



# SUN SECOND EVALUATION REPORT

SCHOOL YEAR 2000–2001

*The SUN Evaluation Workgroup*

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# EXECUTIVE SUMMARY

## *Year Two of the SUN Initiative*

Since 1999, the Schools Uniting Neighborhoods Initiative has worked to improve the lives of children, their families and the community by developing schools as “community centers,” with extended day programming to increase student success and community access to social services which will enhance family and community involvement in the school and the community.

Each of the Initiative’s five goals has been extensively evaluated, and at year two of the five year evaluation effort, there are results that indicate great success and those that present opportunities for improvement.

**GOAL 1:** Improve student achievement, attendance, behavior and other skills for healthy development and academic success through increased capacity of the local schools to provide a safe, supervised and positive environment for expanded experiences.



### KEY FINDINGS

*SUN elementary students have better math scores both over time and in comparison to students not at a SUN school. The reverse is true for SUN middle school students.*

*There is no difference either over time or between students at SUN schools and those not at SUN schools in reading scores.*

*There are significant differences in math and reading scores among ethnic groups, with Hispanic students most frequently scoring lowest.*

### OPPORTUNITY FOR IMPROVEMENT

*Pay attention to the developmental differences between elementary and middle school.*

*Tailor programming to fit the diversity of the population.*



### KEY FINDINGS

*Family involvement in the schools begins at home.*

*Perceptions of SUN’s family focus vary widely between schools.*

### OPPORTUNITY FOR IMPROVEMENT

*Work with families to produce effective at-home student success strategies.*

*Increase family participation in the SUN schools.*

**GOAL 3:** Increase community and business involvement in the schools and school-based programs.

#### KEY FINDINGS

*41% of community members surveyed know about the SUN initiative, up from 9% last year. Among these people, the perception that SUN can reach its goals is down from last year, but still high at 81% from 90%.*

*Partnerships grew from 70 to 120, with partners providing more materials and volunteer support and less money or assistance with programming than last year.*

#### OPPORTUNITY FOR IMPROVEMENT

*Continue to build ties with residents that strengthen both the school and the community.*

*Focus on strategic, mutually-beneficial business and agency partnerships.*

**GOAL 4:** Improve the system of collaboration among school districts, government, community-based agencies, families, citizens and business/corporate leaders.

#### KEY FINDINGS

*The best collaborations need a common vision, strong leadership, shared decision making & role clarity.*

*SUN strives to balance site autonomy with centralized decision-making from a set model.*

*Stakeholders are concerned about future funding issues and different levels of funding between the SUN schools.*

#### OPPORTUNITY FOR IMPROVEMENT

*Build mutually beneficial partnerships where leaders from both organizations share a common vision and engage in joint decision making.*

*Look to the future in developing stable funding strategies.*

**GOAL 5:** Improve use of public facilities and services by locating services in the community-based neighborhood schools.

#### KEY FINDINGS

*76% of all SUN programs used resources leveraged from partnering agencies and organizations.*

*The SUN sites made significant improvement in the number, types, and attendance levels of programs as well as publicity for them.*

*The co-manager position is vital in expanding the use of the schools, but may be the sole or responsible agent for too much program implementation.*

#### OPPORTUNITY FOR IMPROVEMENT

*Strategically plan new on-site programs and continue to build new resource partnerships.*

*Refine the co-manager's role.*

## *Introduction*

# THE SUN INITIATIVE GOALS AND EVALUATION STRATEGY

The Schools Uniting Neighborhoods (SUN) Initiative aims to improve the lives of children, their families and the community through partnerships between local schools and other community institutions. SUN Schools extend the school day and serve as community centers, offering a range of services, classes and events that benefit youth, families and others in their neighborhoods.

SUN's objectives stem from the grass roots efforts of concerned citizens, educators, and local government officials and from the best practices at other "full service schools" across the country. The SUN Initiative was founded by the City of Portland and Multnomah County in 1999 in partnership with the State of Oregon and Multnomah County Public School Districts. Eight schools were selected to launch the SUN Initiative. Each school then selected a non-profit lead agency to provide management support, hired a co-manager, and created a local Advisory Committee comprised of parents, community members, business leaders, and staff. As the program developed, partnerships were created with other community institutions, such as area libraries, parks, community centers, neighborhood health clinics, churches and businesses. SUN sites and lead agencies are listed in Appendix A.

## INITIATIVE GOALS

- SUN GOAL 1** Improve student achievement, attendance, behavior and other skills for healthy development and academic success through increased capacity of the local schools to provide a safe, supervised and positive environment for expanded experiences.
- SUN GOAL 2** Increase family involvement in the schools and school-based programs.
- SUN GOAL 3** Increase community and business involvement in the schools and school-based programs.
- SUN GOAL 4** Improve the system of collaboration among school districts, government, community-based agencies, families, citizens and business/corporate leaders.
- SUN GOAL 5** Improve use of public facilities and services by locating services in the community-based neighborhood schools.

## EVALUATION STRATEGY

This Second Evaluation Report summarizes the SUN Initiative's progress on each of its five goals for the 2000–2001 school year. The report offers key findings for each goal, summarizes the data upon which the findings are based, and highlights opportunities for improvement. Full reports are available for each goal from the lead evaluator.

SUN is a learning organization, dedicated to continuous improvement. The SUN evaluation is designed to support that, by focusing on assets and working with the Initiative to produce the best possible outcomes for children and the community. Action steps taken in response to the baseline evaluation report can be found in Appendix B. It is important for stakeholders and funders to note that this is an interim report, and that changes in key goals, such as academic performance are not expected for three to five years into the initiative. National studies indicate such changes occur only after this period of time. We have not reported the variances between schools (i.e., “high” versus “low” goal achieving schools) as it is too early to be certain of trending. Individual school data will be presented in workshop sessions with each school as they prepare their annual plans and set performance targets.

This report does not include a cost benefit analysis. Such an analysis will be included in next year's evaluation report. It is the intention of both the SUN Evaluation Workgroup and SUN management staff that the evaluation continue to provide useful information for program improvement.

# SUN GOAL 1

Improve student achievement, attendance, behavior and other skills for healthy development and academic success through increased capacity of the local schools to provide a safe, supervised and positive environment for expanded experiences.



This section looks at major patterns in three key indicators related to student success: attendance, disciplinary referrals, and test scores. These indicators are analyzed over time, in comparison to a group of students not at SUN schools<sup>1</sup>, and in relation to the demographic composition of the SUN student body. We are collecting and reporting on this data, but do not expect to see changes in academic performance for at least another two years<sup>2</sup>.

## KEY FINDINGS

1. The SUN student population is increasingly diverse; more so than the school districts’.
2. Math scores are higher for elementary students at SUN schools compared to students at other local schools, but the reverse is true for middle school students.
3. Over a three year trend, math scores have increased significantly ( $\alpha=.05$ ) in third and fourth grades, but decreased significantly in grades 6 and 8.
4. In reading, there were no differences over time or between SUN and comparison group students, except for grade 4, where SUN students scored slightly higher than comparison group students.

*1 To create the composite comparison groups, students at each grade level were randomly selected from 10 area schools with similar key variables, such as % free or reduced lunch, % Title I and gender composition.*

*2 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.*



5. There are statistically significant differences in reading and math scores among ethnic groups, with Hispanic students consistently scoring lowest in reading.
6. There was no difference on absenteeism or disciplinary referrals between SUN and comparison group students.

## OPPORTUNITIES FOR IMPROVEMENT : RECOMMENDATIONS

### *Tailor programming to fit the diversity of the population.*

The context within which the SUN project operates is highly diverse in terms of the ethnic groups and socio-economic levels represented in the schools. The data presented reveal that there are significant differences in reading and math achievement across ethnic groups, with African Americans frequently and Hispanic Americans always scoring below other groups across grade levels. SUN staff are encouraged to look closely at the increasing diversity among SUN students and differences in achievement related to ethnicity, and to plan programs that are culturally appropriate and focused on closing those gaps.

### *Pay attention to the developmental differences between elementary and middle school.*

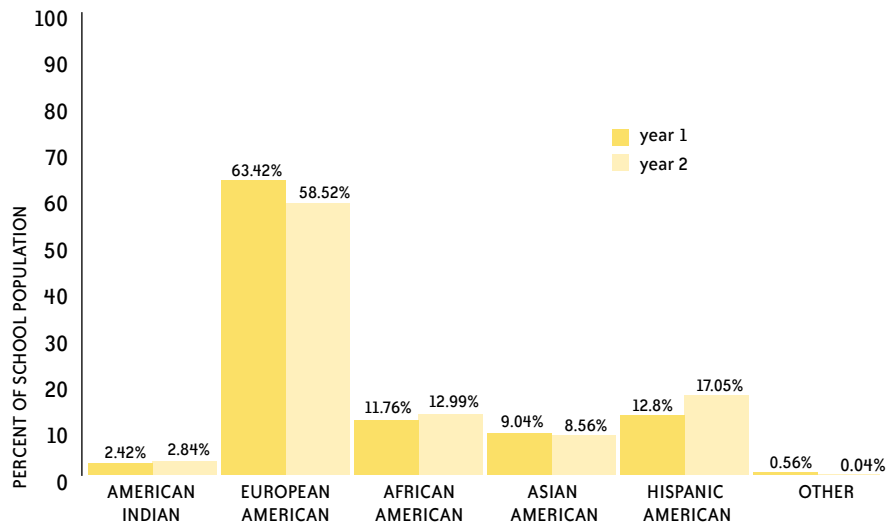
Major changes in academic achievement are not yet expected, and the trend analysis presented is only interim. That said, the elementary SUN schools are showing promise in math and reading achievement. However, there are some areas of concern. The data show that middle school students may be losing ground in both core areas; math posing the more serious concern. SUN staff may want to carefully explore reasons for this difference so that best practices can be identified, nurtured and propagated. Staff could also examine extended day program offerings with the intention of focusing more attention and resources on direct assistance to students who are not improving their academic performance.

## DATA ANALYSIS

As shown in figure 1<sup>3</sup>, the SUN schools' population is increasingly diverse. European Americans make up 58.5% of the population, down from 63.4% the previous year, and less than the Portland Public Schools District 2001 average of 61.5%. African-Americans constitute 12.9% of the SUN student population, slightly more than Year One (12%) and Hispanic Americans comprise 17%, up significantly from 12.8% in Year One. Asian Americans are 8.6% of the population with American Indians making up only 2.8%.

<sup>3</sup> Full details for all charts and figures can be found in the full report. See table 1 in the appendix C for more data on graphs in this section.

Figure 1 : SUN Initiative Student Ethnicity, Year One and Year Two Comparison



### Academic Achievement

SUN students’ math and reading scores were analyzed across time from a baseline established over a three year period (1997–2000) and compared to the scores of a group of local students not attending a SUN school. Achievement scores were also analyzed by ethnicity.

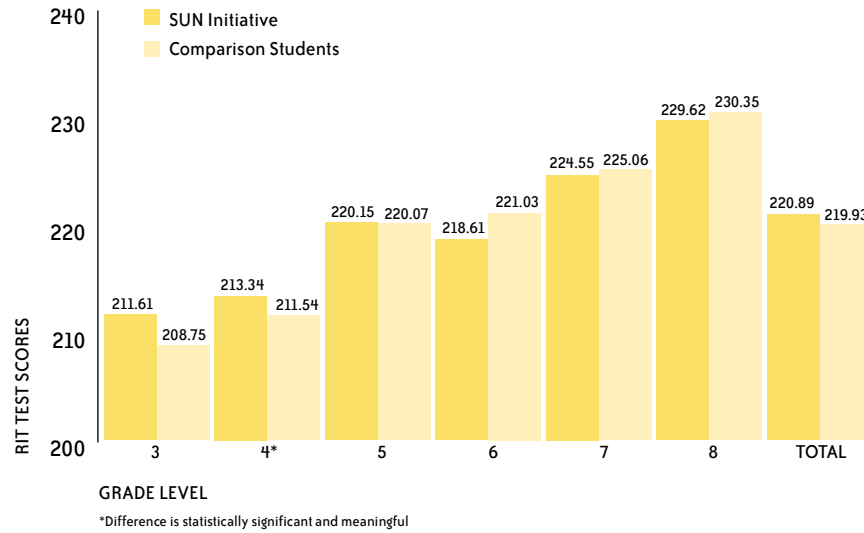
### Reading Achievement

Trends: The three year reading trend at SUN schools was upward for grades 3 through 5. However, only the fourth grade showed a statistically significant increase ( $\alpha=0.05$ ). In middle school grades, reading scores appeared to decrease over time, but the decreases were either not statistically significant or were not large enough to be considered meaningful<sup>4</sup>.

Comparison: The data in Figure 2 show that although third through fifth grade reading scores for SUN students appeared to be higher than those of students not at a SUN school, only the fourth grade difference was both significant and large enough to be meaningful. Scores were higher for non-SUN students in grades 6 through 8, but the difference was not significant.

<sup>4</sup> “Meaningful” and “educationally meaningful” in this context means that the effect sizes were large enough for the researchers to consider the difference relevant.

Figure 2 : SUN Initiative and Comparison Group Mean Reading RIT Scores, 2001



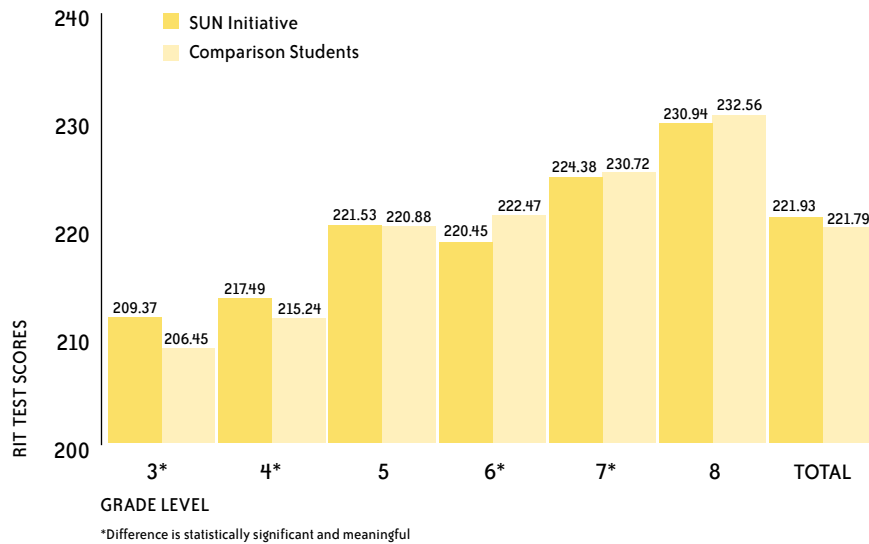
At this time, there is no meaningful difference in reading scores either between the comparison and SUN students and or for SUN students across the past three years.

### Math Achievement

Trends: The general trend for elementary grades was upward, yet this was reversed in middle school grades. There were statistically significant meaningful increases in math scores over time for grades 3 and 4. In both grades 6 and 8, math scores decreased significantly over time. Further, the effect size was large enough to indicate a potentially serious decrease in test scores.

Comparison: The same pattern of achievement was observed (Figure 3) in math as in reading with scores in the elementary grades favoring SUN students over those not at a SUN school. The reverse was again true in the middle school grades where comparison group students perform higher at grades 6 through 8. Not only were there differences in math scores for all grades, they were significant ( $\alpha=0.05$ ) and educationally meaningful in grades 3, 4, 6, 7.

Figure 3 : SUN Initiative Comparison Group Mean Math RIT Scores, 2001



### Reading and Math Achievement by Ethnicity

In an effort to better understand how SUN may affect reading and math achievement by ethnicity additional analysis was performed. Future years will examine whether the gap in math and reading scores for certain ethnic groups is different for SUN school students compared to non-SUN students and if SUN students in these ethnic categories perform better over time. For this year, we have drawn no conclusions, only reported potential warning signs.

For reading, there were statistically significant differences between ethnic groups at each grade level (3–8). For grades 3, 5, 7, and 8, European-American scored the highest on reading. In grade 4, African-American children scored the highest (slightly higher than European-American) and for grade 6, Asian-American children scored the highest. Consistently, across grade levels, Hispanic children scored the lowest on reading while the highest scoring group varied across grade levels.

For math, there was more variability in high scores and low scores for ethnic groups. In all grades, save third and sixth. Hispanic SUN students scored the lowest. For grades 3 and 6 African-American SUN students scored the lowest. In contrast, European-American children in grades 3, 4, and 8 scored the highest whereas Asian-American SUN students scored the highest in grades 5 to 7. Save for the performance of Asian-American SUN fifth, six and seventh graders, ethnic/racial minorities scored lower on math than European Americans across all grade levels.

While the results for both math and reading generally mirror what is happening throughout districts in Multnomah County, the trends still warrant watching.

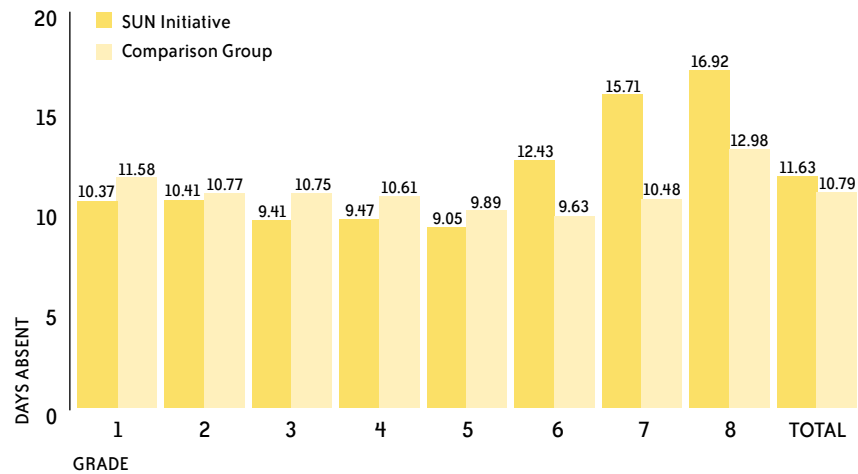
## SUN Effects on Absences and Discipline Referrals

As shown in Figure 4 below, the first through fifth grades at SUN schools had a lower average absence per pupil rate than a composite comparison group of schools, but this pattern was reversed in grades 6 through 8. The differences are not, however, statistically significant.

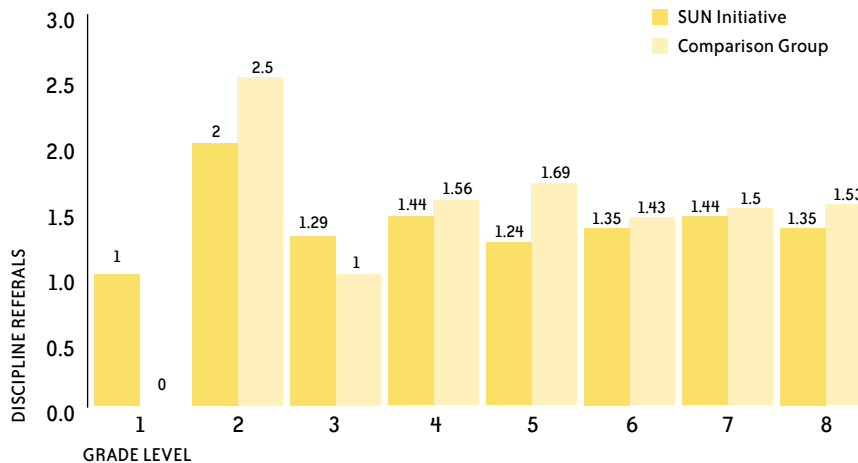
As shown in Figure 5, at all grades except first and third, SUN students had fewer disciplinary referrals compared to a group of students not attending a SUN school, but the differences were not statistically significant.

It is safe to conclude that at this early stage of SUN implementation, there is no measurable impact on absentee rates or disciplinary referrals in the SUN schools.

*Figure 4 : Student Absences, 2001 (per pupil average)*



*Figure 5 : Student Discipline Referrals (per pupil average)*



## SUN GOAL 2

Increase family involvement in the schools and school-based programs.



National research indicates that a close match between student, family and school perceptions and expectations is crucial to the success of any family involvement program. Measuring SUN's efforts to increase family involvement includes measuring the current amount of family involvement in the schools, comparing perceptions and expectations of families and staff, and analyzing families' satisfaction with SUN services and volunteering efforts.

### KEY FINDINGS

1. Spending time with their children in the home is the most important way for parents to support school success, agree both parents and staff.
2. Families make up a small percentage of SUN volunteers (8.6%). While 61% of surveyed parents say that their school encourages or rewards volunteer efforts, there appears to be room for improvement in how SUN schools support family volunteerism.
3. Work schedules and child-care needs were primary reasons families did not participate in school-based activities.
4. Perceptions of SUN's family focus vary widely between schools.

## OPPORTUNITIES FOR IMPROVEMENT : RECOMMENDATIONS

### *Work with families to produce effective at-home student success strategies.*

In addition to its many extended-day programs designed to increase student success, the Initiative could build on the importance of the at-home environment and habits in enhancing student performance. SUN may want to consider disseminating information to families on the importance of regular reading at home, ways to communicate with teachers, and how to effectively help with homework. SUN events are a potential venue for distribution of such information.

### *Assess and maximize the various roles of family volunteers.*

SUN programs frequently rely on volunteers and family member participation. Clarifying the needs and expectations for volunteerism among the volunteers and program staff could help increase volunteer involvement and match expectations between families, staff, and schools. Paying greater attention to volunteer rewards and recognition may help as well.

### *Increase family participation with the SUN schools.*

SUN is not perceived by all as being strongly family-focused. SUN needs to show how families as well as students can benefit from its programming. It also would be advantageous for SUN to examine why parent opinions of the impact SUN is having on family involvement vary so significantly from school to school. It may help to learn and develop best practices for all schools from the highly rated schools.

## DATA ANALYSIS

### Family Volunteering

Volunteer rates provide an excellent measure of how involved people are with the schools. As shown in the data analysis section for Goal 5 on page 24, parents and caregivers make up 8.6% of all volunteers, less than general community members (59.7%), school personnel (18.2%) and high school students (9.0%). Work schedules (41%), child care (12%), and cost (10%) were the top three reasons families gave for not participating in the schools. (See data table in Appendix C). According to the May 2001 survey of families and staff at SUN schools (Table 1), perceptions of the schools' encouragement of and reward for volunteering were mixed:

*Table 1 : SUN Family Involvement Survey 2001 Results*

“Our school often or frequently...”:	% Agreeing	
	Families	Staff
Encourages families and community to be involved with the school in a variety of ways.	69%	44%
Recognizes volunteers for their efforts and contributions.	61%	59%
Creates flexible volunteering and event schedules, enabling families who work to participate.	59%	44%
Identifies interests, talents, and availability of parent/guardian/volunteer, in order to match skills and talents with needs.	51%	33%
Provides volunteer orientation and training.	30%	23%
	n=75	n=200

### In-Home Family Involvement

There is a high level of correlation between family and staff values regarding the most important ways in which families can be involved. Parental attitudes, time spent with children and oversight of homework are the most important ways families can be involved with students’ success according a survey of families, staff and students.

As shown in Table 2 below, while both families and staff are in agreement about the situation at their schools, the majority agreed that their schools are not providing enough information on how families can better help students be successful.

*Table 2 : SUN Family Involvement Survey 2001 Results*

“Our school frequently or often....”	% Agreeing	
	Families	Staff
Provides information to families on how to monitor and discuss schoolwork at home.	41%	37%
Provides families with information and training on creating home conditions that support learning.	41%	39%
Assists families in helping students set academic goals, select courses and programs.	41%	37%
	n=175	n=200



## Family Participation in the SUN Initiative Activities

Thirty three percent of the SUN activities, events, or services documented in Year One were targeted to the goal of family involvement (see data table 16 in Appendix C), compared to 26% in Year Two. 22% of SUN programming was designed specifically for parents. Whole families made up 22% of the target population of SUN events, the smallest share of all targeted groups.

Aggregating data from families at the five schools participating in a survey, 70% said that the SUN Initiative had increased family involvement at their school. However, the response varied considerably from school to school ranging from 22% at one school to 90% at another. At only two schools did a clear majority of families believe that SUN has had an impact on family involvement. Over 60% of families at the other schools do not believe that SUN is having an impact, or do not know what the program is doing at their schools to include families.

Those families who knew about and participated in SUN expressed enthusiasm about the Initiative. Forty one percent stated that their schools provided “one stop shopping for family services through partnerships.” Parents and staff identified activities that are getting parents into the school buildings, including: picking up their children following after-school classes, parent-taught classes, parent-student programs such as FAST, and family nights. The majority of students also said they liked having contact with adults through SUN classes and activities. Students, parents and staff who had participated in SUN activities said that SUN has made their schools more welcoming to families.

## SUN GOAL 3

Increase community and business involvement in the schools and school-based programs.



Over 700 residents of neighborhoods surrounding each of the SUN schools were asked for a second year about their level of community ties, social capital, and knowledge of and attitudes towards their local SUN school. SUN School partnerships were also used as an indicator of the level of business and community involvement.

### KEY FINDINGS

1. Community knowledge of SUN grew from 8.6% in 2000 to 41.1% in 2001 among community residents surveyed.
2. Community perception that SUN can reach its goals is still high, but declined from 89.6% to 80.6% in Year Two of the Initiative.
3. The number of partnerships—agency and business involvement—increased from 70 to 120. Partners were more likely to contribute materials and volunteer support than in the previous year, and less likely to contribute money or assist with program implementation.
4. Community ties, activism, social capital, and positive beliefs around engaging children and supporting schools remained very high for a second year with over 95% of community members agreeing that involvement is important.

## OPPORTUNITIES FOR IMPROVEMENT : RECOMMENDATIONS

### *Focus on strategic, mutually beneficial business and agency partnerships.*

Work to increase not just the number of partnerships, but the amount of resources they share with SUN. It is part of the Initiative's vision that the SUN Schools foster a wide range of programs, and that the design and support of those programs be shared with the community. It is important that SUN foster, not bear full financial responsibility for and control over, a wide variety of programs. Partnerships with agencies and businesses that can offer financial, material and program implementation support can help make that vision a reality.

### *Continue to build ties with the community that strengthen both the school and the residents.*

Over 95% of community residents surveyed believe that it is important for people to be involved in school sponsored activities and volunteer at schools. This indicates a tremendous pool of support that SUN can tap into. As with Goal 2, SUN staff are encouraged to promote and recognize volunteerism, and to think creatively about new roles for volunteers.

### *Increase efforts to promote the SUN vision and goals in the community.*

Just as the synopsis of Goal 4—efforts toward collaboration—indicates, the schools and the Initiative must strive to build an interdependent system that addresses the issues of and opportunities for all. Successful outreach is dependent upon strong leadership articulating a clear vision of what SUN is and can do for the community, sharing decision-making with community members, and building solid one-on-one relationships with residents. All partners need to agree on goal priorities, strategies and the roles they need to adopt in achieving their goals.

## DATA ANALYSIS

### Knowledge of the Local SUN School

The number of SUN neighbors without school-aged children who reported to be aware of their local SUN school rose from 8.6% in Year One to 41.1% in Year Two. Not surprisingly, respondents were even more likely to know of the SUN school if there was a school-aged child living in their home (59.9%, up from 19.9% in Year One).

Table 3 : SUN Community Involvement Survey, 2001 Results

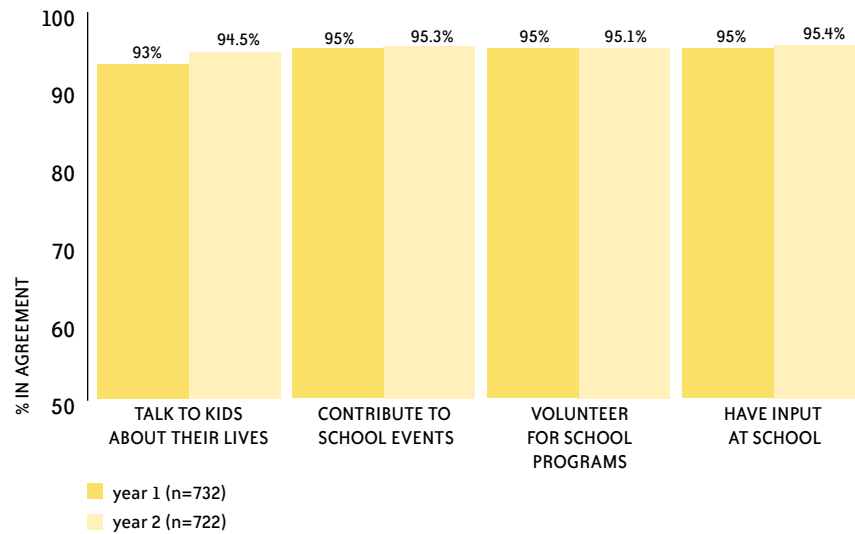
Household Knowledge of the Local SUN School Year One and Year Two Comparison	Respondents with school-aged children		Respondents without school-aged children	
	Year 1	Year 2	Year 1	Year 2
Knows About the Local SUN School	19.9%	59.9%	8.6%	41.1%
Does Not Know About the Local SUN School	80.1%	29.1%	91.4%	58.9%
	n=256	n= 227	n=478	n=456

This indicates that the SUN schools’ presence in the community has strengthened substantially and recognition by community members is growing.

### Community Beliefs

Figure 6 : SUN Community Involvement Survey 2001 Results : Neighbor’s Beliefs Year One and Year Two Comparison

It is Important that Neighbors...



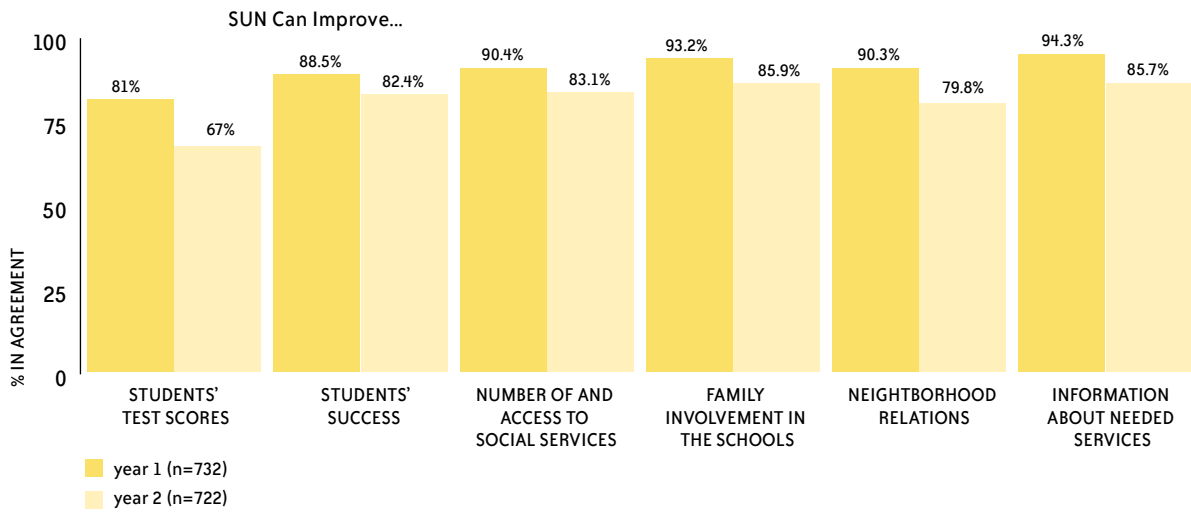
As in Year One (see Figure 6), a very high percentage of community members participating in the SUN Community Involvement Social Capital Survey said it is important for people to talk with children about their lives, echoing staff and family views in the synopsis for Goal 2. They further believed that it was important to participate in their local schools in different ways, indicating that respondents in SUN neighborhoods may be open to participating in SUN school events and improvement efforts, regardless of having a child in the school.

5 In interpreting these findings, however, it is important to remember several things. This is only two years’ of data; hardly enough to constitute a trend, but something to keep an eye on. Additionally, it must be understood that assessment of the power of SUN schools to meet their goals and objectives varies with respondents’ involvement with SUN activities. The percent that believed that SUN can realize its goals was slightly higher among those who attended a SUN event than those who didn’t, but not to any significant degree. It is also

## Perceptions of the Local SUN School

Respondents who were aware of their local SUN school were asked their opinions on how likely it is that the school can realize some of its and the community's goals<sup>5</sup>. While community optimism about the SUN Initiative's ability to realize its goals has declined since last year, the vast majority still had very positive perceptions of the SUN Initiative's potential. As 75% to 84% of the area's residents do not have children in the schools, and during a time of diminishing financial resources, community support and confidence in the schools' programs becomes essential.

*Figure 7 : SUN Community Involvement Survey 2001 Results : Belief in SUN's Ability to Reach Goals in Year One and Year Two Comparison*



## Partners Involved in the Program

SUN schools developed partnerships with over 120 different groups, compared to under 70 the previous year. Partners ranged from large public agencies to faith-based groups to both nationally and locally based nonprofit organizations. The percentage of partners contributing materials and volunteer resources went up in Year Two, while the percentage contributing funding or assisting with program implementation went down.

*Table 4 : A/E/S 2001 Results : Partner contributions Year One and Year Two Comparison*

Resources Provided by Partners	Year 1	Year 2
Funding	69%	58%
Provided Materials, Supplies or Equipment	56%	76%
Volunteer Resources or Staffing	64%	73%
Assisted with Program Implementation	90%	63%
Lead on Program Implementation	40%	40%

*important to note that the sample size for these questions is quite small, as they were limited to those respondents who were reportedly aware of their local SUN school at the time of the survey.*

## SUN GOAL 4

Improve the system of collaboration among school districts, government, community-based agencies, families, citizens and business/corporate leaders.



In order to determine what has been working at the schools, we have investigated SUN's efforts along a continuum of collaboration<sup>6</sup>:



From applying this continuum to the work at both the school and Initiative levels, several key themes about the elements necessary for successful partnerships emerged.

### KEY FINDINGS

1. Collaboration needs a common vision, strong leadership, shared decision making and role clarity.
2. Trust and communication are essential to community partnerships.
3. SUN struggles balancing site autonomy with centralized decision-making from a set model.
4. Future funding is of concern to current and potential sites. Different levels of funding create anxiety over expectations.

<sup>6</sup> This framework was adapted by Leslie Rennie-Hill, Ph.D. from the *National Network for Collaboration, 1995. Collaboration Framework—Addressing Community Capacity. See their website at [www.crs.uvm.edu/ncco](http://www.crs.uvm.edu/ncco) or the individual report for SUN Goal 4 for more information.*

## OPPORTUNITIES FOR IMPROVEMENT : RECOMMENDATIONS

### *Build mutually beneficial partnerships.*

Stakeholders need to understand where goals of the partnering organization and SUN's goals overlap and how the goals of both can be met simultaneously. The key to moving further may be in thinking broadly about situations and developing assets rather than responding to problems. SUN's goal is to change the way the system operates, rather than be a service delivery mechanism. SUN and its partners should continue this new paradigm of collaboration.

### *Create leaders that share both a common vision and decision making.*

Leaders are made, not born and SUN needs to continue championing good leadership. As mentioned earlier, the support of leaders and change agents who can articulate a clear vision of what SUN is and could be is necessary at both the site and Initiative levels. Further, the leaders must lead from a service perspective, where all stakeholders are at the table and are able to jointly make decisions, shoulder responsibilities and share credit.

### *Look to the future in developing funding strategies.*

Core funding is not full funding; all of the current SUN schools rely heavily on in-kind assistance and outside grants. A viable, long-term funding strategy needs to be carefully cultivated if the SUN model is to continue at existing sites and be adopted at additional schools in the future.

## INTERVIEW ANALYSIS

Three focus groups and over 25 interviews were conducted with a range of stakeholders, from Sponsor Group members to non-profit agency representatives who work in the schools along with the SUN co-managers. The data below comes from these as well as follow up interviews with several stakeholders.

### *Collaboration needs a common vision, strong leadership, shared decision making and role clarity.*

#### STAKEHOLDERS CALL FOR A COMMON VISION AND SHARED DECISION MAKING

Making reference to the SUN initiative-wide goals is not enough; stakeholders spoke about wanting to tailor SUN's vision and goals to each school and community. Further, interview subjects noted that this vision must be held by several decision makers at the sites. The complexities of implementation were better addressed when a wide variety of stakeholders were included and governance shared.

### COLLABORATION WORKS WITH STRONG LEADERSHIP AND ROLE CLARITY

Collaboration, according to researcher Leslie Rennie-Hill, Ph.D., worked better at the sites that had strong leadership from the school principal. Further, collaboration was higher when the co-manager, lead agency, and school administration clearly understood their roles and appreciated the input of the others.

*Trust and communication are essential to community partnerships.*

### RELATIONSHIPS FOUNDED ON TRUST AND COMMUNICATION ARE ESSENTIAL

The single most important element for stakeholders interviewed in reaching higher levels of collaboration was a good relationship. The basis for this relationship was trust and communication, where the partners shared credit for successes and responsibility for setbacks.

*SUN struggles balancing site autonomy with centralized decision-making from a set model.*

Where the SUN Initiative continues to develop is in the balance between issues of centralization and decentralization. Interview subjects spoke of a tension between site autonomy and the consistency that comes when everyone follows the same procedures.

### KEY PARTNERS HAVE BEEN ESSENTIAL

The special collaboration of several community partners significantly furthered SUN in its implementation:

- The Portland Bureau of Parks and Recreation’s “Time for Kids” Initiative was mentioned repeatedly as ground-breaking.
- The Caring Communities umbrella of support provided SUN with a web of networks and ensured SUN’s solid foundation.
- The Regional Arts and Culture Council, the Multnomah County Health Department and Kelly Community House have all brought valuable resources into the schools once programming began.



## Funding Sources & Partnerships

The SUN Initiative continued to be supported by a variety of funders in its second year of implementation. While fewer funders made cash contributions in Year Two, the total amount of resources contributed (including cash, in-kind donations and donated services) grew. Locally, the City of Portland contributed \$300,000, Multnomah County invested \$928,606, and Portland Public Schools continued providing free space for SUN extended-day activities. National philanthropy came primarily from Annie E. Casey Foundation, which awarded SUN \$100,000 for technical assistance.

## SUN GOAL 5

Improve use of public resources, facilities and services by locating services in the community-based neighborhood schools.



For purposes of the evaluation, “resources” include volunteers, program offerings, hours of operation, and staff. Data was collected from Activity Events & Services forms completed by co-managers. A copy of the form can be found in the full report.

### KEY FINDINGS

1. The SUN sites made significant improvement in the number and types of programs offered, attendance levels, and publicity.
2. Volunteer use remains high. There has been a shift to younger, school-aged volunteers.
3. The co-manager position continued to be vital, but may be the sole or responsible agent for too high a percentage of program implementation.
4. The use of partnerships for leveraging resources increased 20%, with 76% of all programs using materials, supplies or equipment from partnering agencies.
5. The percent of school programs that SUN funds increased from 10% to 25%.

## OPPORTUNITIES FOR IMPROVEMENT : RECOMMENDATIONS

### *Continue to build new resource partnerships.*

This is going well already. SUN now needs to refine the best mix of partnerships and programs to maximize school use. Create true partnerships where both parties make contributions to the larger concern. 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 partners, but merely renters.

### *Strategically plan new on-site programs.*

Based on such dramatic growth in Year Two, further major increases in the number of children and adults served and types of new programs may not be feasible. What might be the top priority is increasing the hours the schools are open and ensuring the greatest benefit to program participants. Bringing in strategically designed activities will advance the sites' goals and objectives.

### *Refine the co-manager's role.*

Resources will go farther and collaboration work better with shared decision-making and group work. The co-managers are the primary planners and executors of more programs, with fewer agencies assisting. This may lead to burn out. Guarding against the co-manager or any one agency or organization controlling or bearing full responsibility for events and planning will ensure full community involvement and support.

## DATA ANALYSIS

Year Two of the SUN initiative showed some very positive changes. More new programs were being created and many more of those programs served students than in Year One<sup>7</sup>. SUN co-managers took on more responsibilities for programs, particularly in the areas of planning and implementation, while partner agencies are providing more materials, volunteer resources and staffing. The use of partnerships for leveraging resources increased 20%, with 76% of all programs using materials, supplies or equipment from partnering agencies. The percent of school programs that SUN funds increased from 10% to 25%.

<sup>7</sup> Year One contains less than 9 months of data, as several of the schools did not begin SUN programming until Spring, 2000.

*Table 5 : A / E / S 2001 Results, SUN Programming, Year One and Year Two Comparison*

SUN Programs & Resources	Year 1	Year 2
Percent of New Programs	55%	80%
Number of Programs Offered	135	454
Adult Attendance	1,741	4,762
Child Attendance	3,481	12,996
Programs Targeting Students	28%	77%
Used Publicity for the Program	85%	91%

## PROGRAM VOLUNTEERS

Although the percentage of programs using volunteers didn't shift much, the increase in numbers of programs seemed to have come with a corresponding increase in the number of volunteers, as detailed in Table 6 below. There was also a slight shift away from school personnel volunteers and towards an increase in high school volunteers.

*Table 6 : A / E / S 2001 Results, SUN Volunteers, Year One and Year Two Comparison*

Programming by Volunteer Type	Year 1		Year 2	
	#	%	#	%
Parent/Caregiver Volunteers	33	32.7	87	8.6
General Community Volunteers	33	32.7	602	59.7
School Personnel Volunteers	22	21.8	183	18.2
Student Volunteers—This School	5	4.9	31	3.0
Students Volunteers—Middle School	3	2.8	14	1.4
Students Volunteers—High School	5	4.9	91	9.0

### *Role of the SUN co-manager in the program*

As can be seen in Table 7, SUN co-managers took a larger role in programs than in Year One, particularly in the areas of planning and implementation:

- Program planning and implementation by the co-manager doubled in Year Two
- Partner planning and implementation decreased from 90% to 63%.
- The percent of programs with co-manager involvement rose from 59% to 78%.

These findings coupled with the increase in integrated and school-based programming, suggests that the SUN co-manager's work is having a positive impact, but possibly at the expense of having to do it all, as co-managers are involved in the vast majority of the programs at the school. The role of the co-manager has been developed as the Initiative progresses, but care must be taken to ensure that they are not “doing it all” at the sites.

*Table 7: A/E/S 2001 Results, Co-manager Roles, Year One and Year Two Comparison*

Role of the SUN co-manager	Year 1	Year 2
SUN co-manager was primarily responsible for planning the program	14%	35%
SUN co-manager was primarily responsible for implementing the program	10%	23%
SUN co-manager was a member of a planning committee	30%	27%
SUN co-manager helped facilitate communication, facilities, volunteer or other resources	52%	53%
SUN co-manager was not involved in this program	41%	22%
SUN helps fund this program	10%	25%
Other	0%	9%

# SUN IMPLEMENTATION

This section reviews the process of initiative implementation. It includes communication, leadership, and roles and responsibilities.



Additional criteria related to the implementation of the SUN model are also being tracked in the annual evaluation of the Sun Initiative. This is intended to inform decision-makers and offer guidance to those who seek to replicate the SUN Initiative. Progress during the year 2000 is described below. The timeline for the Initiative can be found in Appendix D.

## COMMUNICATION

At the end of the baseline period, the need for systems of communication horizontally and vertically across the Initiative became apparent. Staff believed that communication problems were exacerbated by the original meeting structure: staff met in job-alike groups (e.g., principals met together, separate from the co-managers and lead agencies who met amongst themselves in two other separate groups).

SUN management took the following steps to improve communications:

- Held quarterly Initiative Wide Gatherings for horizontal and vertical communication.
- Identified “point people” for different types of issues, shared information regularly through SUN publications and the SUN Spots Newsletter, and established more avenues for two-way conversations.

## LEADERSHIP

In the first months of implementation, questions about the most effective leadership style arose. By the middle of the year, the top management leadership changed, which prompted other shifts in the SUN Initiative. This brought about new questions and opportunities. The SUN Initiative responded by:

- Addressing the sites' needs regarding technical assistance, transportation, and communications quickly
- Holding quarterly Management Team meetings which included a wide range of stakeholders with the necessary level of control in their own agencies to effect change for SUN
- Developing policies for confidentiality and information sharing between schools, social service agencies, and other community schools.

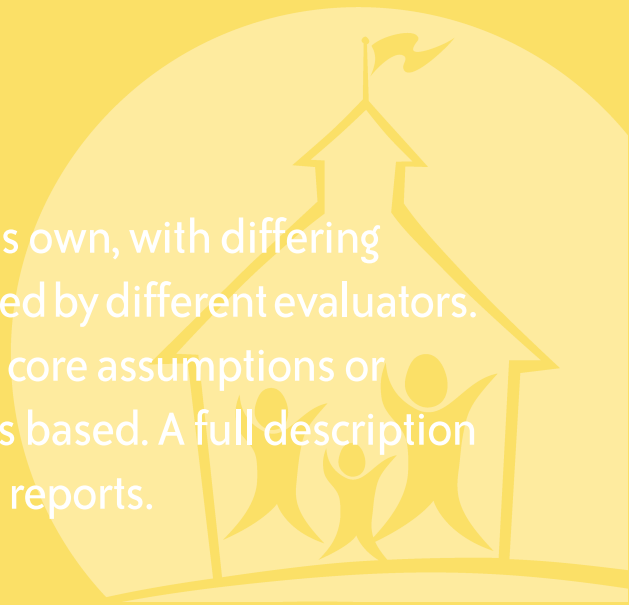
## ROLES AND RESPONSIBILITIES

At the beginning of 2000, there was a high level of ambiguity in roles at all levels of the Initiative, from principals and co-managers to SUN management and the Sponsor Group. Co-managers were being hired at the schools late into the spring of 2000, making for varied levels of implementation and differing lengths of time available to do needs assessment and program planning. SUN management responded by:

- Clarifying the roles of the SUN Initiative staff, the site co-managers, and the lead agencies in formal written documents
- Holding dialogues around problematic areas including school building use procedures and fees, transportation and resource availability, access to translation services, student confidentiality and procedures for data sharing.

# EVALUATION STRATEGY

Each of the SUN goals was evaluated on its own, with differing methodologies and datasets, and conducted by different evaluators. This section is a reflection of the different core assumptions or “theories of change” on which each goal is based. A full description of methodologies can be found in the full reports.



## GOAL 1 : Increase Student Success

*Theory of Change :* As students become more engaged in SUN activities, they will become more interested and successful in school, want to attend school more, and get along better with others when there.

*Evaluation Strategy :* Review test scores and grades as well as attendance and discipline records. Joe Hansen, Ph.D. and Andy Rudd, Ph.D. from Western Oregon University continued their work comparing these variables to a three-year retrospective baseline based on grade level cohorts and a group of comparison students drawn from several Portland Public Schools.

## GOAL 2 : Family Involvement

*Theory of Change :* Not only family support for schools, but schools’ support of families is essential in creating a nurturing climate for students and families. As families utilize the services and benefits available to them in the schools, they will become more involved with their children’s education, be better able to provide for them, and be greater assets to the community.

*Evaluation Strategy :* Contracted evaluators Mary Louise McClintock and Alice Galloway investigated the correspondence of attitudes held by families and staff regarding family participation in the schools. They utilized data from an original survey modeled after the Measure of School and Community Partnerships by Joyce Epstein, the Gresham-Barlow and Portland Public Schools Satisfaction Surveys, the SUN Neighborhood Involvement Survey, and several focus groups with families and students.



### GOAL 3 : Community Involvement

*Theory of Change :* As schools become more integrated with the community, and as individuals have more input into the schools, the residents' perceptions of the community and the school will be more positive. The neighborhoods' amount of social capital should improve ensuring positive supports for youth.

*Evaluation Strategy :* Shelley Kowalski, Ph.D. continued her study on neighborhood involvement and social capital around the SUN schools. Conclusions and recommendations have been drawn from this multilingual survey administered door to door to over 700 residents with and without school aged children.

### GOAL 4 : Increased Collaboration

*Theory of change :* Collaboration is not an end in itself, but a way to change the way business is done and problems approached. With increased collaboration, programming and supervision will be more fully integrated, and schools will be more able to help students improve academic achievement. Community agencies will be better equipped to raise community and youth assets.

*Evaluation Strategy :* Leslie Rennie-Hill, Ph.D. based a series of lessons learned about instances of the SUN Initiative's successful collaboration on stakeholder interviews and primary document analysis. She documented change in the way partnerships are formed and business is done in the schools.

### GOAL 5 : Resource Use

*Theory of change :* By opening the schools for more hours, and to more programs that build the assets of students, families, and communities, schools can better serve students and the community.

*Evaluation Strategy :* Eva Schweber continued the first year's analysis of the ways resources are used and an accounting of the SUN activities taking place in the schools. Conclusions for the study were drawn from surveys of school activities, events and services taken at all of the SUN schools throughout the 2000–2001 school year.

### Process Evaluation

The purpose of the process evaluation is to document the SUN Initiative's implementation from January 2000 to January 2001. The importance of documenting the initiative's history is that such a written record allows for lessons learned to be gleaned and methods of replication established. Leslie Rennie-Hill, Ph.D. designed and conducted this investigation, drawing from several sources: including extensive document analysis; and stakeholder interviews.

# A FINAL WORD

## Evaluation in the Future



Despite the fiscal crises facing the City, County, State and Nation, public and monetary support for the SUN Initiative remains strong. The Initiative has been funded for school year 2001–2002, with promises of continuation. And so the evaluation, based on a five-year timeline, will continue for at least another year. Yet just as SUN has evolved, so the evaluation has shifted and changed. In order to provide the best, most complete data to policy makers and programmers in a timely manner, the evaluation will be streamlined significantly in the months to come. Prioritizing indicators for each goal will occur. Some of the changes include:

1. A process to receive complete data on student achievement from MESD and PPS quickly in file-compatible formats has begun between contracted evaluators and administrators.
2. Evaluators examining student success will analyze changes in the lowest achievers in light of involvement in SUN programs.
3. The survey administered to families and staff for Goal 2 will be shortened and refined, and a more concerted effort to hear from minority families will be made.
4. The Goal 3 team may conduct an intensive assessment of social capital and community involvement in just one or two of the SUN school neighborhoods next year. This will give policy makers and SUN stakeholders a more detailed and nuanced understanding of the way SUN works to build community ties.

5. A database has been set up in each school which tracks all SUN activities and attendees. This database will make the generation of data pertinent to an aspect of student achievement and to resource use almost automatic. The database permits quarterly reviews of events, services and activities to be run and analyzed. This in turn allows evaluators to give more complete data to programmers more than once a year.
6. A series of interim measures on student performance and family involvement are being created so that, like with the database, evaluation will be able to provide the schools and the Initiative with the opportunity to make mid-course adjustments in their programs and outreach strategies.
7. The process portion of the evaluation will recount the year's events for 2001–2002 and provide lessons learned about the developmental differences between elementary and middle school students. This investigation will be done so that policy makers as well as the sites can best analyze how to tailor the SUN model to different schools.

## ACKNOWLEDGMENTS & 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.

We acknowledge the invaluable support of the SUN management team and staff. The schools, lead agencies and SUN co-managers deserve thanks for their continual cooperation. Additionally, we would like to thank SUN's community partners, as without them there would be no initiative to report upon.

The Evaluation / Research Unit would like to thank all of the Evaluation Workgroup members, both past and present. They have shown a tremendous amount of dedication and willingness to work throughout the past three years on the evaluation of the SUN initiative. Special appreciation goes to the key representatives who worked most closely with the contractors and the liaisons, who were the workgroup's "front line" at the schools, working long and hard with the 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 acknowledgment to Diana Hall, who has been the point of reference and consistency during times of rapid change, who has provided support and assistance that no one else could, and whose sunny disposition has kept spirits high when the work was hard.

## SUN EVALUATION WORKGROUP MEMBERS

Diana Hall, SUN Schools Staff; Brian Smith, Multnomah County Department of Community and Family Services; James Buck, Gresham-Barlow School District/Safe PT; Lisa Turpel, Portland Parks & Recreation; Steph Mitchell, Portland Public Schools Research & Evaluation Department; Jim Harper, Multnomah County School to Work Initiative; Chuck Dimond, Oregon Department of Human Services; Dianne Iverson, SUN Schools Staff; Ron Gould, Leaders Roundtable; Chris Bekemeier, Parent Representative/ Family Works; Lorena Campbell, East County Caring Community Coordinator/SAFE PT; Lennie Bjornsen, Oregon Department of Human Services; Vera Stoulil, Boys and Girls Aid Society; Sik Yik Chan, Portland Impact; Shelley Kowalski, Multnomah County Department of Management and Business Services.

## APPENDIX A : SUN SCHOOLS AND LEAD AGENCIES

### Buckman Elementary School

320 SE 16th  
Portland, OR 97214  
Helen Nolen, Principal  
Diane Meisenhelter, SUN Co-manager  
Lead Agency: Portland Impact  
Marilyn Miller, Director  
Suzanne Washington, agency SUN contact

### Clear Creek Middle School

219 NE 219th  
Gresham, OR 97030  
Alice Black, Principal  
Heather Hafner, SUN Co-manager  
May Cha, Extended-day Coordinator  
Lead Agency: Metropolitan Family Svc.  
Krista Larson, Director  
Leslie Mestman, agency SUN contact

### James John Elementary School

7439 N Charleston  
Portland, OR 97203  
Mike Verbout, Principal  
Bill Smith, SUN Co-manager  
Lead Agency: Tualatin Valley Centers  
Mary Monnat, Director  
Julie Dodge, agency SUN contact

### Kelly Elementary School

9030 SE Cooper  
Portland, OR 97266  
John Horn, Principal  
Janelle Reimer, SUN Co-manager  
Lead Agency: Family Works  
Khadim Chishti, Director  
Kelly Community House:  
Madeleine Mader

### Lane Middle School

7200 SE 60th  
Portland, OR 97206  
Linda Simington, Principal  
Stephen Grant, Co-manager  
Lead Agency: Metropolitan Family Svc.  
Krista Larson, Director  
Denise Gour, agency SUN contact

### Rigler Elementary School

5401 NE Prescott  
Portland, OR 97218  
Clark, Principal  
Martha Gaugh, Co-manager  
Lead Agency: Boys & Girls Aid Society  
Michael Balter, Director  
Pat Nehl, agency SUN contact

### Robert Gray Middle School

5505 SW 23rd  
Willie Poinsette, Principal  
Sean Johnson, SUN co-manager  
Lead Agency: Westside Community Svc.  
Peggy Norman, Director

### Woodmere Elementary School

Portland, OR 97201  
7900 SE Duke  
Portland, OR 97206  
Vonnie Haley-Condon, Principal  
Diane Selden, Co-manager  
Lead Agency: Portland Impact  
Marilyn Miller, Director  
Suzanne Washington agency SUN contact

## APPENDIX B : REVIEW OF SUN MANAGEMENT ACTION ON BASELINE RECOMMENDATIONS

In March 2001, the SUN Evaluation Workgroup released the Initiative Baseline Report. That report contained recommendations for the SUN initiative at both individual school and initiative levels<sup>8</sup>. The SUN Initiative Staff and Management Team considered the recommendations and incorporated them into the work plans for the year ahead. This reflects the Initiative’s continued commitment to be a continuous learning organization, and to support the school sites to achieve the highest level of success possible. Management actions on baseline recommendations are outlined below.

### POLICY ACTIONS

A number of policy-level recommendations were incorporated into the SUN Lead Agency contracts (see below). These changes were supported through individual meetings, technical assistance workshops and initiative-wide gatherings, which led to planned strategies and visible actions in the sites.

*Table 8*

Recommendation	Evaluation Area	Contract Requirement
Secure a strong set of champions	Implementation Process	Broad representation on site advisory committees
Ensure SUN programming is aimed at increasing the number of students reaching and exceeding academic benchmarks	Student Success	Identify, recruit and retain 30–50% of students not meeting established District and State academic standards Develop a system to identify and serve at-risk students
Provide programming that closes the achievement gap between genders and across ethnic categories	Student Success	Develop a system to identify and serve at-risk students
Adopt performance targets related to 5 school resource use	Resource Use	Offer services 15–35 hours per week and 3–weeks in summer
Adopt attendance and discipline referral performance targets	Student Success	Adopt target set based on established baseline
Develop family involvement s performance target	Family Involvement	Adopt target set based on established baseline
Assess and maximize the various roles families can and should play	Family Involvement	Broad representation on site advisory committees
Adopt neighborhood involvement performance targets	Community/Neighborhood Involvement	Adopt target set based on established baseline
Conduct an outreach campaign to increase the levels of SUN knowledge and participation	Community/Neighborhood Involvement	Engage in press and public relations work that results in at least 3 published/ broadcast items within the contracted year of service

<sup>8</sup> For a complete list of the baseline recommendations, please refer to the SUN Baseline Evaluation available at [www.sunschools.org](http://www.sunschools.org).

The SUN Sponsor Group also adopted “core” funding levels of \$100,000 for elementary sites and \$150,000 for middle schools and made a policy decision that core funding should be in place for the original eight SUN schools before any expansion of SUN funded sites.

The last policy action responded to the recommendation to devote a full year of planning at future SUN sites. A full year of planning was successfully completed at 2 schools which were awarded planning grants through SUN in '99-'00. A third school engaged in advance planning during '00-'01 for SUN activities which began in the '01-'02 school year.

## INITIATIVE-LEVEL ACTIONS

### *Secure a strong set of champions*

In addition to the action taken at the site level, the initiative took action at the Partner, Management Team and Policy Maker levels, including:

- Expansion of the Management Team to include Portland Community College, Caring Communities, State Department of Human Services and the Mayor's Office.
- Two day-long Management Team retreats to clarify vision, educate, strengthen championship and define role.
- Individual meetings with all SUN principals and inclusion of principals on SUN teams at national conferences.
- Outreach to elected officials and policy makers to introduce SUN to new Commissioners and School Board members. Continued outreach to City and County Commissioners to update on SUN development and maintain support.
- Guided site visits for policy makers and inclusion of policy makers on SUN teams at national conferences.

### *Clarify the roles of co-managers and lead agencies in developing further collaborations.*

The roles of the co-manager, SUN management, lead agencies, principals and evaluation were articulated in written documents with universal agreement from stakeholders.

### *Conduct an outreach campaign to increase the levels of SUN knowledge and participation.*

SUN Management Staff developed brochures for resource/partnership development and for community outreach. The SUN logo was updated and use was standardized across the Initiative. Speaking points were developed, and a consistent look and message was used for all communications materials.

## APPENDIX C : DATA TABLES AND GRAPHS

### GOAL 1

*Table 9*

SUN Ethnic Membership				
Ethnic Group	N		Percentage	
	Y1	Y2	Y1	Y2
Amer. Indian	120	150	24.2	2.84
Euro. American	3150	3095	63.42	58.52
African Amer.	584	687	11.76	12.99
Asian Amer.	449	453	9.04	8.56
Hispanic Amer.	636	902	12.8	17.05
Other	28	2	0.56	0.04
Total	4967	5289	100.00	100.00

### GOAL 2

*Table 10*

SUN and Comparison Group Mean Reading Scores, Spring 2001						
Grade Level	SUN Mean	SUN N	Comparison Mean	Comparison N	Total Mean	Total N
3	211.61	395	208.75	268	210.45	663
4	213.34	420	211.54	265	212.65	685
5	220.15	632	220.07	290	220.13	922
6	218.61	516	221.03	374	219.63	890
7	224.55	584	225.06	326	224.73	910
8	229.62	724	230.35	298	229.83	1022
Total	220.89	3271	219.93	1821	220.55	5092

*Table 11*

SUN and Comparison Group Mean Math Scores, Spring 2001						
Grade Level	SUN Mean	SUN N	Comparison Mean	Comparison N	Total Mean	Total N
3	209.37	242	206.45	242	208.19	242
4	217.49	265	215.24	253	216.63	265
5	221.53	268	220.88	268	221.33	268
6	220.45	262	222.47	262	221.29	262
7	224.38	283	230.72	272	226.61	283
8	230.94	277	232.56	277	213.40	277
Total	221.93	283	221.79	277	221.88	283



Table 12

SUN Schools, Three Year Trend Math RIT Scores, 1998–2001, by Grade Cohort

Grade	Year	Mean	N
3	1998	204.3	176
	1999	207.83	469
	2000	206.71	349
	2001	209.37	409
4	1998	208.69	258
	1999	212.78	207
	2000	2178.1	557
	2001	217.49	432
5	1998	218.38	523
	1999	218.08	452
	2000	219.77	245
	2001	221.51	645
6	1998		
	1999	222.47	578
	2000	219.73	513
	2001	220.45	512
7	1998		
	1999	227.84	334
	2000	226.5	636
	2001	224.38	592
8	1998		
	1999		
	2000	234.4	356
	2001	230.95	734

Table 13

SUN Schools, Three Year Trend Reading RIT Scores, 1998–2001, by Grade Cohort

Grade	Year	Mean	N
3	1998	204.81	170
	1999	209.61	456
	2000	209.5	331
	2001	211.61	395
4	1998	205.74	258
	1999	210.86	199
	2000	213.11	549
	2001	213.34	420
5	1998	217.75	526
	1999	216.75	447
	2000	218.06	235
	2001	220.15	632
6	1998		
	1999	221.02	572
	2000	218.62	515
	2001	218.62	516
7	1998		
	1999	227.28	336
	2000	225.33	638
	2001	224.55	584
8	1998		
	1999		
	2000	234.52	351
	2001	229.62	724

Table 14 : SUN 2001 Family Involvement Survey Findings

What prevents you from participating in school activities?		
Category	Frequency	Percentage
Work	83	41%
Child care	25	12%
Cost	21	10%
Don't know others	12	6%
Other	12	6%
Transportation	11	5%
Lack opportunities in school	8	4%
Lack of partner support	7	3%
Safety concerns	5	2%
Negative school experience	5	2%
Health problems	4	2%
Teacher uncomfortable with parents	4	2%
Language barrier	3	1%
Feel uncomfortable	3	1%
Total	203	100%

## GOAL 5

### PROGRAM TYPE

The types of programs offered at SUN sites during Years 1 and 2 are listed on the next page. The two right columns indicate the percentage of programs of a given type. The number of programs more that tripled from Year One to Year Two (135 programs in Year One and 454 in Year Two), yet the percentages of program by type were fairly consistent, with a few notable changes, indicated with arrows. The percentage of self-sufficiency, after-school academic and recreational activities increased, while the percentage of summer academic, special sport, and culturally specific programs decreased, but it is too early to identify any trends.<sup>9</sup>

<sup>9</sup> It is worth noting that the percentage of “other” programs decreased, which may be a result of better classification of programs. Better classification of programs that were previously listed as “other” might possibly be responsible for some of the percentage shifts in types of programs offered.

Table 15

Significant Change (0.05 level)	Type of the program	Year 1	Year 2
▲	After school academic activity/event	17%	21%
▲	After school recreational activity/event	31%	41%
	Arts event	12%	10%
▲	Before school academic activity/event	0%	2%
	Before school recreational activity/event	1%	1%
▲	Community event	3%	6%
	Community Outreach program	7%	7%
▼	Culturally specific activity/event	16%	8%
	Family involvement program	11%	8%
▼	Gender specific program	6%	4%
	Health related program	9%	8%
▼	Intergenerational event	7%	4%
	Mentoring program	7%	3%
	Neighborhood meeting	5%	1%
	Open House/Back to School Night	1%	1%
	Parent/Caregiver specific activity/event	5%	5%
▼	Partnership meeting	7%	3%
	Science Fair or other academic demonstration or event	5%	2%
	Self sufficiency related program	1%	6%
	Social service program	7%	7%
	Special sporting activity/event	9%	2%
	Student recognition program	0%	3%
	Summer academic program	6%	1%
	Summer recreation program	4%	3%
	Teacher involvement	4%	2%
	Volunteer meeting	1%	0%
	Other Service	3%	6%
	Other	14%	5.1

Table 16 : Percent of programs that target specific SUN goals

Significant Change (0.05 level)	SUN Goal Targeted	Year 1	Year 2
	Helps children succeed academically	53%	49%
	Helps children succeed socially	60%	67%
▼	Helps children develop an ethic of service	26%	18%
▼	Increases parents/caregivers involvement in schools	33%	26%
	Supports and strengthens the parents/caregivers, families, and community	38%	37%
▼	Leverages the sharing of public assets through the expanded use of schools	18%	43%
	Leverages the resources to achieve a better, more comprehensive and coordinated delivery of service to all community residents	18%	15%

## APPENDIX D : SUN TIMELINE JANUARY–DECEMBER 2000

### January

Portland Public Schools (PPS) receives 21st Century grants for Tubman, George, Ockley Green and Whitaker Middle Schools. Decision made to identify each 21st Century site as a SUN school, and define geographic boundaries with Caring Communities.

### February

Internal recommendations (first draft) created to guide the development of partnerships between SUN schools and other organizations.

Portland Parks and Recreation proposed budget cuts indicate likely elimination of Community School satellite programs.

### March

Multnomah County Chair Beverly Stein requests that Multnomah County move more services to schools. SUN Initiative budget remains intact despite other County projected 10% budget cuts.

Responding to Chair Stein's request for interest, SUN schools apply for and receive Regional Arts and Culture Council (RACC) funds reallocated to connect day and after school programs.

### April

Questions begin to surface re how to ensure a common culture, assess progress, and provide assistance at SUN schools given the different external funding sources. Management Team identifies need for larger conceptual plan for the initiative.

Process begins to create a stable budget for SUN schools at 3 different funding levels. Goal is to establish SUN "core" funding (\$100,000 for Elementary and \$150,000 for Middle Schools) to support the Co-manager, family involvement, and enrichment activities—and then add medium term support and longer term support leading to full service integration.

Safe Schools grant received to fund 4 East County SUN schools.

## May

The Annie E. Casey Foundation awarded the SUN Initiative a \$100,000 grant to provide technical assistance to each SUN school.

Co-manager role identified as key and need to clarify the role becomes evident. Co-manager hiring completed at all 8 SUN schools.

## June

First SUN Initiative-wide gathering held—the Program and Service Providers Fair.

Needs at SUN schools that appear to inhibit progress begin to surface: transportation, childcare, additional custodial service, and translation services. Other issues related to service coordination and clarification of roles also arise.

Representatives from SUN Management Team and schools attend Harvard conference for community schools and receive positive feedback re SUN Initiative design and progress in comparison to other locations nationally.

Management Team and SUN Evaluation Workgroup reach agreement re SUN goals, definition of SUN activities, identification of “start date” for a SUN school, and data collection processes for evaluation purposes.

## July

Eight SUN schools receive reliable “core” funding. Robert Gray Middle School (previously funded as a planning site) funded by a Multnomah County overflow budget at 50% of SUN “core” level. Additional funding received for mentoring and support services at two schools through Portland Community College. SUN Initiative hires Special Project Coordinator. SUN management now able to provide added support to the SUN sites.

## August

Mike Harris resigns as Director of SUN and Kathy Turner replaces him.

Kathy Turner leads the organization to focus on the needs at the sites in response to SUN school requests for additional support from central management. Workshop for Co-managers conducted. Roles (internal and external) clarified. Attention paid to two-way communication: listening to needs as well as directing action. Meeting structures and frequency changed from meeting in job-alike groups to cross-organizational events. Partnership Committee formed to screen agencies for SUN collaboration.

## September

Co-managers complete first Annual Plans.

## October

“Rise and Shine”, SUN’s 2nd Initiative-wide gathering, held. Opportunity to learn new skills and to share lessons learned across sites and roles.

## November

All SUN schools staffed and operating. Activities and attendance at events begins to increase across the SUN Initiative. Differences in funding among the SUN schools, building use agreements, transportation, and translation services continue to be troublesome issues.



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