

SUN™ Service System Coordinating Council Meeting

September 5, 2014

8:30 - 10:30 a.m.

MEETING NOTES

Attendance

Members Present: Bill Scott (Co-Chair), Lorenzo Poe (Co-Chair), Kimberlin Butler, Rene Duboise, Joshua Green, James Hiu, KaRin Johnson, Rick Nitti, Lisa Pellegrino, Pat Ryan, Nate Waas Shull, Rachael Wiggins

Also Attending: Matthew Bartolotti, Amy Corbett, Diana Hall, Lisa Kulkarni, Kamesha Robinson, Peggy Samolinski, Jill Weir

Introductions/Updates/Announcements

Lorenzo Poe welcomed members. He extended a special welcome to Kimberlin Butler, new SUN Council representative from Chair Deborah Kafoury's Office.

New Sites, Principals, Site Managers

SUN staff has been working to prepare the eleven new SUN schools (Creston School just came on board). The implementation process this year has been purposefully slower and more thorough in order to establish a strong base. Engagement, Needs Assessment and Planning tools and materials were reviewed and updated. Preparatory work for all new principals and site managers has included principal orientations, new site manager boot camp, and individual outreach to those unable to participate in group sessions.

Early Kindergarten Transition

Early Kindergarten Transition (EKT) programs completed summer activities in 32 schools, supporting children and families with no previous school experience. Program data will be available at an upcoming Council meeting.

Funding Updates

As shared in prior meetings, a state funding change resulted in decreased funding for SSES (Social and Support Services for Educational Success) this fiscal year. SUN was able to apply in a competitive process for youth development funding from the state and was successful in securing around 85% of the funding shortfall. The County subsequently allocated funding to maintain the current funding level.

Hunger Proclamation

The Multnomah County Board of County Commissioners passed a hunger proclamation yesterday. New and expanded efforts include four new emergency food pantries, five Harvest Share sites providing fresh food, and summer meal service at selected libraries. Food security remains a big gap and is part of the conversation about which layered services should be at all SUN sites.

A suggestion was made to collect can openers; this was a barrier mentioned at yesterday's hunger presentation.

Lisa Pellegrino noted that a local grant maker conversation about hunger is scheduled for September 19.

Long Term SUN Model Development Process

Bill Scott reminded members that we embarked on the Long Term SUN Model Development work as a first step to coming to consensus on adequate depth of services at SUN schools. The work of this team will be presented at the November 7 Sponsor's meeting. Diana Hall used a Power Point presentation to provide members with an update on the Model Development team's work to date. (The presentation is embedded here)



Sept. 5 SUN Council
Presentation

Workplan

WHEN	TASKS
July & August	<ul style="list-style-type: none">• Define “what’s working”• Select SUN CS schools for “deep dive”• Conduct site visits to selected schools• SUN Provider input session
September	<ul style="list-style-type: none">• School/district input session• Gather & synthesize community input• Youth program provider input session• Identify and interview other key stakeholders• Research best practices
October	<ul style="list-style-type: none">• Any additional input gathering• Review and analyze input• Assessment and decision-making• Develop recommendations for Sponsors
November 7	<ul style="list-style-type: none">• Present Recommendations to SUN Sponsors

In- Depth School Reviews

A subgroup of the Long Term Model development team developed both criteria for schools we want to review in depth and a preliminary list of schools meeting those criteria.

These criteria were used to select schools for an in-depth review:

- Student Need
- High need in school & serving students most in need through SUN
- Positive Academic Outcomes
- In school overall and for regular attendees in SUN services
- Successful Family Involvement
- Progress in Improving Disproportionate Discipline Rates
- Representation Across Districts and Providers

The following schools were selected for an in-depth interview. All school districts except Parkrose are represented.

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

SUN staff conducted the in-depth interviews in late summer. The results are being analyzed. The themes from the visits were available and displayed in word clouds in the Power Point presentation embedded above.

These discussion points followed:

- CCO's (Coordinated Care Organizations`) are a potential link to mental health services
- Bringing vocational trades to the table is important. Workforce Systems Inc. is a potential partner
- We need to define mental health needs and desired services
- High school themes in this review largely echoed the high school service model developed four years ago; workforce is one theme that was not part of the high school model
- Surveys from the Children's Levy survey echoed the need for more academic support
- Parks would like specific data for K-8 schools

Provider Session

We held an input session for SUN Site Managers and Supervisors on August 13. This is a summary of their comments on the core model and layered services:

- Core Model
 - Core funding should be related to size of school
 - New programs or initiatives need to come with additional coordination/administrative resources
 - Additional stable funding or other resources are needed for academic supports that SUN delivers or organizes; curriculum; training for extended-day staff, sustainable wages for extended- day staff, etc.
- What Layered Services Make a Difference
- How We Do the Work When It's Going Well
 - Support and integration with school staff and school day

Session participants listed and ranked the layered services that make a difference. Here are the eight highest ranked services:

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

Next Steps

These are the next steps in the Long Term Model development process:

- School/District Input Session, September 18
- Community Input – gather & synthesize
- Youth Program Provider Input
- Key Stakeholder Meetings

Other Key Stakeholders

Meetings have been set with Joanne Fuller of the Mult. County Health Department and David Hidalgo from Mult. County Mental Health & Addiction Services.

Members suggested contacting these additional stakeholders:

- Three area Coordinated Care Organizations (CCOs)
- State Level Workforce Systems, Andrew McGough Heather Ficht
- State – Internal Jobs Program, Liesl Wendt
- State Trade Department
- Corrections, Scott Taylor from Community Justice
- Action for Prosperity – anti-poverty programs

SUN has conversations planned with Portland Parks and United Way.

Rachael Wiggins described Mayor Hales' Complete Neighborhood Initiative. One of the initiative's goals is to build a connection between Neighborhood Associations and SUN Community Schools. A survey was recently sent to Neighborhood Associations. A few members spoke about the initiative's collective impact potential.

The Black Male Achievement Gap initiative is another collective impact effort led by Mayor Hales. The initiative's scope includes education, employment and crime prevention. Three visioning sessions have been held. The Steering Committee will create a plan to address the gaps. Multnomah County is represented on several work teams but not currently on the Steering Committee.

Communities Supporting Youth

I. DEMONSTRATION SITES

Kamesha Robison used a Power Point presentation (embedded above) to provide an update on the Communities Supporting Youth project.

The demonstration sites for School Year 14-15 are: Glenfair Elementary, Highland Elementary, LynchWood Elementary, Shaver Elementary, George Middle School, and David Douglas High School. LynchWood is a new site this year replacing Oliver.

Kamesha reviewed the three-part demonstration site model:

District Attendance Protocol

- Critical minimums & other district specific practices

3 Teams (or functions)

- Student Attendance Response
- School-Wide Attendance and Engagement Review
- Community Engagement Team

Practices

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

The implementation strengths and challenges from School Year 13-14 were:

- Demonstration sites were excited about the work
- Protocols were implemented in all sites
- Data availability and data collection was challenging
- Change in staff at some sites slowed implementation

Kamesha displayed and described a hand drawn graph of attendance over time at the six demonstration sites. Diana Hall noted that tracking was not consistent among the demonstration sites; we are implementing a standard tracking system this school year. Highland Elementary school had significant and consistently lower absenteeism rates. James Hiu spoke of the Highland staff commitment to outreach.

There are three new school attendance partnerships this year:

- DHS case workers:
 - Trained on chronic absence and the demo site model on August 15th
 - Assigned and at sites working!
- Attendance Case Workers in 3 districts
- AmeriCorps workers through Campus Compact

Rene Duboise expressed the Oregon Department of Human Services enthusiasm about working as part of the school team. She noted the need to simplify the process of collaborative efforts like this; onerous bureaucratic agreements are needed for systems to work together.

Here are some of the next steps in the School Year 14-15 demonstration site work:

- New principal orientations
- September 22nd full team training
- Focus on tracking reasons & actions

Bill Scott noted that an important task this year is planning for a major rollout of effective strategies for the School Year 15-16.

II. GROWTH MINDSET TRAINING

Celeste Jannsen from Oregon Mentors described a collective effort of youth-serving nonprofit organizations to understand and improve practices about youth engagement, motivation and development. As a starting point, a team researched and developed training on Growth Mindset. Twenty trainers are available to deliver this 2-hour training to nonprofit and school teams. Contact Sarah Tollefson at [503-517-8990 ext. 202](tel:503-517-8990) for more information or to schedule a training.