SUN Community Schools Model Development Team

Update to
SUN Coordinating Council

September 5, 2014

Workplan

WHEN	TASKS
July & August	• Define "what's working" • Select SUN CS schools for "deep dive" • Conduct site visits to selected schools • SUN Provider input session
September	• School/district input session • Gather & synthesize community input • Youth program provider input session • Identify and interview other key stakeholders • Research best practices
October	• Any additional input gathering • Review and analyze input • Assessment and decision-making • Develop recommendations for Sponsors
November 7	• Present Recommendations to SUN Sponsors

In-Depth Community School Reviews

Final School Selection Criteria
(as identified by the small group)

▸ Student Need

 High need in school & serving students most in need through SUN

▸ Positive Academic Outcomes

 In school overall and for regular attendees in SUN services

▸ Successful Family Involvement

▸ Progress in Improving Disproportionate Discipline Rates

▸ Representation Across Districts and Providers

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In-Depth Community School Reviews

Schools Selected for Review

School	School Type	School District	Provider
Centennial MS	Middle	Centennial	Portland Parks & Recreation
Davis	K-5	Reynolds	Metropolitan Family Service
Faubion	K-8	PPS	Portland Parks & Recreation
Floyd Light MS	Middle	David Douglas	Catholic Charities
Franklin	High	PPS	Impact Northwest
Highland	K-5	Gresham Barlow	Metropolitan Family Service
Rigler	K-5	PPS	IRCO
Roosevelt	High	PPS	Neighborhood House
Vernon	K-8	PPS	Self Enhancement, Inc.

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In-Depth Community School Reviews: What We are Hearing Thus Far

Services That Make the Most Difference
Elementary Schools

Interventions Targeting Student Behaviors

Student Case Management

Sports

Americorps Member

Intentional Focus on Attendance

Academic Program Targeting Struggling Students

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In-Depth Community School Reviews: What We are Hearing Thus Far

Services That Make the Most Difference
Middle Schools

Cultural Liaisons

Academic Program Targeting Struggling Students

Student Case Management

Family Social Service Programs

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In-Depth Community School Reviews:
What We are Hearing Thus Far

Services That Make the Most Difference
High Schools

Advanced Scholars Program Targeting Underserved Populations

Intensive Academic Case Management

Workforce Development

Mental Health Services

Tutoring

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Provider Input Session

Input Highlights

▸ Core Model
- Core funding should be related to size of school
- New programs or initiatives need to come with additional coordination/administrative resources
- Additional stable funding or other resources are needed for academic supports that SUN delivers or organizes; curriculum; training for extended-day staff, sustainable wages for extended- day staff, etc.

▸ What Layered Services Make a Difference
- 18 services

▸ How We Do the Work When It's Going Well

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Provider Input Session

Top 8 Services That Make a Difference

Service	K-8	6-8	High School	Total
Basic Needs (clothing, food, energy, transportation)	26	17	18	**61**
Targeted Academic Interventions	13	13	7	**33**
Youth Case Management	5	9	18	**32**
Culturally Specific	11	10	9	**30**
Family Case Management	11	9	3	**23**
Housing	9	6	7	**22**
Translation/Interpretation	9	7	5	**21**
Restorative Justice	2	9	9	**20**

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Next Steps

▸ School/District Input Session

▸ Community Input – gather & synthesize

▸ Youth Program Provider Input

▸ Key Stakeholder Meetings

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Other Key Stakeholders

▸ Joanne Fuller, Multnomah County Health Department

▸ David Hidalgo, Multnomah County Mental Health & Addiction Services

▸ Workforce - Worksystems?

▸ Anyone else to engage in 1:1?

Communities Supporting Youth Demonstration Sites

▸ Glenfair Elementary

▸ Highland Elementary

▸ LynchWood Elementary

▸ Shaver Elementary

▸ George Middle School

▸ David Douglas High School

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Communities Supporting Youth Demonstration Site Model

District Attendance Protocol
- Critical minimums & other district specific practices

3 Teams (or functions)
- Student Attendance Response
- School-Wide Attendance and Engagement Review
- Community Engagement Team

Practices
- Culturally responsive lens
- Family and community engagement
- Data points & use of planning/tracking tools
- Tracking of student level data and response

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Implementation Strengths & Challenges

▸ Demonstration sites were excited about the work

▸ Protocols were implemented in all sites

▸ Data availability and data collection was challenging

▸ Change in staff at some sites slowed implementation

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Spring Input Session (School-wide Data)
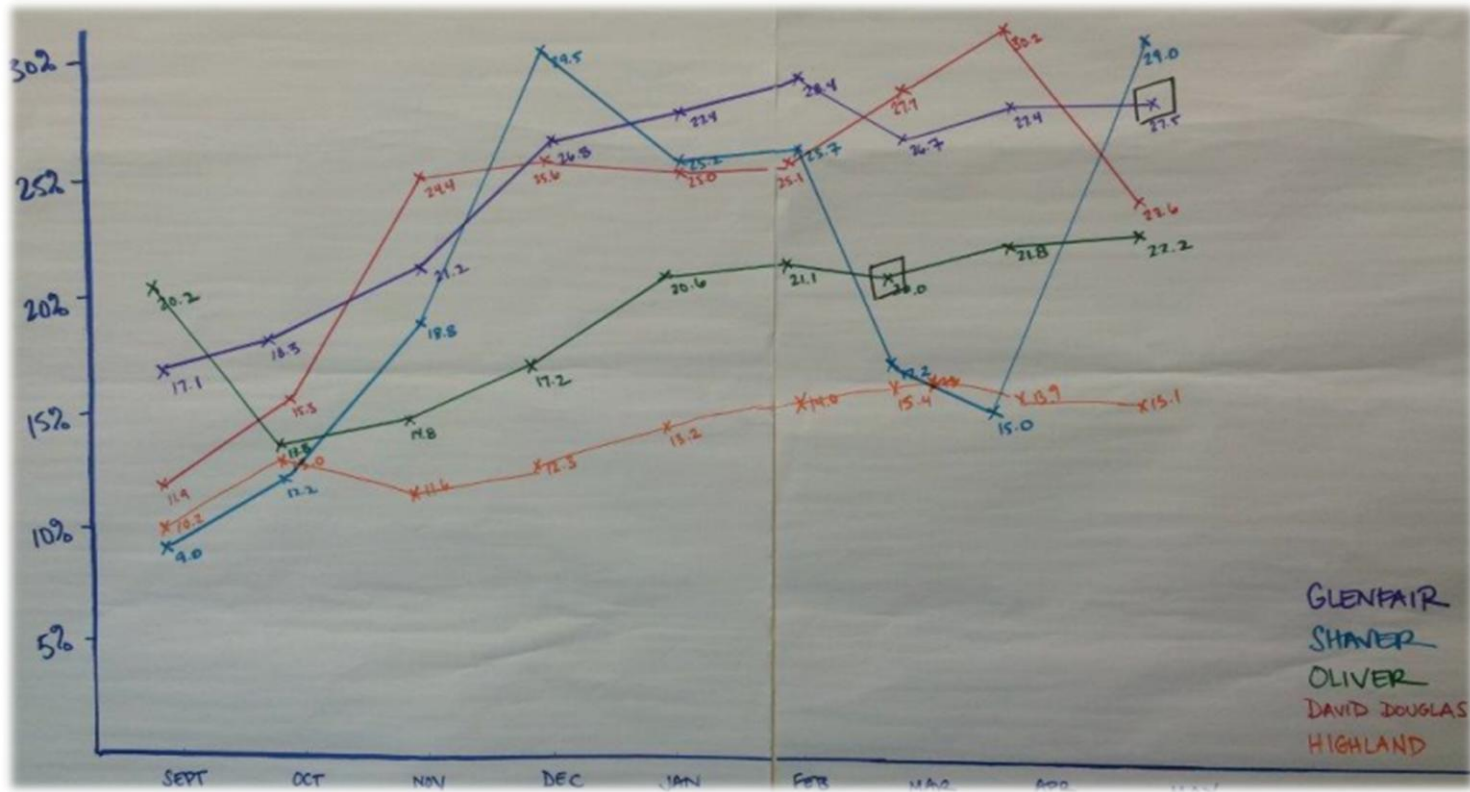
Demonstration Site Findings

▸ Model:

  ◦ Student Attendance Response Team start in Sept and meet 2X per month

  ◦ Importance of human capital and role clarity

▸ Preliminary results suggest that specific school-level and student-level practices had a positive relationship with declines in chronic absence rates

School Attendance Partnership

▸ DHS case workers:

◦ Trained on chronic absence and the demo site model on August 15th

◦ Assigned and at sites working!

▸ Attendance Case Workers in 3 districts

▸ AmeriCorps workers through Campus Compact

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What's Next

▸ New principal orientations

▸ September 22nd full team training

▸ Focus on tracking reasons & actions

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