Baseline Report

The Sun Evaluation Workgroup

Acknowledgement & Thanks

The Evaluation / Research Unit at Multnomah County and the SUN Evaluation Workgroup would like to extend its gratitude to all the individuals and agencies that made this report possible.

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The Evaluation / Research Unit would like to thank all of the Evaluation Workgroup members, both past and present[2]. They have shown a tremendous amount of dedication and willingness to work on developing an evaluation comprehensive enough to capture all of the SUN initiative's bold plans and growing structure. Special appreciation goes the key representatives who worked most closely with the contractors. Thanks also go to the liaisons, who were the workgroup's "front line" at the schools, working long and hard with the principals and co-managers, attending the SUN activities and events, and keeping the rest of the workgroup abreast of the schools' progress.

And finally, we would like to give a most special acknowledgement to Diana Hall, who joined the SUN staff early on, was the point of reference and consistency during times of rapid change, provided information and assistance that no one else could, and who never failed to do so much work without smiling.

Executive Summary: The baseline of the SUN initiative

On July 6th 1999, Portland City Commissioner Jim Francesconi and Multnomah County Chair Beverly Stein announced the selection of eight schools to begin programming for the Schools Uniting Neighborhood (SUN) initiative. These eight elementary and middle schools[3] from Portland Public School and Gresham-Barlow School Districts share the mission of the SUN initiative "to integrate the delivery of quality education with whatever health, social services, recreational activities and community involvement that is required in a community."[4] The SUN initiative objective is to have more *open* schools. By literally opening the buildings every day – before school hours, after school hours, over weekends, during the summer—SUN seeks to respond to the needs of children, their parents, and the community. Beyond opening the schools to the community and putting those elements that will enhance student success into a wider range of programs, SUN seeks to open the way partnerships happen in the schools. SUN opens the schools to a variety of community resources. By joining the forces of schools, several governmental administrations, and community service agencies, SUN aims to provide a seamless array of programs to communities and their youth. It is a strengths-based, asset-building initiative designed to build community ties to the schools through new systems of collaboration.

SUN's objectives stem from the grass roots efforts of concerned citizens, educators, and local government officials. These groups, with tested ideas from other such "full service school" models in operation across the country, developed the idea of schools as community centers. The City of Portland, Multnomah County, and the City of Gresham partnered with the school districts, the State of Oregon, and local communities to implement these ideas in these eight schools under the SUN initiative. The SUN initiative has five goals:

Goal 1: to increase the capacity of the local schools to provide a safe, supervised and positive environment for expanded experiences that **improve student achievement, attendance, behavior and other skills for healthy development and academic success.**
Goal 2: to **increase family involvement** in supporting the school and school-based activities that build individual and community assets.
Goal 3: to **increase community and business involvement** in supporting schools and school-based programs that combine academics, recreation and social/health services.
Goal 4: to **improve the system of collaboration** among school districts, government, community-based agencies, families, citizens and business/corporate leaders through established and written agreements.
Goal 5: to **improve use of public facilities and services** by locating services in the community-based neighborhood schools.

At the initiative's commencement, the SUN Sponsor Group, made up of local officials, business and community leaders[5], charged the Evaluation / Research Unit (ERU) at Multnomah County with organizing a process and outcome evaluation for SUN. As a first step, the ERU convened the SUN Evaluation Workgroup, a collaborative composed of stakeholders from all aspects of the initiative—from Sponsor Group members to SUN school principals and lead agency representatives. This workgroup created an evaluation plan based directly on the five initiative goals and from the same strengths-based, asset-building perspective as the SUN initiative itself. During November and December 1999, the Evaluation Plan was reviewed and revised by the

Evaluation Workgroup and approved by the Sponsor Group. While it is unusual for an initiative to have a comprehensive evaluation strategy in place at such an early stage of development, we hoped that this timing would have a positive impact on both inside and outside audiences.

The workgroup then hired evaluation contractors to conduct independent baseline assessments on each goal and to document the history and process of the initiative's conception. The workgroup and contractors produced separate, "stand alone" reports for each goal's baseline year of 1999-2000. We also produced a history of the SUN implementation process through the end of the year 1999. The following report summarizes those individual reports and provides a baseline measure of key evaluation components. This baseline measure will be used to assess the progress and success of the initiative over its course. Based on the work of the contractors, the workgroup provides the following baseline snapshots.

Implementation Process

Baseline
SUN developed with a wide variety of actors and stakeholders, yet the early implementation period was a time of rapid change, proving a challenge to the initiative. Stakeholders had to balance local needs and maintain a grass-roots perspective while trying to engage in increasing structuralization and organizational development. 97% of stakeholders believe that SUN is a partnership worth their time, but only 46% were satisfied with the level of service coordination as of May 2000.

Recommendations
1. **Secure a strong set of champions**
2. **Expand the number of SUN sites only after a systematized roll-out has been developed**
3. **Devote up to a full year of planning at future SUN sites**

Goal 1 Student Success

Baseline
There is no clear pattern of increasing or decreasing attendance rates, disciplinary rates or test scores within middle or elementary schools. Achievement patterns across subjects, grades and schools show consistent annual progression from grade to grade, as would be expected. There is a consistent disparity in test scores between the different ethnic groups and between boys and girls.

Recommendations
1. **Ensure SUN programming is aimed at increasing the number of students reaching and exceeding academic benchmarks.**
2. **Provide programming that helps close the achievement gap between genders and across ethnic categories.**
3. **Adopt attendance and discipline referral performance targets for the SUN initiative.**

Goal 2 Family Involvement

Baseline

Currently available baseline data suggest that the community beliefs about family involvement are very strong. Although very few families knew about the SUN initiative at the time of surveying, those who did were optimistic that SUN could reach its goals. There is a high degree of family participation in traditional "for school" activities, such as conference and committee attendance and a growing number of programs to increase family participation in other ways. Schools need families to do volunteer work, but staff and other stakeholders are not in agreement on what other roles families can serve.

Recommendations
1. **Assess and maximize the various roles families can and should play in the SUN schools.**
2. **Increase families' satisfaction with the SUN initiative.**
3. **Develop family involvement performance targets.**

Goal 3 Neighborhood Involvement

Baseline

Community support for schools comes from residents who feel that they have the capacity and social capital, that is the richness of ties to the community, to offer support. When surveyed, SUN neighborhood respondents appear to be very satisfied with their neighborhoods. Their psychological sense of community was strongly linked to overall sense of neighborhood support, knowledge of the local SUN school, and neighborhood participation and involvement. The analysis implies that as schools become more integrated with the community, and as individuals have more input into the schools, the residents' positive perceptions of the community and the neighborhoods' amount of social capital should improve.

Recommendations
1. **Adopt neighborhood involvement performance targets for the SUN initiative.**
2. **Conduct an outreach campaign to increase the levels of SUN knowledge and participation.**

Goal 4 Systems of Collaboration

Baseline

Within its first year, SUN has increased the amount of collaboration, yielding sizable amounts of program coordination. There has been a moderately high level of collaboration for designing, hosting and implementing programs—the beginning of the collaboration continuum. The data indicates that stakeholders feel SUN is worth their time, but at least half want to move to greater levels of program coordination and collaboration than exists at baseline . There may be underrepresented groups and missed opportunities to collaborate with businesses, parents and students.

Recommendations
1. **Focus on "higher order" forms of collaboration.**
2. **Clarify the roles of co-managers and lead agencies in developing further collaborations.**
3. **Develop a more diversified and stable funding strategy.**

Goal 5 School Resource Use

Baseline

Resource use has been measured by the numbers of activities, events, or services that the SUN initiative brought into the school. During the baseline year, there was already an impact on this goal. At the initiative level, 55% of the activities, events, and services offered in May 2000 were not there before SUN arrived. Although most respondents were aware of SUN activities, fewer could accurately name the goals of SUN. Only 10% of stakeholders surveyed could list all five goals correctly. Although these data reflect a point relatively early in the SUN's implementation, it may be important upcoming years for the initiative to make a concerted effort to clearly communicate to partners and community members about the expected outcomes of the project.

Recommendations
1. **Continue to build new resource partnerships and on-site programs.**
2. **Adopt performance targets related to school resource use.**
3. **Conduct an outreach campaign to increase the levels of SUN knowledge and participation.**

Baseline Background: Evaluation Assumptions and Methods

Asset-Orientation Evaluation
The SUN initiative evaluation and this baseline report are designed to play a constructive role in supporting officials to provide the citizens of Portland and Multnomah County with the best use of its schools and best support of its youth. As the SUN initiative is being built from a strengths-based perspective, where current community assets are noted and maximized, so is the evaluation conducted from an asset-oriented standpoint. The overall focus is to find out what is working, why it works, and look for ways to apply these newly found "good practices" to other areas. We aimed to make this evaluation formative in the sense that it is centered around what those doing the work, the SUN management team and the SUN sites, consider most important and would like to know.

This report establishes the initiative's baseline. The baseline collects all the starting point information against which to gauge progress. We have established this "square one" so that we can see exactly what efforts the SUN initiative is undertaking and what kinds of impact it can have in the future.

To have a rigorous, complete evaluation of this complex, community-building initiative requires that the most appropriate outcomes be identified and tracked. This report details the outcomes that are being tracked for reporting in the summative evaluation in five years. The choice of these outcomes, and ensuring that these reflect the full range of the initiative's impact, has been a highly complex endeavor by the workgroup. While the workgroup has chosen these measures as an initial baseline, many circumstances may alter both the final outcomes assessed and the methods by which the data for these impacts is collected.

This report is not a summative evaluation of the initiative, nor does it engage in cost-benefit analysis. While it is important for stakeholders and funders to understand how costs and outlays work to produce an array of benefits and paybacks, it is far too early in the initiative's history to engage in such analysis. Cost-benefit analysis is of little use without an in-depth understanding of the assumptions upon which the initiative is designed. It is those assumptions and projected outcomes that this report recounts. In some sense, this report sets the baseline performance level for the SUN initiative and suggests appropriate performance targets. The performance targets, if accepted by key stakeholders, should then used for program monitoring. They will reveal progress if not causality. The evaluation reports in coming years will show that progress and impact. Please see Appendix 2 for educational expert Joy Dryfoos' summary of reasonable expectations for typical community school evaluations.

The Report's Audience
This formative report of the SUN initiative speaks primarily to the SUN management team and initiative staff. Recommendations made apply to the SUN Sponsor Group, the management team, the SUN schools, as well as SUN supporters generally.

With each recommendation, the workgroup offers suggestions as to how it may be accomplished. We are not advocating these suggestions as the sole or even best method, but as a catalyst for further thought. This report does not address specific issues at individual schools. The evaluation workgroup will be conducting action evaluation sessions with each of the SUN schools where

site-level evaluation findings will be discussed in light of their annual plans.   These meetings will be an opportunity for critical reflection and strategy development at the individual level.

We realize that this report may have a wider audience and hope that others can find value in it. It should be noted that most of the data was gathered in the first few months of the schools becoming SUN sites and some findings may no longer hold true. All of the sites have made progress, albeit at differing levels, in the past several months. In December 2001, the Year Two Evaluation Report will give an update on what has been happening during the 2000-2001 school year.

Report Methodology
This report focuses on progress toward the five goals, at the initiative level. The evaluation looks at person-level, school-level, and neighborhood-level data that is then aggregated to the initiative level.

The data below does not represent a specific school. As this evaluation is of the initiative, and not the individual schools, variance across school sites is omitted from this report. Where possible, we have included standard deviations, ranges of scores, and shown the differences between elementary and middle schools. The individual goal reports, which give more details and statistics, will be available on the SUN web site by June 2001.

Issues & Caveats

A lesson from Joy Dryfoos' <u>Evaluation of Community Schools: Findings to Date</u>[6]
"All around the country, researchers are struggling to do a better job of documenting the effects of these efforts [of community schools]. The constraints are many when one is trying to track events in an innovative multi-faceted program housed in a setting like a school where it is often difficult to [collect data for a variety of reasons]… Staff may not know how to use the research findings for program improvement. In addition, funders often press for results too early in the process."

"Perhaps we should listen more to Lisbeth Schorr and Daniel Yankelovich, who have argued eloquently for moving ahead with social programs and not getting bogged down in methodological warfare. 'Evaluating complex social programs is not like testing a new drug. The interventions needed to rescue inner-city schools, strengthen families, and rebuild neighborhoods are not stable chemicals manufactured and administered in standardized doses. Promising social programs are sprawling efforts with multiple components requiring constant mid-course corrections, the active involvement of committed human beings and flexible adaptation to local circumstances.'"

Important Issues in Evaluating Complex Initiatives Outcomes
While the goal of the overall evaluation is to get tangible measures of the initiative's success, it important to keep in mind two key points: appropriate expectations for rates of change in key variables; and causality and attribution of changes to the SUN initiative.

Variable Rates of Change: Some changes, if they occur, happen more quickly than others. The workgroup has estimated timeframes in Appendix 3 of when specific outcomes could be expected. These time estimates are based on prior research and the experience and judgment of Workgroup members. The complexity of child-family-community initiatives means that these can only be estimates. It is important to remember that the some of the seemingly more important variables, such as student success, may not show signs of change for three to five years after full implementation of the initiative.

Attribution & Causality: Each SUN site has its own community, which in turn is related to the greater Portland area and Multnomah County. This larger community is itself influenced by state and national factors. In each circle of influence, there are broad sets of circumstance and events that may have a direct impact on the success of the SUN site, but that the site itself has little power to affect. For example, it would be difficult to strengthen economically disadvantaged communities in an era of economic downswing and inflation. This means that although we will document changes, it will be difficult to say that the changes *are caused* by SUN instead of another program or the general environment. Because of this level of complexity, the evaluation uses multiple methods to address issues of attribution and whether or not it was the SUN programs or something else that caused the changes witnessed.

SUN Background: The Schools & The Programs

SUN Schools strive to be a community "hub". They link with other community institutions, such as the libraries, parks and community centers, neighborhood health clinics and area churches and businesses. Like the Caring Communities, which organize local resources and aid community members, the SUN schools are a strategy for linking community resources to school needs and making schools available as a community resource. In fact, many community members, included Caring Community staff played a role in the development of the SUN model.

SUN Schools:
✳   Extend the school day and broaden the educational resources for the community.
✳   Bring and coordinate services to the community.
✳   Bring the community together to break down isolation and strengthen families.
✳   Build relationships across generations, cultures and incomes.

SUN Schools select a non-profit lead agency to act as managing partner for the SUN effort. Jointly they hire on-site staff (SUN Co-Managers) to help build and bring networks of services, classes and volunteers together to benefit youth and the community. SUN Co-Managers help coordinate and deliver these services and make sure they link to the academic school day. SUN sites and lead agencies are listed in table 1. An outline of the site selection process is given in the appendix 5.

SUN Schools tailor their events, classes, services and activities to what the local community wants, through the use of an Advisory Committee and identifying local assets and needs through surveys, data and other tools. Schools, community leaders, youth and agency professionals are brought together to plan the best ways to support youth – in education, family involvement, the community, providing services and utilizing community buildings. Because they are locally driven, each SUN school will look different.   Some partners will be at every school, some partners will be unique to a single site.

Table 1   **SUN Schools and Lead Agencies**

Elementary Schools	
Buckman Elementary School	Portland Impact
James John Elementary School	Tualatin Valley Centers
Kelly Elementary School	Family Works
Rigler Elementary School	Boys and Girls Aid Society
Woodmere Elementary School	Portland Impact
Middle Schools	
Clear Creek Middle School	Metropolitan Family Service
Lane Middle School	Metropolitan Family Service
Whitaker Middle School	Boys and Girls Aid Society

Primary Activities

Though there is a broad range of activities at the SUN schools, SUN's primary activities are considered to be:

- Before and After-school academic and enrichment programs that are linked with the school day
- Family Involvement and strengthening programs
- Health and Social Services for the students, families and community
- Community events
- Adult Education

SUN Schools Demographics

SUN schools serve a wide age group – from preschool to seniors – with the majority of those served falling between the ages of 5 and 14 (the students). Overall, the SUN initiative has a highly diverse ethnic composition as illustrated in figure 1. Three of the SUN schools have a very high (50%+) minority student enrollment, while the other five have between 15%-25% as shown in table 1. Further, the majority of the schools are located in economically poor communities, as the percentages of free or reduced lunch ranged from 1/5 to nearly 3/4 of the student population.
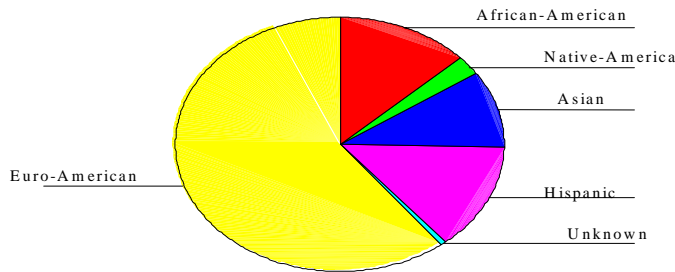

Figure 1 **SUN Ethnic Composition**

Table 2   **SUN Schools Selected Profile Percentage Composition***

School	Minority Enrollment	Free or Reduced Lunch	English as a Second Language	Talented & Gifted	Special Education	Mobility*	Stability*
1	23.8%	35%	9.2%	0%	15.8%	7%	88.0%
2	52.4%	70%	4%	4%	9.0%	17%	80.1%
3	24.9%	71%	22%	3%	11.0%	18%	79.4%
4	59.5%	73%	36%	4%	16.0%	17%	78.8%
5	24.2%	66%	24%	3%	9.9%	15%	85.6%
6	23.9%	69%	19%	4%	17.1%	18%	79.6%
7	74.5%	70%	14.8%	5%	15.0%	18%	79.1%
8	15.1%	19%	5%	3%	14.0%	NA	NA

Data Source: Portland Public Schools Research & Evaluation, Gresham Barlow School District.
Data adapted by Joe Hansen, Teaching Research Division, Western Oregon University.
* Statistics represent the clear and intact student populations for the years 1997-1999. Mobility and stability refer to the *overall* rate of students into and out of each school mid-year. Stability indicates roughly the size of the clear and intact population, save for matriculation.

Sun Initiative Structure

The SUN Management Advisory Team advises the SUN Initiative staff and reports to the Sponsor Group of the Community Building Initiative. It is composed of non-elected leaders from the SUN Initiative Partnerships: School Districts, County Agencies, City Agencies, State Agencies and Initiative Staff. In addition, efforts are made to include representatives of other organizations and agencies including the Leaders Roundtable Action Team, Caring Community Initiative and local Community Colleges.

The Sponsor Group decides the major policies and develops resources for the SUN Initiative. In relationship to the Sponsor Group, the Management Team develops policy for the Sponsor Group's deliberations and decisions as one of its functions. The Management Team's primary function is to advise the staff of the Initiative and assist in fostering the healthy development of the SUN sites.

The Multnomah County Department of Community and Family Services Director's Office is the Managing Partner of the SUN Initiative. DCFS is responsible for day to day management of the SUN Initiative including staffing and staff supervision, budgeting and distribution of funds, contract oversight and office and meeting space. The Director of the SUN Initiative reports to the Director, Chief Deputy Director and Deputy Director of Community and Family Services, Lolenzo Poe, Denise Chuckovich and Kathy Tinkle, respectively. In relation to the Sponsor Group, DCFS ensures the SUN Initiative is carried out within the policy framework and directives of the Sponsor Group and is an active member of the Management Team.

The SUN sites are managed and governed locally. They relate to the SUN Initiative contractually; through evaluation and adherence to the SUN Mission, Goals, Best Practices and in the development of Annual Plans. Sites report to the Initiative quarterly and receive an in-depth evaluative session including data collected by the SUN Evaluation Workgroup at least annually. In addition, the SUN Initiative provides technical assistance to the sites in the form of technical support, best practice workshops and conferences, peer mentoring, written materials and resource brokering.

SUN History 1998 and 1999: Process Evaluation & Early Lessons Learned

> *The purpose of this process history was to describe the formation of SUN, show what had been done in the years 1998-1999, identify key components to track collaboration and goal development, and provide an opportunity for stakeholders to reflect on the project's strengths and weaknesses. The history stops at the end of 1999, as it was at that point that both implementation and the evaluation began and the stage for baseline data collection for an outcome evaluation set. Next year's process evaluation report will be on lessons about collaboration learned from January 2000 to January 2001.*
>
> *From March to December 2000, Leslie Rennie-Hill, Ph.D. designed and conducted an investigation of SUN's development and implementation process during the SUN initiative's formation. Conclusions for her study were drawn from six sources: extensive documents analysis; stakeholder interviews; review of data from Northwest Professional Consortium's (NPC) research on SUN collaboration; stakeholder focus groups; site visits to some SUN schools; and extended research of other full service school initiatives like SUN. Readers are encouraged to read the full report for more details.*

The Schools Uniting Neighborhoods initiative evolved over several years from a complex mix of actions by community members, government leaders, social service administrators, and school personnel anxious to better meet the needs of children and their families. SUN's developmental process can be understood by applying Peter Senge's "living system" model, an alternative to the traditional view of an organization as a machine.[7] The SUN initiative unfolded organically, evolving as its champions aimed at cultivating, not driving, change. It started small. Its designers nurtured relationships and sought out opportunities and conditions that might generate growth. A strong vein of community organizing runs through the SUN initiative guided by an interplay of actions from multiple leadership communities.

Pre-SUN Ideas

During the decade prior to the creation of the SUN model, a set of conditions existed that made SUN a timely idea:

- Oregon school reform legislation focusing on student achievement
- General demographic changes making schools more culturally diverse
- National shifts in family lifestyles that meant more two parent working households
- Increased student mobility from the lack of affordable housing.

Against these constraints there were also some assets, including a rich tradition of community collaborations. Numerous programs and projects on behalf of children and their families evolved as leaders sought more local control to solve school problems successfully, knowing healthy schools were an asset the Portland area couldn't afford to lose. This was the environment in which SUN first grew.

The many milestones in the development of SUN can be seen in figure 2 below.

Figure 2   **Community Factors Contributing SUN Formation 1997-1999**

Historical Trend in Collaborative

Community Building Initiative Catalyst

Emerging Local Examples of SUN Schools

Portland City Parks and Recreation Community Schools

Portland City and Multnomah County November Resolutions

Community Development Group plans to use welfare reinvestment money

Caring Communities Initiative

Children's Aid Society Washington Heights presentations

Family Centers and Family Resource Centers

Commissioner Francesconi appoints an After School Cabinet to deal with after school kids and safety issues.

Lane Middle School Principal Mike Harris continues to develop his school's integration of social services.

Numerous youth development clubs

Numerous specially identified youth initiatives

Multnomah County Chair Beverly Stein and City Commissioner Jim Francesconi co-chair a SUN Sponsor Group

James John Elementary school Dad's night draws 200

Portland Public Parks Time for Kids pilot project

Touchstone

Ad Hoc Subcommittee leaders conduct extensive interviews/research and develop a community school proposal

Buckman Elementary School Community Partnership uses community organizing

SUN Implementation

- Spring 1999:
  - Multnomah County Youth Advisory Board, a group of approximately 25 area high school students suggest the name Schools Uniting Neighborhoods or SUN.
  - Michael Harris becomes SUN Coordinator; schools apply to become SUN schools
- Summer—Fall 1999: 8 SUN schools, 2 planning schools selected. Lead agencies apply to be considered as partners at each SUN school. Schools choose lead agency partners.
- Fall—Winter 1999: Lead agencies hire co-managers. SUN evaluation begins baseline data collection.

"The SUN model is part of the Community Building initiative and it is more. It is a response to communities and local schools having this vision about themselves. Our work then is not to take credit for their work, but to try to create a mechanism that supports their development."

The immediate challenge facing the SUN model was to transition from an idea-generating, almost grass-roots organization to one that could smoothly coordinate with bureaucracies, agencies, and institutions as well as the communities to be served under the SUN umbrella. A school administrator involved from the onset of the conversations recognized that "the people will make or break this. Relationships and trust and communication will be key as schools try to understand the agency maze and others learn about the real day-to-day challenges schools face." Most involved believed the transition to implementation would be difficult but possible.

As implementation plans proceeded apace, original plans that called for a complete concept paper gave way to management's desire to let sites do what they thought best. Although consensus developed around the SUN concept, disagreements and uncertainties arose around its implementation. Initiative leaders decided to try out different ideas and operational procedures – to do some pilot testing – before writing down specific governance rules or other directions. Coordinator Harris intentionally directed each site to implement the SUN model in its own way corresponding to its own community's needs and interests. According to several site teams, this led to definite variations among school sites and compounded coordinating and communication challenges across the initiative.

December 1999: A Snapshot
At the end of 1999, the SUN initiative was just beginning to come to life. The strains of implementation pulled some sites away from their original vision. The five sites devolved into eight individual schools when no one helped the sites to solidify as collaborative ventures. Not all schools were able to work at the same level. SUN staff confronted the real work beyond the vision – the challenges embedded in collaborations. Agreements needed to be made, funding channeled, staff hired, communities organized, teams engaged, progress tracked, and clients served. The SUN concept still drew people with its sense of possibility, but its growing pains had begun.

Issues surging to the forefront at that time included:

- Need for systems of communication horizontally and vertically across the initiative.
- Questions about the most effective leadership styles for various initiative roles.
- Debates about whether or not to take the initiative to scale or to concentrate on developing a smaller number of excellent sites first.
- Questions as to how to hold onto the vision that originally engaged so many in the face of bureaucratic implementation requirements that at times seemed at odds with the vision. Also how to share that vision in a way that made sense at the practical, "do it" level.
- Need for technical assistance at the school sites.
- Question of how to conduct a baseline evaluation and enlist SUN staff as allies in the investigation of what was working when many staff felt frustrated at their slower than anticipated progress and had fears about being judged in new, ambiguous situations.

Overall, the SUN initiative ended 1999 with a mix of assets to draw upon and challenges to confront. The original vision and collaboration that developed among community leaders and policy makers and the transfer of that vision to the sites strengthened the core of SUN. The participation of lead agencies at the sites created added opportunities to work together. And the diversity of site plans held promise that an individual community's needs could be well served.

At the same time, school teams and central SUN staff were challenged to keep the SUN vision and goals out front as they felt the pull of long-standing community practices that contradicted a collaborative approach. Expectations for SUN started high, and an increasing tension began to develop as achievements failed to match expectations. School team members began to appreciate the degree of community organizing inherent in the model and the need to earn the buy-in of school staff and community members. Actions and results would prove the value of the SUN model. Finally, it was becoming increasingly apparent to those involved in SUN that the initiative needed to operate as a real learning organization, one that takes thoughtful risks, seeks continuous feedback, communicates freely, and candidly faces real situations and addresses them.

Issues & Caveats

SUN is a grass roots effort, not the implementation of a tested program. While SUN champions scoured the nation for models of full-service schools, none of them were adopted wholesale. SUN is very much a creation of it stakeholders and it is clearly a learning organization. After the data for report was collected, many things have changed, including a change in leadership with Kathy Turner becoming the SUN director in July 2000. At many sites, SUN is now in the maintenance and building stage. At the initiative level, management can now focus on the role of lead agencies in bringing in new resources and building partnerships at the site level.

Recommendations

1. Secure a strong set of champions with a clear vision. The support of leaders and change agents who can articulate a clear vision of what SUN is and should will not necessarily artificially impose a structure upon the sites or predetermine their needs, but it will provide a stabilizing mechanism for periods of turbulence. With the clear articulation about SUN's priorities from firm champions, some of the site's concerns about developing effective strategies seemingly "alone" will be alleviated.

This could be accomplished by more connection between SUN's "front line"—the principals and co-managers—and the sponsor group and management team. It could be accomplished by sharing early successes with decision-makers and funders.

2. Expand the number of SUN sites only after a systematized rollout has been developed. By postponing an immediate increase in the number of SUN schools until the initiative strengthens its implementation process and can document successful outcomes for the current schools, many of the concerns and anxieties faced by the sites will diminish. Based on the 1999 situation, the initiative is still finding it's own "best practices". Early collaboration challenges related to unpaved channels of communication, high expectations generated from vast

enthusiasm, underestimation of difficulties and overestimation of technical capacity of the schools by management. These difficulties are common in initiatives in the first year of implementation. Monitoring and institutionalizing "what works" for another year will allow for a more systemized roll-out and for more successful implementation of the SUN model at future schools.

This could be accomplished by solidifying the SUN model at existing schools following a learning organization model, whereby successes are noted and replicated.

3. Devote up to a full year of planning at future SUN sites, as necessary. Establishing a planning year for all new SUN schools will work to decrease the ambiguity and strain noted by principals, site councils, and lead agencies. The process evaluation has documented that SUN schools need a lot of technical assistance and guidance in the first year. Lead agencies and co-managers experienced challenges related to: ambiguity of roles with relation to each other and principals; ambiguity of decision-making power related to implementation responsibilities; and the complexity of negotiating relationships with agencies that compete outside of, yet collaborate within, the SUN initiative. The technical assistance offered during the planning year should be adjusted based upon needs of the individual site. **No other core funding sources of community schools allow this planning year, therefore we feel it is especially important that SUN do so**.

This could be accomplished by
1. Providing $5,00-10,000 planning grants to sites demonstrating an interest in SUN (this has the added benefit of supporting collaborative planning and community building efforts even in absence of additional funding).
2. Provide a planning template based on national best practices[8] and as demonstrated with Harold Oliver and Robert Gray Schools. Develop a list of people from planned sites willing to help facilitate or mentor the process.
3. Engage in some process evaluation about sites with planning grants or long-term planning efforts to determine best practices and determine the difference in first-year programming where extensive planning efforts took place.

Goal 1 Student Success Baseline and Recommendations

As this goal relates to student success, specific academic changes among students at SUN schools are being tracked. This section seeks to establish a baseline against which future changes in test scores, attendance, and discipline can be measured. A three-year retrospective baseline is based on grade level cohorts of students in grades kindergarten through eight, upon whom data are available for the years 2000, 1999, and 1998.

Joe Hansen, Ph.D and Andy Rudd, Ph.D. from Western Oregon University designed and conducted this research on the baseline demographics and student achievement of SUN school students. Data were drawn from three sources: Portland Public School District; Gresham-Barlow District; and Oregon Department of Education. Readers are encouraged to read the full report for more details.

Issues & Caveats
The analyses, and consequently the results, of this study were limited by three factors: the incompatible testing-year results of the two participating school districts; the differences in file structures in the data provided by the two districts; and the lack of a comparison group. This combination of factors precluded fully merging the data for trend analyses at this time. Future reports will have overcome incompatibility issues and will merge data for aggregate levels. A composite comparison group of schools will also be utilized in future reports.

This section looks at major patterns in three key indicators related to student success: attendance, disciplinary referrals, and test scores. The theory of change in these indicators is based upon the idea that as students take part in SUN activities, especially, but not only those that relate to academic achievement, their attendance and test scores will increase and their disciplinary referrals will decrease.

It should be kept in mind that SUN does not provide school-day or remedial programming and that any changes in test scores can only be considered in the context of the entire school climate. While linking out of class programs to the school day curriculum should give the best chance for improvement, expectations should be kept to a realistic level. Further, schools should be measured on their own baseline level and not be compared to other SUN sites or other schools.

The baseline measures have been established by analyzing data for three years, from 1997 to 1999. These measures have been summarized in table 3 below.

Table 3 **SUN Schools Academic Achievement Pattern 1997-1999**

School	Average Daily Attendance %	Math Scores 3 Year Average	Reading Scores 3 Year Average	Suspensions & Expulsions %
1	94.0	215.29	223.43	0.07
2	91.0	204.31	213.09	6.00
3	93.0	207.37	218.50	2.00
4	92.0	216.53	226.03	1.00
5	92.0	222.00	218.00	2.00
6	89.0	216.31	222.55	9.90
7	96.0	202.54	216.60	1.20
8	92.8	NA	NA	NA

Data Source: Portland Public Schools Research & Evaluation, Gresham Barlow School District.
Data adapted by Joe Hansen, Teaching Research Division, Western Oregon University.

Attendance
Attendance at the elementary school level ranged from 91% to 94.0% of the clear and intact student population for the years 1997-1999 (i.e., attendance for those students that were attending that school in 1997 and did not move to another school mid-grade). At the middle school level, attendance ranged from 89% to 96%. Attendance trends, or in one case the lack of a trend, are related to the various cohort grades. For the grade three cohort, there was not a consistent trend. Specifically, for grade three, there was a slight decrease in absences from 1998 to 1999 and increase in absences for year 2000 (absences were higher in 2000 than they were in 1999 or 1998). For the remainder of the cohort grades (4-8) there is a noticeable increase in absences for ascending grades. Students miss more days of school with increasing age. This finding has strong implications for future data analysis.

Discipline
Suspensions ranged from 0.07 to 2.00% of the SUN elementary student population and 1.2 to 9.90% for SUN middle school students. In terms of discipline referrals, the SUN elementary schools have an average 2.0% discipline incidents while the middle schools have an average of 20% (table 4). Again, there is not a clear pattern of increasing or decreasing disciplinary rates within middle or elementary schools. However, there are noticeably more disciplinary actions in SUN middle schools than in SUN elementary schools. Differences in the number of incidents reported may also reflect differences in administrative behavior towards infractions and reporting to the districts.

Table 4   **SUN Schools Student Discipline Referrals, 1997-98, 1998-99, 1999-00[9]**

	Average Number of Students	%	Average Number of Incidents	Incidents as a Percent of Enrollment
SUN Elementary Schools, 1999-00	9.2	1.6	11.4	2.0
SUN Elementary Schools, 1998-99	13.4	2.3	16.0	2.0
SUN Elementary Schools, 1997-98	11.8	2.0	14.6	2.0
Three year Mean	**8.13**	**1.94**	**14.0**	**2.0**
SUN Middle Schools, 1999-00	101	14.8	131.33	19 .0
SUN Middle Schools, 1998-99	75	11.0	130.66	18.0
SUN Middle Schools, 1997-98*	132	17.25	198.5	25.0
Three Year Mean	**103**	**10.1**	**168.3**	**20.0**

Data Source: Portland Public Schools Department of Research & Evaluation, Gresham Barlow School District.
* Gresham Barlow School District data was not included in the 1997-98 calculations, and only reported on the number of incidents, not the number of students involved.
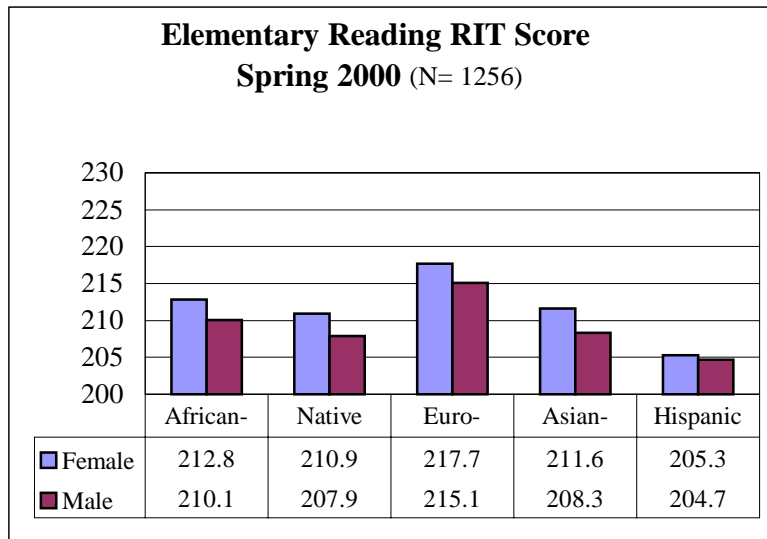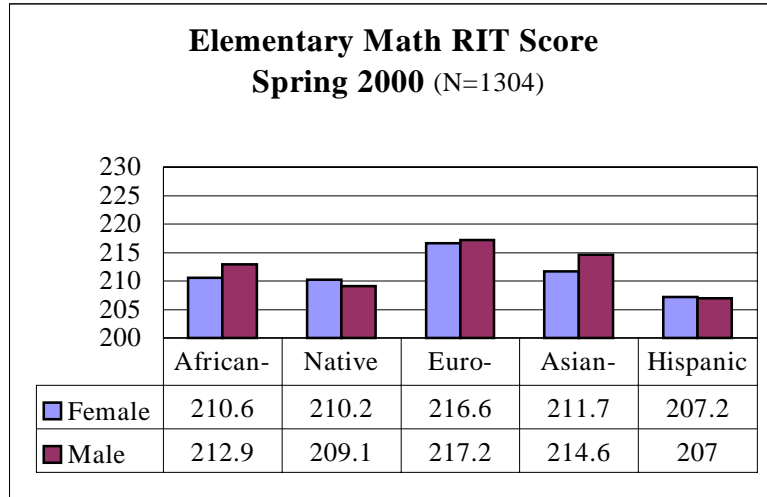
Academic Achievement

As with attendance and discipline, there is no clear pattern of increasing or decreasing test scores within middle or elementary schools. Achievement patterns across subjects, grades and schools show consistent annual progression from grade to grade, as would be expected. The diversity in ethnicity and socio-economic levels is similar to variations in absentee rates, discipline referrals and achievement across schools, with lower socio-economic schools (as represented by free or reduced lunch rates) generally scoring lower on academic measures.

Differences in achievement do exist across the four elementary schools with students in one school consistently performing at a higher level, regardless of subject tested. Conversely, one school scores consistently lower over time on all subjects at all grades tested. Interestingly however, the school with the highest minority population is not the lowest scoring school, but is consistently above the lower minority-populated schools.
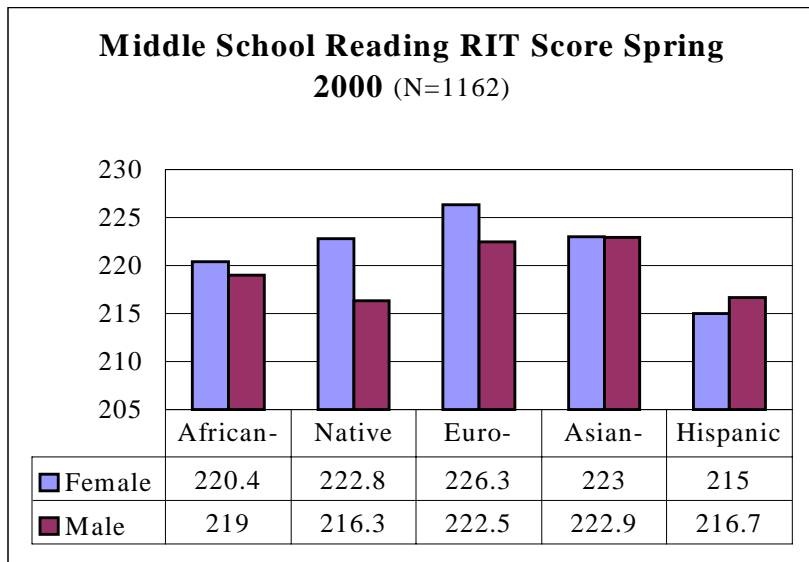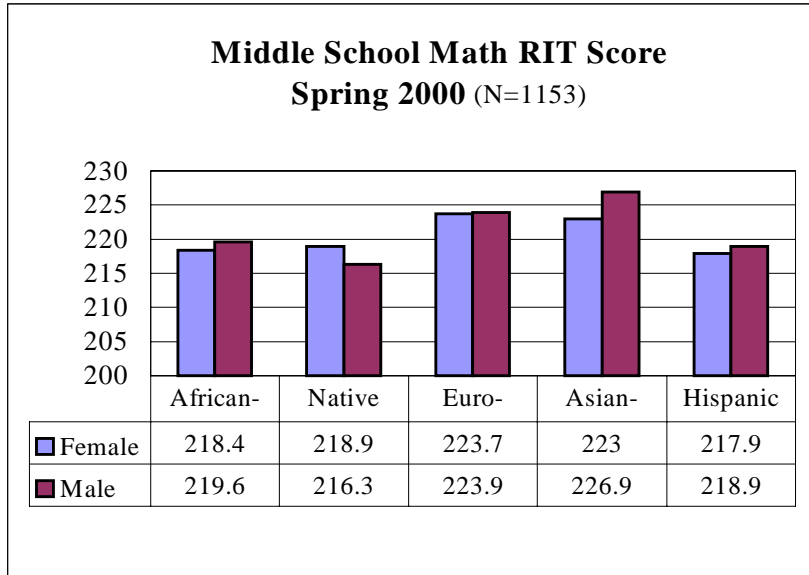
What is most telling is the consistent disparity in test scores between the different ethnic groups and between boys and girls. For simplification of the data, the achievement gap for 2000 RIT math and reading scores for SUN elementary and middle schools is shown in figures 3-6.

Figures 3 and 4   **Disparity in Elementary Achievement Scores by Ethnicity and Gender**

Elementary Math RIT Score
Spring 2000 (N=1304)

	African-	Native	Euro-	Asian-	Hispanic
■ Female	210.6	210.2	216.6	211.7	207.2
■ Male	212.9	209.1	217.2	214.6	207

Elementary Reading RIT Score
Spring 2000 (N= 1256)

	African-	Native	Euro-	Asian-	Hispanic
■ Female	212.8	210.9	217.7	211.6	205.3
■ Male	210.1	207.9	215.1	208.3	204.7

Figures 5 and 6 **Disparity in Middle School Achievement Scores by Ethnicity and Gender**

Middle School Math RIT Score
Spring 2000 (N=1153)

	African-	Native	Euro-	Asian-	Hispanic
Female	218.4	218.9	223.7	223	217.9
Male	219.6	216.3	223.9	226.9	218.9

Middle School Reading RIT Score Spring
2000 (N=1162)

	African-	Native	Euro-	Asian-	Hispanic
Female	220.4	222.8	226.3	223	215
Male	219	216.3	222.5	222.9	216.7

Recommendations

1. Ensure before and after schools programming is aimed at increasing the number of students reaching and exceeding academic benchmarks. The recommended performance target is to have a statistically significant increase in test scores every year. An optimal goal would be to have all children meeting academic benchmarks.

This could be accomplished by:

1. Examining the design of after school activities so they include not only recreational activities, but also opportunities that foster learning that is closely linked to the curriculum standards embedded in the state benchmarks.
2. Working with teachers to determine curricular supports throughout a term or semester; concentrating on benchmark areas and providing examples of "real world" experience to dovetail with daily curriculum (skip pattern counting in recreation, science-based gardening, community service projects, etc.).

2. Provide programming that closes the achievement gap between genders and across ethnic categories.

This could be accomplished by targeting activities that are designed for particular student audiences most in need of additional learning opportunities. Incorporating and developing student leadership in designing the activities and promoting peer participation are necessary to achieve the desired outcomes.

3. Adopt attendance and discipline referral performance targets for the SUN initiative. The recommended targets for the SUN initiative are a statistically significant and meaningful decrease in the number of students involved and incidents of disciplinary referrals and actions.

This could be accomplished by after school activity personnel adhering to the behavior expectations established for students during the regular day program and incorporating in all out-of-school activities a culture that promotes respect, personal responsibility and positive relationships.

Goal 2 Family Involvement Baseline and Recommendations

> *As goal 2 looks to increase not only family support for schools, but schools' support of families as well, the evaluation sought to be as comprehensive and broad in its definition of family involvement as possible.*
>
> *From March to December 2000, the SUN Evaluation Workgroup and an independent evaluator, Rebecca Severeide, Ph.D. designed a study utilizing data from the Gresham-Barlow and Portland Public Schools Satisfaction survey, the SUN Neighborhood Involvement Survey and various reports from SUN principals. Readers are encouraged to read the full report for more details.*

Issues & Caveats

Much care must be taken in interpreting this data. Most of the data sources were existing and designed for other purposes. The return rates on the data varied across the sites and within each of the indicators. As a whole, the data reported here is a limited, although adequate, method for measuring family involvement. In addition to the technical concerns, measures of developmental assets and perceptions of involvement are still missing. We feel these are critical elements to attempt to capture so that a more complete analysis of family involvement can be given.

We need a clearer picture of parental involvement. For example, we do not know what SUN families are doing to increase their children's assets. Nor do we know how many parents/caregivers are involved or what conditions would increase overall family involvement.

A national review of research on parental/family involvement indicated that there are at least six main ways SUN could define success in terms of increasing family involvement. Successfully increasing family involvement could be shown through any of the following:
1. **Family Satisfaction**: heightening family satisfaction with school services.
2. **Family Participation**: increasing family participation in conferences and school events;
3. **Family Volunteering**: proliferating volunteer opportunities.
4. **Developmental Assets**: expanding at-home activities that raise children's assets.
5. **Community Context**: meeting community expectations of how parents should be involved in the school and how schools should be involved in the community.
6. **Family involvement perceptions**: enhancing student and staff perceptions of families' concern over and involvement in the schools.

The baseline research design tried to measure involvement in all six ways, but the workgroup was not successful in measuring all. Missing in this baseline are family involvement perceptions by both staff and families. The findings about family involvement in SUN schools are somewhat surprising and need to be interpreted carefully.

Family satisfaction
- Nearly 80% of the parents with children in SUN schools are satisfied with the school services according to Districts' satisfaction survey data.
- In a survey conducted within a ¼ mile radius of the schools, only 20% of families knew about the SUN initiative. However, those who knew about SUN were optimistic about its potential to reach its goals, as can be seen in the table 5.

Table 5 **Percentage of respondents who agree or disagree that SUN can realize its goals[10]**

	Percent of those knowledgeable about the neighborhood SUN school (N=92)				
Do you agree that SUN can:	**Strongly agree**	**Agree**	**Neither**	**Disagree**	**Strongly disagree**
Improve students' test scores?	34.2%	46.8%	12.7%	2.5%	3.8%
Improve students' chances for success?	39.1%	49.4%	8.0%	2.3%	1.1%
Improve the number of and access to neighborhood social services?	41.0%	49.4%	6.0%	1.2%	2.4%
Increase family involvement in the schools?	40.4%	52.8%	4.5%	2.2%	0.0%
Increase community and business involvement in the schools?	41.7%	47.6%	7.1%	2.4%	1.2%
Get people in the neighborhood to know each other better?	32.5%	57.8%	8.4%	1.2%	0.0%
Get information to people in the neighborhood about where to go for the services they need?	41.4%	52.9%	2.3%	2.3%	1.1%

From this data, we cannot conclude that families are satisfied with the SUN schools, as very few knew about the SUN initiative at the time of surveying. What we can claim is that those who do know about SUN are optimistic that it can reach its goals. As we can see from the family participation data below, the people who know about SUN may be more active in the schools than other families.

Family participation
- 84% of the parents surveyed attend parent-teacher conferences according to district records about conference attendance.
- Among the 92 respondents in the eight neighborhoods who knew about SUN, 25 (28%) had served on a school committee, 23 (25%) had taken part in a SUN sponsored activity and 11(12%) had attended a SUN meeting.
- 35% (47) of the SUN activities, events, or services documented in May 2000 were related to the goal of family involvement.

There is a high degree of family participation in traditional "for school" activities, such as conference and committee attendance and a growing number of programs to increase family participation in other ways. The survey did not ask about family participation on school committees if people did not have knowledge of their local school or the SUN initiative.

Family volunteering
- 24% (32) of the SUN activities during the first year used parent or caregiver volunteers.
- 27% of SUN stakeholders felt that there is a need for more parent representation as a constituency, while 26% of surveyed staff think parents are underrepresented among school volunteers.

One interpretation to reconcile the data on family volunteering is to conclude that schools need families to do volunteer work, but staff and other stakeholders are not in agreement on what other roles families can serve.
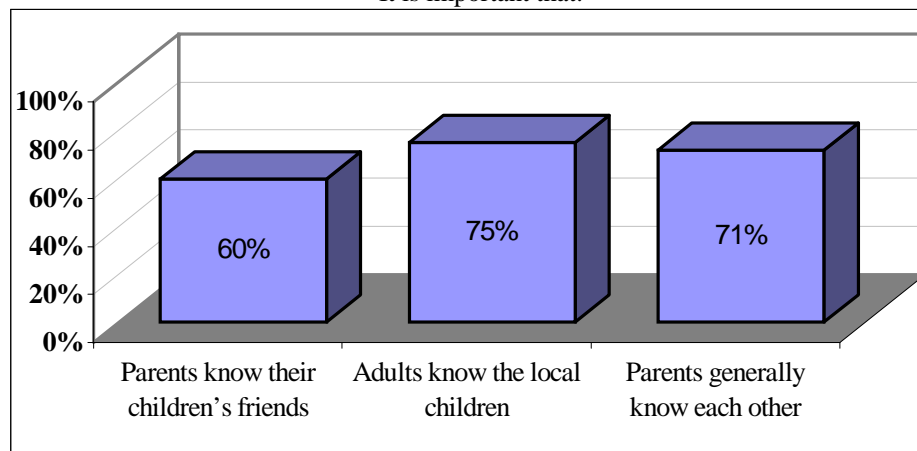
Community Context
- 94% of community members surveyed think involvement with kids, schools and volunteering is important.
- Further, there is a strong agreement that neighbors should be involved with children, as shown in figure 7 below.

Figure 7 **Neighbor Relations in SUN Schools' Neighborhoods**
Percent of respondents who strongly agree or agree with statements (N=732)
It is important that:

Looking at the currently available baseline data together suggests that the community may be an untapped resource for the schools. **Thus it would make sense for SUN to capitalize on these perceptions and build upon the strong community commitment to children's well-being.**

Recommendations
1. Assess and maximize the various roles families can and should play in the SUN schools.
Knowing the asset pool families bring to schools will aid not only in volunteer efforts, but also in matching expectations between families, staff, and schools.

This can be accomplished by learning more about all the families at all the schools (e.g., finding those families who do not attend school activities, and asking them about their needs and concerns). The SUN staffs' and volunteer coordinators' knowledge of the assets of all family members wishing to participate in school activities will also aid in maximizing the roles of families in the schools.

2. Increase families' satisfaction with the SUN initiative.
This can be accomplished through culturally aware outreach (e.g., multi-lingual flyers and mailings) and sensitivity to the needs of families with low assets and high stressors (e.g., by providing childcare and transportation for SUN activities).

3. Develop family involvement performance targets. The recommended performance target is showing a statistically significant and meaningful increase in the number of minority and previously unengaged families attending SUN activities. These activities should include services for parents, such as adult education and parent training. This can be accomplished by programming that builds the strengths of family members, as well as asks for volunteering and contributions from parents. Reaching these performance targets also requires increasing the capacity of schools to involve families in meaningful ways.

Goal three aims to increase the number of community members and organizations having a connection to the schools and thereby increasing the overall level of social capital in the school areas.

From April to September 2000 Shelley Kowalski, Ph.D. of the Multnomah County Evaluation/Research Unit designed and conducted a study on neighborhood involvement and social capital around the eight SUN schools. Conclusions and recommendations have been drawn from this multilingual survey administered door to door to 700+residents with and without school aged children. Readers are encouraged to read the full report for more details.

Community support for schools comes from residents who feel that they have the capacity and social capital, that is the richness of ties to the community, and willingness to invest their time and effort in protecting and improving the community. For this baseline, residents of neighborhoods surrounding each of the SUN schools were asked about their level of social capital. The study used the following constructs as indicators of social capital:

- Psychological sense of community;
- Neighborhood support;
- Neighborhood involvement;
- Membership and activities; and
- Local service knowledge and use.

The over 700 SUN neighborhood respondents appear to be very satisfied with their neighborhoods. The overall sense of community in SUN neighborhoods is above the median, averaging 3.6 on a five-point scale, with a standard deviation of 0.7.

Figure 8 **Respondent Agreement with Statements of Social Support** (N=732)

It is important that:
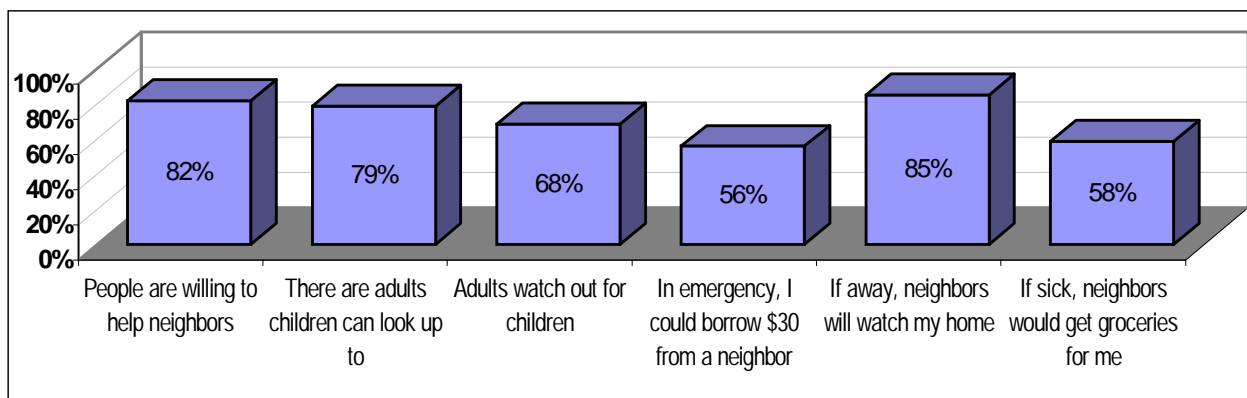
Source: *SUN Goal 3 Baseline Report*, December 2000. Shelley Kowalski, Evaluation Research Unit

This psychological sense of community was strongly linked to overall sense of neighborhood support, knowledge of the local SUN school, local involvement indicators, neighborhood participation, and activism. These relationships were determined to be highly significant by the statistical analysis presented in table 6.

The analysis implies that as schools become more integrated with the community, and as individuals have more input into the schools, the residents sense of wellness about the community and the neighborhoods' amount of social capital should improve. This study also shows that having children in the schools is not necessarily correlated to the desire to feel tied to the school or community.

Table 6 **Variable Correlation with the Overall Psychological Sense of Community Score** (N=732)

	Pearson correlation[11]
Overall Neighborhood Support score	.705**
School-related variables (yes, no)	
Presence of school-aged children living in the household	.006
Knowledge of local SUN school	.110**
Attitudes toward local involvement (not important to very important)	
Importance of residents working to improve conditions	.181**
Importance of respondent being involved in improving neighborhood	.241**
Importance of schools being involved in improving neighborhood	.147**
Importance of people in neighborhood talking to kids about their lives	.112**
Importance of contributing to school-sponsored neighborhood activities	.126**
Importance of volunteering for programs at the local school	.129**
Importance of having input as to what happens at the schools	.148**

**Correlation is significant at the 0.01 level
Source: *SUN Goal 3 Baseline Report*, December 2000. Shelley Kowalski, Evaluation Research Unit
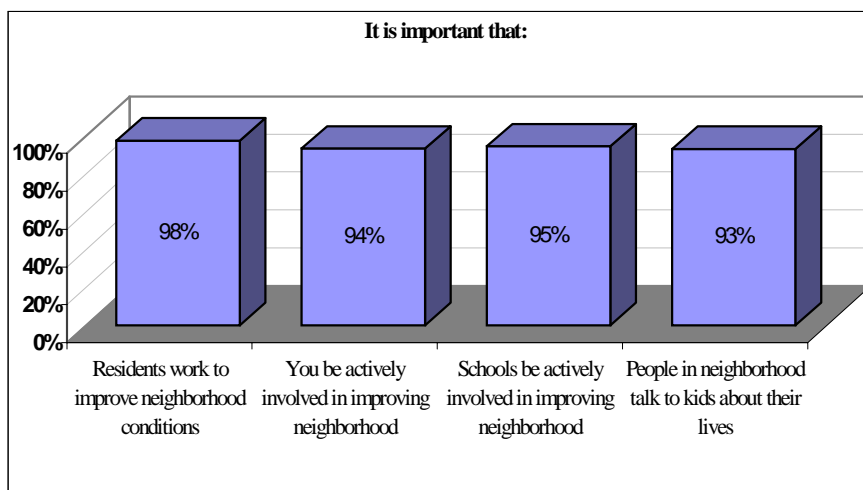
Other findings related to neighborhood involvement in the schools are equally telling. As shown in figure 9, there was overwhelming evidence that respondents in SUN neighborhoods are open to and place high importance on being involved neighborhood and school improvement. While these questions did not ask how much people have been involved in the past, the findings indicate that SUN schools should be able to generate a great deal of support from the neighborhood in the future.

Figure 9 **Respondents Agreement with Importance of School Involvement** (N=732)
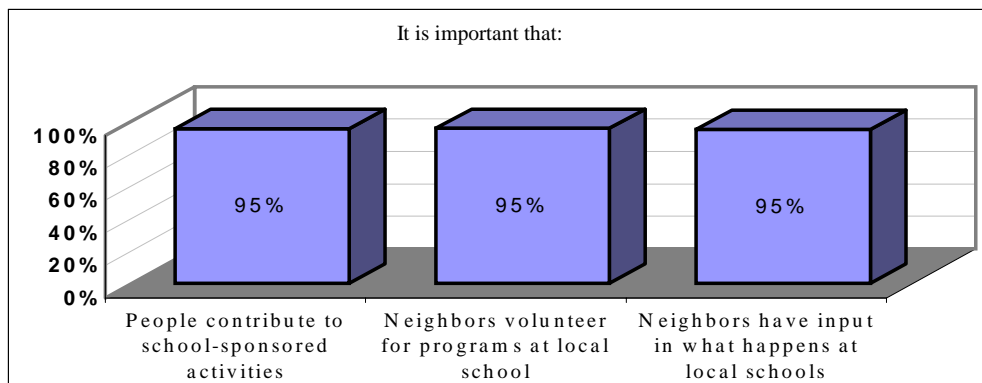
Source: *SUN Goal 3 Baseline Report*, December 2000. Shelley Kowalski, Evaluation Research Unit

Figure 10 **Respondents Agreement with Importance of Neighborhood Involvement**
(N=732)

It is important that:

98%	94%	95%	93%
Residents work to improve neighborhood conditions	You be actively involved in improving neighborhood	Schools be actively involved in improving neighborhood	People in neighborhood talk to kids about their lives

Source: *SUN Goal 3 Baseline Report*, December 2000. Shelley Kowalski, Evaluation Research Unit

While the level of community desire to be involved in SUN is strong, stakeholder knowledge about SUN is not as firm. In a survey of 42 key SUN stakeholders, only 57% could name at least 3 of the SUN goals. Only 10% (4 people) could list all five SUN goals. Parental involvement (86%) and academic achievement (71%) were the two top goals mentioned.

Recommendations
1. Adopt neighborhood involvement performance targets for the SUN initiative. Since 95% believe that it is important for people to be involved in school sponsored activities and volunteer at schools, it is important to find ways to benefit from this base of perceived support. The recommended performance target is a statistically significant and meaningful increase in the number of community members who attend SUN events, activities and services.

This could be accomplished by having local businesses "adopt" certain activities, instituting more inter-generational activities and using the site for integrated service delivery options.

2. Conduct an outreach campaign to increase the levels of SUN knowledge and participation.
As the correlation analysis indicates, there is a very high potential for increasing the amount of social capital in the neighborhoods through more knowledge of and connection to the SUN schools.

This could be accomplished by increasing media attention of SUN and engaging in social marketing of the SUN message.

> *Goal 4 seeks to change the way partnerships are formed and business is done in the schools. Collaboration is measured across the board from the way governmental organizations share information and resources to the way schools partner with communities.*
>
> *From spring to summer 2000 NPC Researchers Scott Burrus, M.A. and Beth Green, Ph.D. designed and conducted a study on the level of SUN stakeholder collaboration. Conclusions for their study were drawn from a survey of school activities, events and services and 42 stakeholder interviews. Readers are encouraged to read the full report for more details.*

Level of Collaboration

Collaboration can exist on several levels, from jointly hosting an event to shared funding of programs to formal agreements to integrate services. We have investigated SUN's efforts along a continuum, from lower order efforts such as joint planning to higher order efforts that would include full integration of services and data systems.

Within its first year, SUN has increased the amount of collaboration on that first level, with sizable amounts of program coordination. Sixty-five percent (65%) of the 135 activities, events and services documented for the month of May 2000 had shared funding, volunteers or other resources. The main type of collaboration was in joint hosting of a project. NPC researchers, Burrus and Green write: "In our experience evaluating service coordination projects, and compared to other initiatives of this type, this indicates a relatively high level of sharing of resources between key agency partners for SUN-related activities during May 2000."

As table 7 shows, there has been a moderately high level change in perceptions about collaboration. This is especially true for those efforts that involve designing, hosting and implementing programs—the beginning of the collaboration continuum.

Table 7 **First Year Stakeholder Perceptions Changes in Collaboration Activities**

(N=42)

	No change at all or a little change	Somewhat changed or a lot of change
Program-Level Collaborative Type Activities		
Jointly planned a program	12%	88%
Engaged in joint outreach efforts	12%	88%
Coordinated programming to avoid duplication	16%	76%
Signed a formal interagency agreement	63%	20%
Individual-Level Collaborative Type Activities		
Informally agreed to share information	20%	79%
Engaged in joint service planning for clients	36%	57%
Shared data or information about clients	51%	31%

Source: *A report to the SUN initiative Evaluation Workgroup.* September 2000, NPC Research Inc.
Data adapted by Multnomah County Evaluation and Research Unit.

When asked about changes in coordination as a result of SUN:

- 68% saw a moderate increase in joint projects undertaken, 40% saw a moderate increase in level of cultural sensitivity (a necessary precursor for cross-cultural collaboration), and 64% saw a moderate increase in the level of coordination of services in the community.

- 50% of stakeholders saw no change in the willingness to share client information across agencies and 49% saw no change in the actual amount of client information shared.

Overall, these findings demonstrate SUN is having an effect on the way partnerships happen, but at the lower end of the collaboration continuum.

Stakeholder Involvement & Satisfaction
- 71% of stakeholder felt that their SUN school had good or very good representation from key community constituencies. They identified the following as underrepresented groups at the time of surveying: businesses; parents; community residents; and students.

- Co-managers were involved in 60% of the SUN activities. Often they facilitated communication (52%) and played a planning role (30%). Only occasionally did co-managers plan independently (14%) or implemented independently (10%).

Table 8 **Stakeholder Satisfaction with SUN Coordination** (as of May 2000, N = 42)

	Strongly Agree or Agree	**Neutral**	**Strongly Disagree or disagree**
The SUN school goes "above and beyond" previously existing forms of service coordination	61%	29%	10%
The SUN school is an effective partnership and worth my time	97%	3%	0%
I am satisfied with the SUN schools current level of service coordination in my community	46%	29%	24%

Source: *A report to the SUN initiative Evaluation Workgroup.* September 2000, NPC Research Inc.
Data adapted by Multnomah County Evaluation and Research Unit.

The data indicates that stakeholders feel SUN is worth their time, but at least half are not satisfied with remaining at this level of coordination and collaboration. There may be underrepresented groups and missed opportunities to collaborate with businesses, parents and students.

Funding Sources
The Fiscal Year 1999-2000 School/Community Building Policy Budget Presentation documented the collaborative financial arrangement created to support the implementation of the SUN initiative. The City of Portland contributed $300,000, Multnomah County invested over $270,000 ($170,000 in SIP/ear-marked money and $101,470 in general funds), the Oregon Department of Human Services offered $382,475, Portland Public Schools gave $14,000 and the Multnomah Education Service District put in $25,000. These are the traditional funders of school programs in Multnomah County.

Philanthropy came from several sources: the Schnitzer Foundation contributed $10,000, Jubitz $4,500 and the Annie E. Casey Foundation awarded a start-up grant of $100,000 to the initiative matching funds from the State.

Planners estimate funding levels needed for the schools would run about $100,000 for elementary sites and $150,000 for middle schools plus increased costs for resource development and evaluation for core support. Actual costs, including cash, in-kind, and volunteer services are significantly higher. Figures 11 and 12 show cash expenses and revenues, which underestimates the real costs of the program.
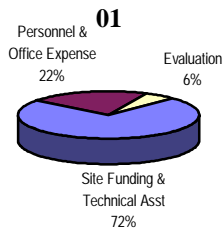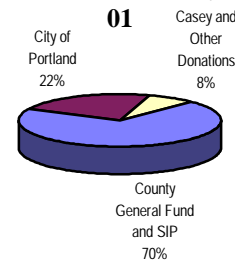
Figure 11 **SUN Expense FY 00-01**

Personnel & Office Expense 22%
Evaluation 6%
Site Funding & Technical Asst 72%

Figure 12 **SUN Revenue FY 00-01**

City of Portland 22%
Annie E. Casey and Other Donations 8%
County General Fund and SIP 70%

Recommendations

1. Focus on "higher order" forms of collaboration.
This could be accomplished by fostering the principles of service integration. For example: co-MANAGED programs; mingled, leveraged and jointly managed resources, shared responsibility for data gathering and sharing that meets the needs of all partners, programming that meets contractual responsibilities of all partners, client-driven services (including community in designing, planning and evaluating programs and activities).

2. Clarify the roles of co-managers and lead agencies in developing further collaborations. Not all schools have the same co-manager collaboration issues, but all should be given clear directions from management on the role of the co-manager and responsibilities of the lead agencies in increasing collaboration.

This could be accomplished by looking into those that are working successfully and use as the basis of a more standardized procedure.

3. Develop a more diversified and stable funding strategy. Current funding reflects traditional patterns of support. Changing the way business is done in the schools implies that new forms of resources and revenues should be sought out. Further, the funding strategy is at issue in recommendations two and three for the SUN process, which ask for more planning and systematized rollouts. The evaluation realizes that these can happen only as resources allow and thus strongly recommend a diversified and stable funding stream.

This could be accomplished by first developing a matrix listing all current cash and in-kind resources. From there, look for creative ways to maximize funds through grants and business partnerships.

Goal 5 School Resource Use Baseline Findings and Recommendations

> *This goal is designed not just to make the schools open more hours, but open to more programs that build the assets of students, families, and communities.*
>
> *From March to September 2000 NPC Researchers Scott Burrus, M.A. and Beth Green, Ph.D., designed and conducted a study on the level of school resource use. Conclusions for the study were drawn from a May 2000 survey of school activities, events and services. Readers are encouraged to read the full report for more details.*

Resource use has been measured by the numbers of activities, events, or services that the SUN initiative brought into the school. Our research shows that just within the baseline year, there was already an impact on this goal. At the initiative level, 55% of the activities, events, and services in May 2000 were not there before SUN arrived. This suggests that SUN was an important initiator of new events and activities at the eight schools.

Further, the majority of SUN activities targeted one or more SUN goals, as can be seen in table 9 below:

Table 9 **Activities Targeting Each SUN Goal**

SUN Goal	Percentage of Activities Targeting Goal
1a. Help children succeed academically	53%
1b. Help children succeed socially	60%
1c. Help children develop an ethic of service	26%
2. Increase parents/caregivers involvement in schools	33%
3. Support and strengthen parents/caregivers, families, and community residents	38%
4. Leverage sharing of public assets through expanded use of schools[12]	18%
5. Leverage resources to achieve a better, more comprehensive and coordinated service delivery system.	18%

Source: *A Report to the SUN initiative Evaluation Workgroup.* September 2000, NPC Research Inc.
Data adapted by Multnomah County Evaluation and Research Unit.

A variety of volunteers helped bring about SUN activities. One quarter of activities had parent/caregiver or community volunteers, 16% used school personnel, and 4% used student volunteers. A total of 1,741 adults and 3,481 children attended these 135 activities in May 2000.

Although most attendees were aware of SUN activities, few could accurately name the goals of SUN. As mentioned above, only 10% could list all five goals correctly. Although these data reflect a point relatively early in the SUN's implementation, it may be important upcoming years for the

initiative to make a concerted effort to clearly communicate to partners and community members about the expected outcomes of the project.

Recommendations
1. Continue to build new resource partnerships and on-site programs. This is going well already and needs work only refining the best mix of partnerships and programs to maximize school use. Be aware of differences between a real estate and contribution perspective in developing new partnerships. Site constraints, fee requests and building restrictions create barriers to many types of programming and foster a "real estate" perspective whereby the programs are not partnerships, but merely renters.

This could be accomplished by reviewing the findings of the Best Use Facilities Task Force convened through Portland Public Schools and other national investigations into school resource usage. A contribution perspective can be fostered by championing the simplification of building use procedures and increasing sensitivity to community needs rather than strict reliance on previous patterns of and rules for usage.

2. Adopt performance targets related to school resource use. A good performance target would indicate a Sponsor Group decision on the percent of activities directly related to each goal.

This could be accomplished by Sponsor Group clarification on the optimal resource use strategy and management team direction to schools.

3. (joint with goal 3) Conduct an outreach campaign to increase knowledge about and participation in the SUN initiative.

This could be accomplished by more public outreach of SUN staff. Social marketing is a way to inform and empower people about resources, services or practices.

Endnotes

[1] The current list of partners includes the Bureau of Housing and Community Development, City of Portland, Centennial School District, City of Gresham, City of Portland, the Community Building initiative/Caring Communities, David Douglas School District, Gresham Barlow School District, Multnomah County Government, Multnomah Education Service District, Office of Neighborhood Involvement, City of Portland, Oregon Commission of Children and Families, Oregon State Department of Human Resources, Parkrose School District, Portland Public Schools District, Reynolds School District, Worksystems, Inc.

[2] The list of Evaluation Workgroup members and contractors can be found in Appendix 1.

[3] In addition, 2 schools—Harold Oliver and Robert Gray--were awarded much smaller planning grants.

[4] Quote from the SUN schools web site: http://www.sunschools.org

[5] A full list of SUN sponsor group members can be found in Appendix 1.

[6] Dryfoos' full report can be found at: http://www.communityschools.org/evaluation.

[7] Peter Senge, senior lecturer at MIT's Sloan School of Business and chairperson of the Society for Organizational Learning, writes about the application of systems theory ideas to organizational management and change. Best known for his seminal work, *The Fifth Discipline: The Art and Practice of the Learning Organization,* his more recent works elaborate on the organic model of change, specifically in *Schools That Learn,* (2000), NY: Doubleday.

[8] For more information, see Carol Calfee, Frank Wittwer, Mimi Meredith, "Building A Full Service School: A Step by Step Guide," Copyright 1998 Jossey-Bass and National Association of Elementary School Principals, "After School Programs & The K-8 Principal: Standards for Quality School-Age Child Care," Copyright 1993, Alexandria Virginia.

[9] Percentages are based on October enrollment counts. Students may incur more than one major discipline referral, i.e., major suspension or expulsion. Therefore, incidents of suspension and expulsion are duplicated; that is, a student is counted for each discipline referral received. The number of students involved may be lower than the number of incidents. Further, caution should be exercised when comparing discipline data across schools and years. Although District policies and regulations increase consistency in addressing and reporting student discipline incidents, corrective action is based on an understanding of the individual student and ultimately determined by the best professional judgment of the administrator.

[10] Source: *SUN Goal 3 Baseline Report*, December 2000. Shelley Kowalski, Evaluation Research Unit.

[11] Pearson correlation values are used to indicate the strength of the relationship between the two variables. Values close to 1 indicate a strong relationship; values close to 0 indicate a weak or non-significant relationship.

[12] It should also be noted that all events/activities that took place at the school (107 total) had the direct or indirect impact of supporting this SUN goal. 18% reflects a direct impact upon leveraging of resources.

APPENDIX 1: Workgroup Members/Sponsor Group/Management Teams

CURRENT SUN EVALUATION WORKGROUP MEMBERS LIST

Name	Agency
1. Kathy Turner	SUN Schools Staff, Mult. Co.
2. Diana Hall	SUN Schools Staff, Mult. Co.
3. Sandi Hansen	SUN School Staff,
4. Brian Smith	Community and Family Services, Mult. Co.
5. James Buck	Gresham-Barlow School District/Safe PT
6. Lisa Turpel	Parks & Recreation, City of Portland
7. Steph Mitchell	Research & Evaluation Department, Portland Public Schools (PPS)
8. Jim Harper	Human Resources Division, Mult. Co.
9. Chuck Dimond	Oregon Health Department
10. Scott Powers	Grant-Madison Caring Community
11.	Planning and Development, Mult. Co.
12. Ron Gould	Leaders Roundtable
13. Chris Bekemeier	Parent Member RepresentativeFamily Works, Lead Agency
14.	Principal, PPS
15.	Multnomah Education Services District
16. Lorena Campbell	East County Caring Community Coordinator/SAFE PT
17. Lennie Bjornsen	Department of Human Services, State of Oregon
18. Shelley Kowalski	Evaluation/Research Unit, Mult. Co.

SUN Liaisons

Renee Lee – James John, Rigler, Whitaker
Amy Ruona – Buckman, Clear Creek
Celeste Woodward – Lane, Kelly, Woodmere

ORIGINAL SUN EVALUATION WORKGROUP MEMBERS LIST

Name	Agency
1. Mike Harris	SUN Schools Staff, Mult. Co.
2. Diana Hall	SUN Schools Staff, Mult. Co.
3. Brian Smith	Community and Family Services, Mult. Co.
4. James Buck	Gresham-Barlow School District
5. Lisa Turpel	Parks & Recreation, City of Portland
6. Steph Mitchell	Research & Evaluation Department, Portland Public Schools (PPS)
7. Ron Gould	Leaders Roundtable
8. Chris Bekemeier	Parent Member Representative
9. Helen Nolen	Buckman Elementary School, PPS
10. Mike Verbout	James John Elementary School, PPS
11. Linda Simington	Lane Middle School, PPS
12. Kelly Schwartz	Multnomah Education Services District
13. Anne Peterson	OSECC Regional Coordinator
14. Lorena Campbell	East County Caring Community Coordinator

15. Kathy Turner	Commissioner Francesconi's Office, City of Portland
16. Lennie Bjornsen	Department of Human Services, State of Oregon
17. Khadim Chishti	Family Works
18. Ramona Ropek	Boys & Girls Aid Society
19. Sik Yin Chan	Portland Impact
20. Shelley Kowalski	Evaluation/Research Unit, Mult. Co.
21. Van Le	Evaluation/Research Unit, Mult. Co.

Associate Member	Agency
Scott Keir	Juvenile Justice, Mult. Co.
Thach Nguyen	Juvenile Justice, Mult. Co.
Mike Jaspin	Budget & Quality, Mult. Co.
Chris Tebben	Commission on Children, Family & Communities
Jana Rowley	Youth Advisory Board, Commission on Children, Family & Comm.
Pamela Jaclyn	Stoel Rives
Joy Dryfoos	Independent researcher
Karen Knight	Youth Services Consortium
Clara Pratt	Oregon State University
Margot Welch	Collaboration for Integrated School Services, Harvard University
Martin Blank	Coalition of Community Schools, Institute for Educational Ldrshp
Constancia Warren	Academy for Educational Development
Cheryl Lange	University of Minnesota
Being checked	Foundations & Business Member

Sponsor Group

Name	Agency
Jim Francesconi	Commissioner, City of Portland
Beverly Stein	Chair, City of Portland
Charles Becker	Mayor, City of Gresham
Dr. Ben Canada	Portland Public Schools
Rich Brown	VP of Public Affairs, Bank of America
Ronald Gould	Chair, Leaders Roundtable
Diane Linn	Commissioner, Multnomah County Board of Commissioners
Larry Norvell	President, CEO, United Way of the Columbia-Willamette
Dan Saltzman	Commissioner, City of Portland
Dr. Ed Schmitt	Superintendent, Multnomah Education Service District
Gary Weeks	Executive Director, State Department of Human Resources
Rhys Scholes	Office of Chair Beverly Stein

Executive committee of the Sponsor Group

Jim Francesconi	Kathy Turner	Pat Burk
Elyse Clawson	Beverly Stein	Lolenzo Poe
Charles Jordan	Lillian Shirley	

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Shelley.k.Kowalski@co.multnomah.or.us

Current SUN Initiative Management Team

Name	Agency
Kathy Turner	Director , SUN Initiative
Chuck Dimond	Department of Human Services
Charles Jordan	Director , Portland Parks and Recreation
Lolenzo Poe	Director of Dept. of Community and Family Services Mult County
Carol Turner	Office Mayor Katz, City & Leaders Roundtable
Rhys Scholes	Chair Stein's Office, Multnomah County
Tricia Tillman-Reardon	Health Department, Multnomah County
Jim Buck	Gresham Barlow Schools
Joanne Fuller	Community Justice, Multnomah County
Neal Naigus	Portland Community College
Pat Burk	Assistant Superintendent, Portland Public Schools
Sue Larsen	Community Building Initiative, Multnomah County
Lillian Shirley	Director, Multnomah County Health Department
Lorena Campbell	East County Caring Communities
Elyse Clawson	Director, Multnomah County Community Justice Department

Original Members SUN Implementation Task Force

Name	Agency
Diana Hall	Program Development Technician
Michael Harris	Project Director
Dianne Iverson	School Liaison
Kathy Turner	City of Portland/Commissioner Francesconi
Lennie Bjornsen	Director of CPT, State Department of Human Resources
Jim Buck	Assistant Superintendent, Gresham-Barlow School District
Pat Burk	Assistant Superintendent, Portland School District
Jim Carlson	Staff, Multnomah County's Evaluation Unit
Pat Foley	Neighborhood Outreach, Multnomah County's Health Department
David Judd	Deputy Director, City of Portland, Parks and Recreation
Karen Knight	Director, Youth Services Consortium
Sue Larsen	DCFS Director's Office Multnomah County's DCFS
Toni Peterson	Assistant Director, Oregon Dept. of Human Services
Van Le	Staff, Multnomah County's Evaluation Unit
Neal Naigis	Portland Community College
Robert Okey	Grant writer, Multnomah County DCFS
Kelly Schwartz	Office/Superintendent Multnomah Education Service District
Lisa Turpel	Senior Rec. Supervisor City of Portland, Parks and Recreation
Darlene Young	Neighborhood Outreach

APPENDIX 2: Dryfoos
The following is a summary of Joy Dryfoos (2000) in progress review of 49 school community programs and other information about school community program research. This information is provided as a reference point for expectations regarding SUN school outcomes.

The 49 school-community programs reviewed by Dryfoos all aimed for multiple outcomes with an emphasis on academic achievement, change in student behavior, as well as parental involvement.

Most of the programs she reviewed showed impacts on more than one outcome. Changes were seen between two or three years after the program started. Specifically,
- 36 of the 49 programs reported academic (reading and math) gains at the student or at the school level over a 2-3 year period.
- 19 of 49 reported positive changes in school attendance or dropout rates
- 12 of 49 reported increases in parental involvement.
- 11 of 49 reported reductions in suspensions and high risk behaviors
- XX number of 49 reported better access to services
- 6 of 49 reported lower violence rates and safer streets

Three examples of these evaluations are below:
- (1995) UCLA's Center for the Study of Evaluation reported that with at least two years involvement, **LA Best** program students liked school more, felt safer, increased grades, showed positive behavior changes, and the school had less school based crime.
- (1998) Academy for Educational Development's showed that over three years, program students in the **New Jersey School Based Youth Services Program** showed statistically significant change on 14 of 45 behavioral and attitudinal outcomes such as educational aspirations, and use of contraceptives to prevent pregnancy. The program spends less than $200 a child each year.
- (1999) University of Chicago's Chapin Hall Center for Children reported that over three years, the three **Polk Brothers Foundation Full Service Schools** decreased student mobility, increased reading scores and increased math scores. Further, all schools were actively acquiring resources from 25 organizations or more, and there was an increase in the number of adults who knew students well and could help with programs.

APPENDIX 3: Timeframes for Change

SUN Goal/ Evaluation Question	Short term (99-2000 school year, approximately)	Intermediate (2000-01 school year approximately)	Long term (2001-02 school year approximately)
(S)tudent	S1. Participation in extracurricular activities S2. SUN services awareness, involvement and support S3. Disciplinary Referral S4. Attendance S5. Number of eligible children getting SUN services and benefits like insurance, snacks, meals	S6. Safety Issues S7. Risk behaviors S8. Health factors S9. Student assets (e.g. safety) S10. Student referrals to other educational institutions S11. Contribution to community S12. Student voice incorporated into SUN decision making S13. Participation in SUN based extracurricular activities in the community	S13. Skills Competency a. task completion b. % benchmark in math & reading c. increase bottom quartile scores S15. Promotion and retention rate S16. Mobility/stability, relative to local community changes
(F)amily	F1. SUN services awareness, involvement and support F2. Parental involvement in school activities: a. academic b. extracurricular	F3. Participation in SUN school development F4. Satisfaction with school F5. Access to health or other services, as they are indicated in the specific site model F6. Family communication skills	F7. Leadership in SUN schools development F8. Family mobility F9. Family hardiness & functioning
(C)ommunity and Business	C1. Attendance at school based-events, activities C2. Participation at events at schools increase (Study Circles) C3. School partnership with local entities C4. Awareness of local schools	C4. Participation in SUN school decisions C5. SUN services awareness, involvement and support C6. Perception of school as resource C7. Intergenerational ties C8. Community values youth C9. Values youths	C9. Sense of community, social capital C10. School as catalyst for community change C11. Community response to critical school incidents C12. School and business partnerships to make SUN sustainable

SUN Goal/ Evaluation Question	Short term (99-2000 school year, approximately)	Intermediate (2000-01 school year approximately)	Long term (2001-02 school year approximately)
			C13. School involvement on business perspective basis (Junior Achievement, career pathways C14.Understanding of CIM & CAM
(Sc)hool Institution	Sc1. Teacher hours doing social work compared to teaching Sc2. SUN services awareness, involvement and support Sc3. Participation in SUN school decisions Sc4. Representation of agency staff at school meetings	Sc5. Staff absenteeism[1] Sc6. New resources for SUN-related activities Sc7. # of volunteer hours Sc8. SUN related staff development hours Sc9. Perception of youths as assets Sc10. Staff satisfaction with SUN Sc11. Staff perception of knowing more about students, viewing kids more holistically, making needed referrals	Sc12. Sense of self-efficacy Sc13. Teacher/student ratio Sc14. Requests for transfers into SUN schools
(Sy)stem Interagency	Sy1. Implementation group attendance rate Sy2. Knowledge and support for SUN Sy3. Interagency agreements are met	Sy4. Linkage between academic and recreational services. Sy5. Examples of funding changes to allow for increased collaboration and integration Sy6. Examples of operational practices to allow for incr. collaboration Sy7. Interagency agreements streamlined	Sy8. Examples of policy changes to allow for increased collaboration and integration Sy9. School as catalyst for change Sy10. SUN activities are sustainable and continue through non-SUN funding

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[1] Staff absenteeism is an indicator of staff morale and the level of continuous adult contact in the school environment. This data is collected on a regular basis by school districts.

(R)esource Use and Facilities	R1. Hours the school and facilities are open R2. % of space for SUN activities R3. Vandalism incidents and cost	R4. Number of activities for students, families and community R5. Examples of new activities and effect on old activities if rescheduling is needed	R6. Cost of hours open vs. people served R7. Difference between out of school hours building usage for Community Schools/Parks & Recreation
(C)ontract Management	C1. % of services are delivered as contracted C2. Level of customer satisfaction w/contracted services	C3. Examples of improvements to contracted services to improve their quality	

APPENDIX 4: History Timeline

1997

January   City Commissioner Jim Francesconi begins term of office and assumes
              responsibility for Portland Parks and Recreation. Concerned about after school
              activities and safe places for children.

April   Led by Multnomah County Chair Bev Stein, Community-Building initiative
              conversations shift to organized study. Policy Committee and Core Team formed.

Spring   Conference includes panel from Washington Heights, New York Community
              School (Children's Aid Society). Marilyn Richen of Portland Public Schools and
              Norm Monroe from the County Chair's Office attend along with Carol Turner
              from the Oregon State Department of Human Resources. Imaginations piqued.

November   Multnomah County Board of Commissioners unanimously passes a resolution
              endorsing community building. Targets six geographic areas and allocates money
              for early phases of the initiative.

1998

January   City of Portland passes resolution endorsing community building with the support
              of Mayor Vera Katz.

              Oregon Department of Human Resources Community Partnership Conference,
              co-sponsored with the national support of the Council of Chief State School
              Officers, invites Washington Heights Community School staff as lead speakers.
              Special Portland sessions also held. Focus on academic achievement resonates
              with Portland contingent. Belief that it could be done in Portland begins to take
              hold.

Spring   Bank of America invests $100,000 in Outer Southeast Portland to support the
              partnerships at Lane and Binnsmead Middle Schools linking school and
              community-based expertise through healthy after school and weekend programs.
              Oregonian editorial praises the investment.

              Time for Kids: An initiative for the Out-of-School Hours begins. It is a
              collaborative between the Portland Parks and Recreation Department and
              community organizations targeted to Outer Southeast and North Portland
              neighborhoods.

June   Chair Stein and Commissioner Francesconi co-chair the Sponsor Group of the
              Community Building initiative. Designate Lolenzo Poe and Kathy Turner,
              representatives of the County and City, to co-chair a Core Team charged with
              investigating the community school concept and its feasibility for Portland.

July-August	Sponsor Group asks Core Team to do a community school proposal. Ad Hoc Subcommittee led by Dianne Iverson, Multnomah Commission on Children, Families, and Community representative, and Kathy Turner, Staff to Commissioner Francesconi. From July 98 to March 99, Ad Hoc Subcommittee grows from 5 members to 40. All with an interest invited to join in the dialogue. Annie E. Casey Foundation money with matching money from the Oregon State Department of Human Services funds the development of the community schools concept.
Fall	Individual one-on-one conversations held with all school superintendents in Multnomah County checking viability of ideas and soliciting input.
November	Harvard University National Conference on Community Schools and Full Service Schools. National connections made. Proposed evaluation of community schools initiative becomes important component for the SUN work. Van Le of Multnomah County Research/Evaluation Department attends conference and makes national connections enabling SUN to take advantage of yet-to-be published lessons learned from similar models and to design a strong evaluation plan.

1999

February	Mike Harris, principal of Lane Middle School, hired as Community Schools Coordinator.
March	Mike Harris begins new position after spring break. Implementation Phase begins. Nine key SUN representatives attend second National Conference on Full Service and Community Schools at Harvard University.
April	Sponsor Group approves the Executive Summary of the Ad Hoc Subcommittee's Community School Concept Paper. Multnomah County Youth Advisory Board suggests project name, Schools Uniting Neighborhoods. Request for Interest (RFI) applications distributed and plans made for technical assistance to be offered for those deciding to apply.
May	Outreach to community re: SUN initiative. Presentations given to many groups inviting interest and applications. Technical assistance workshops offered to applicants. Leaders Roundtable key networking link. Caring Communities facilitate discussions with potential schools and community partners. Budget presentation for fiscal year 99-00 on School/Community Building Policy.

June	Thirteen final applications received June 1. Applications evaluated and sites visited (interviews and tours).
	Selected SUN schools notified just as (or after) school year ends.
July	On July 6, Commissioner Francesconi and Chair Stein formally announce the selection of 8 schools representing the inaugural round of the SUN initiative: Buckman Elementary, Clear Creek Middle School (Gresham-Barlow School District), Kelly Elementary, James John Elementary, Lane Middle School, Rigler Elementary, Whitaker Middle School, and Woodmere Elementary. *Oregonian* article highlights the action and its promise.
	Schools selected excited but difficult to celebrate because school no longer in session.
August	Potential lead agencies respond to Requests for Qualifications (RFQ).
	Local sites develop Requests for Proposals (RFP) identifying their needs.
Fall	Lead agencies notified about approval.
	Evaluation Workgroup begins meeting in September.
	Lead agencies selected and matched with sites.
	Process of hiring co-managers begins. Each school selects on a different timeline. Those with a slower process for hiring experience frustration.
December	Evaluation Plan approved tentatively.
	Initial conversations exploring the idea of a Community Building Intermediary, an organization that could facilitate the flexible funding and capacity building believed necessary for the SUN initiative to expand.