling & Support Groups, Family Harvest Festival, Family Winter Craft Night, Spring Bike Fix-It Fair...

**Franklin SUN Partners include:** Space Craft, Urban Opportunities, Warner Pacific College, Portland State University, Imago Dei Community, Oregon Partnership, Mt. Scott Community Center, Open Meadow Step Up...



**Site Supervisor**  
Amber McGill

[amcgill@impactnw.org](mailto:amcgill@impactnw.org)  
971-570-1384

*Say hello to your SUN staff!*



**Activities Coordinator**  
Jeremiah Johnson

[jjohnson@impactnw.org](mailto:jjohnson@impactnw.org)

**WE WANT TO HEAR FROM YOU**

In order to provide the best possible activities and services, please let us know what you think...

1. What kinds of student opportunities does Franklin need? (Please check all that apply)

- |   |   |                                       |
|---|---|---------------------------------------|
| <input type="checkbox"/> Study Hall/Tutoring    | <input type="checkbox"/> College campus visits      | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Pick-up/club sports    | <input type="checkbox"/> Senior college prep nights | _____                                 |
| <input type="checkbox"/> Green/Environment Club | <input type="checkbox"/> SAT prep classes           | _____                                 |
| <input type="checkbox"/> Creative/Arts Club     | <input type="checkbox"/> Volunteer Opportunities    | _____                                 |
| <input type="checkbox"/> Anime/Sci-Fi Club      | <input type="checkbox"/> Dance _____                | _____                                 |

2. What kinds of adult/parent opportunities does Franklin need? (Please check all that apply)

**Family events:**

- ☐ Fall Harvest Festival
- ☐ College/Financial Aid Night
- ☐ Family Winter Craft Night
- ☐ Sports \_\_\_\_\_

- ☐ Bike Fix-It Fair
- ☐ Community Dinners
- ☐ Parent-Principal Breakfasts
- ☐ Other: \_\_\_\_\_
- ☐ \_\_\_\_\_

**Adult Education Classes:**

- ☐ Adult ESL
- ☐ Computer literacy
- ☐ Yoga/Exercise/Relaxation
- ☐ Other: \_\_\_\_\_
- \_\_\_\_\_

3. What kinds of community partnerships would be beneficial?

4. What is something SUN staff should know about Franklin and its community?

5. Who should SUN staff be sure to collaborate with?

6. What is the best way to let staff know about what is happening at Franklin?

7. Are you interested in volunteering or teaching with SUN?

Name: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Area(s) of interest: \_\_\_\_\_

## THANK YOU!

Impact Northwest's SUN Community Schools are a collaboration of Multnomah County, the City of Portland Parks and Recreation and Portland Public Schools.





## **SUN Community School Focus Group Instructions**

Updated 8/2014

These instructions are designed to provide SUN Community School Site Managers with reliable and valuable information as you establish the community school. It is important to note the focus groups you will be facilitating are not research focused and are not expected to be used for anything other than providing you and the school with information to determine appropriate services, coordination and engagement as you start this work. As a result, there are fewer instructions and areas where you are required to act or speak exactly as scripted. However, there will still be items required you say or activities required in an effort to ensure a positive and productive meeting for everyone. Thank you for commitment to ensuring every voice is valued.

### **Getting Started**

What you need:

- A person to record information
- A way to capture the feedback provided by participants (e.g. markers, flip charts, computer projection, white board, etc.)
- A set of 3x5 cards with pens or pencils
- Posted list of ground rules
- Focus Group Sign in

To begin the meeting, welcome everyone for coming and introduce yourself. Before moving on, take a moment to ensure everyone is able to understand or hear what is being said. This is particularly true if there is language translation happening but also relates to volume and environment.

Once everyone can hear, cover the following:

1. Thank everyone for coming
2. Explain where the restroom and/or food is located
3. Remind everyone to sign in on the sign in sheet
4. Introduce yourself again and explain the purpose of the gathering
  - Sample
  - Tonight's meeting is designed for me to learn about the community and the school to better understand our strengths, areas we can improve and how we think about our students, school and community.
5. Explain that to ensure a safe environment for everyone and ensure an effective use of everyone's time, there are some rules everyone is expected to follow. Read them aloud.
  - Talk one at a time.



- Say what is true for you.
- Do not use names of students, teachers or parents
- Respect others' opinions
- Stop us if what we have written does not accurately reflect your comments
- We will not record your name with what you say
- We cannot promise confidentiality
- If you want to share what someone has said outside of this meeting using their name, you must first ask their permission.
- We won't be able to hear from everyone on every question, but we may call on individuals to try and hear from everyone.
- You don't have to answer any question if you don't want to

Note: This list must be posted for people to see and read, preferably in languages present.

When you have read the list, please explain how to appropriately disagree with another's opinion.

Sample language:

You may find you disagree with another person's opinion. Sometimes you might strongly disagree. That is OK. If you do disagree and are interested in sharing your perspective, please do so in a respectful and polite way.

In order to allow for everyone to participate, a focus group should not be larger than 15 people. If the group is large, break into smaller groups ranging in size from 5-15. Encourage individuals to sit with those they know and are comfortable.

### Gathering Information

Explain you or the recorder(s) will be asking a series of questions. Remind them someone will be writing down their answers and feedback. If someone prefers not to say their comment, they can write their comment on one of the 5x7 cards available and turn it in to the recorder. If they need to use the restroom or move around, they are welcome to take care of themselves as they need.

Begin asking questions and gathering feedback. Please note the questions with asterisks (1-12) are required. The remaining questions (13-19) are optional. The first two questions will actually have been gathered at the sign in table, but they are designed for people in the group to get to know a little about each other. This is to say, spend time on it but keep it moving to allow time for the other questions.

- When you ask a question of the group, allow for discussion with only minimal interruption.
- Be careful to not steer conversations to answers you want to hear
- Allow periods of silence as it provides important space for processing, even when uncomfortable.
- Don't let strong personalities dominate the discussion. Ask directly for input from individuals who have not spoken.

### Closing

Thank them for their time and their input. Explain this information will be compiled and shared with the SUN Advisory Committee to help decide what SUN might offer and focus on in the coming year. Note to the participants they may not see an immediate outcome of their input, but assure them it will be considered when setting priorities.

Remind people that if they want to share what someone said with their name, they need to ask that individual's permission. Thank them again and invite them to come and introduce themselves. If no one comes up to introduce themselves, reach out to people you don't know.

***It is critically important you end early or on time.***

### Follow up

Compile the information into a useful document or format. Share the input and feedback with the Principal. Once it has been shared with the Principal, this information will become some of the information you reference or review with your Advisory Committee and will serve as documentation for focus group and needs assessment when being monitored.



## **SUN Community School**

### **Focus Group Questions**

Questions with an asterisk (\*) are required as part of new site implementation. Others are offered as ideas for additional questions. You can also add questions of your own.

1. \*How long have you been at this school?
2. \*Do you live in the neighborhood? How long?
3. \*What are some things you like about the school?
4. \*What are some things you like about the community?
5. \*What do you remember about school? Did you like it? How do you think it's different today or here than what you're used to?
6. \*Are there things that make it hard to help your child do well in school? What?
7. \*Are there needs you recognize people have in the school and/or community?
8. \*Do you have any concerns about the school, staff, community?
9. \*Are there things that make it hard to give your child the kind of childhood you would want for him/her? What?
10. \*Are there resources or places you or those you know find helpful in the area?
11. \*Do you feel welcome at the school? Specifically, what do you notice that helps you feel welcome? Is there anything you notice or experience that makes it less welcoming?
12. \*Who at the school have you contacted with questions or when something has come up?
13. What do you hope or want for your child?
14. If activities were offered before or after school, when would it be most helpful to you/your family?
15. If something was offered for you or your friends/neighbors, when would it be easiest for you to attend?
16. What type of activities would you/your child be most interested in?
17. Are there any activities, classes, or information that you would be interested in participating in or better understanding?
18. When would it be best for those (adult) activities/information to be offered for you to attend?
19. How do you get information from the school? How would you like to get it?



# SUN Community School Focus Group Sign in Sheet

Name	Affiliation w/school (e.g. parent, grandparent, community member, etc.)	# of years at school	# of years in neighborhood	Contact info (email and/or phone #)



## **SUN Community School Advisory Committees**

### **What is it?**

An Advisory Committee is a group of individuals that represent important stakeholders in the community at a SUN School. Their goal is to identify gaps, build and connect resources designed to support student success in the broadest sense while remaining rooted in the community's strengths and aspirations.

The focus is on all aspects of the school and community, not any one sector or area exclusively. It facilitates the alignment of supports and resources for student and family success. Resources include individuals, businesses, service providers, funding and more. It is essential this group be connected with as much of the community as possible, including school staff and families.

### **Why have it?**

As noted, this group's main purpose is to facilitate the connection and alignment of the SUN Community School's resources for student success in school and in life. The Advisory Committee members serve many roles, while at the same time, connecting and contributing in a unique manner. This group holds the core vision of SUN Community Schools: A community that effectively engages and supports all children and families so they are healthy, educated and prosperous.

### **What do they do?**

The Advisory Committee is committing to attend meetings to consider topics of importance to the SUN Community School and ensure a dialogue of ideas and perspectives inform decision making and services. Individuals not only provide perspective, but also share topics, concerns, and opportunities with whom they are connected in a way that is positive, builds community, confidence and support. The members of this group become the foundation and leaders upon which the resources and connections are coordinated and established. Communities are resource rich, even if lacking in some significant aspects.

### **Who are they?**

Advisory Committee members are individuals connected to important stakeholder groups. These may include but are not limited to: school administration, school staff, parents, various cultural and/or language groups, businesses, community members, other organizations (e.g. service providers, PTA, etc.) It is important these individuals have the respect of stakeholders and are willing to use their connections to support efforts identified as important to the SUN Community School and share information.

## **Section 14: Special Assistance**



## SUN Community Schools Inclusion Services Request Instructions Effective September 1, 2013



The following is a summary of how to request Multnomah County funds for special assistance in SUN Community Schools after school programs. The process and contact person for this process changed effective September 1, 2013. Please read the new instructions carefully as expenditures without approval in advance will not be reimbursed.

1. The SUN Accommodation Process and forms can be found by going to the SUN Community School web page at <http://web.multco.us/sun/tools-and-resources>. Click; select the **Inclusion and Special Assistance** link. This will bring you to the three documents you will need for the process. The documents are:
  - Participation Request Steps
  - Participation Request Guiding Questions
  - Participation Request Form
2. Following the Steps and Guiding Questions documents gather information from the parent, student and/or school as to the needs of the student. When making a request, the following information will need to be emailed to Wilma Goudy @ [wilma.goudy@multco.us](mailto:wilma.goudy@multco.us). This information needs to be submitted/re-submitted for every term you are requesting services for a given student.
  - Participation Request Form
  - A letter from the SUN CS Site Manager that includes:
    - Student name
    - Class activity they need support for
    - How and why they would benefit from having an assistant
    - Dates the activity starts and ends
    - Time of the activity
    - Name of the assistant and the hourly wage they will be paid
    - Whether your site provides a bus to go home. If so, can the student ride home alone or will they need their assistant to ride home with them?
3. Please allow 10 business days to approve the paperwork once it is submitted. When working with a family requesting service, please let them know the ten day policy. ***If the child starts the activity before the 10 working days or before approval of services SUN CS may not pay for services***
4. The Site Manager is responsible for finding the inclusion assistant to work with the student. Usually the assistant is someone who already works with the student in school. The wage for the assistant is negotiated with the County as part of the approval process. The average wage is between \$10 and \$13 per hour. Sometimes a higher wage is paid, but approval must be given by the County.
5. After the information has been approved, you and your agency fiscal contact will receive an email from Wilma Goudy confirming that the student may start the SUN CS program.
6. For questions or additional information, you can reach Wilma Goudy, SUN Community Schools Program Specialist at (503) 988-7425 or [wilma.goudy@multco.us](mailto:wilma.goudy@multco.us).



# SUN Community Schools Inclusion Services Request Form

Date: \_\_\_\_\_ this is a: ☐ New Request ☐ Returning Student

Student's First Name: \_\_\_\_\_ last Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ School: \_\_\_\_\_

Grade: \_\_\_\_\_ Daytime Teacher/Homeroom: \_\_\_\_\_

Parent/Guardian Name(s): \_\_\_\_\_

Daytime Phone #: \_\_\_\_\_

Does student receive special education services during the school day? ☐ Yes ☐ No

Educational \_\_\_\_\_

Behavioral \_\_\_\_\_

Describe the support or accommodations this student requires for successful participation in SUN activities:

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Name of activity/activities student is enrolled in: \_\_\_\_\_

Dates, days & times of student's enrollment: \_\_\_\_\_

Does your program providing bussing for this student? ☐ Yes ☐ No

Has an Inclusion Assistant already been identified to support this student? ☐ Yes ☐ No

Name of Inclusion Assistant: \_\_\_\_\_ Hourly rate of pay: \_\_\_\_\_

Name of SUN Site Manager: \_\_\_\_\_

Name of Lead Agency: \_\_\_\_\_

Phone # of SUN Site Manager: \_\_\_\_\_ Email: \_\_\_\_\_

**\*\*\*PLEASE ATTACH A COPY OF STUDENT'S SIGNED ROI FROM SUN REG FORM\*\*\***





# SUN Community Schools

## Activity Participation Request: Guiding Questions

The following are optional guiding questions that may be used in conjunction with the Activity Participation Request form.

### **GENERAL:**

- What kind of support does your child need?
- Can your child participate in an environment with 1 staff to every \_\_\_\_ participants?
- Does your child do better with a male/female assistant?
- Does your child play with others?
- Does your child feel more comfortable with his/her peers or with adults?
- Has your child been involved in classes or camp activities? If yes, what made the activity successful?
- How does your child communicate?

### **FOLLOWING DIRECTIONS:**

- Are simple directions followed when told the first time?
- If directions need to be repeated, how often?
- The participant can follow directions with physical or verbal assistance.
- The participant cannot follow directions – needs step-by-step assistance.

**SAFETY:** Does the child have a tendency to wander or run?

### **BEHAVIOR/PERSONALITY:**

- Is your child using a specific behavior plan?
- Describe activities your child particularly likes/dislikes.
- Describe any settings or activities that might cause behavior difficulties, e.g. noisy surroundings, loud noises, flashing lights, etc.
- Describe the best way to redirect or engage your child's attention.
- Describe any behavior management techniques used by family members, school staff and others involved in the child's life?

**TRANSITION NEEDS:** Describe the best way to transition, or introduce new tasks.

NOTES:

## **Section 15: Wellness Guidelines**



## **SUN Community School Wellness Guidelines Implementation Guidance**

Resources for: SUN Community School implementation and delivery of services.

### **Wellness**

Multnomah County SUN Service System recognizes the serious public health issue that obesity presents nationally and locally. Obesity can lead to numerous and serious health problems for children, youth and adults. It can also affect behavior, self-esteem, and school attendance. The SUN Service System Wellness Guidelines will support federal, state, and local obesity prevention efforts.

**This guide is to further explain the SUN Community School Wellness Guidelines with the intent to provide a deeper explanation of definitions and provide resources to support food choices and physical activity.**

- I. Align with statewide nutrition standards, ORS 336.423 Nutrition Standards for food and beverages served outside of the federal Afterschool Meal and Snack Program to children and youth during regular programming.**

For Beverages: The ounce limits refer to the size of the bottle, container or cup. To obtain the number of calories for a beverage, multiply the number of calories per ounce times the number of ounces.

- The Oregon Nutrition Standards outlined on page 5 of the SUN Community Schools Wellness Guidelines are for snacks and beverages served by SUN Site Managers, contractors, and partners. These standards are not applicable for snacks that are produced and or provided by school districts. Snacks that are provided by nutrition services are already in alignment with the law and this policy.
- Each snack served should not exceed the age appropriate calorie level identified. The standards set limits by elementary, middle school and high school. Each site will follow the standards for the highest grade in the building for all students in the building. K-8 schools will follow the standards for schools with grades 6, 7, and 8. The standards do not set limits on the number of servings that can be served to students.
- However, we do not wish for students to be hungry. Children eat more or less based on individual needs. Do not prevent students from receiving additional snacks if they are available and have been requested. Snacks served should not be less than the calorie amounts.

### **III. Provide and promote opportunities for moderate to vigorous physical activity for SUN CS youth participants.**

#### **Definitions**

- On a scale of 0 to 10, where sitting is a 0 and the highest level of activity is a 10, moderate physical activity is a 5 or 6 and vigorous physical activity is a 7 or 8.

Students will breath harder than normal while doing moderate physical activity. An example of moderate physical activity is brisk walking. Examples of vigorous physical activity include jumping roping and running.

- Unstructured recess/play time is when students can be freely active. Encourage students to use this time to be active.
- Structured recess/play uses games and physical activities that are taught and led by trained adults. Students are more likely to participate in structured activities.

#### **Implementation Guidance Section III**

- Activities should be scheduled in a way that all students have access to and the opportunity to participate in physical activity in addition to physical activity programs. The goal is to schedule activities that allow students to participate in physical activity on the days they attend SUN programming. Not every student registers for activities that require them to be active, therefore providing physical activity as part of your regular programming will ensure that all students have equal access to an activity.
- SUN Community Schools will provide and promote opportunities for moderate to vigorous physically activity. The intent of this time is to be split up for the days that SUN offers programming. Example: 15 minutes of walking before programming begins. Each SUN Community School will implement their time differently depending upon the duration of programming, space availability, staff, etc. SUN will offer and promote at least 60 minutes of physical activity a week.
- Physical activities offered to high school students should be promoted and scheduled in a way to ensure their participation. (more information on the importance of promotion to high school students).
- Withholding physical activity or recess time for students to complete unfinished school work as a consequence for misbehavior is not acceptable.

## **Additional Implementation Guidance**

Implementing the Wellness Guidelines is just like any other policy or guideline within the SUN Community Schools; they require planning and identification of barriers and resources. Below are some helpful things to consider when implementing the Wellness Guidelines.

### **Communication:**

- Be prepared to discuss why the Wellness Guidelines are occurring and why they are important.
- Identify who will need to be informed about the changes. Examples might include: teachers, contractors, partners, volunteers, staff, students, facilities, parents and community partners.
- Wellness Guidelines information could be communicated by: e-mail, flyers, group meetings, etc.



## Constructive Classroom Rewards: Promoting Good Habits While Protecting Children's Health

Rewarding children in the classroom need not involve candy and other foods that can undermine children's diets and health and reinforce unhealthful eating habits. A wide variety of alternative rewards can be used to provide positive reinforcement for children's behavior and academic performance.

### "It's just a little treat": the harm in using food to reward children

Schools should not only teach children how to make healthy choices and to eat to fulfill nutritional needs, but also should provide an environment that fosters healthy eating. Providing food based on performance or behavior connects food to mood. This practice can encourage children to eat treats even when they are not hungry and can instill lifetime habits of rewarding or comforting themselves with food behaviors associated with unhealthy eating or obesity. Awarding children food during class also reinforces eating outside of meal or snack times.

Since few studies have been conducted on the effect of using food rewards on children's long-term eating habits, **the best policy is not to use food to reward children for good behavior or academic performance. At minimum, children should not be rewarded using foods of poor nutritional quality.** (Note: classroom parties are covered by this policy.)

### The value of rewarding children (with non-food rewards)

As teachers know, classroom rewards can be an effective way to encourage positive behavior. Children, like everyone, alter their actions based on short-term anticipated consequences. When trying to foster a new behavior, it is important to reward a child consistently each time he or she does the desired behavior. Once the behavior has become an established habit, rewards can be given every now and then to encourage the child to maintain the preferred behavior.

The ultimate goal of rewarding children is to help them internalize positive behaviors so that they will not need a reward. Eventually, self-motivation will be sufficient to induce them to perform the desired behavior, and outside reinforcement will no longer be necessary.

## Physical activity and food should not be linked to punishment

Punishing children by taking away recess or physical education classes reduces their already-scarce opportunities for physical activity. Another counter-productive punishment is forcing children to do physical activity such as running laps or pushups. Children often learn to dislike things that are used as punishments. Thus, penalizing children with physical activity might lead them to avoid activities that are important for maintaining wellness and a healthy body weight. In addition, food should not be withheld as a means of punishing children. The U.S. Department of Agriculture prohibits withholding meals as a punishment for any child enrolled in a school participating in the school meal programs.<sup>1</sup>

## Examples of beneficial (and inexpensive) rewards for children<sup>2</sup>

### ❖ Social rewards

“Social rewards,” which involve attention, praise, or thanks, are often more highly valued by children than a toy or food. Simple gestures like pats on the shoulder, verbal praise (including in front of others), nods, or smiles can mean a lot. These types of social rewards affirm a child’s worth as a person.

### ❖ Recognition

- Trophy, plaque, ribbon, or certificate in recognition of achievement or a sticker with an affirming message (e.g., “Great job”)
- Recognizing a child’s achievement on the school-wide morning announcements and/or the school’s website
- A photo recognition board in a prominent location in the school
- A phone call, email, or letter sent home to parents or guardians commending a child’s accomplishment
- A note from the teacher to the student commending his or her achievement

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<sup>1</sup> U.S. Department of Agriculture (USDA). *Prohibition against Denying Meals and Milk to Children as a Disciplinary Action*. Alexandria, VA: USDA, 1988.

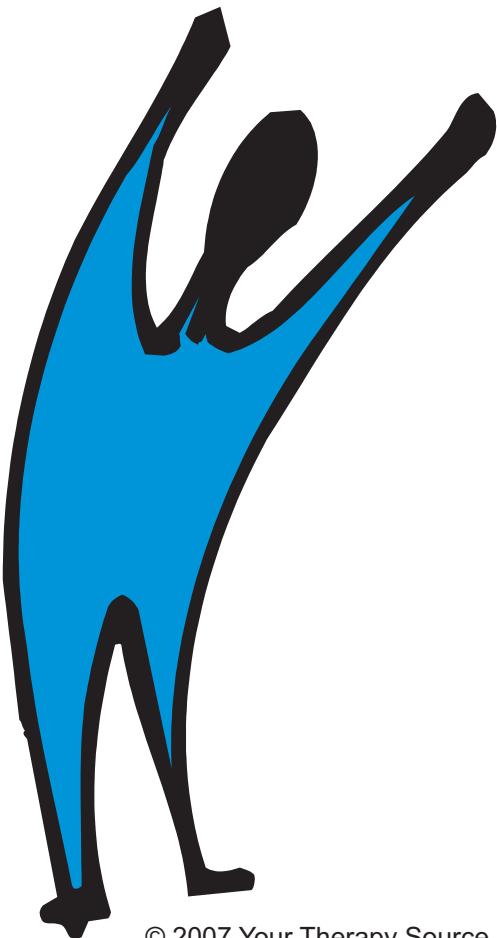
<sup>2</sup> Some examples adapted from “Alternatives to Using Food as a Reward,” Michigan Team Nutrition (a partnership between the Michigan Department of Education and Michigan State University Extension), 2004. Accessed at < <http://www.tn.fcs.msue.msu.edu/foodrewards.pdf> > on November 8, 2004.



# 10 SIMPLE ACTIVITIES TO ENCOURAGE PHYSICAL ACTIVITY IN THE CLASSROOM



1. Secret Password: Every day establish a secret password activity such as 5 jumping jacks, stand on one foot for 5 seconds, hop three times, etc. Then establish when the student needs to use the secret password - i.e. after a drink of water, before receiving a hand out, when entering the classroom, in between subjects, etc.
2. Walking Worksheets: Tape worksheets on wall, easel and chalkboard. Students move from worksheet to worksheet and answer the different questions.
3. Opposite Hunt: Divide the class in half. Half of the class write a word on an index card. The other half writes the definition. Shuffle the cards and hand one card to each student. The students must move around the classroom and match the word with the definition. For younger students match up sight words, letter or numbers. Try math problems and solutions.
4. Pencil Jumps: For a quick movement break in between lessons have each student place a pencil on the floor. Jump over the pencil a designated number of times.
5. Race in Place: When reviewing material, have the students stand up and run in place by their desks. On the teacher's signal, student stops running in place, listens to question and writes down the answer on paper.
6. Daily Rule: Establish a new daily rule every day that includes physical activity. I.e. walk backwards to water fountain, tip toe to the bathroom, stretch before sitting in chair. See if you can catch the students forgetting the daily rule.
7. Shredder: Cut up worksheets in quarters. Students can help scatter the worksheets around the floor face down. On the teacher's signal, the students can crawl around the floor, find the four quarters of the worksheet, complete the worksheet and give it to teacher.
8. Push Up Line Up: When the students line up against the wall to leave the classroom, have each student face the wall and perform 10 wall push ups. After all push ups completed the class can walk in the line.
9. Mobile Math: Divide the class in half to review math problems. The students can stand at their desks (paper and pencil on desk). Call out a math problem such as  $4+5=$ . One half of the class jumps 4 times and the other half jumps five times. Each student writes down answer on paper. Continue with other math problems. Vary movements.
10. Q and A Stretching: Provide students with paper at desk. Students can stand or sit. Ask a question and student writes down the answer (very large) on one sheet of paper. Each student holds paper up, with two hands overhead to stretch. Teacher checks answers. Multiple choice questions work best.



### ❖ Privileges

- Going first
- Choosing a class activity
- Helping the teacher
- Having an extra few minutes of recess with a friend
- Sitting by friends or in a special seat next to or at the teacher's desk
- "No homework" pass
- Teaching the class
- Playing an educational computer or other game
- Reading to a younger class
- Making deliveries to the office
- Reading the school-wide morning announcements
- Helping in another classroom
- Eating lunch with a teacher or principal
- Listening with a headset to a book on tape or CD
- Going to the library to select a book to read
- Working at the school store
- Taking a walk with the principal or teacher
- Designing a class or hall bulletin board
- Writing or drawing on the blackboard/whiteboard
- Taking care of the class animal for a day
- Allowing a child to choose an extra recess activity for the class on his/her birthday.

### ❖ Rewards for a class

- Extra recess
- Eating lunch outdoors
- Going to the lunchroom first
- Reading outdoors
- Holding class outdoors
- Extra art, music, PE, or reading time
- Listening to music while working
- Dancing to music
- Playing a game or doing a puzzle together
- "Free choice" time at the end of the day
- A song, dance, or performance by the teacher or students
- A book read aloud to the class by the teacher
- A field trip

### ❖ School supplies

- Pencils: colored, with logos, or other decorations
- Pens
- Erasers
- Notepads/notebooks
- Boxes of crayons
- Stencils
- Stamps
- Plastic scissors
- Bookmarks
- Highlighters
- Chalk (e.g., sidewalk chalk)
- Markers
- Coloring books

- Rulers
- Glitter
- Pencil sharpeners, grips, or boxes

- Gift certificate to the school store

#### ❖ Sports equipment and athletic gear

- Paddleballs
- Frisbees
- Water bottles
- NERF balls
- Hula hoop
- Head and wrist sweat bands
- Jump rope

#### ❖ Toys/trinkets

- Stickers
- Yo-yos
- Rubber balls
- Finger puppets
- Stuffed animals
- Plastic or rubber figurines
- Toy cars, trucks, helicopters, or airplanes
- Plastic sliding puzzles or other puzzle games
- Slinkies
- Gliders
- Magnifying glasses
- Spinning tops
- Marbles
- Jacks
- Playing cards
- Stretchy animals
- Silly putty
- Bubble fluid with wand
- Balloons
- Capsules that become sponges/figures when placed in water
- Inflatable toys (balls, animals)
- Small dolls or action figures

#### ❖ Fashion wear

- Temporary tattoos
- Hair accessories (barrettes, elastics, or ribbons)
- Bracelets, rings, necklaces
- Sunglasses
- Eyeglasses with nose disguise
- Hat or cap
- T-shirt
- Sneaker bumper stickers
- Shoe laces

#### ❖ Miscellaneous

- Key chains
- Flashlights
- Cups
- Magnets
- Crazy straws
- Backscratchers
- A plant, or seeds and pot for growing a plant
- Books

❖ **A token or point system**, whereby children earn points that accumulate toward a bigger prize. Possible prizes include those listed above and:

- Gift certificate to a bookstore or sporting goods store
- Movie pass or rental gift certificate
- Ticket to sporting event
- Puzzle
- Book
- Stuffed animal
- Magazine subscription
- Board game
- Step counter (pedometer)
- Sports equipment, such as tennis racket, baseball glove, soccer ball, or basketball

Children can be given fake money, tokens, stars, or a chart can be used to keep track of the points they have earned. Points can be exchanged for privileges or prizes when enough are accumulated.

A point system also may be used for an entire class to earn a reward. Whenever individual children have done well, points can be added to the entire class's "account." When the class has earned a target number of points, then they receive a group reward.

*For more information, visit [www.cspinet.org/schoolfood/](http://www.cspinet.org/schoolfood/) or contact the Center for Science in the Public Interest at <[nutritionpolicy@cspinet.org](mailto:nutritionpolicy@cspinet.org)>.*

## Cooperative Games, Skills, & Exercises

(Ron Jones, MS, ACSM Health/Fitness Instructor)



### Individual:

- Monkey Walk: Hold basketball between legs with one hand in front and one hand behind ball; let go of ball and walk or waddle forward; walk backwards for more challenge.
- Switch-A-Ball: Walk and pass ball back and forth in-between legs; walk backwards for more challenge or use larger ball that causes more leg separation and hip mobility.
- Hand Switch on Ball: Hold basketball between legs with one hand in front and one hand behind ball; let go of ball quickly while switching hands and grab ball again before it hits the ground; repeat.

### Partners:

- Tandem Cycling: Sit close to each other with bottoms of feet touching; use leg cycling motions.
- Partner Stand: Sit and face each other with wrist lock; stand together then sit; repeat.
- Towel Ball Toss: Toss tennis ball back and forth keeping ball in play as with volleyball.
- Spin & Catch: Have one partner with back to other; when partner facing away has name called they turn to catch ball; toss back; other person turns away; repeat.
- Double Ball Catch: Face each other with one ball in each hand; toss at same time and catch; repeat. (Have “call command” so balls don’t keep dropping)
- Trust Hop: Face each other and grab leg of partner by ankle and hold at waist while wrist locking with partner; static balance, squat, or hop for 10 seconds.
- Backs-To-Ball Side Steps: Stand back to back with basketball between upper backs; side step to end point; drop ball to butts; side step back.
- Running the Hoop: Have one partner gently roll hoop; other partner tries to dive through moving hoop without touching or knocking over hoop; change partners; repeat.

### Small Groups:

- Team Stand-Up: Sit in circle on floor facing inwards with interlocked arms; stand together working as a team; sit together; repeat.
- Reverse Team Stand-Up: Sit on floor facing outwards with interlocked arms; stand together working as a team; sit together; repeat.
- Steal-A-Ball: Groups of 4+, put 4 tennis balls into heavy paper plates; each player tries to collect balls; when one plate is empty game is over.
- Circle Toss: Stand and face towards center; start tossing one ball as quickly as possible back and forth across circle; add second then third balls as group progresses.

**Large Groups:**

- Animal Actions: Call out animal; group imitates until next animal called.
- Color Ball Grab: Put two colors of balls in big bucket; throw out and have each team gather and return to their bucket.
- Fast & Slow: When leader's hand is down, group marches slow; as hand raises pace quickens until max speed; max speed is only held 3-5 seconds.
- Sky Jumps: Squat and jump or simply heel lift; repeat.

***www.ronjones.org "High-Performance Health" (6-16-03)***

# INDOOR FITNESS BREAKS

Indoor physical activity is a challenge for many schools. Winter weather can trap students and staff inside for months at a time. Lack of space and lack of time also contribute to inadequate physical activity for our students.

The Alliance for a Healthier Generation, a national non-profit organization focused on reducing childhood obesity, asked Boston Celtics Captain and NBA All-Star Paul Pierce to create fun fitness “fast breaks” students can do anywhere. The videos, which show Paul demonstrating these same exercises, are available online at the Alliance’s website, [HealthierGeneration.org](http://HealthierGeneration.org).

The breaks are a simple way to create an environment of physical activity within the halls of the school. The activities require no equipment and all ages can participate and benefit from the movement, exercise and flexibility stations.

**Follow the instructions below and students will be moving in no time:**

1. Utilize the hallways for an indoor fitness trail.
2. Emphasize safety during the movement and activity.
3. Choose: 3-5 types of movement  
3-5 station activities  
2 stretches & utilize the standing pretzel as the last station
4. Arrange stations away from occupied classrooms.
5. Put up signs to designate direction of travel & fitness station.
6. Before returning to class, have the students calm down by completing a relaxation activity.



**The Indoor Fitness Breaks kit and the Fitness Breaks with NBA All-Star Paul Pierce** videos are among the many resources available through the Alliance for a Healthier Generation’s Healthy Schools Program. Any school can join the Healthy Schools Program online at: **[HealthierGeneration.org](http://HealthierGeneration.org)**.

Founded by



# PHYSICAL ACTIVITY PYRAMID

## For your After School Program



### Cut Down on Inactivity

- Limit to 2 hours or less per day: TV, Computer, Video Games, Watching DVD's & Movies

### Flexibility & Strength

- Stretching
- Push-up/Sit-ups
- Circuit Training
- Yoga/Pilates
- Martial Arts (Tai'Chi)



### Individuals

- Running/Jogging
- Skateboarding
- Rollerblading
- Stair Climbing
- Hula Hoop
- Jump Rope
- Hopscotch
- Dance Dance Revolution



### Group Activities

- Basketball
- Volleyball
- Baseball/Softball
- Soccer
- Kickball
- Swimming
- 9 | 1 \*



### Sports/Recreational Activities & Games



### With Parents

- Play Frisbee or Catch at the Park
- Plant or Work in the Garden
- Walk (the dog) Together
- Family Bike Ride
- Family Hike
- Help with Chores



- Hide-n-Seek
- Double-Dutch
- Cultural Games
- Clean Your Room\*
- Los Encantados (Freeze Tag)
- Dance – Hip Hop, Salsa, Capoeira, etc.
- Playing Musical Instruments



\* From CANFIT's SuperManual

### WHY WE NEED PHYSICAL ACTIVITY AFTER SCHOOL

- To stay healthy, youth need at least 60 minutes of physical activity daily. There's not enough time during the school day to get it all in.
- Physical activity can teach life skills such as teamwork, patience, and motivation to help youth reach higher goals.
- Being physically active increases self-esteem and reduces anxiety, depression and stress.

2-3 TIMES A WEEK  
Flexibility/Strength

EVERYDAY  
60 MINS  
By Yourself or  
with Friends

CHOOSE ONE  
ACTIVITY  
with Kids Daily



**CANFIT**





# Physical Activity!

## Tips & Information

### Real-life challenges... ...and how to overcome them

- It gets dark too early to play outside. ➡ Offer physical activity at the start of the afterschool day.
- Sometimes the weather is too cold. ➡ Use indoor space — see the next point too.
- We don't have enough space for physical activity. ➡ Convert cafeteria or classroom areas into space for dance or fitness. Find a local park. Take a walk or jog around the block. Develop relationships with school administrators who may be able to provide additional space.
- It's hard to make time for physical activity with everything else on our schedules. ➡ Make physical activity a formal part of your daily schedule.
- Some kids just don't want to participate. ➡ Offer structured free play with a variety of physical activity stations that kids can choose from.

#### What is moderate activity?

Games, sports, and recreation that are equal in intensity to brisk walking:

Hopscotch	Yoga
Playground play	Gymnastics
Swinging	Ballet
Kickball	Shooting baskets
Frisbee	Swimming for fun
Walking	Volleyball
Bike-riding	Baseball, Softball

#### What is vigorous activity?

Games, sports, and recreation that are more intense than brisk walking:

Running games (tag)	Karate
Jogging	Tae kwon do
Jumping rope	Jumping jacks
Basketball game	Skipping
Football game	Push-ups, pull-ups
Soccer	Swimming laps
Aerobic dancing	Water basketball

#### Success story!

One program offered a variety of different active games and fitness activities that students could rotate through, and after a month of trying different stations, the kids voted on their favorites. The winning activities appeared more often in structured play time. Empowering children to make their own decisions is a great way to get everyone involved! The most popular stations were basketball, four-square, hula-hoop, and jump rope. Even better— the site director said that **NONE** of the kids sat out!





## Did you know?

- ★ Each child should get at least 1 hour of physical activity everyday. Providing at least 30 minutes of daily activity in your afterschool program is a good goal.
- ★ Kids should get 20 minutes of **vigorous** physical activity 3 times per week.
- ★ Many children today do not engage in enough physical activity. Physical activity tends to decline as kids enter the teen years, and inactive children may be less physically active as adults.
- ★ Staying active protects everyone — even kids — from developing heart disease, diabetes, high blood pressure, stroke and osteoporosis. Exercise helps make bones stronger. Plus, inactive children, when compared with active children, weigh more and have higher blood pressure and lower levels of heart-protective high-density lipoproteins (HDL cholesterol). (<http://www.americanheart.org/>)

- Many schools have limited time for physical education and recess so children come to after school programs ready to move!
- Regular physical activity helps children focus both in and out of school.
- Recreational play, like running, jumping, and climbing on playground equipment is just as important as skill-based instruction.
- Physical activity can be broken up into periods of 10-15 minutes.

### Did you know?

Kids who are active often do better in school!

## Want to know more? Check out these other resources.

The National Association for Sport and Physical Education (NASPE) offers guidelines on activity for children and youth, and publish curricula for in and out of school time.

<http://www.aahperd.org/naspe/>

The Primary School site links to a ton of fun games that can be played indoors and outdoors. Great if you need activity ideas!

<http://www.primaryschool.com.au/health.php>

President's Fitness Challenge inspires children to get moving each day. Use the guidelines and log charts to create a challenge at your site or enroll children in the challenge online.

[http://www.presidentschallenge.org/home\\_kids.aspx](http://www.presidentschallenge.org/home_kids.aspx)

The BAM! (Body and Mind) program provides information on various health topics, nutrition, and physical activity.

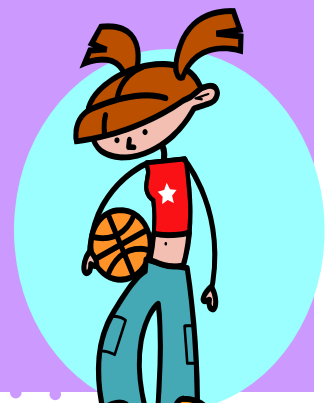
[http://www.bam.gov/sub\\_physicalactivity/index.html](http://www.bam.gov/sub_physicalactivity/index.html)

The Harvard School of Public Health publishes an online nutrition news and resource newsletter.

<http://www.hsph.harvard.edu/nutritionsource/staying-active/>

Ways to Enhance Children's Activity & Nutrition (We Can!) provides families and communities with helpful resources to help prevent childhood overweight.

<http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/>



**Contact us:** Harvard Prevention Research Center, 401 Park Drive, 4th Floor West Boston, MA 02215, (617) 384-8916



National Association for  
Sport and Physical Education

an association of the American Alliance for Health,  
Physical Education, Recreation and Dance

**NASPE Sets the Standard**

## POSITION STATEMENT

### Physical Activity Used as Punishment and/or Behavior Management

#### Position Statement

Administering or withholding physical activity as a form of punishment and/or behavior management is an inappropriate practice.

#### Purpose

This position statement addresses the inappropriate use of or withdrawal from physical activity as a disciplinary consequence, both within and outside of the school environment.

#### Intended Audience

The audience for this position statement includes school administrators, physical education teachers, classroom teachers, coaches, parents and others working with children and young adults in physical activity settings (e.g., youth sport, interscholastic sport, YMCA, Boys' and Girls' Clubs).

#### Supporting Information

Children and youths have many opportunities to be physically active in the school environment, including physical education class, recess, and before- and after- school programs. In addition, more than one third of children ages 9-13 participate in organized youth sport (Corbin, Pangrazi & LeMasurier, 2004). It is imperative that these experiences promote the importance of physical activity to one's health. To become active adults, children and youths need to encounter positive physical activity experiences, as supported in the National Association for Sport and Physical Education's (NASPE) *Appropriate Instructional Practice Guidelines* documents for elementary, middle and high school physical education (NASPE, 2009).

A student's motivation for being physically active by engaging in the important subject matter content of physical education and sport should never fall victim to the inappropriate use of physical activity as a disciplinary consequence. NASPE supports that view in its *National Standards for Sport Coaches: Quality Coaches, Quality Sports*, which states that coaches should "never use physical activity or peer pressure as a means of disciplining athlete behavior" (NASPE, 2005, p. 17).

Examples of the inappropriate use of physical activity include:

- Withholding physical education class or recess time for students to complete unfinished school work or as a consequence for misbehavior.
- Forcing students to run laps or perform push-ups because of behavioral infractions (e.g., showing up late, talking, and disruptive behavior).
- Threatening students with physical activity or no physical activity (e.g., no recess, no game time), and then removing the threat because of good behavior.
- Making students run for losing a game or for poor performance (e.g., missing a foul shot, dropping the football).

### **Core Issue**

The core issue is that administering or withdrawing physical activity as punishment is inappropriate and constitutes an unsound education practice.

### ***Inappropriate***

Exercise used as punishment is considered a form of corporal punishment in many states (e.g., California, Massachusetts, and Hawaii). Corporal punishment in schools is illegal in 29 states (Dupper & Dingus, 2008) and is defined as “physical pain inflicted on the body of a child as a penalty for disapproved behavior” (National Coalition to Abolish Corporal Punishment in School, 2006). Furthermore, many national professional organizations, including the American Academy of Pediatrics, the National Association for State Boards of Education, the National Education Association and the Centers for Disease Control and Prevention (Dupper & Dingus, 2008) have advocated for bans on corporal punishment. State boards of education in Hawaii and California prohibit withholding physical activity or using it as punishment.

The absence of support for using physical activity as punishment renders its use by a teacher or coach indefensible, from a legal liability standpoint.

### ***Unsound***

Time spent on punishment is time that could be spent instructing students, developing fitness levels or other positive learning experiences.

While some people believe that physical activity used as punishment and/or a behavior-management tool is effective, experts perceive this practice as a “quick fix” that actually might discourage the behavior it is intended to elicit. Using negative consequences to alter behavior suppresses the undesirable behavior only while the threat of punishment is present; it doesn’t teach self-discipline or address the actual behavior problem. Therefore, student behavior patterns are not changed (Weinberg & Gould, 2007).

At times, it’s appropriate to remove a student briefly from a physical education lesson, recreational play, athletic practice or game to stop an undesirable behavior. For example, it’s appropriate to remove a student who is behaving in a manner that is unsafe. Teachers should devote that time to allowing the child or youth a moment to cool down, reflect upon his or her actions, and communicate with leaders as to why he or she was removed. Once the student

understands and conveys appropriate behaviors, he or she should return to the activity. However, any prolonged withdrawal of physical activity (e.g., holding a child back from recess or physical education as a consequence of classroom behavior) is both inappropriate and unsound for the same reasons mentioned above.

### **Alternatives to Physical Activity as Punishment**

Successful teachers and coaches create positive learning environments without using physical activity as punishment. Managing and motivating children and youths involve developing an effective preventive-management system; no one, simple solution works for all. Prevention is the key. The following list offers actions that are suitable alternatives to using physical activity as punishment:

- Include students in establishing expectations and outcomes early in the year, and review those expectations and outcomes frequently.
- Include students in meaningful discussions about goals and how to reach them.
- Be consistent with enforcing behavioral expectations within the learning environment.
- Practice and reward compliance with rules and outcomes.
- Offer positive feedback and catch students doing things right.
- Don't reinforce negative behavior by drawing attention to it.
- Hold students accountable for misbehavior.
- Develop efficient routines that keep students involved in learning tasks.
- Wait for students to be attentive before providing directions.

### **Appropriate Use of Physical Activity**

Meaningful engagement in physical activity is an essential aspect of physical education and sport. Building a sense of competence, advocating the joy of physical activity and moving, expanding movement and motor skills, and developing fitness levels are among the numerous practices that support appropriate behavior and the development of positive attitudes toward physical activity.

When it comes to promoting healthy lifestyles, it's just as important to use physical activity as a positive as it is to avoid using physical activity as a negative. Students need more experiences that use physical activity — rather than junk food — to celebrate significant events. Organizing a dance, developmentally appropriate games, cooperative activities, scavenger hunts, etc., provides students with the opportunity to move, socialize with peers and engage in physical activity for the fun of it.

### **Conclusion**

NASPE opposes administering or withholding physical activity as a form of punishment and/or behavior management. School administrators, physical education teachers, classroom teachers, coaches, parents and others working with children and young adults play a critical role in providing meaningful physical activity experiences. Therefore, teachers should see providing meaningful physical activity as a way to ensure that children and youths develop positive

attitudes about physical activity and stop viewing physical activity as a means of punishment and/or behavior modification.

## References

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**National Association for Sport and Physical Education**

An association of the  
American Alliance for Health, Physical Education, Recreation and Dance  
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<http://www.naspeinfo.org/>

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**SERVING SIZE CARD:**

Cut out and fold on the dotted line. Laminate for longtime use.



<div>1 Serving Looks Like . . .</div> <div>GRAIN PRODUCTS</div> <div><div>1 cup of cereal flakes = fist</div><div>1 pancake = compact disc</div><div>½ cup of cooked rice, pasta, or potato = ½ baseball</div><div>1 slice of bread = cassette tape</div><div>1 piece of cornbread = bar of soap</div></div>	<div>1 Serving Looks Like . . .</div> <div>VEGETABLES AND FRUIT</div> <div><div>1 cup of salad greens = baseball</div><div>1 baked potato = fist</div><div>1 med. fruit = baseball</div><div>½ cup of fresh fruit = ½ baseball</div><div>¼ cup of raisins = large egg</div></div>
<div>1 Serving Looks Like . . .</div> <div>DAIRY AND CHEESE</div> <div><div>1½ oz. cheese = 4 stacked dice or 2 cheese slices</div><div>½ cup of ice cream = ½ baseball</div></div> <div>FATS</div> <div><div>1 tsp. margarine or spreads = 1 dice</div></div>	<div>1 Serving Looks Like . . .</div> <div>MEAT AND ALTERNATIVES</div> <div><div>3 oz. meat, fish, and poultry = deck of cards</div><div>3 oz. grilled/baked fish = checkbook</div><div>2 Tbsp. peanut butter = ping pong ball</div></div>



## **Section 16: Required Registration Items**

**Required Race and Ethnicity Categories for SUN Community Schools Registration Materials:**

- African
- Asian
- Black/African American
- Latino/Hispanic
- Middle Eastern
- Native American/Alaskan Native
- Native Hawaiian/Pacific Islander
- Slavic
- White
- Declined to Answer

# SUN Community Schools PR Standards

## Fall 2004

As of September 20, 2004, the following PR standards are in place for SUN Community Schools, as agreed upon by the City of Portland and Multnomah County. Organizations acting as lead agencies for SUN CS are expected to follow these standards and to make any changes necessary to be in alignment with them in materials produced from this point forward.

For *all* outreach and marketing materials (this includes registration forms, flyers, newsletters, etc.) the following 3 logos and tagline are to be included:

### Logos:

1. SUN Community Schools



2. Multnomah County



3. City of Portland Parks and Recreation  
(for the schools within the Portland city limits)



4. Portland Public Schools  
(for the schools in PPS)



### Tagline:

*SUN Community Schools are a collaboration of Multnomah County Department of County Human Services, the City of Portland Parks and Recreation, and Centennial, David Douglas, Gresham-Barlow, Portland Public, Parkrose, and Reynolds school districts.*

---

The County and City should also be referenced in any interviews that take place related to SUN CS.

The SUN CS logo is available on the SUN CS website ([www.sunschools.org](http://www.sunschools.org)) under Tools and Resources. You may request other logos to be sent electronically from Wilma Goudy at [Wilma.Goudy@co.multnomah.or.us](mailto:Wilma.Goudy@co.multnomah.or.us).

### SUN CS as Part of SAPF

The School Age Policy Framework may develop additional messages, speaking points and PR standards for services within the Framework. Agencies will be given time to fully implement PR standards changes as they are made.



## SUN Community School Release of Student Information 2014-15

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**Student Last Name**

**Student First Name**

Our SUN Community School is a collaboration of **[District]**, Multnomah County, the City of Portland and many community partners and agencies who come together to support children's success in school and life. We do this by working together to meet the specific needs of our students and their families.

In order to provide your child with the best services and support possible, the SUN Community School Site Manager needs your permission to be able to share information with the people who are teaching and serving your child specifically. This information may include student name, student ID #, grade level, achievement test scores, course grades and grade point averages, attendance, Individual Education Plan, demographic, and behavior/discipline information. The SUN Community School Site Manager will only share this information when it is required by a partner organization or supports your student's success. This information may also be shared with the City/County SUN Initiative and their evaluation contractors for program evaluation.

Organizations receiving information about your student are informed of state and federal confidentiality provisions. This includes employees and volunteers managed by the SUN Community School site manager and staff of other partner agencies providing the activities in which my child participates. They are not authorized to release information to any agency or person not listed in this release without specific written consent of the parent/legal guardian.

Children may participate in SUN activities whether or not their Parent/Guardian agrees to the release or exchange of educational information to other staff or agencies.

Check box AND sign below:

☐ **YES**, I authorize the release and exchange of student records with staff of programs/activities that I register my child for and for evaluation purposes.

☐ **NO**, I do NOT authorize the release and exchange of student records with staff of programs/activities that I register my child for or for evaluation purposes, but I want my child to participate in SUN activities.

---

**Parent/Legal Guardian Signature:**

**Date**

This permission is effective from **9/1/2014 until 8/31/2015** unless cancelled in writing.



## SUN Community Schools Standard Registration Information

### **Non-Discrimination and Behavioral Expectations**

*11/14/07*

The following standard behavioral expectations and language are to be adopted by all SUN Community Schools (SUN CS) and included in SUN CS registration materials beginning January 1, 2008. This language needs to be reproduced in its exact wording and entirety and should replace any existing behavioral language.

In addition, a place needs to be included on registration forms for parents to mark that they have read the behavioral expectations and have discussed any concerns with the SUN CS Site Manager.

#### **Standard Language: Non-Discrimination and Behavioral Expectations**

##### **Notice of Non-discrimination**

SUN Community Schools programs and services reflect the diversity of our community. We do not discriminate based on the basis of religion, race, color, gender, national origin, sexual orientation age or disability.

##### **Behavioral Expectations**

The safety and well-being of all participants and staff is of utmost importance. To ensure safety in SUN Community Schools, we require that all participants be able to follow all three of the following criteria:

1. Be age-appropriate for the activity/program.
2. Be able to maintain safe behavior during the activity. This means that they can participate without harming themselves or others. Specific required behaviors include:
  - Treating adults and other students with respect
  - Following directions of adult instructors and coordinators
  - Remaining in the assigned room until dismissal
  - Engaging in safe, non-violent behavior
3. Participate meaningfully in the activity and not disrupt or distract others.

If you have questions or concerns about whether your child can follow the behavioral expectations above or whether s/he will benefit from the program being offered, please talk with the SUN CS Site Manager, [NAME].

## **Section 17: Templates for Flyers & Surveys**

# Connecting Families and Schools

**An assessment tool for educators  
working with culturally and  
linguistically diverse students**

The Countywide Working Group for  
Latino Student Success

Serena Cruz Walsh, Multnomah County Commissioner, co-chair  
Dr. Terry Kneisler, Superintendent Reynolds School District, co-chair

with School District Representatives from  
Portland, Reynolds, Gresham-Barlow, Centennial, Parkrose,  
David Douglas, and Multnomah Educational Service District

## **Family involvement is crucial to the success of all students**

Families whose home language is not English face larger obstacles than most in order to become involved in their child's education. This tool was developed using research based best practices on the importance of family involvement for students for whom English is not their home language.

## **The tool is versatile**

The assessment can be completed by individual teachers or administrators or by staff working as a group. There are at least three suggested uses for the tool: as an evaluative measure, as a guide to improving family involvement, and finally and perhaps most significantly, **to promote reflection and discussion among staff.**

## **Connecting Families and Schools has been endorsed by the following parent and community groups:**

The Asian Pacific American Network of Oregon (APANO)  
The African Community Center of Oregon (ACCO)  
The Latino Network and the Concilio for Latino Education (CLE)  
The Slavic Coalition  
The Portland Schools Alliance  
Community and Parents for Public Schools (CPPS)



## I. Preconditions for Family Involvement: School Staff and School Environment

	Yes		No	
	In Place	Could Improve	Could Do It	Not Possible Now
<b>School Staff:</b>				
1. Understand the importance of the family's role in their child's education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Understand the customs and cultural history of immigrant families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Recognize the strengths of families raising children under adverse circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have personal contact with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Creating a welcoming environment</b>				
5. School signage is adequate, clear, and in multiple languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. All staff can access language interpreters in person or by phone on the spot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. School invites new parents to visit the school before the start of the year, meet the teachers, view the classrooms etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Staff is welcoming to parents and helpful in directing them where they need to go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Family members are actively encouraged to visit and/or volunteer in the class, especially in primary grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Family members are invited to join their child for meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. School displays reflect the diversity and multi-culturalism of the student population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### For the following items, please rate your school's engagement as either basic, advanced, or excellent:

12. Staff Trainings on Cultural Competency
  - \_\_\_ **Basic:** Staff trainings and discussions at the start of each year during a regular staff meeting
  - \_\_\_ **Advanced:** two or more staff trainings a year on cultural competency
  - \_\_\_ **Excellent:** In addition to ongoing training, staff uses self-reflective tools on a regular basis to identify potential for cultural bias
13. Contact Between Teachers and Families
  - \_\_\_ **Basic:** Families are invited in their home language to attend back-to-school night and parent teacher conferences
  - \_\_\_ **Advanced:** Teachers have a minimum of one face to face with the family of each of their students
  - \_\_\_ **Excellent:** Teachers have multiple in-person contacts with family members
14. Parent Notification of Important Meetings
  - \_\_\_ **Basic:** Families are notified of important meetings in writing
  - \_\_\_ **Advanced:** Families are notified of important meetings in writing in their home language
  - \_\_\_ **Excellent:** In addition to written notification in their home language, parents receive a follow-up phone reminder
15. Parents as Classroom Volunteers
  - \_\_\_ **Basic:** Family members are informed in home language of how/when they can volunteer in their child's class
  - \_\_\_ **Advanced:** Family members are actively recruited to volunteer in their child's class
  - \_\_\_ **Excellent:** Family members who volunteer are provided with some training and an appropriate role in the classroom

## II. Familiarizing Families with the System: How Do Schools Work?

	Yes		No	
	In Place	Could Improve	Could Do It	Not Possible Now
<b>Orienting Families on an On-Going Basis</b>				
16. School staff develops regular community contacts to communicate important information to families, including housing complexes, stores, libraries and radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Principal hosts informal gatherings and invites new and existing families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. School holds orientation in appropriate languages at the beginning of the year and throughout, which explain:				
a. How families can access a person who speaks their language when they want to communicate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. How and when families can communicate with teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. School schedule and critical dates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Absence and tardy policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Specifics on how to register their child for sports and other activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. When to expect report cards and how to interpret them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The role and contact information for counselors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Behavior policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Dress codes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Vaccinations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. New families are paired with more established families for mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Principals make themselves available to parent meetings as requested	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**For the following item, please rate your school's engagement as either basic, advanced, or excellent**

21. Parent/Family Orientation

- \_\_\_\_\_ **Basic:** orientation information is in the family's home language, is mailed to each family and they are actively encouraged to attend a one-time orientation meeting
- \_\_\_\_\_ **Advanced:** the orientation is done in person at the start and middle of the year and outreach to families is active and culturally appropriate
- \_\_\_\_\_ **Excellent:** Orientation and informational meetings are held in appropriate language on a regular basis and outreach is active and culturally appropriate

### III. Families as Partners: Involving Families in Student Learning

	Yes		No	
	In Place	Could Improve	Could Do It	Not Possible Now
<b>Parent/Teacher Conferences</b>				
22. Teachers arrange a family conference early in the year to learn about the child, to orient the parent to classroom policies, and to share academic information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Sufficient numbers of language translators (not children) are available for non-English speaking parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Language appropriate childcare is available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Teachers establish method for families to communicate directly with teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Families participate with teacher in helping children set academic goals each year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the following item, please rate your school's engagement as either basic, advanced, or excellent

27. Parent/teacher conferences:

- \_\_\_ **Basic:** conference is scheduled and a written notification in the family's home language is sent home
- \_\_\_ **Advanced:** Each parent receives a phone call, in the family's home language, to schedule the appointment
- \_\_\_ **Excellent:** If a parent does not come into the conference, the teacher either conducts a phone conference or makes a home visit with an interpreter if necessary

#### On-Going Family Involvement in Academics

28. Principals and teachers regularly send home:				
a. Notes to celebrate successes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Folders of completed student to be reviewed regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Specifics about how to create a positive learning environment at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Teachers distribute a homework log to families with instructions in the family's home language on how to help their child with homework (Family level of involvement may range from sitting with the child while he/she works to actually assisting the child)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Classrooms produce bilingual newsletters for families on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. A school representative (this may include community partners) visits the home of all new elementary students and middle and high school students who are having problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## IV. Parents as Leaders in Education: Developing Leadership Skills in Family Members

### Provide Access to Tools Families Need to Help Their Children (may involve collaboration w/ community partners)

32. Create and promote learning opportunities for families in the school: e.g. ESL, computer, and/or in home language literacy classes

☐ In Place ☐ Could Improve ☐ Could Do It ☐ Not Possible Now

33. Offer and promote family involvement classes using evidence based curriculum such as "Parents as Partners" to increase familial knowledge of: educational systems, school expectations, social/emotional development of children, and how families can support education

☐ In Place ☐ Could Improve ☐ Could Do It ☐ Not Possible Now

### Provide Leadership Opportunities and Training

34. Offer culturally appropriate leadership training classes for family members

☐ In Place ☐ Could Improve ☐ Could Do It ☐ Not Possible Now

35. Actively recruit immigrant family members to participate in leadership roles in the school, and provide:

a. interpretation

☐ In Place ☐ Could Improve ☐ Could Do It ☐ Not Possible Now

b. childcare

☐ In Place ☐ Could Improve ☐ Could Do It ☐ Not Possible Now

c. mentoring

☐ In Place ☐ Could Improve ☐ Could Do It ☐ Not Possible Now

### Please complete the following identifying information:

The tool was completed by: ☐ An individual staff person

☐ Group of staff

☐ \_\_\_\_\_

### Please complete the following evaluation information:

Please review the tool and total the number of checks in the following categories:

\_\_\_\_\_

Please review the tool and total the number of checks in each of the engagement categories:

Basic \_\_\_\_\_ Advanced \_\_\_\_\_ Excellent \_\_\_\_\_



August 2007

Dear Colleagues,

Attached you will find a new parent brochure developed by the Educational Success Work Group of Multnomah County, the same group that produced the school self-assessment tool, “Connecting Families and Schools” and a parent brochure on teacher conferences last fall. Our third product is the attached brochure, which provides parents with information on school discipline. It is presented in a user-friendly PDF format in English, Spanish, Russian, Vietnamese, Cantonese, Mandarin and Somali. The body of the brochure reflects the work of our research group and cannot be changed, however there is an editable space on the inside panel to add school-specific information; for example, your school name, the specific contact name and/or contact number for discipline issues. Feel free to reproduce and distribute the brochures in an effort to better communicate with families and bring them into your school.

The Educational Success Work Group has representatives from six school districts, Multnomah County and several cultural community partners. Our goal is to collaboratively address issues related to the educational success of disenfranchised students and families. The charge of the Work Group is to identify and address issues of concern, apply and inform best practices, and develop tools that will improve and enhance academic success and the relationship between students and parents and educators and administrators in Multnomah County.

The “Connecting Families and Schools” tool has been widely used by various districts and was well received at the Oregon Department of Education Closing the Achievement Gap Conference in 2006.

Thank you for the opportunity to provide additional family engagement tools to your districts and schools. You can find more information on the Workgroup and copies of our tools at our link at [www.co.multnomah.or.us/dscp](http://www.co.multnomah.or.us/dscp). Should you have any questions, please contact Diana Hall at (503) 988-4222.

Hope you have a great school year!

- The Educational Success Work Group of Multnomah County



## The School's Responsibilities and Rights

### The School has a *responsibility* to:

- Create an environment that promotes learning and is safe for everyone
- Tell parent/guardians about serious behavior problems and discipline
- Work with parents to resolve behavior problems

### The School has the *right* to have:

- rules of conduct
- discipline procedures
- dress codes

The school can discipline and even remove students who significantly interfere with others' safety and their ability to learn.

-----  
***Your school has someone who can help answer your questions about discipline.***  
 -----

## Common forms of discipline in schools:

- **Conference:** an informal or formal meeting of the student and the teacher, principal or other school staff.
- **Disciplinary Assignment:** student is put in a separate supervised environment such as a different classroom or after school detention.
- **Suspension:** the student is sent home temporarily and cannot attend school for a set period of time.
- **Expulsion:** the student is prohibited from attending the school. When a student is expelled the district provides an appropriate alternative school or program for that child.
- **Disciplinary Referral:** School staff will fill out a disciplinary referral which describes your child's behavior and any discipline that is given.

**For information about your child's rights or advice (in English) call:**

Juvenile Rights Project Hotline  
 503-232-2540, ext. 246

# Do you have questions about school discipline?



# Here is your guide



## Parent/Family Responsibilities

Parents have *responsibilities* to:

- make sure your child attends school
- help your child do homework
- help your child understand and follow school rules
- make sure your child is supervised before and after school
- work with your child's teacher, counselor, and principal to resolve behavior issues

Whenever possible, attend meetings about your child's behavior and share your valuable insights and opinions. The school may be able to schedule meetings at times that work for you.

## Parent/Family Rights

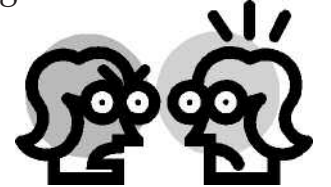
Parents have the *right* to:

- get an explanation of school discipline policies in your home language
- get a letter in your home language if your child receives serious discipline
- be told why your child is being disciplined
- ask questions about why your child is being disciplined
- attend any discipline hearings
- ask the school to have an interpreter at meetings
- bring a lawyer to hearings
- appeal disciplinary decisions
- read all your child's records

If your child has special needs and has an IEP (Individualized Education Plan), schools need to consider this when disciplining your child.

## Reasons the school may discipline your child:

- Inappropriate language
- Obscenities
- Not following the dress code
- Being late to school
- Skipping school
- Gang Activity
- Theft/Dishonesty
- Tobacco, Alcohol and/or other drugs
- Weapons
- Harassment
- Vandalism
- Fighting/Assault





February 2007

Dear Colleagues,

Attached you will find parent brochures developed by the Educational Success Work Group of Multnomah County, the same group that produced the school self-assessment tool, “Connecting Families and Schools.” Our second product is the attached brochure, which provides parents with specific questions to ask at school conferences. It is presented in a user-friendly PDF format in English, Spanish, Russian, Vietnamese, Cantonese, Mandarin and Somali. The body of the brochure reflects the work of our research group and cannot be changed, however there is an editable space below the caricature to add school-specific information; for example, school name and date and time of a parent conference. Feel free to reproduce and distribute the brochures in an effort to bring more families into your school.

The Educational Success Work Group has representatives from six school districts, Multnomah County and several cultural community partners. Our goal is to increase academic achievement for students who are culturally or linguistically diverse. The charge of the Work Group is to identify and address issues of concern, apply and inform best practices, and develop tools that will improve and enhance academic success and the relationship between students and parents and educators and administrators in Multnomah County.

The “Connecting Families and Schools” tool has been widely used by various districts and was well received at the Oregon Department of Education Closing the Achievement Gap Conference in 2006.

Thank you for the opportunity to provide additional family engagement tools to your districts and schools. Should you have any questions, please contact Johnell Bell at (503) 988-3928.

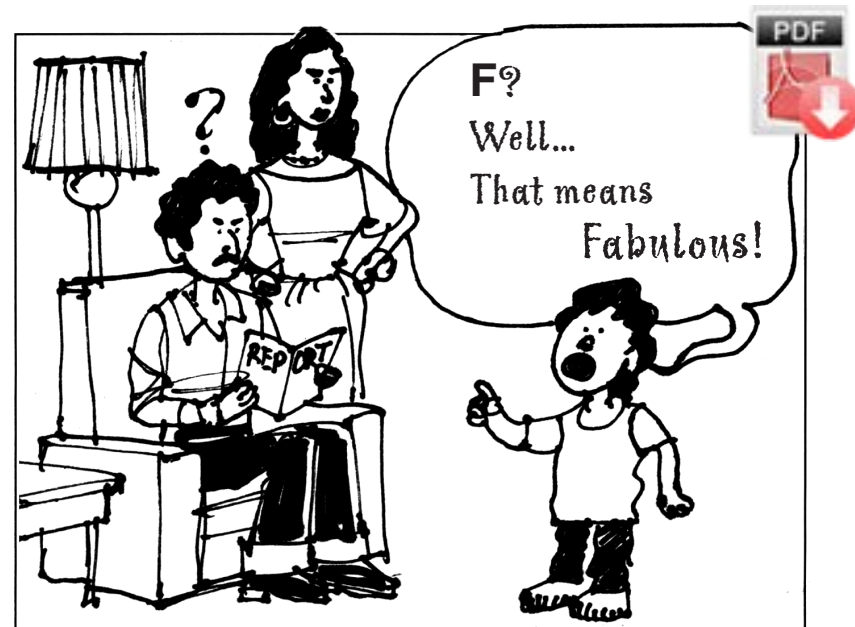
The Educational Success Work Group of Multnomah County



# All Families have Rights!

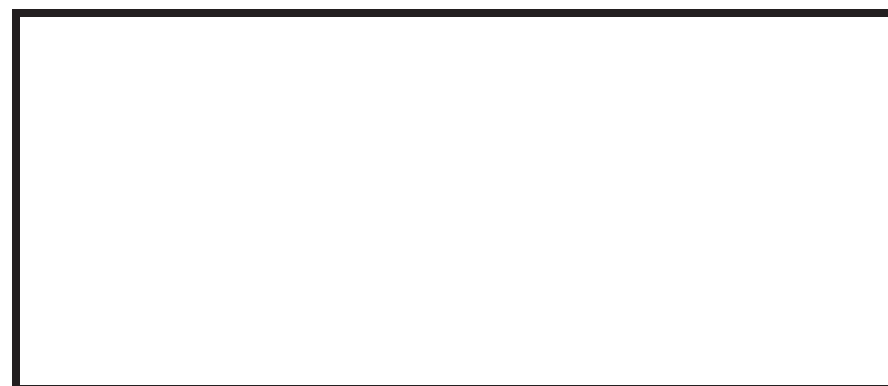
As a parent/guardian, you have a right to:

- **Receive free, high-quality education for your children...**  
regardless of your children's race, gender, national origin, age or disability status.
- **Be treated with respect.**  
Educators are hired to work for you and your children. You have the right to be treated as an equal partner in your child's education.
- **Be involved in your children's education.**
- **Know how your children are doing in school.**  
This includes the things that are going well, as well as any problems or unique challenges that your children are facing and how you can work with the school staff to help your children succeed.
- **To get answers to your questions and concerns, including:**
  - School policies and rules
  - What is being taught in each grade and how it is being taught
  - Your child's attendance
  - Meeting with your teachers
  - Classroom observation & volunteering



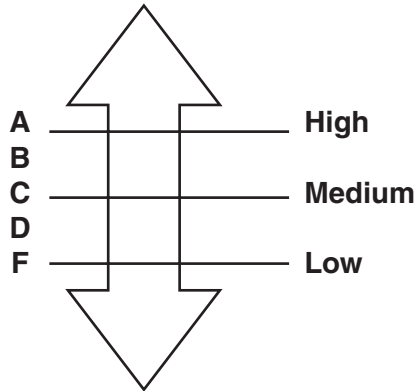
**Do you want to know how  
your child is doing in school  
and help him/her to improve?**

**COME AND TALK  
TO THE TEACHER**



## Questions for your Conference

1. What is this class about?
2. Where is my child compared to his/her grade level?



3. How much homework should my child be doing every day for this class?
4. Is my child doing his/her homework?
5. Is my child attending classes regularly and on time?
6. How is my child's behavior in your class?
7. What kind of programs does the school offer to help my child improve?
8. How can we work together to help my child improve?
9. What is the best way to contact you?
10. The best way to contact me:

**Notes:**

[illegible]

Developed by the Educational Success Workgroup of Multnomah County.  
For more information or other tools, please call 503-988-3928  
or visit [www.co.multnomah.or.us/dscp/](http://www.co.multnomah.or.us/dscp/)



# HEY do you know we're a SUN COMMUNITY SCHOOL?

SUN Community Schools are a place for everyone, a united voice, a place where parents and community members are an important part of the school, a place that is reflective and accepting of all cultures, a school with a common purpose.

## WHY should I participate?

- Need help with your **HOMEWORK?**
- Want to meet new **FRIENDS?**
- Students who participate in SUN get to be part of before- and after-school **ACTIVITIES!**



## WHO can participate in SUN?



SUN Community Schools  
are for **ALL STUDENTS!**



## **Section 18: Frequently Used Documents & Tools**



# Schools Uniting Neighborhoods

## Year-End Progress Report FY \_\_\_\_\_

Lead Agency \_\_\_\_\_ School \_\_\_\_\_

Contact Number \_\_\_\_\_

Reporting Period July 20XX through June 20XX

### **Full Year (January-June)**

#### **I. ACTIVITIES AND OUTCOMES**

A. For each area in the Annual Plan, indicate the strategies you employed in the second half of the year (January- June) and your overall assessment, include how you judged whether efforts were successful.

I. Academic Support and Skill Development for Youth

a.) Include your focus area (s) and what activities occurred in this time frame.

II. Family Involvement / Engagement

III. Meeting Basic Needs

IV. Collaboration and Service Integration

- a.) Collaboration Development- Describe strategies used to build or deepen collaboration between school staff, lead agency, partners & community members.
- b.) Advisory Committee- Describe the structure of your advisory committee and the number of times it met this period.
- c.) Student Support Meetings- Describe the student support structure at your school, the number of times it met this period and the number of times you participated.
- d.) Partner Coordination-Indicate the number of times you connected with or convened partners in this period and what partners participated.

#### **B. Transitions**

- I. Indicate the transition activities you implemented in this time period and your overall assessment.
- II. If you are participating in Early Kindergarten Transition programming, ELM Kindergarten Transition Demonstration Site work, or Ninth Grade Counts programming please include information on those programs.

**D. Wellness Guidelines**

- I. Please describe how you have worked to ensure alignment with the Wellness Guidelines.
- II. Please provide one example.
- III. Please describe how you have informed contractors / volunteers about the Wellness Guideline Guidelines.
- IV. Describe the successes as well as challenges faced while implementing the guidelines.

**II. STORIES/MATERIALS**

Share any great stories or materials (flyers, posters, handbooks, photos etc.), you have from the final quarter. Please attach copies of materials as available.

Please also provide the following information for the period:

- A. Number of extended hours the SUN school was open in a typical week:
- B. # of weeks you held summer programming:
- C. Total Number of volunteers:
- D. Total Number of volunteer hours:
- E. Total Resources raised or leveraged this year:
  - Cash
  - In-kind

**III. PLANNED PROGRAM REVISIONS**

Describe any areas of your SUN CS program that you intend to add or change in the second half of the year.



# Schools Uniting Neighborhoods

## Year-End Progress Report FY \_\_\_\_\_

Lead Agency \_\_\_\_\_ School \_\_\_\_\_

Contact Number \_\_\_\_\_

Reporting Period \_\_\_\_\_ through \_\_\_\_\_

### **Full Year (January-June)**

#### **I. ACTIVITIES AND OUTCOMES**

A. For each area in the Annual Plan, indicate the strategies you employed in the second half of the year (January- June) and your overall assessment, include how you judged whether efforts were successful.

I. Academic Support and Skill Development for Youth

a.) Include your focus area (s) and what activities occurred in this time frame.

II. Family Involvement / Engagement

III. Meeting Basic Needs

IV. Collaboration and Service Integration

- a.) Collaboration Development- Describe strategies used to build or deepen collaboration between school staff, lead agency, partners & community members.
- b.) Advisory Committee- Describe the structure of your advisory committee and the number of times it met this period.
- c.) Student Support Meetings- Describe the student support structure at your school, the number of times it met this period and the number of times you participated.
- d.) Partner Coordination-Indicate the number of times you connected with or convened partners in this period and what partners participated.

#### **B. Transitions**

- I. Indicate the transition activities you implemented in this time period and your overall assessment.
- II. If you are participating in Early Kindergarten Transition programming, ELM Kindergarten Transition Demonstration Site work, or Ninth Grade Counts programming please include information on those programs.

### **C. Chronic Absence**

- I. What activities or strategies do you engage in to address chronic absence?

### **D. Wellness Guidelines**

- I. Please describe how you have worked to ensure alignment with the Wellness Guidelines
- II. Please provide one example
- III. Please describe how you have informed contractors / volunteers about the Wellness Guideline Guidelines.
- IV. Describe successes as well as challenges faced while implementing the guidelines.

### **E. Outcomes**

- I. What results for your school from this past school year (either outcomes for specific programs or initial state testing results) do you have?

## **II. STORIES/MATERIALS**

Share any great stories or materials (flyers, posters, handbooks, photos etc.), you have from this time period. Please attach copies of materials as available.

Please also provide the following information for the full year (July-June):

- A. Number of extended hours the SUN school was open in a typical week:
- B. Total Number of volunteers:
- C. Total Number of volunteer hours:
- D. Total Resources raised or leveraged this year:
  - Cash
  - In-kind

## **III. PLANNED PROGRAM REVISIONS**

Describe any areas of your SUN CS program that you intend to add or change in the next school year.





## Attachment A – Section 1

**Multnomah County, Department of County Human Services  
Program Instructions  
SUN Community School Services  
Regional Service Center or TOP  
Provider \_\_\_\_\_  
Effective July 1, 2014 to June 30, 2015**

### Statement of Work

Service Description	Type of Funding for SUN Community Schools	Amount of Funding	Validity Dates	Payment Method
SUN Community Schools			7/1/14-6/30/15	Per Invoice, Cost Reimbursement
SUN Community Schools			7/1/14-6/30/15	Per Invoice, Cost Reimbursement
SUN Community Schools			7/1/14-6/30/15	Per Invoice, Cost Reimbursement
SUN Community Schools			7/1/14-6/30/15	Per Invoice, Cost Reimbursement
SUN Community Schools			7/1/14-6/30/15	Per Invoice, Cost Reimbursement
	<b>Total Funding</b>	<b>\$</b>		

The following program instructions are required protocols for SUN Community School (SUN CS) services. All services in the SUN Service System are to be delivered in accordance with SUN Service System Models: for Regions, the model is dated 1/16/09 (RFP P09-9745); and for Target Outreach Populations, the model is dated 2/22/08 (RFP P08-9329). A full description of SUN Community School services can be found in the models.

### Target Population

SUN Community School services and programs are not exclusive to a particular target group; they serve a broad range of students and families both from the school site and surrounding community. The intent behind this is to bring together youth with varying abilities and life situations to support their development and success. However, targeted recruitment of students at risk of academic failure is required.

Circumstances that may lead to adolescents being considered at risk of academic failure include: poor academic performance, poor class attendance, suspension/expulsion, behavioral issues, English not the primary language, foster care placement, gang involvement, homelessness, individualized education plan (IEP), poverty, substance abuse and teen pregnancy.

### Required Services

SUN CS services are broadly broken down into the following Core Service Categories. All five Core Service Categories are required as part of the contracted SUN Community School services along with the following Required Service Components:

Core Service Category	Required Service Components
1. Academic Support and Skill Development (for youth and adults)	<ul style="list-style-type: none"> <li>● Academic classes</li> <li>● Homework assistance</li> <li>● Enrichment &amp; Recreation</li> <li>● Tutoring/Mentoring</li> </ul>

Core Service Category	Required Service Components
	<ul style="list-style-type: none"> <li>• Summer Programs</li> <li>• Life Skills Development</li> <li>• Adult Anti-Poverty Education and Support (ESL, GED, Parenting, etc.)</li> </ul>
2. Family Engagement/ Involvement	<ul style="list-style-type: none"> <li>• Outreach</li> <li>• Parent support and life skills development</li> <li>• Family educational nights</li> <li>• Family/community events</li> <li>• Access to resources</li> </ul>
3. Community & Business Involvement	<ul style="list-style-type: none"> <li>• SUN Community Schools Advisory Body</li> <li>• Family/community events</li> </ul>
4. Service Integration	<ul style="list-style-type: none"> <li>• Partner coordination</li> <li>• Coordination of communication and service for specific students and families</li> <li>• Service Access, I &amp; R and Linkage to a wide range of services including: <ul style="list-style-type: none"> <li>• Housing Stability services</li> <li>• Economic Self-Sufficiency services</li> <li>• Basic Needs services</li> <li>• Health services</li> <li>• Mental Health services</li> </ul> </li> </ul>
5. Site Management & Providing Services/ Activities	<ul style="list-style-type: none"> <li>• Site Management</li> <li>• Annual Planning</li> <li>• Service/Activity Coordination and Delivery</li> </ul>

More detailed description of these services, including optional service components, can be found in the SUN Service System Model beginning on page 17.

### **Program Requirements**

- 1) The agency will collaboratively manage SUN CS services with the school. This includes conducting the hiring process of the SUN CS Site Manager jointly with the school principal and appropriate SUN advisory committee members and/or parents. The agency, with the established advisory group(s), the School(s), and other participants, will develop a job description outlining the responsibilities and roles of the SUN CS Site Manager.

The focus of the Site Manager role is on coordinating a system to ensure access to County-funded and community human and health services. SUN CS Site managers act as the coordinator of all extended-day services and partners within a school building, following the protocol in Attachment 1. In SUN CS where the district is required to provide Supplemental Education Services (SES), the SUN CS Site Manager will follow the specific protocol for SES sites (Attachment 1).

- 2) SUN CS site managers work collaboratively with the Principal and the advisory body to use local needs assessment to establish a SUN Community School Annual Plan and budget. The Plan is for a comprehensive aligned service system that addresses the unique needs of the school site and supports the school improvement plan. The school Principal shall have the final decision on what services will be provided in the school. The principal and advisory committee will sign off on the final annual plan and have access to the budget.
- 3) Extended-day activities are required to emphasize academic support over enrichment activities; at least one-third (1/3) of extended-day activities offered for youth must be academically focused. 30

minutes per program day of homework assistance or other academic support appropriate to the age level is required at each site.

- 4) The agency will ensure that the following functions are fulfilled as part of the SUN CS effort: **Advisory, Operating** (handling day to day operations of SUN CS, typically the principal, lead agency supervisor and co-manager), **Student Support** (fostering communication between various services to collaborate in supporting specific students and families), **Partner Coordination** (linking all service and program partners for coordination and information sharing purposes) and **Service Access/Information & Referral** (providing and linking to resources). The manner in which these functions are fulfilled at individual schools will be based upon existing and developed structures.

#### **Advisory Structure**

A structure will be established to solicit input from a broad array of stakeholders to guide the SUN CS development and work. Efforts must engage members from the following groups: teachers, youth, parents & family members, and community members. An existing committee such as a site council or PTA can be used as an advisory body, if the committee is able to act in an advisory capacity for SUN CS. Input needs to be solicited on SUN CS issues at least four times annually.

#### **Coordination of Communication about Students and Families**

In their role of service integration and coordination, SUN CS site managers develop and maintain a communication and referral system among partners to ensure the linkage of students and families to a range of services. As part of this, SUN CS Site Managers are to connect with existing groups of school staff and/or service providers (such as Student Success Meetings) in order to support collaboration and integration of services for specific students and families.

#### **Partner Coordination**

The SUN CS Site Manager facilitates and provides leadership for the collaborative process and development of a continuum of services for children, families and community members within a school neighborhood. As part of this the site manager is expected to connect with all school-based and school-linked service and program partners in that school for coordination and information sharing purposes. This coordination may happen individually, in small groups or through the convening of larger Partner Coordination Meetings.

#### **Service Access/Information & Referral**

The SUN CS Site Manager will provide a wide range of social, mental and health services and/or link students and families with resources such as School-Based Health Clinics, Immunizations and Regional Service Centers that can provide these services.

- 5) SUN CS services are expected to involve youth in meaningful ways in advisory and implementation roles, such as through the formation of a SUN Youth Advisory Committee.
- 6) The agency must collect and maintain Release of Information forms from parents/guardians as stipulated by the School District.
- 7) The agency must ensure that all staff that obtain or learn confidential information while providing SUN CS services not disclose this information to third parties unless the Release of Information from the parent/guardian has been obtained.
- 8) The agency must include the following information in its registration form: name, date of birth, gender, ethnicity (using the designated options from ServicePoint), grade, address, emergency contact information, behavioral language, SUN required yearly release of information and any additional partner release of information language.

- 9) The agency must adopt and implement behavioral expectations and discipline protocols that represent best practice and share such expectations and protocols with parent(s) and/or guardian(s) at the time of registration, prior to participation.
- 10) Include **County-required behavioral language** in all registration materials. Communicate behavioral expectations to parents.
- 11) The agency must comply with any criminal records check and fingerprinting requirements as stipulated by the School District(s). If the District(s) stipulate changes, the agency will implement changes immediately and have two months to come into total compliance with requirements. In PPS, agencies are to comply with the district's Criminal History Verification requirements for all employees who will have unsupervised contact with students.
- 12) The agency must ensure for any program operating under the auspices of SUN Community Schools in the school that the program is in compliance with the District's Criminal History Verification requirements. Verification will be done at the program's expense for all employees who will have unsupervised contact with students as a result of the provision of services as part of SUN CS. Agencies are encouraged to develop Memoranda of Understanding with partners that include this requirement.
- 13) The agency will provide the following information to the school principal at the beginning of each session of programming (unless the timing is otherwise specified): access to Releases of Information forms, a list of registered students with schedules, and a list of instructors' schedules. Information will be shared in a timeline and manner agreed upon by both parties.
- 14) The agency is to follow the Community Use of Buildings Guidelines for their district when scheduling the use of district buildings.
- 15) At each SUN CS site, a Safety Plan is to be in place prior to the start of programming. A Safety Notebook is to be developed and maintained. The notebook should be kept in a designated location and made available to the School, District, and/or SUN SS upon request. Contents of the notebook are to include: emergency procedures, staff and partner information, and student behavior expectation information so that someone can back up the site manager as necessary in an emergency. An outline for a safety plan is included in the SUN CS Orientation Manual.
- 16) SUN CS must comply with the SUN CS PR Standards established by the City and County, including using all required logos and tagline in any outreach or marketing materials. Contact SUN SS PDS staff for a copy of the Standards.
- 17) SUN CS are to engage in community awareness efforts including outreach for activities, events and services.
- 18) In the event of a furlough of more than 2 weeks in any of the County's school districts, the agency will work with SCHOOL, parents and community to identify needs during the furlough time. SUN CS furlough activities and services are to reflect the identified community priorities with a focus on providing safe places for children. During the furlough period, agency SUN CS staff will provide a reasonable level of direct programming either through coordinating activities themselves or contributing to a partnership effort. The level of programming will be related to the resources available within the contract. The agency will develop furlough plan according to direction from SUN SS.

- 19) SUN CS Program Supervisors are expected to attend all SUN CS Program Supervisor meetings and SUN CS Site Managers are expected to attend all SUN CS Site Manager meetings. Representatives at network meetings have the responsibility and authority to update the County on agency's activities that have an impact on the SUN Community School services.
- 20) Fee Structure: Providers must operate under the fee structure established by the System partners to promote consistency and equity across the County. The structure was developed to allow those families who are able to pay fees a mechanism through which to do so. It is essential that efforts are made to ensure that any fees are not a barrier to participation. The fee structure is as follows:
- There are two tiers of fees within the structure. Tiers are based on poverty with the determining criteria being the % of FRL in a school.
  - The tier a school falls into determines the fee amount for the entire school. (i.e. some schools won't charge fees to any students and some will charge on a sliding fee scale basis to all students.)
  - The fee amount relates to fees for ongoing extended day activities. All schools still may charge for special events or activities (field trips, individual specialty classes, etc.) and may determine what is appropriate based on their community.
  - At all schools, any fees are to be collected using a sliding scale fee that starts at \$0.
  - The fee range for on-going extended-day activity/class charges is developed at the individual school and must begin at \$0.

<b>Tier</b>	<b>Poverty Criteria</b>	<b>Fee Amount for Extended-Day Activities</b>
Tier 1	High Poverty Schools (those at 50% or higher FRL*) and High Schools	No Fees
Tier 2	Lower Poverty Schools (those with 49% or lower FRL*)	Fees charged by activity or class using sliding scale beginning at \$0

\* Tier status will be determined using 09-10 FRL data and will be reviewed every 3 years.

- 21) Special Assistance: The agency SUN Community School staff will work with parents, students and school staff to make recommendations and meet reasonable requests for assistance so that all students have positive, beneficial, and safe experiences. SUN CS do not deliver special education services. Alternative strategies and resources will be utilized whenever possible to support an individual's successful participation in an activity. The agency must use the established SUN Special Assistance Process when considering special assistance needs and requesting additional funding from the SUN Service System Division.

### **Wellness Guidelines**

22) The agency must follow SUN Service System Wellness Guidelines. All services will align with the Wellness Guidelines (Attachment 3) when designing and implementing services.

### **For Portland Public Schools SUN CS sites only:**

- 23) The agency will provide copies of all the executed parental Release of Information forms to the District Liaison at the end of the year if the agency chooses not to participate in the eSIS access protocols as defined by the District.

24) The agency will provide the following information to the school principal at the beginning of each session of programming (unless the timing is otherwise specified):

- a. A list of all students with signed Release of Information forms.
- b. Copies of the signed Release of Information forms if the Lead Agency or County chooses not to participate in the eSIS access protocols as defined by the District.
- c. A list and schedule of students served and their SUN CS activity schedule.
- d. A list of instructors indicating which are district staff which are paid employees and which have successfully completed Criminal History Verification. See Attachment 2.
- e. A list of the schedule of classes including the instructor and location.

### **Service Locations**

SUN Community School Sites	Tier	Funding Level

### **Outputs and Outcomes**

Where the contract is awarded for less than a 12 month period, required output and outcome targets are figured proportionately to the yearly requirements.

SUN Service System	Output or Outcome	100% funding level	75% funding level	Source
SUN Community School Services	Extending the hours that the school is open to the community to provide service	15 hours per week	12 hours per week	ServicePoint
SUN Community School Services	Summer programming	4 Weeks	4 Weeks	ServicePoint
SUN Community School Services	A significant number of school enrollment will be served in enrolled extended-day activities or individual, group and family support	200 students	150 students	ServicePoint
SUN Community School Services	Students involved with SUN CS will participate regularly (attending 30 days or more per year)	100 students	75 students	ServicePoint
SUN Community School Services	Students who are at risk of academic failure (not meeting established state or district standards, performing below grade level, ELL, living in poverty (qualified for Free/Reduced lunch) or teacher/staff referral) will be recruited and served	100 students	75 students	ServicePoint
SUN Community School Services	Families will be served in extended-day family programs & services (children & adults)	3 family non-enrollment events	3 family non-enrollment events	ServicePoint
SUN Community School Services	Adults (parents and community members) will participate in adult education	50	35	ServicePoint
SUN Community School Services	Regular attendees will meet reading and math benchmarks or show increase in benchmark	75%	75%	SUN SS will gather data

	scores			from District
SUN Community School Services	Regular attendees attend school regularly	90% average daily attendance	90% average daily attendance	SUN SS will gather data from District
SUN Community School Services	Regular attendees will show improvement in developmental and interim academic indicators including: <ul style="list-style-type: none"> <li>• Turning in homework on time</li> <li>• Homework completion to teacher's satisfaction</li> <li>• School attachment/engagement</li> <li>• Participation in class</li> <li>• Attentiveness in class</li> <li>• Classroom academic performance</li> <li>• Positive self-identity/confidence</li> <li>• Behavior</li> <li>• Working well with others/relational skills</li> <li>• Positive adult relationships</li> <li>• Intention to graduate or stay in school</li> </ul>	75%	75%	Teacher & Student Survey

### **Reporting**

Required reporting for SUN CS services includes: the SUN CS Annual Plan, Half-Yearly Progress Report, Final Yearly Progress Report, and Annual Teacher and Student Surveys.

Data requirements include having the minimum data set electronically entered in ServicePoint no later than the specified dates below.

A Teacher Survey is required to be administered to solicit feedback on all regularly attending participants. The Teacher Survey will be administered in May. A Student Survey will also be administered in late May to students participating at that time. SUN SS staff will communicate with contractors about the format, timing and logistics of the Teacher and Student surveys.

Reports and data are due according to the following schedule:

<b>Report</b>	<b>Due Date</b>
<b>Final Annual Plan &amp; Signature Sheets</b> (Initial Plan due 6/26/2014)	October 17, 2014
<b>ServicePoint Data Due</b> – All Data must be entered on a monthly basis by the 15th day of the month for activities the previous month. (Example: All registration forms and enrollment activities (both enrollment and non-enrollment) and attendance must be entered by August 15th for activities provided between July 1st through July 31st)	By the 15 <sup>th</sup> of every month
<b>Half-Yearly Progress Report</b> (for period July 1, 2014– December 31, 2014)	January 30, 2015
<b>Teacher Surveys &amp; Student Surveys</b>	May/June 2015 June 26, 2015

Report	Due Date
<b>Draft Annual Plan &amp; Planning &amp; Resource Alignment Tool</b>	June 30, 2015
<b>Final Yearly Progress Report</b> (for period January 1, 2015- June 30, 2015)	July 31, 2015

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**Extended-Day Definition:**

Within SUN CS, Extended-Day is considered to be the time before or after the official school day for students or at lunch. This can be any out of school time - before school, after school, evening, weekend or summer hours. The exact hours that define the extended day will depend on the specific school start and end times and student schedules.

This focus of the SUN CS funding comes from the desire of the funders to support schools by wrapping services around the school day (not funding schools directly) and is reflected in the target number of 15 extended (as defined above) hours per week. It also fits with requests from schools that we not interrupt class time by pulling students out of class.

In some cases, the SUN CS Site Manager may include in the SUN CS Annual Plan limited services during the school day if that is the only time a population can meet and/or if this meets the needs of a given school. For contracted SUN CS providers, permission must be requested from SUN SS to deliver services during the day and the SUN CS Annual Plan must indicate how the target # of extended hours will be met, since daytime hours do not extend the amount of time the school is open to the community. Any students, parents or adults served during the day do count as part of the # served. Daytime activities are considered the exception and not the rule in SUN CS programming.



## **Attachment 1**

### **SUN Community Schools Program**

Effective July 1, 2011

#### **General and SES (Supplemental Education Services) Role Protocols: SUN CS Site Managers, School Districts, Multnomah County and City of Portland 2013/2014**

##### **Multnomah County/City of Portland – SES Specific**

- ◆ Has the obligation for ensuring that the SUN CS lead agency within a specific region does not provide SES services at a school designated to receive such services through the State AYP measures.
- ◆ Is responsible for the contractual or direct oversight of the SUN CS Lead agency at specific school sites that are eligible to receive SES services. This oversight includes monitoring the Lead Agency to ensure compliance with the protocols listed for SUN CS Site managers.

##### **District – SES specific**

- Is responsible for following all guidelines and expectations for a local educational agency as set forth in the provisions in NCLB, Title I, Part A, Subpart 1, Sec. 1116, the Supplemental Educational Services Non-Regulatory Guidance and Oregon Department of Education's approval and monitoring processes.
- Information will be shared between the District and the SUN CS Site Manager as it relates to the SUN CS Site Manager role defined below.
- Determine who the primary District SES contact person is for each school.
- Work with SES providers and SUN CS Site Manager to support the SES program, recruitment and retention strategies, and resolve issues as they are identified.

##### **SUN CS Site Manager – General**

- The SUN CS Site Manager will act as coordinator of all extended-day activities and extended-day partners within a school building. The District will require that other agencies who seek to provide extended-day services in a school site with a SUN CS program coordinate with the SUN CS Site Manager.
- The SUN CS Site Manager will develop a memorandum of understanding (MOU) for each extended day partner to define the specific roles and responsibilities of all parties. The roles and responsibilities may include building usage, recruitment and registration, fingerprinting/background checks, supplies, staffing, applicable fees and payments, and other program logistics.

##### **SUN CS Site Manager – SES specific**

- The SUN CS Site Manager will work with all SES providers in the same manner (a standard MOU for each SES provider providing services on-site):
  - Distribute official SES materials approved by the district. If materials are developed by the SUN CS Site Manager, the materials must be approved by the district prior to usage.
  - Will not conduct specific recruitment for any one SES program. Only general SES information and registration information will be provided by the SUN CS Site Manager.
  - If the SUN CS Site Manager receives general inquiries about SES programs, s/he will provide only district approved SES information about each program.
  - Student information obtained through SUN CS will not be shared with SES providers unless a release of information is signed by a parent or guardian.
  - SUN CS Site Manager will not refer a student or family to a specific SES provider.

**Definition of “Extended-day Partners”**

Extended-day Partners are individuals or organizations who provide services outside the academic school day.

This definition is used for the purposes of clarifying roles and responsibilities between Multnomah County/City of Portland, the SUN CS Lead Agency, the SUN CS Site Manager and school districts as it relates to the delivery of Supplemental Educational Services and is not intended to define other aspects of the SUN Service System and its relationships to its partners or districts, for example the Health Clinics.

**ATTACHMENT 2**  
**SUN Community Schools**

**EXAMPLE SUN Community School Instructor List**  
**Fall 2013**

<b>Instructor Name</b>	<b>Paid employee of SUN</b>	<b>District Staff</b>	<b>Cleared Background ✓ / Fingerprinting</b>	<b>Notes</b>
Diana Hall			X	
Yoyo Ma	X	X		

To be given to school principal and/or office staff each term.

**ATTACHMENT 3**  
**SUN Community Schools**

**SUN Service System Wellness Guidelines**  
**Adopted July 1<sup>st</sup>, 2011**

The Multnomah County SUN Service System Coordinating Council recognizes the serious public health issue that obesity presents nationally and locally. Obesity leads to numerous serious health problems for children, youth and adults. Childhood obesity is the leading public health epidemic. Nationally, the prevalence of obesity among school-aged youth has increased 4%-17% over the past thirty years.

The problems associated with poor diet, physical inactivity and obesity affect all segments of the population. However, there are dramatic disparities in the prevalence of obesity in particular communities, with much higher incidence among people of color and those living in poverty. Regular physical activity has been shown to have a positive impact on both academic success and health for children and for adults. When combined with good nutrition, there can be a significant impact in reducing the obesity epidemic.

Healthy eating patterns in childhood and adolescence promote optimal childhood health, growth and intellectual development, and prevent immediate health problems, such as obesity. SUN Service System partners are in key locations to reach young people and impact their nutrition and level of physical activity through direct intervention and education/promotional efforts.

As a system of care focused on school aged youth and families, the SUN Service System plays an integral role with promoting wellness in our community. The SUNSS has the opportunity to have a large impact through its 64 SUN Community Schools and 6 Regional Service Centers, which reach over 35,000 people each year, 68% of whom are people of color. SUN is uniquely positioned to promote obesity prevention and healthy active living given its distribution of services across the County in convenient locations, its focus on culturally-specific services and its strong established relationships with youth, families and communities.

For these reasons, the SUNSS Coordinating Council recognizes the importance of wellness within the system. The SUN Service System Wellness Guidelines are intended to be implemented within current budgets to shift behavior change over time. They are based on nationally accepted standards and recommendations including those of the American Pediatric Association and Oregon Law 00455 (formerly House Bill 2650). They also are in alignment with obesity prevention policy efforts at the national level under the Communities Putting Prevention to Work Program, as well those being pursued locally by Multnomah County, school districts, and the City of Portland.

<i>Guidelines for Anti-Poverty Case Management, Parent Child Development and Social and Support Services for Educational Success Programs</i>
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**I. Health Promotion and Education**

- A. Promote physical activity and healthy eating within existing programs and case management models to support wellness.
- B. Refer and link clients to physical activity (i.e. intramural leagues, free community based fitness classes, etc.) as well as nutrition education (i.e. healthy cooking classes, healthy eating literature), as applicable to individual and family needs.

**II. Provide nutritious food and promote healthy choices at events, groups and other meetings for adults and families.**

- A. Every effort shall be made to distribute healthy foods at family and group events. This includes:
  - Offering fruits and vegetables, whole grains and low fat dairy.
  - Incorporating foods of higher nutritional value when offering foods of lower nutritional value.
  - Limiting refined (“white”) grains, including white bread, white rice, white pasta and white flour.
  - Limiting the purchase of food and products prepared by deep frying.
- B. Soda and other beverages that do not meet the Food and Beverage Guidelines should not be distributed.
- C. Foods of diverse selection shall be provided to include cultural and ethnic favorites.
- D. Water is the preferred beverage (where age appropriate) and will be made available with all meals and snacks.

**III. Align with nutrition standards (as outlined in Food and Beverage Guidelines section) for foods and beverages served outside of federal Meal and Snack Programs to children and youth during regular activities and programming.**

- A. Snacks served will make a positive contribution to children’s diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Snacks offered should be based on the children’s ages and other considerations (i.e. dietary allergies). See attached Food and Beverage Guidelines.
- B. Soda and other beverages that do not meet the Food and Beverage Guidelines should not be distributed.
- C. Food or beverages will not be used as a regular incentive nor withheld as punishment.
- D. Water is the preferred beverage and will be made available with all meals and snacks.

**IV. Limit commercial advertising in services provided.**

- A. Advertising, to the extent possible, shall seek to limit commercial influences and exposure to advertising as it relates to nutrition, wellness, and physical activity.

**V. Implement standards that limit non-educational screen time for children aligned with age appropriate recommendations by the American Academy of Pediatrics.**

- A. Limit screen time for children under two years of age.
- B. Limit non-educational screen time in programs and activities. Computer and portable technology use during regular programs and activities shall be homework related or part of a specific activity during programming.

- C. The use of non-educational screen time (ex. movies, free time on computers, etc.) as incentives should be sporadic.
- D. The use of screen time in free-time should be on a limited basis.

<i>Guidelines for SUN Community Schools</i>
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**I. Align with statewide nutrition standards (Oregon Nutrition Standards, HB 2650 Oregon Law) for food and beverages served outside of the federal Afterschool Meal and Snack Program to children and youth during regular programming.**

- A. Snacks served in SUN Community Schools (SUN CS) will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Snacks offered during all regular programming served outside of the federal Afterschool Meal and Snack Program should be based on the children's ages and other considerations (i.e. dietary allergies) and be in alignment with Oregon Nutrition Standards.
- B. Soda and other beverages that do not meet the Oregon Nutrition Standards should not be distributed.
- C. Water is the preferred beverage and will be made available with all meals and snacks.
- D. SUN CS Site Managers and contractors will not use food or beverages as a regular incentive and will not withhold food or beverages as punishment.

**II. Provide nutritious food and promote healthy choices at SUN CS Family Nights, Showcases, and other Events.**

- A. SUN Community Schools will make every effort to distribute healthy foods at family and group event. This includes:
  - Offering fruits and vegetables, whole grains and low fat dairy.
  - Incorporating foods of higher nutritional value when offering foods of lower nutritional value.
  - Limiting refined ("white") grains, including white bread, white rice, white pasta and white flour.
  - Limiting the purchase of food or products prepared by deep frying.
- B. Soda and other beverages that do not meet the Oregon Nutrition Standards should not be distributed.
- C. Water is the preferred beverage and will be made available with all meals and snacks.
- D. Foods of diverse selection shall be provided to include cultural and ethnic favorites.

**III. Provide and promote opportunities for moderate to vigorous physical activity for**

#### **SUN CS youth participants.**

- A. SUN CS goal is for students to engage in at least 60 minutes of moderate to vigorous physical activity each week in non-school hours.
- B. To this end, SUN CS will offer and promote activities that encourage students to engage in physical activity for at least 60 minutes a week. Examples include recess, structured classes, sports teams, exercise clubs, activity incorporated into other programming, and/or promotion of physical activity at home or in the community.
- C. Programming and promotional efforts should include opportunities for both structured and unstructured activities for students to release energy and relieve stress.
- D. All SUN CS participants, including students with disabilities, and special health-care needs should have access to physical activity offerings.
- E. SUN CS Site Managers and contractors will not use physical activity (e.g. running laps, pushups) or withhold opportunities for physical activity (e.g. recess, classes) as punishment.
- F. Activity offerings should be reflective of and responsive to student's cultural and ethnic origins and cultural norms/values.

#### **IV. Limit commercial advertising in SUN Community Schools.**

- A. SUN Community Schools, to the extent possible, shall seek to limit commercial influence and exposure to advertising as it relates to nutrition, wellness and physical activity.

#### **V. Implement standards that limit non-educational screen time activity aligned with age appropriate recommendations by the American Academy of Pediatrics.**

- A. SUN Community Schools will limit non-educational screen time in programs and activities. Computer and portable technology use during SUN CS shall be homework-related or a part of a specific activity during programming.
- B. The use of non-educational screen time (movies, free time on computers, etc.) as an incentive should be sporadic.
- C. The use of screen time in free-time should be on a limited ba

<i>Food and Beverage Guidelines</i>
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#### **Pre-school children (5 years old and under)**

# SUN Community School Site Manager Toolkit





## Snacks

The types and amounts of foods served to pre-school children will conform to specific program guidelines. If nutrition guidelines do not exist for the program, foods served should conform to the USDA Child and Adult Care Food Program guidelines.

## Beverages

Allowable drinks are water, milk (or milk substitute for lactose intolerant children), and diluted juice as follows:

- Children under 2 years old, serve whole milk
- Children 3-5 years old, serve 1% or less milk
- We recommend limiting juice. If juice is served, serve 100% juice and dilute it by half with water

## **School-Age Children and Youth - Oregon Nutrition Standards**

### Snacks

- Set calorie limits per serving: 150 in elementary school, 180 in middle school, 200 in high school
- Total calories from fat may not exceed 35% (except for foods that are mainly nuts, eggs, cheese, non-fried vegetables, legumes or seeds)
- Sugar content may not exceed 35% by weight except for fruits and vegetables
- Saturated fat may not exceed 10% of total calorie; trans fat may not exceed 0.5 grams per serving

### Beverages

#### **Elementary School**

- Fruit or vegetable juice, individual serving size 8 oz or less and less than 120 calories (15 cal/oz)
- Milk or flavored milk, low fat or fat free individual serving size 8 oz or less than 150 calories (19 cal/oz)
- Plain water is OK at every grade level

#### **Middle School**

- Fruit or vegetable juice, individual serving size 10 oz or less than 120 calories per 8 oz (15 cal/oz)
- Milk or flavored milk, low fat or fat free, individual serving size 10 oz or less and less than 150 calories per 8oz (19 cal/oz)
- Plain water is OK at every grade level

#### **High School**

- Fruit or vegetable juice, individual serving size 12 oz or less and less than 120 calories per 8 oz
- Milk or flavored milk, low fat or fat free, individual serving size 12 oz or less and less than 150 calories per 8oz (15 cal/oz)
- No or low calorie beverages, individual serving size less than 10 calories per 8oz (1.3 cal/oz)
- Other beverages, individual serving sizes that are less than 12 oz and 66 calories per 8oz (8 cal/oz)
- Plain water is OK at every grade level

## SUN Community School Annual Plan 2014-15

Overarching Outputs	100% funding level	75% funding level
Extending the hours that the school is open to the community to provide service	15 hours per week	12 hours per week
A significant number of school enrollment will be served in enrolled extended-day activities or individual, group and family support	200 students	150 students
Students involved with SUN CS will participate regularly, attending 30 days or more per year	100 students	75 students
Students who are at risk of academic failure will be recruited and served	100 students	75 students
Offer summer programming that includes enrichment and academic components	4 wks	4 wks
Offer and promote activities that encourage students to engage in physical activity for at least 60 min/week		

### I. ACADEMIC SUPPORT AND SKILL DEVELOPMENT FOR YOUTH

Output or Outcome	100% funding level	75% funding level
Regular attendees will meet reading and math benchmarks or show increase in benchmark scores	75%	75%
Regular attendees attend school regularly	90% ADA	90% ADA
Regular attendees will show improvement in developmental and interim academic indicators	75%	75%
Offer homework assistance or other age appropriate academic support during each day of extended-day programming	30 min	30 min

**NOTE:** Include year-long AND summer strategies. Add additional rows to the table if needed.

Focus Area	Specific Strategies (What or How)	Timeline	Lead Person & Supports	Resources	Indicators/Outputs (optional)
<i>Check <u>all</u> that apply</i>	<i>List specific strategies and practices</i>	<i>What is the projected timeframe?</i>	<i>Who is the lead person(s) and who else will be supporting?</i>	<i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	<i>Target #, observable change, evidence of success</i>
<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Attendance <input type="checkbox"/> Other: _____					

Focus Area	Specific Strategies (What or How)	Timeline	Lead Person & Supports	Resources	Indicators/Outputs (optional)
<i>Check <u>all</u> that apply</i>	<i>List specific strategies and practices</i>	<i>What is the projected timeframe?</i>	<i>Who is the lead person(s) and who else will be supporting?</i>	<i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	<i>Target #, observable change, evidence of success</i>
<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Attendance <input type="checkbox"/> Other: _____					
<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Attendance <input type="checkbox"/> Other: _____					
<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Attendance <input type="checkbox"/> Other: _____					
<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Attendance <input type="checkbox"/> Other: _____					
<input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Writing <input type="checkbox"/> Attendance <input type="checkbox"/> Other: _____					

## II. FAMILY INVOLVEMENT/ENGAGEMENT

Output or Outcome	100% funding level	75% funding level
Families (children and adults) will be served in extended-day family programs and services	3 family non-enrollment events	3 family non-enrollment events
Adults (parent and community members) will participate in adult education and life skills development	50	35

**NOTE:** Add additional rows to the table if needed.

Specific Strategies (What or How) <i>List specific strategies and practices</i>	Timeline <i>What are the projected start and end date(s)?</i>	Lead Person & Supports <i>Who is the lead person(s) and who else will be supporting?</i>	Resources <i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	Indicators/Outputs (optional) <i>Target #, observable change, evidence of success</i>

### III. MEETING BASIC NEEDS

Service Provision, Access, I & R and Linkage to a wide range of services including:

- Housing Stability services
- Economic Self-Sufficiency services
- Health services
- Mental Health services
- Food and Nutrition services

**Note:** Add additional rows to the table if needed.

<b>Specific Strategies (What or How)</b> <i>List specific strategies and practices</i>	<b>Timeline</b> <i>What are the projected start and end date(s)?</i>	<b>Lead Person &amp; Supports</b> <i>Who is the lead person(s) and who else will be supporting?</i>	<b>Resources</b> <i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	<b>Indicators/Outputs (optional)</b> <i>Target #, observable change, evidence of success</i>

## IV. COLLABORATION AND SERVICE INTEGRATION

<b>Collaboration Development</b> – Build or deepen collaboration between school staff, lead agency, partners, parents & community members (shared understanding /vision of school as a community school; shared governance; clear communication channels, systems development, etc.)
<b>Advisory</b> – Solicit input and support from a body/bodies with broad stakeholder representation at least four times annually to guide SUN CS development and work. Stakeholder groups include: teachers, youth, parents & family members, and community members
<b>Student Support</b> – Convene groups of school staff and/or service providers (such as Student Success/Building Screening Committee Meetings) in order to support collaboration and integration of services for specific students and families
<b>Partner Coordination</b> – Connect with all school-based and school-linked service and program partners in that school for coordination, systems development and information sharing purposes

**Note: Strategies are required for each heading below.** Add additional rows to each table if needed.

COLLABORATION DEVELOPMENT				
Specific Strategies (What or How) <i>List specific strategies and practices</i>	Timeline <i>What are the projected start and end date(s)?</i>	Lead Person & Supports <i>Who is the lead person(s) and who else will be supporting?</i>	Resources <i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	Indicators/Outputs (optional) <i>Target #, observable change, evidence of success</i>

ADVISORY				
Specific Strategies (What or How)	Timeline	Lead Person & Supports	Resources	Indicators/Outputs (optional)
<i>List specific strategies and practices</i>	<i>What are the projected start and end date(s)?</i>	<i>Who is the lead person(s) and who else will be supporting?</i>	<i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	<i>Target #, observable change, evidence of success</i>

STUDENT SUPPORT				
Specific Strategies (What or How)	Timeline	Lead Person & Supports	Resources	Indicators/Outputs (optional)
<i>List specific strategies and practices</i>	<i>What are the projected start and end date(s)?</i>	<i>Who is the lead person(s) and who else will be supporting?</i>	<i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	<i>Target #, observable change, evidence of success</i>

PARTNER COORDINATION				
Specific Strategies (What or How)	Timeline	Lead Person & Supports	Resources	Indicators/Outputs (optional)
<i>List specific strategies and practices</i>	<i>What are the projected start and end date(s)?</i>	<i>Who is the lead person(s) and who else will be supporting?</i>	<i>Resources (people, time, dollars, materials, partnerships)</i>	<i>Target #, observable change, evidence of success</i>



# **SUN Community Schools Annual Plan & Budget Review Signature Sheet 2014-15 Principal**

**School:**\_\_\_\_\_

By signing, I am verifying that I have participated in the development of the SUN CS Annual Plan for FY 13-14 school year and that it is aligned with the school improvement plan. I also have reviewed the budget and understand how it relates to the joint goals and activities detailed in the plan.

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**School Principal Signature**

**Date**





**SUN Community Schools  
Annual Plan  
Signature Sheet 2014-2015  
Advisory Committee**

School

Advisory Committee Approval

Date

Members Present & Affiliation (please list)

[illegible]

Submitted By

Date

<b>SCHOOL</b>			
<b>SUN COORDINATOR</b>		<b>PRINCIPAL</b>	

**1. Using SUN Data and Key Stakeholders checklist, describe your school's current conditions by answer the following questions:**

What do you know about your school's OAKS results from this spring? How do they line up with your targets?

What are your school's indicators or goals from your most current Comprehensive Achievement Plan and/or School Improvement Plan? Please list.

What other important factors from your needs assessment checklist need to be considered?

**LOOKING AT ALL OF THIS:**

What are the areas of growth/strides being made overall?

What are the gaps? (academic or non-academic)

What initiatives seem to be stalled or not effective?

**2. Name your top 1-2 areas for collective action with partners and community organizations in the coming year**

*Consider the following:*

- *Priorities that will have the biggest impact on closing your school's gaps, especially with Underserved Populations*
- *Priorities that have long lasting impact*
- *District focus areas and any priorities that are "absolute" or "must do"*
- *Low hanging fruit – available partners and easy wins*

**FOCUS AREA #1**

**FOCUS AREA #2**

**NAME OF FOCUS AREA #1:****SUMMARY OF CURRENT DATA & INFORMATION :****WRITE YOUR GOAL**

All students will receive a 2nd dose of reading practice and support 3X a week.  
We will close the gap by 10 percentage points

**PARTNER AND RESOURCES THAT WILL HELP YOU MEET YOUR GOAL:**

	AVAILABLE <i>WHO &amp; WHAT</i>	NEEDED
<b>PARTNERS</b> <i>Partner Planning Tool</i>		
<b>RESOURCES</b>		
<b>TRAINING</b>		
<b>PARENT ENGAGEMENT ACTIONS</b>		

**THINKING PROMPTS –MOVING TO ACTION**

- How can your partners and resources be specifically aligned to meet this goal?
- How might partners do business differently to better meet this goal?
- What do your partners need to know so they might better align to meet this goal?
- What actions would address the gaps for underserved student populations?

**PARTNER ALIGNMENT ACTION STEPS:****SYSTEM & STRUCTURAL ACTION STEPS:****COMMUNICATION ACTION STEPS:****RESOURCES ACTION STEPS****TRAINING ACTION STEPS:****OTHER ACTION STEPS:**

<b>SCHOOL</b>	This is an example for a middle school		
<b>SUN COORDINATOR</b>	Todd Diskin	<b>PRINCIPAL</b>	Diana Hall

**1. Using SUN Data and Key Stakeholders checklist, describe your school's current conditions by answer the following questions:**

**What do you know about your school's OAKS results from this spring? How do they line up with your targets?**

We have made strides in math, but see significant areas for growth in reading with special emphasis on ELL and African American student populations.

**What are your school's indicators or goals from your most current Comprehensive Achievement Plan and/or School Improvement Plan? Please list.**

Reading OAKS: increase by 10 percentage points (from 68-78%) with accelerated growth in targeted sub groups.

Math OAKS: increase by 5 percentage points (from 72-77%).

Behavior: Decrease rate of suspension and expulsion for students of color.

Attendance: Decrease chronic absence rates overall with focus on African American and Latino students

**What other important factors from your needs assessment checklist need to be considered?**

Neighborhood crime has increased by 15%

Chronic absence: 21%. Disproportionate numbers of African American, Latino and Native students.

Key Stakeholders:

- Parents have noted their concern with their child being safe in the neighborhood. Would like information on how to support their child being motivated to read.
- Teachers say that when students are in class they perform well, but growing concern about the number of students absent from school.
- Feedback through our family liaison and patterns in participation and disparities in a variety of outcomes show that overall we are disconnected from two specific communities in particular: African American and Latino students and families.
- Students reflect in surveys and 1:1 interaction that they would like a wider variety of options for homework time and additional free social time. Students love their SUN teachers and feel they understand them and listen to them.

**LOOKING AT ALL OF THIS:**

**What are the areas of growth/strides being made overall?**

- Through focused attention this past year, we are meeting our Math SIP goals.
- Seen increase in family participation in SUN activities and parent participation at conferences.
- Our equity work is improving our relationships with students and families and we seeing improvement in atmosphere of the school and shifts in behavior and engagement. The SUN Site Manager has participated with the rest of the staff in the equity training and other efforts.
- In a parent survey, 96% found the school to be welcoming and specifically note the monthly opportunities to have coffee with the principal, interact with staff at afterschool and evening events and receive assistance with rent and food through our pantry.

**What are the gaps? (academic or non-academic)**

- Reading seems to be the largest academic gap, especially for African American and ELL students.
- Disproportionate discipline for students of color. Our relative rate for African American, Latino and Native students is 2-3 times that for White students.
- Lack of mentors and tutors that represent/reflect the student populations.
- Lack of adequate social and health services to meet needs. In particular, we do not have a School Based Health Clinic and our nurse is only at the school 2 days a week.

**What initiatives seem to be stalled or not effective?**

- Consistent homework time in after school, but it is not being used to its full effect.
- PBIS is only partially implemented school-wide and extended day staff have not been able to attend trainings.

**2. Name your top 1-2 areas for collective action with partners and community organizations in the coming year**

*Consider the following:*

- *Priorities that will have the biggest impact on closing your school's gaps, especially with Underserved Populations*
- *Priorities that have long lasting impact*
- *District focus areas and any priorities that are "absolute" or "must do"*
- *Low hanging fruit – available partners and easy wins*

**FOCUS AREA #1**

Reading with targeted focus on African American and ELL students.

**FOCUS AREA #2**

Attendance and Engagement with focus on reducing chronic absence rates in African American, Latino and Native population.

**NAME OF FOCUS AREA #1:**

Reading with targeted focus on African American and ELL students.

**SUMMARY OF CURRENT DATA & INFORMATION :**

OAKS results: African American: 55.2; ELL: 40.5, all students: 68

*(Include other reading assessment information here)*

**WRITE YOUR GOAL**

All students will receive a 2nd dose of reading practice and support 3X a week.

We will close the gap by 10 percentage points

**PARTNER AND RESOURCES THAT WILL HELP YOU MEET YOUR GOAL:**

	<b>AVAILABLE WHO &amp; WHAT</b>	<b>NEEDED</b>
<b>PARTNERS</b> <i>Partner Planning Tool</i>	XYZ Tutoring: shown great increases with students they serve	AC Portland blends soccer with literacy through mentors. Partnership in development.
<b>RESOURCES</b>	<ul style="list-style-type: none"> <li>• Read 180 software and computer labs</li> <li>• Mult Co Library: Books 2 U and School Corps</li> <li>• New library opened up in our neighborhood</li> <li>• Have small amount of SUN budget to pay extended-day staff</li> <li>• Title I</li> </ul>	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> grade teachers to run invitational skill-based reading groups in afterschool time</li> <li>• Resources to offer recreation and enrichment for 2<sup>nd</sup> hour after school for kids participating in academic offerings in 1<sup>st</sup> hour (soccer, hip hop, etc)</li> <li>• Additional Read 180 licenses</li> <li>• Skilled adult to support students in computer lab</li> <li>• Additional tutors, mentors and adults who can offer reading support</li> <li>• Access to books and other materials at the right reading level</li> <li>• Update SUN library for more current high interest books, magazines and other reading material</li> <li>• Incentives – reading challenges, incentives for visiting library, etc.</li> </ul>
<b>TRAINING</b>	Title I reading specialists are available and could train external volunteers and partners in reading strategy.	Training and materials for tutors, homework helpers and other adult support folks
<b>PARENT ENGAGEMENT ACTIONS</b>	<ul style="list-style-type: none"> <li>• Back to School Night</li> <li>• School Conferences</li> <li>• Principal monthly coffee with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Share reading support strategies with parents</li> <li>• Culturally specific family events</li> <li>• Restorative Listening Dialogues (Portland Parent Union model)</li> </ul>

**THINKING PROMPTS –MOVING TO ACTION**

- How can your partners and resources be specifically aligned to meet this goal?
- How might partners do business differently to better meet this goal?
- What do your partners need to know so they might better align to meet this goal?
- What actions would address the gaps for underserved student populations?

**PARTNER ALIGNMENT ACTION STEPS:**

- Be explicit with all partners about our reading focus and ask them to identify their role towards meeting our targets and adding reading component to their programming. Add this to partner MOU.
- Host session with school staff and partner organizations to discuss how to work collectively on reading and align efforts.
- Incorporate successes from extended-day and partner interactions with students into recognition and incentive structure.
- Align with existing and new partners to do targeted efforts to engage with African American and Latino families such as Portland Parent Union (restorative listening dialogues) and Catholic Charities.

**SYSTEM & STRUCTURAL ACTION STEPS:**

- Restructure homework time and collaborate with partners to staff it consistently with knowledgeable adults.
- Review and revise structures for identifying specific students with reading support needs and communicating about those needs to non-school staff.
- Incorporate specific actions into SIP/CAP and SUN Annual Plan.

**COMMUNICATION ACTION STEPS:**

- Post school improvement goals in halls, classrooms, etc.
- Have students make posters for the campaign – class project?
- Use every opportunity to communicate about the reading focus: back to school packets, Back to School Night, parent conferences, student assemblies, newsletters.
- Ask parents to pledge to help with the focus.
- Put written messages in multiple languages.
- Revise SUN MOUs to include the reading focus and commitment of partner to help.

**RESOURCES ACTION STEPS**

- Reach out to MultCo Library to explore possible opportunities for partnership: apply for School Corps and Books 2 U, incentives to visit and use library, etc.
- Reach out to neighborhood faith communities, neighborhood association and others to recruit more adults to support youth getting a 2<sup>nd</sup> dose of reading (either at school or in community) – recruit at summer clean up day, etc.
- Make ask to local book stores for books to add to library.
- Connect with Portland Parent Union and Catholic Charities about possible strategies or partnerships to do restorative listening dialogues and other family engagement activities.
- Add AC Portland as an extended day partner.

**TRAINING ACTION STEPS:**

- Work with district to provide training and materials for non-educators – could be cross-school.
- Have reading specialists train extended-day staff in ways to incorporate reading skill-building into other activities.
- Offer tips to parents at family events.

**OTHER ACTION STEPS:**

- Coordinate with other SUN middle school providers to learn what others are doing.



## **Section 19: Time and Expectation Management**



## Time Management Tips for SUN Site Managers

**1. Ease in.** Don't bite off more than you can chew your first term...and maybe even your first year. Many exciting offers to collaborate (!) and expand (!) will come your way, but don't feel like you need to say "yes" to everything immediately-- learn your limits, get more efficient, and aim for a solid first term (keep the boat afloat!). If you need to postpone offers, do so respectfully by explaining that you're eager to grow the program and implement new initiatives once you settle in and find your rhythm. Hang on to folks' contact information and follow up with them after you've made it through your first few months. As time goes on, you'll learn and develop your own tricks and systems. Be patient with yourself... it's a lot to learn!

**2. Get organized and work smarter.** Ask yourself, "What do I need to get done by the end of this month? This week? Today?" One strategy is to use a "long view" calendar for looking months ahead (ideally, the school's Google calendar) and a "short view" one for planning a week at a time (maybe a Dry Erase calendar on your wall). This way, you can keep an eye on looming deadlines-- put them on your calendar now!-- while tackling one day at a time. Use the long view calendar to strategically plan your immediate schedule: a week or two ahead, block out chunks of time to complete certain tasks. You might schedule in a morning at your office (no meetings!) when you'll work toward a specific goal and/or try to stack meetings efficiently on one or two days. Certain things have a tendency to pile up because they never seem to be a top priority, and yet they're still required. For these, one "catch-up" day a month can work wonders; work somewhere you enjoy to make it a little more fun. The more organized you are, the less overwhelming everything will be.

**3. Prioritize.** Refer to your Annual Plan and your program goals often to remind yourself what tasks really deserve the bulk of your energy-- then compare that against the actual time and attention you're spending on things, and make adjustments if you need to. At the beginning of each day, take a few moments to identify two or three major goals for the day: things that absolutely, positively must be done that day. Work on those first and know that finishing the essentials is sometimes a success in itself. Take advantage of opportunities to work ahead on something less urgent, but don't be discouraged if you "only" get through those primary tasks-- there will always be more to do, but prioritizing means some things just have to wait.

**4. Make the work work for you.** Figure out what works best for you in terms of work environment: time of day when you're best at getting things done, space where you're most productive, pace at which you complete certain tasks, etc. The hard part about being brand new is that you don't know what's coming (e.g. major gym space issues during basketball season) or how much time to allocate to certain tasks, but you'll learn that quickly. Once you do, prepare and adjust. If you realize that you just can't get that Annual Plan done at work because there are too many interruptions, carve out some time on a Friday to do it from home or your agency's office. If you have an elaborate system for registering students and need to spread out all the color-coded forms on your living room floor, give yourself the time to do that. Know your work style and needs and plan ahead to make sure you're setting yourself up for success as much as possible.

**5. Manage expectations (your own and others').** Familiarize yourself with the parameters of your contract and job description, and don't let yourself or others convince you to take on things that fall far outside the scope of your role. This is not suggesting that you take a "That's not my job so I can't help you" approach--many times, lending a hand in a pinch can be a huge rapport-builder, especially with other school staff!-- however, you can only do as much as your budget and program management capacity allows. If you get pushback from school

administrators or other folks who want to see more, remind them gently that you're doing as much as you can with what you have-- and invite them to contribute the manpower or funds that it would take to add more. Many school staff don't have a nuanced understanding of your role or the behind-the-scenes parts of SUN and thus develop unrealistic expectations of what you can do and what the program might be able to offer. It's easy to internalize that pressure, but try not to put unrealistic expectations on yourself. Most Site Managers are high-achievers, so we're often our own biggest critics; avoid comparing your program with another site's (they're all different) or stretching yourself so thin that you feel unbalanced. Do your best with what you have, aim to improve each term, and stay healthy.

**6. Identify your time-suckers, set limits, and weigh their worth.** Spending too much time responding to emails? Dedicate some time to be at your desk and catch up-- and stick to that schedule. When time is up, walk away and let the emails pile up! Most of your Inbox can wait a few hours. Really. (If it makes you feel better to put an automatic reply up to let people know that you will not be checking email until that time slot the next day, go for it.) Perfectionism can be a time-sucker! Are you spending hours tweaking the formatting on that Activity Guide? Give yourself a deadline and stick to it. Chances are, no one will even notice that you forgot to put "HOMEWORK CLUB" in bold.. and while this is important, it may not merit the amount of time you're dedicating to it. (Hint: Several online clock sites will count down for you in the background and alert you when it's time to move on.) Stick to your time limits and don't sweat the small stuff.

**7. Ask for help and empower support staff.** Build a sustainable program by empowering your support staff to take on more responsibility: maybe they can track attendance, unlock doors for teachers, enter some of your data, organize supplies and materials, or keep the count at snack time? In the event that you ever need to miss a day, you'll be glad you have capable back-up! It's easy to fall into the trap of saying "I'll just do it myself because it takes too long to show them how I need this done," but your time initial investment of training that person will come back to you later when you're dealing with a crisis or juggling several other things. (Hint: You can have a trained data entry assistant help you with Service Point once each year for an entire day!). Try to communicate early if you feel overwhelmed or unsupported; Family Nights and other large-scale events need not fall entirely on your shoulders, so don't be too stubborn to ask for help from your Principal, school staff, and SUN staff. And lastly, use the wisdom and experience of your fellow Site Managers to your advantage: before you "reinvent the wheel," send out a quick email or give a call to a veteran Site Manager to see if they can share their awesome budget spreadsheet, letter template, or past experience with a community partner. We're in this together!

**8. Take breaks.** Schedule them into your day if you need to. It's tempting to work through lunch and/or eat at our desks, but it's been scientifically proven that we're more productive when we take breaks. Studies also show that the very WORST thing for our health is to sit all day! It might not be realistic to get away for an hour, a half hour, or even 15 consecutive minutes some days, but don't sit at your desk for hours on end, and don't work nonstop all day. Get up and make a lap around the school. Call your mom and say hi. Swing by the staff lunch room and spend a few minutes chatting with the secretaries. Set an alarm if you need to, but at least a few times per day, get up, get your mind off work, and change your scenery-- especially if you find that you're losing focus, feeling sleepy or distracted, or you're getting frustrated or cranky. You won't miss much while you're gone, and you'll be noticeably more focused and energized when you return.

**9. Single-task and then switch it up.** Though you'll likely do your fair share of multi-tasking, it's usually not as efficient as we like to think. Whenever possible, do one thing at a time; this allows you to give your entire focus

to that task rather than distractedly working on five different things. It can also help you feel more fresh, motivated, and accomplished as you meet your mini-goals throughout the day. Setting a time limit can be helpful here, too-- especially with the not-so-fun parts of your day; if you know you've got 30 minutes of something tedious followed by a block of time dedicated to something more fun, that dreaded task might seem less daunting. If you're a serial multi-tasker, keep a notepad handy for ideas that pop into your head and threaten to steal your attention away while you're focusing on something else.

**10. Value quality over quantity.** Yes, there are concrete objectives and outcomes that we're aiming for, but nothing matters more than implementing meaningful programming. As tempting as it is to offer a thousand different activities each day and hire every person who's interested in working for you, choose wisely. Hire quality team members who actually have the experience you're looking for (classroom management skills are huge!), and don't force something if the pieces aren't in place to make it successful. Even if you'd really love to have a Garden Club happen this fall and you're down to the wire with no instructor, don't hire someone you don't feel great about. It only makes more work for you later, and it won't do the kids all that much good. When you bring quality people on board, you build your support base and program capacity, provide a much more impactful learning experience for kids, and free up more of your own time and energy.

**11. Don't work all the time.** Have a life outside of work, which includes a healthy self-care routine. We love what we do and we believe in it, but that doesn't mean we don't need a break. Set boundaries so that your rest time is actually restful (maybe that means you don't check work email in the evenings or on weekends, or maybe it means you come in late the morning after your Family Night). This job can be overwhelming and certainly stressful at times, but there are moments when things slow down a bit; seize those opportunities to do something rejuvenating so that you're ready to go when the pace picks up again. Get 8 hours of sleep-- your body needs it. Eat healthy. Exercise. See your friends! And every once in awhile, take a day off. Know that the work will never stop coming in, so *you* have to draw a line at some point and decide to leave for the day, regardless of how much is left to do.

**12. Put people first... as much as possible.** This job depends so much on relationships, and relationships are built when you eat lunch with staff, wander around the cafeteria and chat with kids, and pause to look up from your computer for a few minutes to chat with the students in your office. Yes, there will always be lots of work to do, but being present to the people you're partnering with and serving is key to making the rest of the program successful. That being said, it's tough to balance tasks and relationships sometimes; if you stopped what you were doing every time someone walked by, you'd never get anything done. Try to set aside some time each day to check in with a few people. Consider setting "office hours," time during which you will be anticipating interruptions and working on light tasks that can take a back seat when someone pops in for a visit. You'll feel better giving that person your full attention. Of course, you can't have your doors open and a smile on your face 24/7. If you're up against a hard deadline or you're not feeling your best, give yourself permission (and space) to withdraw and focus so that you can be present to others later.

**And finally... Don't make promises you can't keep, and keep the commitments you do make.** In other words: be honest, and follow through. This, maybe above all else, will help you gain the trust of school staff, parents, students, and partners alike. Think before you reply-- don't automatically say "yes!" if you're not sure-- and if you tell someone you'll do something, be somewhere, get back to them, etc... stick to your word. People remember if you came through for them last time, and knowing that they can count on you in the future will

strengthen your relationship and increase your credibility. **You won't be able to do everything, but try to do the things you choose to put on your plate as well and as intentionally as you can.**



## ***“Off Roading”***

SUN's effectiveness is a result of the extraordinary work of site managers, many of whom go above and beyond. However, if you are feeling overwhelmed or stretched too thin, take a moment to review expectations and reflect on your work load. The following list may help.

### **Top 10 Things...**

That you may see other site managers doing (or find yourself doing), that make a big difference, but are not required by your contract.

- Providing more intensive, case management style support for select students
- Building a community garden or leading other school initiated facility/grounds projects
- Hosting 12 school events in a year
- Hosting 150+ students in your extended day program without added management capacity
- Hosting a 600+ person, multi-site, soccer tournament and community fair.
- Pushing your own administrative capacity to build an intricate system of electives that allow students to choose their extended day classes each day
- Running your school's parent group
- Providing volunteer coordination for the entire school
- Supporting school day duties including lunch duty, recess duty, arrival, and dismissal.
- Supporting special events not associated with SUN (chaperoning school dances, chaperoning class field trips, managing Run for the Arts etc.)

There are opportunities *everywhere* to improve your community. Prioritize and focus on those most tightly aligned with your goals. You may choose to take on extra projects. If you do **celebrate** your choice (many of these projects make a huge difference in your community), but also acknowledge the difference between opportunity and obligation.

## **Section 20: District Contacts and Who to Go to**

# Centennial School District

## Key Contacts for SUN

Updated 8/2014



### **Pamela Russell Bejerano**

Federal Programs Supervisor, ELL, Title I Supervisor, SUN Liaison  
pam\_bejerano@centennial.k12.or.us  
(503) 762-3719

### **Lori Silverman**

Director of Student Services, Communities Supporting Youth (CSY) Liaison, Early Learning Multnomah Liaison  
lori\_silverman@centennial.k12.or.us  
(503) 760-7990

### **Carrie Weissert**

GT Transportation Routing Coordinator  
503-762-3674  
Carrie\_Weissert@centennial.k12.or.us

### **Charlie McAlister**

Transportation Supervisor  
503-762-3673  
Charlie\_Mcalister@centennial.k12.or.us

### **Connie Oswalt**

Department Secretary  
Centennial Dining Services  
503-762-3670  
Connie\_Oswalt@centennial.k12.or.us

### **John Waker**

Dining Services Director  
John\_Waker@centennial.k12.or.us

## **Other Contacts**

<b>Name</b>	<b>Primary Worksite</b>	<b>Position</b>
Breyer, Samuel G	District Office	Superintendent
Coakley Jr, Paul E	District Office	Assistant Superintendent/Director of Human Resources
Dudley, Christie M	Lynch Meadows Elem.	Principal
Ernstrom, Laurie Z	Pleasant Valley Elem.	Principal
Fendall, Laura R	Harold Oliver Elementary	Principal
Hawley, Rise' S	Centennial Middle	Principal
Huja, Ajai S	Centennial Park School	Principal
Larson, Richard G	District Office	Director of Business and Operations
Mangan, James P	Lynch View Elementary	Principal
Owens, James C	Butler Creek Elementary	Principal
Ricker, Kevin J	Centennial High School	Principal



Sande, Andrea L	Lynch Wood Elementary	Principal
Weinert, Karen L	Parklane Elementary	Principal
Williamson, Cheryl L	District Office	Director of Curriculum and Student Learning
Wright, Denise	District Office	Student Services Supervisor



# David Douglas School District

## Key Contacts for SUN

Updated 8/2014

### **Student Services and SUN Liaisons**

Barb Kienle  
Student Services Director, SUN Liaison  
x8209  
barbara\_kienle@ddouglas.k12.or.us

Florence Protopapas  
Students Services Coordinator, SUN and Communities Supporting Youth Liaison, PBIS, Title X  
x8238  
florence\_protopapas@ddouglas.k12.or.us

### **Tech Issues**

General support:  
Roy Wagner, x8235  
roy\_wagner@ddouglas.k12.or.us

Synergy:  
John May, x8245  
john\_may@ddouglas.k12.or.us

Help with Wifi/printer set-up:  
Philip Loughran, x5234  
philip\_loughran@ddouglas.k12.or.us  
Or call/email Roy and be directed to  
appropriate technician

### **ESL**

Kelly Devlin (Coordinator), x8234  
kelly\_devlin@ddouglas.k12.or.us

### **Translation**

Courtney Acostagrates (Spanish), x8244  
courtney\_acostagrates@ddouglas.k12.or.us

Yuri Pavlov (Russian), x8375  
yuri\_pavlov@ddouglas.k12.or.us

Viri Almanza (Spanish), x8277  
viri\_almanza@ddouglas.k12.or.us

### **Instructional Materials**

Teve Kenna (Library/Book Orders), x8239  
teve\_kenna@ddouglas.k12.or.us

### **Nutrition Services**

Jodi Taylor, x8233  
jodi\_taylor@ddouglas.k12.or.us  
For the clicker training each term and scheduling your dates for meals

Charlotte Owens, 8296  
charlotte\_owens@ddouglas.k12.or.us  
Send monthly reports to her; she'll also check up on your program each term

### **Transportation**

Bob Jacobson, x5226  
Manager  
bob\_jacobson@ddouglas.k12.or.us  
Communicate any major issues to him.

April Hansen, x5219  
april\_hansen@ddouglas.k12.or.us  
Activity Bus

Michelle Labrecque, x5229  
michelle\_labrecque@ddouglas.k12.or.us  
Activity Bus

### **Health Services**

Ask your school nurse for his/her contact information (may be a cell number).

DDSD School-Based Health Clinic:  
503-988-3554



## Gresham Barlow School District

### Key Contacts for SUN

Updated 8/2014

**April Olson**

Director of Federal Programs, SUN Liaison, Communities Supporting Youth Liaison  
(503) 261-4580  
olson29@gresham.k12.or.us

**Keely Malhoit**

Sodexo Nutrition Services General Manager  
(503) 261-4591  
malhoit@gresham.k12.or.us

**Gil Crandell and Chris Longanecker**

First Student Bus Transportation  
(503) 665-8193

**James Hiu**

Deputy Superintendent of Secondary Education & Operations, Communities Supporting Youth Liaison  
(503) 261-4577  
hiu@gresham.k12.or.us

#### Other GBSD Contacts

> District Office	Email	Phone Number
<i>Superintendent</i>	<a href="#">Jim Schlachter</a>	(503) 261-4555
<i>Deputy Superintendent of Teaching and Learning</i>	<a href="#">Teresa Ketelsen</a>	(503) 261-4597
<i>Chief Financial Officer</i>	<a href="#">Mike Schofield</a>	(503) 261-4567
<i>Executive Director of Student Support Services</i>	<a href="#">Janell Black</a>	(503) 261-4650
<i>Executive Director of Human Resources</i>	<a href="#">Randy Bryant</a>	(503) 261-4599
<i>Executive Director of Assessment &amp; Accountability</i>	<a href="#">Tim Drilling</a>	(503) 261-4558
<i>Director of Elementary Education</i>	<a href="#">Linda Okazaki</a>	(503) 261-4575
<i>Director of Communications and Community Engagement</i>	<a href="#">Athena Vadnais</a>	(503) 261-4558

> Contracted Services	Contact	Phone Number
<a href="#">Champions Childcare/KLC School Partnership</a>	Christy Cunningham	(971) 242-2781
<a href="#">First Student Transportation</a>	Michael Jourdan	(503) 665-8193
<a href="#">Sodexo School Nutrition Services</a>	Keely Malhoit	(503) 261-4590



## **Parkrose School District**

### **Key Contacts for SUN**

Updated 8/2014

#### **Kathy Keim-Robinson**

Director of Student Service, SUN Liaison, CSY and ELM Collaborative Point Person  
keimkat@parkrose.k12.or.us  
(503) 408-2118

#### **Mary Larson**

District Business Manager  
EVERYTHING needs to be approved by her (grants, gardens, out-of-the-ordinary building use)  
Mary\_larson@parkrose.k12.or.us  
(503) 408-2103

#### **Ellen Christensen**

Director of Nutrition Service  
(contact about snacks and meals)  
ellen\_christensen@parkrose.k12.or.us  
(503) 408-2122

#### **Teresa Hooper**

Transportation  
(will need student names and addresses for bus routes)  
teresa\_hooper@parkrose.k12.or.us  
(503) 408-2149

#### **Scott Wood**

Maintenance Supervisor  
(will help with building or grounds issues)  
Scott\_Wood@parkrose.k12.or.us  
(503) 408-2131

#### **Christine Blouke**

Technology and Data Queen  
(will support you with Synergy login, running attendance reports, and will get someone from her team to set you up with email, copy access, etc.)  
christine\_blouke@parkrose.k12.or.us  
(503) 408-2748

#### **Technology Helpline**

(503) 408-HELP

#### **District Office**

10636 NE Prescott St. Portland, OR 97220  
Phone: (503) 408-2100 Fax: 503.408.2140

# Portland Public Schools Key Contacts for SUN

Updated 8/2014



## **District SUN CS Liaison**

Dunya Minoo  
(503) 916-2000 x74929  
dminoo1@pps.net

## **SUN Liaison Specialist**

Juniper Painton-Straub  
(503) 916.2000 x74929  
jpainton@pps.net

## **Facility use, room reservations (Civic Use of Buildings)**

Patty Christiansen  
(503) 916-3156  
pchristi@pps.net  
<http://www.pps.k12.or.us/departments/civic-use-of-buildings/index.htm>

## **Fingerprints, background checks, badges**

*Please refer to your agency's directions for fingerprinting steps; do not call Security Svcs. for this information.*

Security Services  
(503)916-3000  
<http://www.pps.k12.or.us/departments/security-services/>

## **Nutrition Services** (meals, snacks, use of school coolers, stoves, refrigerator)

Whitney Ellersick  
(503)916-3376  
wellersi@pps.net or your regional program manager

## **Ombudsman** (complaints regarding district issues if not resolved by building/Senior Director)

Judi Martin  
(503)916-3045  
jmartin@pps.net

## **Volunteer projects related to PPS facilities and grounds**

(503)916-3810  
<http://www.pps.k12.or.us/departments/facilities/3391.htm>

## **All projects related to PPS facilities and grounds**

<http://www.pps.k12.or.us/depts-c/fam/pdr/pdr.php>

**Custodians**

Daniel Lemay, Field Operations Manager  
Franklin & Cleveland Regions  
Work: (503) 916-3104  
Cell: (503) 260-9556  
dlemay@pps.net

Stetson James, Field Operations Manager  
Grant & Jefferson Regions  
Grant & Jefferson Regions  
Work: (503) 916-3414  
Cell: (503) 867-4874

Antonye Harris, Field Operations Manager  
Lincoln & Wilson Regions  
Work: (503) 916-3417  
Cell: (503) 867-4873  
aharris2@pps.net

Bryon Booze, Field Operations Manager  
Madison & Roosevelt Region  
Work: (503) 916-3424  
Cell: (503) 867-4872  
bbooze@pps.net

**Synergy**

Linda Jue-Thomas  
(503) 916-3169  
ljue@pps.net

**Transportation**

Elena Mark  
(503) 916-6901 ext.77276  
emark@pps.net

Ryan Arditi  
rarditi@pps.net

**District Athletic Director**

Marshall Haskins  
(503) 916-3223  
mhaskins@pps.net

**Middle School Athletic Director**

Tim Biamont  
(503) 916-3223  
tbiamont@pps.net

### **Publicity**

*When dignitaries, elected officials or external media are involved, be sure to inform your supervisor, the Principal, Dunya Minoo and the Public Information Officer.*

Christine Miles  
Public Information Officer  
(503) 916-3027  
cmiles@pps.net

For web and social media stories, ensure publicity waiver and contact:

Larry Bingham  
(503) 916-3066  
lbingham@pps.net:

### **PPS' Leadership Team 2014-2015**







**“How to” for SUN Site Managers/Coordinators  
in Portland Public Schools  
8/2014**

**Acquire district email**

Complete a district Email Account Request Form. Have it signed by the Principal or SUN School District Liaison. When completed, fax to 503-916-3162 or use intra-district mail (Pony) and send to ATTN: IT Accounts, BESC.

**Access to Student Information System (Synergy)**

Contact your manager for Synergy set-up forms; Dunya Minoo ([dminoo1@pps.net](mailto:dminoo1@pps.net)) may be of assistance. <http://synergy.pps.net>

*These directions subject to change.*

This is the PPS Partner account process:

1. User fills out the appropriate SIS Account Request forms – Dunya approves the request
2. PPS IT Dept creates network account
3. PPS SIS team emails instructions to user to take online course
4. User responds back to email to let us know the course has been completed
5. We create the account and email the user the login name and password

**Reserve a room or field, including your office**

2014/15 CUB Process for SUN Schools:

- Please do NOT apply on-line for “blanket permits” that show every school day, all spaces, all the same hours.
- Permits need to be completed to show actual use.
- Please forward your session requests to Patty at [pchristi@pps.net](mailto:pchristi@pps.net). I will enter the information based on your schedule for school approval.
- Any changes to those session permits can be made by sending an email to both Patty and the on-site secretary at your school that is responsible for approving CUB’s. Please reference the permit number (begins with a 3) that you want to change. State the change requested on the email. Once the school approves the change the CUB office will amend the permit.
- Virtual EMS can be used, but please call Patty at 503-916-3156 before entering anything.
- Separate CUBs must be filed for your office use during spring break, winter break and summer and for any programming you provide..

**Begin a facilities or grounds project:**

Visit <http://www.pps.k12.or.us/departments/facilities/2746.htm>.

Contact Principal and discuss the project. Complete a Project Development Request at the website listed above. All proposals require scope, budget and schedule. PPS Facilities will contact applicant with

questions/denial/approval. When approval has been granted, project may proceed and may include additional approvals from facilities.

### **Arrange transportation**

For field trips, the minimum time to order buses is 2 weeks out. However, if you know the date of your trip it is best to get it in as soon as possible, no matter how far out it is. The information transportation needs for a field trip is: date, time to leave school and time back to school, how many students and adults, the destination, and the contact info for the “lead” adult on the trip.

To set up an ongoing after school activity bus (or summer bus) for SUN School students, please fill out the Extended Day Request document and send to Elena Mark or Ryan Arditi. They use this form to give the agency an estimate and begin routing.

Contact PPS Transportation staff listed on contact sheet for field trips or after school activity bus requests.

### **Nutrition Services**

To arrange food service for after school programming, field trips or summer, contact nutrition services. Nutrition Services typically needs two weeks notification before beginning meals and will need to know how many the program is expecting and prefer to know if there are any allergies they should plan around. For summer, Nutrition Services holds a training in May. At least one person per site must attend. Nutrition Services will require copies of attendance.

### **Volunteers**

Check to see if a volunteer has passed a PPS background check, or check with your manager to follow agency protocol for volunteer background checks:

<https://volunteer.pps.net/LoginPage.aspx>

### **Access ServicePoint**

Your manager needs to complete and submit a ServicePoint User Setup form and submit it to Servicepoint. Once that has been completed, contact ServicePoint Hotline at (503) 970-4408 or [servicepoint@multco.us](mailto:servicepoint@multco.us) to arrange training and to troubleshoot access issues.



# PORTLAND PUBLIC SCHOOLS

501 N. Dixon Street • Portland, OR 97227  
Telephone: 503-916-3050 • IT Service Desk: 503-916-3375 • Fax: 503-916-3162  
Mailing Address: P.O. Box 3107 • 97208-3107



## OFFICE OF INFORMATION TECHNOLOGY

### Non-Employee Account Request Form

This request is for: **Non-Employee Network Access ONLY**

This form is a request for access to PPS IT Resources. It does not provide an email account or capabilities. If you are a student who needs access to the school web server, you must fill out and have a teacher submit this form.

\*If you are a PPS employee, please fill out the "Teacher/Staff Email Account Request" Form

#### Non-Employee Information *(Please type or print clearly)*

Legal First Name (i.e. Kathleen)	Middle Initial	Last Name
Contact Phone Number	Contact Email Account	Type of User (i.e. Parent Volunteer, Vendor, Student, etc.)
Access requested for: (i.e. school webserver access)		
Purpose or Remarks:	Access Required: <input type="checkbox"/> 30 Days <input type="checkbox"/> 60 Days <input type="checkbox"/> End of School Year  *If no option is selected, account will be disabled after 30 days *	

I have read the PPSNet Acceptable Use Regulation (AUR) form found at <http://inside.pps.k12.or.us/techhelp/aur/aur.php> and I agree to abide by its provisions. I understand that if I violate the PPSNet AUR, my access privileges may be suspended or revoked and appropriate disciplinary or legal action may be taken.

Your Signature	Date
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By signing below, I agree to be responsible for the content and actions of the above requestor.

#### Responsible PPS Employee\*\* *(PPS Employee you are working with on the project)*

Name (please print)	School/Building (i.e. Wilson HS)	Signature	Phone Number/Extension
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#### RedDot Workflow Process:

- \_\_\_ Volunteer can publish school web pages with **no approval** needed
- \_\_\_ Volunteer must have all web page changes **approved by Responsible PPS Employee** before being published

#### Principal or Department Head Approval\*\* *(Request will not be processed without approval signature)*

Name (please print)	Signature	Phone Number/Extension
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\*\*An e-mail notification will be sent to the responsible employee named above and the "Contact Email Address" to provide PPS Account information.

**Please submit completed form via fax to 503-916-3162 or PONY Attn: IT Tech Support, BESC.**

If you have any questions regarding this form, please contact the IT Call Center at 503-916-3375.

Information Technology-Use Only		
PPS Login ID	Issued By (Initials)	Date
	399	



## Reynolds School District Key Contacts for SUN

Updated 8/2014

### **Chris Greenhalgh**

Director Secondary Education

SUN Liaison, Communities Supporting Youth (CSY) point person

503-661-7200 ext.3403

CGreenhalgh@rsd7.net

### **Amy Jackson**

Director of Elementary and Curriculum

Early Learning Multnomah (ELM) point person

Reynolds School District

503-661-7200 x3205

AJackson@rsd7.net

### **Justin P. Birmingham**

Coordinator of Grants Partnerships

All MOU's go through Justin

Reynolds School District

503-661-7200 x 3246; 503-577-3258 (c)

JBirmingham@rsd7.net

### **Shane M. Bassett**

Federal Programs Director

Reynolds School District

SBassett@rsd7.net

### **RSD\_RFT@rsd7.net**

Use this email address for extended day transportation (reoccurring routes).

For one time field trips, your secretary needs to input a the request in "Triptracker"

For special needs routing contact Cindy Dominiak: cdominiak@rsd7.net

### **Kim Lindquist**

Nutrition Services Specialist

(Will request monthly attendance)

503-661-7200 X 3208 Office

klindquist@rsd7.net

### **Molly Frye**

District Social Worker, LCSW

MFrye@rsd7.net

(503)665-8166 ext.3591

Reynolds School District  
Organization Chart: Administrators and Supervisors  
2013-2014

