SUN Service System Coordinating Council
System Integration and Alignment
Every School a SUN School
Meeting Notes
June 30, 2009
9:00 – 11:00 a.m.

Participants

Joanne Fuller, Multnomah County, DCHS
Bill Scott, Leaders Roundtable/Zipcar
Karen Gray, Parkrose School District
Krista Larson, Metropolitan Family Services
Lorena Campbell, East County Schools
Mary Richardson, City of Portland, Parks
Julie Beck, DHS
Rebecca Stavenjord, Mult Co Cmssn Child/Fam

Jane Ames, Mayor's Office
Gloria Wiggins, Catholic Charities/Cmties of Color
Sherrie Burrell, DHS
Godwin Nwerem, Multnomah Co., DCHS
Maxine Thompson, Leaders Roundtable
Ruth Scott, Innovation Partnership
Mary Li, Multnomah County, DCHS
Lori Kenney, SUN Service System Coord Council

Contextual Background and Vision

Joanne Fuller welcomed everyone, thanking them for being part of developing a vision around the powerful idea of "Every School a SUN School."

Bill Scott described the purpose of the meeting: To launch a conversation about what it might look like to have SUN in every school in Multnomah County. This idea was initiated by the SUN Service System Coordinating Council last year in the System Integration workgroup. As they addressed ways to better integrate and align services across the County, it became clear that having a consistent, effective school-based system across the County would be a huge step toward cost effective, accessible and efficient service delivery.

The context for this conversation has deep roots, going back to the foundational insight of community schools. The SUN Service System was developed as a partnership between the City, County and districts to provide services and supports through the schools. In 2007, partners took the step of formalizing their collaboration by forming the SUN Service System Coordinating Council, comprised of representatives from all SUN Service System partners: City, County, Parks, CHIF, DHS, providers, business, and Communities of Color. The Coordinating Council has been meeting regularly for three years to address issues around system governance including equity, funding and access to services. This collaboration is nationally regarded as an excellent example of full community collaboration with proven results, something not often seen around the country. Through this work, a great deal has been learned about what works in running effective programs and a system. Providers have found it very efficient to connect programs to the SUN Service System as an effective service delivery mechanism.

Bill asked everyone to think about what it would look like if we followed through on the vision to extend this kind of cohesive service delivery across the County so every child in the County would have a place to go to get safe support, academic and social services, and anything the family is unable to provide. He noted that other groups are addressing similar issues currently -- the Leaders Roundtable is very interested in rethinking how we are doing things and groups discussing school facilities are talking about how schools might be more in relationship with the community.

Joanne provided a brief overview of the SUN Service System, currently delivered through school-based and school-linked (community) sites. The system includes 53 school sites managed by SUN CS Site Managers

who facilitate the development of a community-driven full service site in partnership with staff and volunteers from many provider organizations, the school and the community. Site managers are responsible for coordinating and delivering a wide array of social and support services in the school and for linking students and families to services in the broader community. Though many of the services are not specifically academic, one key indicator for all services is improved academic performance. The system is divided into six regions, each with a regional service center which serves as a hub for anti-poverty services such as rent and housing assistance, funded by the County with a combination of State, County and Federal funds. Culturally specific providers offer services countywide.

Currently, the System is focused on K-12 but many have been interested in addressing early childhood and post secondary education issues.   Above all, we should build on the effective base that is proven and established. As we look at every school becoming a community school, there may be differences in what would be provided at different schools depending on their socio-economic status.

Joanne and Bill posed questions to the group:

- What does "Every School a SUN School" mean to us?
- What would the system do?
- What would it look like?
- Is it just for people of poverty or for all kids?
- Who would the partners be?
- What would the management and governing principles be?
- How would quality control be addressed?
- How would funding and funding streams be addressed?

Brainstorming: What Would "Every School a SUN School" Mean?

The group brainstormed for over 60 minutes. Ideas are categorized into groups below:

Small Scale Ideas

1. Site Coordinator/Resource Person at Every School

   - SUN SS Coordinating Council would engage districts to gain a commitment to put one resource person at every school within the coming year
   - Coordinators would come together once or twice a year to learn from each other and to build identity, skills and resources
   - Pull in community volunteers to serve as coordinators, organize things at a school
   - Current site managers could serve as mentors
   - Districts would need to be invested
   - Conduct multiple trainings across the county to avoid an entire district of coordinators being out on the same day
   - Fund coordinators outside the educational system   (City/County may be in better position politically to provide consistent funding)

2. Develop a Staff of Grant writers

   - Skilled grant writers are essential to attract needed funding
   - Ask business community to provide funding for grant writers
   - County has some funding for stimulus grant writing

3. Address East County Needs in the Interim

- Provide immediate support, using a model that has worked in the past, such as Caring Communities and/or Family Resource Teams

Larger scale ideas included the following:

Schools as Multi-functional/Purpose Facilities Welcoming/Connecting/Engaging the Entire Community

- A hub/center within walking distance for enrichment and support for everyone, seniors and little ones alike
- Connection for students and families to receive support, help at every school
- Strong relationships
- Connecting all members of neighborhoods and communities
- Safe schools – knowledge of one another
- Wide range of activities, enrichment, academic support and case management where all are welcome. Image of nourishing vascular system.
- Schools remake themselves into the hub for the geographic neighborhood with each community working out the details themselves

New Management Model for Schools/Facilities

- Co-management model for schools, with the principal and site coordinator working together
- Schools as anchor tenants. Separate real estate from the instructional component. Determine right size for schools as part of a larger building (rather than fitting schools into existing structures)
- Portfolio asset management. School district as lessee or joint manager with hospital/other community organizations all on one campus.
- Public buildings managed by a provider. Get schools out of the property business.
- Some districts are currently burdened by requirement to manage facilities such as community centers

Diverse Partnerships

- Strong relationships among diverse groups
- Supported by businesses
- Tripartite multigenerational system of Education/Social Services/Recreation and Enrichment, with a skilled manager such as Parks
- Lane School and Harold Oliver as examples of successful 3-way partnership: case management, education, recreation, family involvement (Parks/MFS at Harold Oliver)
- Providers have the understanding of how to put it together
- 80% of the community does not have kids in school
- Embrace the diversity of the community as a strength
- Community of diversity drives the school. Honor and build on the assets of diversity, of multi-language residents
- Learn from each other's differences
- Whole neighborhoods embracing both the affluent and the needy are accommodated with legal and financial structures. Avoid urban renewal pushing out certain populations.
- Elevate the business connection with schools with a business wrap-around
- Have businesses adopt a school, provide volunteers, become partners in grant applications (provide $5,000 for sprinklers/smoke alarms for a school)
- Develop effective partnership with DHS to support families and avoid deeper issues with high social costs

Reaching Out to Disengaged Kids

- Reach out to the disconnected
- Reality of multi-generational poverty in mid-county; very mobile population with little connection. DHS has lost funding to work with families in the community.

SUN plus Schools = Economic Development

- Build on the connection of schools as an economic development tool
- Strategic outreach with businesses. It's about training for your future workforce. It's about money.
- Develop a partnership with urban renewal
- Improve the future of the current residents in a community, leaving people intact (versus gentrification). Make a multi-generational impact.
- Social and community services combined to improve the workforce, seniors, housing, education, the larger community
- Fund the SUN System through community financial support
- Demonstrate success to bring in support
- Funnel $$ through the current system, building on the effective base already established
- Grant writing expertise is critical
- Build public awareness of the immense public costs of families who cross the line into foster care and the huge value of putting resources toward early intervention for families. DHS has lost funding to provide support/resources. Family mentors/medical support is badly needed. Have a total of 11 case managers to serve everyone.
- Projections that outlying areas will have huge growth and accompanying need
- In grant applications, weighting for communities in East County should be higher because of the huge lack of programs.
- Work with community groups to provide a wide range of services.
- Funnel funding to support/prevention rather than prisons or a long stint with DHS

SUN as a Model *and* as a System for Service Delivery

- A model of efficiency and cost effectiveness
- Utilize buildings more
- Develop a different model to more effectively make use of existing resources
- Service coordinator within the community is crucial
- Develop new funding stream for coordinators
- Shaver's success in reducing the achievement gap for African Americans is a credit to SUN
- Parkrose is very interested in more SUN Schools to provide wrap around services to high poverty populations.
- Large movement of vulnerable populations to east County (Rockwood, Roosevelt)
- Develop a PR campaign to inform the public about SUN; embrace the whole community. SUN is not just "after school".
- Re-brand SUN. Use social marketing. Inform about prevention (not just homework/mentorship).
- Diversify funding sources and instill cohesive coordination. Get federal funding streams redirected. Schools are FQHC sites (Medicaid billing).
- Schools want/need SUN now more than ever, in current economic climate. Need new funding stream for SUN Coordinators (staff have seriously been cut in districts)
- Utilize stimulus $$ to work together/common interests
- DHS is distributing information on SUN so their clients can access this support. Need people to help pull them in. A&D people knock on doors and take people to treatment. Need people with a history themselves and understanding to support those in crisis.

- Contract with ancillary service providers to address east county needs. Have centralized management to serve the whole county with floating/on-call support.
- Need to prioritize what the system can do best
- Consider whether providers who currently have after school outside the SUN System should shift all of it through SUN
- Develop a framework that can attract funding for a broad range of effective services

<u>SUN Embracing All: Early Childhood and Beyond School Age</u>

- Increase role of SUN in addressing early childhood and assisting in the navigation of transitions to post-secondary education

Missing Stakeholders

Participants identified additional stakeholders that should be part of the conversation:

- ❖ Local Foundations:
  - United Way, Marc Levy
  - Meyer Memorial Trust
  - Oregon Community Foundation
- ❖ CHIF, Lisa Pellegrino
- ❖ Portland Public Schools
- ❖ Education Advocates
- ❖ Post Secondary Education
- ❖ Pre-K/Early Childhood
- ❖ Multnomah County Legislators

Next Steps

The group offered the following suggestions for next steps:

- Bring in the identified additional stakeholders to go through this brainstorming process, then bring the full group together again
- Prioritize for high need, low resources, feasibility, and long and short term
- Sort by major tenants of the SUN system to maintain fidelity to the model
- See the SUN Service System as dynamic, a reflection of the times
- Incubate all the different pieces for future conversations or to send to other groups
- Balance discussions and action; don't wait too long to get some action going
- Set up a funding group now to address stimulus $$ and other funding
- Have someone focus on how to approach stimulus opportunities, knowing that multi-agency partnerships are favored
- Identify target audience as well as stakeholders
- Many foundations need concrete information rather than brainstorming

Next Steps:

- ➢ *Joanne will meet with a core group to organize our brainstorming and to determine next steps.*