

Think Tank I: Every School a SUN Community School

July 21, 2010

Meeting Notes

1. Attendance & Welcome

Pat Burk, PSU	Bill Scott, Leaders Roundtable	Iris Bell, OR Com Child & Families
Scott Fletcher, Lewis & Clark	Ted Fettig, Umpqua Bank	Jerry Burns, DHS
Abe Proctor, PCC Cascade	Jeff Anderson, OR Community Fndtn	Jim Scherzinger, DHS
Gary Withers, Concordia	Belle Cantor, OR Community Fndtn	Kali Ladd, Portland Mayor's Office
Ted Feller, Evergreen SD	Barbara Gibbs, Meyer Memorial	Daniel Ledezma, Comm. Fish Office
Don Grotting, David Douglas	Chris Tebben, Grantmakers for Ed	Andy Miller, Portland Housing
Barbara Kienle, David Douglas	Lee Po Cha, IRCO	Diana Hall, Mult Co SUN
Lorenzo Poe, PPS	Mark Holloway, Soc. Venture Partners	Peggy Samolinski, Mult Co SUN
Steve Rector, Centennial	Krista Larson, MFS	Kamesha Robinson, Mult Co SUN
Joanne Fuller, Mult Co Human Svcs	Sharon McFarland, Worksystems Inc	Lori Kenney, Mult Co SUN
Scott Taylor, Mult Co Justice	Nichole Maher, NAYA	
Joshua Todd, Mult Co Cmsn Child/Fam	Rick Nitti, Neighborhood House	
Jill Daniels, Mult Co Heath	Midge Purcell, Urban League	

Bill Scott welcomed everyone on behalf of the SUN Service System Coordinating Council and thanked them for joining him and other Council members today for this important conversation about how we might collectively work toward Every School a SUN CS in our community. The meeting was sponsored by Leaders Roundtable at their usual meeting location. Bill noted that folks were invited not so much as representatives of their organizations (though their organizational expertise is also desired), but for their capacity to think at a high level and use ingenuity in working with existing funding streams and community assets, aligning services and thinking creatively about new resources and partners.

2. The Vision: Every School a SUN Community School

Bill Scott and Joanne Fuller provided background on the vision of the SUN Service System Coordinating Council for "Every School a SUN Community School." The working assumption for the session was that everyone had a general understanding of the SUN SS and SUN Community Schools. Some folks attended a briefing on SUN and the current status of the system and community schools prior to this meeting. Attendees were encouraged to ask if they needed clarification about the system or community schools. SUN partners would be happy to meet with people for briefings later also.

SUN Community Schools (CS) are the cornerstone of the broader SUN Service System. A SUN Community School is both an effective and efficient model for providing comprehensive services to meet students' basic and academic needs, and an efficient mechanism for service delivery provided through an integrated institutional network. The vision for Every School a SUN CS arose out of conversations among SUN partners about working toward better system integration and alignment. Having a SUN CS in every school in Multnomah County would provide a consistent and unified delivery

system and model. Having different delivery systems across the County can be challenging for families, schools, and service providers. Community schools are a natural nexus for the delivery system since coordination is already in place and existing relationships with students and parents makes reaching them easy. This idea of a unified and consistent delivery system is about community development. It's about uniting neighborhoods more effectively with our schools (SUN=Schools Uniting Neighborhoods).

What would it mean to have every school be a SUN community school? The answer to that question is one that we will be exploring in this series of Think Tank meetings. Bill drew folks' attention to the What is a SUN Community School handout, which provides a basic description of what we mean when we say SUN Community School in this vision (attached). The Council imagines that to achieve the vision, each district, and each school within that district, may develop their community schools in unique ways, according to the needs, capacity and available resources and funding. Lorenzo Poe of PPS, Barbara Kienle of David Douglas, and Lee Po Cha of IRCO, shared their perspectives on the benefits of SUN, including how SUN CS has helped students and families stabilize and have academic success. Teachers are being asked to do more social work and case management in their classrooms. Putting human services in partnership with schools allows teachers to focus on teaching. Kali Ladd talked about how the Mayor and the Chair and many leadership groups, including P20, the Education Cabinet and Leaders Roundtable have placed a high priority on centralizing our common work and working more effectively with current resources. SUN is seen as an important existing asset in those efforts.

3. Goals and Proposed Role of Think Tank

Joanne reviewed the desired outcomes for the Think Tank overall and noted that the intention was not to reach all the outcomes in this one meeting.

Goals/Desired Outcomes

- Develop (articulate) a vision for Every School a SUN Community School and for the SUN Service System as the shared service integration and delivery mechanism.
- Identify opportunities and creative approaches for system and funding alignment within existing and new partners
- Develop a SUN development strategy that is integrated with the P20 implementation
- Build champions

Think Tank Plan

- Our plan is to hold 3-4 meetings of this Think Tank over the next several months. We hope you will consider making a commitment to be our thinking partners in this process. Even if you can't make every meeting, your input is critical.

4. Discussion/Feedback on The Vision

The Think Tank offered feedback on the vision and discussed opportunities and issues related to moving the vision forward. Thoughts included:

Goals/Outcomes

- What is the clear public goal? Just doing better things isn't enough; need to sharpen vision. Is it about closing the achievement gap?
- Potential indicators:
 - Access to services
 - What do students look like? Who is served? How do they compare with other kids?
 - What are outcomes (i.e. academic, etc.)?
- Don't differentiate between accountability and research. Use research and fidelity to what is proven to work now and practices that lead to student achievement. Don't have time to wait for long-term local results.
- Will outcomes be diluted by going to every school?
- Goal: Ensure all students are successful. Close the achievement gap. Not all kids who need help are kids of color.
- Need to articulate why city/community should care
- Articulate return and how this meets the core missions of various organizations
- What is the goal and how do we articulate it?
- Need to identify the student-level result, especially for funders
- Make sure indicators measure the outcomes we want – connect with the P20 effort
- Connect to national community schools for indicators, research and best practices; closing the achievement gap
- Perhaps a stated goal would be going on to post-secondary education
- P20 ultimate goal is post-secondary participation and self-sufficiency

Changing the Way We See Our Work (Systems)

- SUN: a way to rethink what education/school means
- Important role of informal learning
- SUN as the way to think about what quality education looks like
- Need open-minded look at school day – innovative approach to curriculum. Build coalition with people interested in social reform
- We're continuing to do school the way we always have – change the framework of how we see education

Focus/Purpose

- How do we know going to Every School a SUN CS is the right thing?
- Is it really about realigning resources across the county or about targeting services to high-need populations?
- All schools have vulnerable populations/inequities
- Could have a different level of service at schools, based on need
- As we expand, prioritize most needy first
- Research shows that as affluence increases, the effect of after-school programs drops off
- Concerns about youth of color (Native American, African American, Latino) who are not in school.
- Even more affluent schools have 25-30% free and reduced lunch. These kids have significant needs and less access to programs.
- Can't forget about poor kids living in affluent neighborhoods
- Increase funding to organizations working with vulnerable populations; culturally specific services. Focus expansion on specific populations.
- Supports and programs have value whether or not a student lives in poverty
- Have mobility effort as piece of SUN now. Investing in stabilizing families has direct community impact and benefits.
- Need career and college exploration at middle schools
- Barrier to college access is the belief they can do it. Include early access idea as we expand. Middle college at PCC Cascade.
- Targeting and focusing resources on some students also creates positive outcomes for all students (i.e. mobility)
- City has short term tenuous housing resource toward mobility as part of SUN

The Model

- Integration and coherence of model is key
- SUN allows us to do things differently
- We have yet to see the SUN Service System in its fully funded form. We have the framework, but it is not fleshed out.
- Funding is a separate issue; use partner resources to supplement where families don't have resources. In affluent communities, let the community pay for it.
- Fee for service
- Principal championship and integrating into

- Conversation mirrors those taking place in all large human services organizations (DHS, Education, etc.) – triage versus silos and a realization that government and systems need to change
 - Each one of our missions depends on the other
 - Difficulty is how to communicate it – need enough data/research to justify it
 - Means a culture change; external focus. Government agencies and schools tend to focus just on what they are responsible for. Relatively new for schools to take responsibility for achievement and for social services to take responsibility for well-being (versus just distributing a check).
 - Keep national in mind, i.e. DOE, etc.
 - Conversation is about changing policy. Part of effort is in communicating SROI (Leaders Roundtable mobility and economic studies are potential sources). Part of communication strategy.
- school is critical to success. Include this in principal evaluations.
- Where? Is it always going to be in public schools? Maybe it doesn't have to be in a school (churches?)
 - What about students who aren't in school/drop out? Other structures may reach those kids.
 - What would expansion entail? A coordinator at every school?
 - Need to talk about complementary services too (not just SUN CS base funding)
 - Larger SUN system is focused on students who are not in traditional schools
 - National recognition of SUN is about getting broad array of partners around the table; building off of success and not adding too much on.
 - Stay on focus with SUN; ensure other partners don't abdicate responsibility. SUN needs shared responsibility to be an efficient, functioning system.
 - Possible role for SUN – to be the eyes and ears on the ground to identify needs for investment from systems (what is long term approach?)
 - Higher ed prep is an enormous resource for SUN. Expand partnerships; look at them in a big, structural form and get more intentional.

5. Opportunities for Realignment and New Options

The group took the remaining 10 minutes to brainstorm initial ideas for alignment, resources and partners. Discussion included:

- ❖ Alignment with juvenile justice efforts/resources
- ❖ Better connect/strengthen connection to schools of anti-poverty services
- ❖ Don't go everywhere if it means a light touch/only after-school
- ❖ Engage youth more – private funding a possibility for youth development/leadership
- ❖ Look deeper within the City and County
- ❖ Think about cost beyond core funds; what else needs to be there as we scale up?
- ❖ Get a picture of the landscape of available youth development programs and partners
- ❖ Plan for resources where we want to move the meter (i.e. attendance, mobility, closing the achievement gap) versus going after available funds
- ❖ Look at partners and resources who help move us to our goals
- ❖ Transparency regarding assessment of where it's working
- ❖ Higher education offers many resources and possibilities
- ❖ Identify the return by doing things differently; show how redirecting funding will clearly provide a greater return

- ❖ Businesses; develop career exploration/career cohort for businesses wanting to diversify workforce
- ❖ Partnership with labor – business and higher education
- ❖ Systemic form of interconnected agencies with common interest in same strategic outcomes
 - Need commitment/agreement to on-going conversation and synergistic relationship. What can each bring to the conversation?
 - Broaden representation at the table -- Council?
- ❖ SUN as infrastructure; not just programs
- ❖ Heart of IGA/MOU should be shared responsibility and accountability – need to lift up the issue of organizational culture and be willing to work outside your usual focus for outcomes
- ❖ Title I and watching Federal scene
- ❖ There is economic impact also; make economic case/connection to employment
- ❖ Biggest indicator in health disparities is high school graduation

6. Note Card Input/Questions/Opportunities

Think Tank members were offered the opportunity to share any burning thoughts, questions or opportunities they had as they were leaving the session by writing them on note cards. Note card input included:

- We need to establish real deliverable outcomes to funders and stakeholders (i.e. housing, Title I, Community Colleges)
- Finalize priorities, i.e. student achievement, graduation rate
- Principal orientation that causes better collaboration in SUN schools
- Are there child care funds from the state that could be applied to the funding stream? Seems appropriate since this is the primary care system for many working parents.
- Move the mobility issue up on the agenda in terms of SUN's role
- Worksystems is currently investing in an innovative collaboration, jointly funded in the County, to serve SUN system provider clients to move them successfully into skill development and occupational training. Mary Li is leading this on the County side. A model for alignment and leverage worth looking at.
- Worksystems will be procuring around \$2 million to provide education, college prep and transition to post secondary education for disconnected 16-21 year olds who are low income and barriered. Could be an opportunity to align and integrate/focus resources from multiple funders on a focused demonstration project.
- Invite reps from Amanda Fritz, Randy Leonard, Dan Saltzman and Police Chief's offices to come to the Sept. 23rd conversation
- Main concern that SUN is a voluntary program which means that participation is highest by those who are already somewhat engaged. Focus needs to be targeted on how to engage those who are most at risk and unlikely to participate in after-school programming; those who are infrequent attendees and at risk of drop out. Stronger referral and out of school community based program should be better resourced.

- What about students in the alternative schools?
- How does SUN address drop-out prevention?
- Please include alternative schools in the conversation!
- PSU is committed to helping with data and measurement. Interested in helping clarify our expected outcomes and measures and public reporting. Very helpful meeting.
- If Federal dollars become available, think about statewide partnerships. There are community schools in other parts of the state like central and northeast Oregon.

7. Next Steps

Marc Levy and United Way have graciously offered to host the next two Think Tank meetings:

Think Tank II

Thursday, September 23

1:00 – 3:00 p.m.

United Way Boardroom

619 SW 11th Avenue

Think Tank III

Friday, October 29

9:00 – 11:00 a.m.

United Way Boardroom

619 SW 11th Avenue