

## Every School a SUN Community School Work Group

### Meeting Notes

#### Participants

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Bill Scott, Roberta Phillip, Kathy Keim-Robinson, Todd Diskin, Mary Richardson, Greg Belisle, Diana Hall, Lori Kenney

#### Purpose

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Bill provided an overview of the workgroup's purpose: To develop a business model for Every School a SUN Community School. In the process of doing so, we need to define our product and determine how to lay out the work while continually coming back to the vision, particularly in the context of Cradle to Career. The Business Model will include total costs of developing every school into a SUN community school and the various sources of revenue to attract overall and at specific sites. This might include revenue currently being spent on kids and families that could be redirected, such as businesses already contributing or families already spending money on services and supports. Bill wanted to make certain the group adheres to a ground rule that we not look at entirely new sources of revenue at this time. We want to lay things out so investors can see how costs will be covered. The objective is to build a model attractive enough that public organizations, businesses, providers, families and the community will want to align, contribute and be a part of the model.

Diana briefed work group members on a webinar on Collective Impact, hosted by the Portland Schools Foundation that was relevant to the work of this workgroup and the broader alignment of SUN with Cradle to Career efforts. Several weeks ago, Dan Ryan sent out a Stanford Innovation Journal article (attached) that talks about the collective impact of STRIVE and other similar endeavors where all organizations and aspects of the community share responsibility for outcomes, with focus on one overarching issue (such as education). This is in contrast to the historical approach of foundations and not-for-profits focusing on a narrow slice of social issues or single program. SUN is already well along the collective impact path at the System level and the SUN Community Schools are an example of a local collective impact approach. SUN should be considered as the way to collectively deliver social services and Cradle to Career sets up the framework for expanding collective impact. SUN is an approach rather than a specific service or program. Bill suggested that we should think of schools, the library, and children's protective services as all being part of the SUN Service System. This would require reframing the scope of services to be delivered as well as those that should be pared off. Members discussed whether some people's perception is that SUN is only for poor people. Many different groups of affluence already benefit from SUN and want to have SUN CS sites, but we may need to reframe and rebrand SUN to widen the collective impact net.

## Key Features of the Service Model

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Ultimately, we want to develop a recommendation for a community school model that can then be financed. The group began identifying the main features and questions related to the SUN CS model we would be wanting at every school:

- Age levels
  - Pre-school to age 20? Post high school (community college)?
  - PreK connect at neighborhood level
  - Differences for elementary, middle and high schools
- Kinds of services
  - Minimum set of services (those that are not negotiable). Is a site coordinator part of the minimum?
  - Is there a limit?
  - What types of services would not be appropriate? Main goal is safety of kids and families and providing a safe place for kids to be so adults can do the things they need to do. (examples of inappropriate services: anything that discriminates, weapons, military recruiting, gambling, proselytizing, parole and probation or anyone with a legal requirement not to be around kids and schools)
  - Childcare and other services to support families. Get people in touch with the services they need. Must be aware of State Child Care licensure issues. Develop partnerships with licensed child care providers who come on site to provide child care. Would need to meet certain criteria to fit under SUN.
- Criteria to call a school a SUN CS
- Level of services and resources
  - Initial work on several levels of community schools was done by an earlier workgroup. Review that info. The group identified several key issues, including:
    - “SUN-lite” (does this relate only to the services or also to the funding?)
      - Could a site choose to stay at this level indefinitely?
  - Different models for different SES/affluence
  - Tailor models based on needs/other factors
  - Currently, we have services in 3 areas:
    - Academics/mentoring
    - Social and health
    - Recreation
  - The delivery method will help determine level of resource needs. Volunteer delivery is much less costly.
  - Need to determine our target audience in the community
  - Interplay between the community and how it’s being developed
  - Space available for partners to use.
  - Get connected to PDX bond measure for refurbishing schools
- Targeted outreach/culturally specific services

- School-linked community supplements to school-based services (balance supply with demand)
- Community development; neighborhood aspect
  - Collective impact really is community development
  - SUN is a system of partnerships that vary from school to school
- Each partner in the system sees SUN as meeting its core mission in some manner. The mission area(s) vary from partner to partner:
  - Multnomah County: anti-poverty
  - School Districts: academic support
  - Parks: recreation
- Data and evaluation
  - Articulate how community school collaboration/approach supports moving benchmarks

## Cost Determination

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Our next step will be to determine how much it costs. How many schools are left and what are the SES levels of each of those schools? Poverty levels will determine how much funding could come from families. The following areas were identified as information needed to work on cost determination.

- FY10/11 Poverty Index
- What does the current base amount of funding buy?
- Current levels and sources of funding for SUN CS
- What funding currently goes through the system and what does not go through it?
- What specific partners are currently delivering at SUN sites or could deliver there?

## Next Steps

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- Determine who else should be part of the conversation, and at what point (school boards, Office of Neighborhood Involvement).
- Lori sent out a Meeting Wizard request to determine which of the following meeting times worked for the most and the Fourth Tuesdays (bolded) worked for most.
  - Second Fridays, 9:00 a.m., Feb. 11, Midland Library, 805 SE 122<sup>nd</sup>
  - **Fourth Tuesdays, 2:00 p.m., Feb. 22, Zipcar Offices, 739 SW 10<sup>th</sup> (and Yamhill)**
  - Fourth Fridays, 9:00 a.m., Feb. 24, Zipcar Offices, 739 SW 10<sup>th</sup> (and Yamhill)
- **Next meeting: Tuesday, February 22<sup>nd</sup>, 2:00-3:30 p.m. Zipcar Offices, 739 SW 10<sup>th</sup> (and Yamhill)**
- Future meetings: Please mark your calendars!
  - Tuesday, March 22<sup>nd</sup>, 2:00 – 3:30 p.m. Zipcar Offices, 739 SW 10<sup>th</sup> (and Yamhill)
  - Tuesday, April 26<sup>th</sup>, 2:00 – 3:30 p.m. Zipcar Offices, 739 SW 10<sup>th</sup> (and Yamhill)