

SUN COORDINATING COUNCIL RETREAT – 8/9/17

PLANNING CHART PACK/POST-ITS

SYSTEM PERFORMANCE & CONTINUOUS IMPROVEMENT

NEW THINGS TO MEASURE/9 dots

- *Social educational indicators for early educational piece. EARLY LEARNING
- *CULTURAL IDENTITY – How much do those participating in SUN feel their cultural identity is embraced?
- *Do we have a strong metric for cultural identity? Or a sense of belonging?
- *Re: Stability- get a subjective sense of change u/in person. QUALITATIVE
- *RE: SUN SCHOOL- measure “life skills” ready for relationships. Overall psycho –social barriers? Economic / financial 101?
- *Provide resources to survey students to better understand. – How cultural identity is affected by school climate. -how pedagogy can be more culturally responsive.
- * Some way to capture youth advisory council viewpoint re: system performance continual improvement
- * Long term well-being. Resilience self-efficiency comm. Engagement.
- *Long term Performance measures. Inclusive or short midterm & Long term. Quick/ early wins+ MID course correct
- *Agree on short-term (weekly-monthly) performance targets or goals that ALL sites can work toward.

CROSS SYSTEM MEASURES/ 7 Dots

- *Use data/ analysis. Shared accountability across systems

- *How to collect system-wide impact. Including collaborating partner data.
- *Create a data tracking (partner & align data w/ service providers)

- * Community driven or identified measures/ metrics

MEASURE PATRNSHIP & COLLABORATION/ 5 dots

- *Describe the health of the system on terms of partnerships? Will require more reporting on leverage services in connected systems.
- *Tool to effectively measure collaboration @ school fidelity.

TRY A DIFFERENT APPROACH TO LEARNING WHAT WORKS/ 5 dots

- *Align w/ schools on specific outcomes and linked activities- strong attendance examples 3rd grade reading? 9th grade on-track?
- *Create “cohorts of sites that select specific priorities (i.e. college access) and work together on.

NEW OTHER ANALYSIS/ 2 dots

- *Analysis of unified dataset. OHSU- P4P What does it tell us?
- *Public mid-year data check on key indicators
- *Short term indicator by system. How to share ownership across systems
- *Establish outcomes that are independent of specific services being provided under SUN
- *Tell a story around major system changes

NEW OTHER ANALYSIS/ CONT.

- *Increase in “resources” track over time
- *Analyze dosage & duration
- * Integrate SUN data with agency data by school. Link individual student outcomes (program & academic) with family outcome data
- * Look @ demographics of participants’ socio-economic based on research on growing OST/ enrichment gap between low income & middle income

SUN SCHOOL SITE LEVEL

- *Revisit logic model site manager/ principal complete annually.

LEVERAGE PARTNERSHIPS/ 15 dots

- * Demonstrating how SUN is a prevention/intervention strategy as relates to justice/ health system. Access and connection.
- * Create a broader set of collective outcomes measures that can invite a broader set of funders set of funders.
- * Resume visits/ presentations to sponsor agency leadership.
- * Partnerships to align resources and connected systems. Identify new sources/partnerships funding: Nonprofits, religious ones, grants etc.
- * Better/ Stronger alignment w/ right side of lane. Juvenile justice \$ housing.

NEW PARTNERS & FUNDING SOURCES/ 8 dots

- * Bring new funders- foundations-donors. Expand # of sponsor
- * Explore corporate/business funding
- * Community based funding
- * Actively include or invite those that provide the funding for SUN school services.
- * New partnerships- bring in more community representation and capacity. - Champions-partnerships
- * Community resources – Faith Community – business Community- Families. The community has human and financial resources that can be leveraged.

STATE AND DISTRICT/ 3 dots

- * Measure 98 funding for attendance
- * Start conversations now with districts to “ear mark” some of M98 money for funding future programs through SUN.
- * Statewide OST legislation
- * Create a broader definition of education to make the whole child supports part of education funding.
- * Adjust system design outcomes to reflect resources at the school site.

OTHER IDEAS/3 dots

- * Strengthen SUN nexus to job readiness
- * Create rate of return formula
- * Use data to inform ROI
- * HS CTE Linking w/ employees- provide different resources for student/ parents

SYSTEM ALIGNMENT

SPECIFIC SYSTEMS/ 11 dots

Early Learning

- *Continue policy/ alignment w/ early learning

Health

- *Greater alignment w/ health. Early life how can system connect w/ ed?
- *Medical policies alignment

Juvenile Justice

- *Emphasize alignment w/ Juvenile Justice

Job Readiness

- *Emphasize alignment w/ job readiness partners

Domestic Violence

- *DV/SA- support healthy relationships prevention/ intervention DV/SA for youth.

Mental Health

- *System Alignment- mental health/ behavioral Health. - A&D

Intellectual & Developmental Disabilities

- *Greater connection to Intellectual & Developmental Disabilities.

ALIGN OUTCOMES/ 9 dots

- *Find intersections between SUN deliverables and school improvement plan, public health goals, health prevention, population based goals.
- *To strengthen alignments common measures of success across jurisdictions/ systems
- * Expanding existing partnerships that lead better outcomes for students
- *Outcome – cross-sector/ system health & wellness outcomes

- * Improve and align systems where outcomes are measurable

- * Aligned measurements. Outcomes across systems. Include housing, health

ALIGN EQUITY EFFORTS/ 4 dots

- Equity strategies across systems i.e. multiple equity uses

IDENTIFY ROI TO LEVERAGE PARTNERS/ 3 DOTS

- *System intersection ability. Identify ROI for systems leveraging. Intentionally foster partnerships to align systems.

- *Better understand leveraged \$

ALIGNMENT OF SOCIO EMOTIONAL EFFORTS/ 2 dots

- *Identify an SEL (Social emotional learning) SUN strategy
- *Social emotional learning alignment w/ school districts

REPORTING/ 1 dot

- *Streamlined compliance, reporting?

ALIGN CAPACITY/ 2 dots

- *Capacity building- across systems

ASSESS WHAT TO ALIGN/ GAPS/ 2 dots

- *What do we need to align? - ask the community what their needs are using equity lens + social determinants of health. Map what is out there that reflect feedback
- *Assess opportunity for SUN to serve as a community conference for other state/local/ private programs.

SYSTEM ALIGNMENT, CONT.

*Inventory existing partnership to identify gaps/
potential areas of focus for new partnerships

DEFINE STRATEGIES/Y FOR ENGAGEMENT EFFORTS/ 1 dot

*Systems to simplify service delivery by
agencies with different missions & strengths
e.g. inclusive; sports; mental health

*Use time @ our meetings to focus on each
intersection

*Identify folks who are knowledgeable w/ SUN
to sit w/ same other system lane partners &
identify real places overlap possible better
alignment

*Strategic engagement of other systems

*Improve alignment by: maintain focus and
being selective about new initiatives. E.g.
attendance, food security, mental health

REFRAME/DEFINE ROLE OF SUN & PARTNER ORGS

*Redefine/ reframe SUN as an instructional
partner w/ education

*Reframing roles of SUN in partnership
w/different jurisdictions (mental health
housing, etc.) using the equity lens

*Better definition of role in SUN System

ENGAGEMENT OF INSTITUTIONAL /AGENCY LEADERS

*ID champions of Alignment. Build political will

* Get elected/ agency/ institutional leaders to
model/ set system alignment agenda

*Governance Oversight (county based)
Children's cabinet guiding policy & long term
vision

FUNDING

* Look for opportunities for branded/ blended
funding

OUTREACH & ENGAGEMENT

INCREASE SUN VISIBILITY AND HONE MESSAGING/ 15 dots

- *Tell specific stories that are relatable to outside people
- * Engage all districts leadership to secure their support & turn them into champions of the system
- *Annual SUN conference – Youth focus –PTA focus

IDENTIFY WHO WE OUTREACH TO & FACILITATE THAT OUTREACH/ 10 dots

- *School board annual presentation to build support
- *Providing the space to engage neighborhood.
i.e. association around SUN
- *Engage employers to explore partnering to create pathways to college and career readiness
- *Access technology (intel, apple, precision cast) industries desire to support community programs w/ staff volunteerism.
- * Invite more key people out to visit the work
- *Parent leadership vs engagement
- *Include key people in the work after school sessions etc
- *Send champions to visit with key folk- maybe include kids.

USE DATA TO INFORM EFFORTS/ 5 dots

- *Use data to engage school leadership and staff to advocate for and support joint efforts to improve school climate & pedagogy
- * Use data to identify an engagement strategy
- * Identify shared metric across system and relevance

SUPPORT SERVICE USER GROUPS

- *Work w/ student advisory councils to ensure their voices are heard by school leadership for staff

BUILDING & SUSTAINING THE PARTNERSHIP & CHAMPIONS

IDENTIFY CHAMPIONS (WHO?) / 13 dots

- * Create space to have community voice engage to identify champions
- * We should identify champions at various levels: county, parks, schools, and CBO's
- * Identify business partnerships
- * Reflect the 'non-school' community
- * Youth are champions- offer their voice to broader constituents
- * Who are stakeholders who <3 SUN? Teachers, parents, districts, students, staff. Volunteers, capture their energy and message
- * Identify 1 or 2 key new potential funders and start building a plan
- * ID other organizations model to be involved
- * Funding ways to expand existing partnerships
- * Figuring out who could be the at the table to build and sustain partnerships
- * Identify student champions and family or community champions.

OUTREACH/ ORIENTATION OF LEADERS/ 8 dots

- * One- on-one meetings w/sponsors
- * (New) superintendents
- * SUN on boarding/ orientation for all new superintendents ED's , electeds @ city/county
- * Strategic visits presentations to school boards/ commissions
- * SUN rep at community meetings? Or neighborhood association meetings

- * Engage w/ business leaders to understand how they can be vocal champions& supporters
- * Partner/ school official retreat
- * Engage philanthropic community to secure their support
- * Each school year should begin with a short present school staff that could include key partners

CREATE BRANDING& DEFINITIONS / 7 dots

- * Branding/messaging SUN. SUN how do we effectively communicate our goals, 'lane' and our successes to gain buy in and promote new partnerships?
- * Utilize "story" of SUN success to motivate state investment in SUN as viable delivery system for: social, health, academic, financial literacy, and parent support
- * Vision/ mission development between schools and partners.
- * Look for partnership models that are successful "best practices"
- * Need to have a large celebration each year. All key players, should be involved.
- * Define SUN champion. Develop a 'job description' to help people separate buy in and participation from champions. Identify champions.
- * Identify what we need champions for, how we identify them, what characteristics of a strong champion are, how we connect to them and keep them involved –"champions' team"

BUILDING & SUSTAINING THE PARTNERSHIP & CHAMPIONS, CONT.

LEARNING FROM THE OTHERS TO REFINE/ 1 DOT

*Strengthen the academic alignment between school day -SUN

- *Partner w/ effective programs (with powerful outcomes aligned w/ SUN T of C) within our provider network
- *Use integrated databases to better understand how/ why student outcomes are influenced by different programs.
- *Interweave findings and experience of SF2020 + AHR in strengthening our work
- * Use student outcome data to engage district leadership & turn them into advocates/ champions for SUN.

COUNCIL & SPONSOR AREAS

- *Create more clear infrastructure for who serves on council, for how long & how we promote leadership & engage new folks
- *Define what sponsor table is, who is on it, why, to what end- is championing system part of job?

PRACTICE/ 4 dots

- *Identify secondary contact points at schools
- * SUN SYAP become an elective during the 3 school day
- *Use SUN system for new initiatives
- * Create structure to have SUN CS become a vehicle for credit recovery
- *Clarify district specific goals/priorities and closely align in order to integrate funding
- * SUN schools fund, can we afford to have an FTE be focused on strategic partnerships? Continual calls, organize individuals to present to orgs.