SUN

Community School Site Manager Toolkit

Updated September, 2016

Section 1
How to use the toolkit

In order to take full advantage of the toolkit features, you must download the pdf and save it to your computer. Once the latter is complete, you will be able to open up the pdf and the toolkit's bookmarks will be visible.

This toolkit provides downloadable materials that are marked with an * in the bookmarks on the left hand side of the pdf. Below are instructions for downloading original files. Please note that all pages of the toolkit are printable regardless of if there is a downloadable, original file available.

To search this toolkit, use Ctrl+F and a dialogue window will appear. Search using key terms.

DOWNLOADING ORIGINAL FILES AS TEMPLATES

Most of the files in this toolkit are available to download (bookmarked with an asterisk *) in their original format to be used as templates.

If a document is available to download, you will see one of these icons. Click on it, and it will take you online to download the file.

Equity Lens

Bringing an equity and empowerment lens to the development and implementation of a SUN Community School is critical in accomplishing our goals and ensuring intentional systemic change. The SUN Service System is applying Multnomah County's Equity and Empowerment Lens to our work across the system. Find more information on the Multnomah County's Equity Lens at https://multco.us/diversity-equity/equity-and-empowerment-lens .

It is critical to approach the work using an equity lens when using the tools in this toolkit to plan, implement and assess partnerships and programs at the SUN Community School site, asking reflective questions of one's self and others throughout the process.

Some questions to consider include:

- What beliefs and assumptions am I bringing to this work/effort/meeting?
- What biases do I have that may affect my understanding and ability to listen to alternative perspectives?
- Do the people involved represent the communities we serve? If not, how can we get their perspective?
- How are family and youth voice being included?
- Who benefits from the way we are doing our work? Who experiences a negative impact?
- Where are the junctures where we need to stop and consider where we are putting up barriers in either our approach or the structure (s) and where are we creating pathways for all students and families?
- How is relationship building embedded in our approach (both in functioning of teams as well as in the individual interactions with students, families, and school staff)?
- How are our approach and the services we provide culturally responsive to the communities we are serving?

Section 2

National and Local

Community Schools

The community school strategy is not unique to Multnomah County. Across the United States and internationally, there are hundreds of initiatives implementing community schools to organize resources in the community around student success. The Community School framework and philosophy is based on 20 years of research-based practices. More background and information on Community Schools can be found through the national Coalition for Community Schools at http://www.communityschools.org/.

This section provides some background information on the Community School movement at the national level and an overview of SUN's local model for community schools. Included is an excerpt from the National Center for Community Schools' *Building a Community Schools: a Guide for Action* which shares the history of the community schools strategy, a one-page description and list of SUN CS in Multnomah County, and a PowerPoint that highlights key elements of the community school strategy within our local SUN CS model.

Transforming Public Education

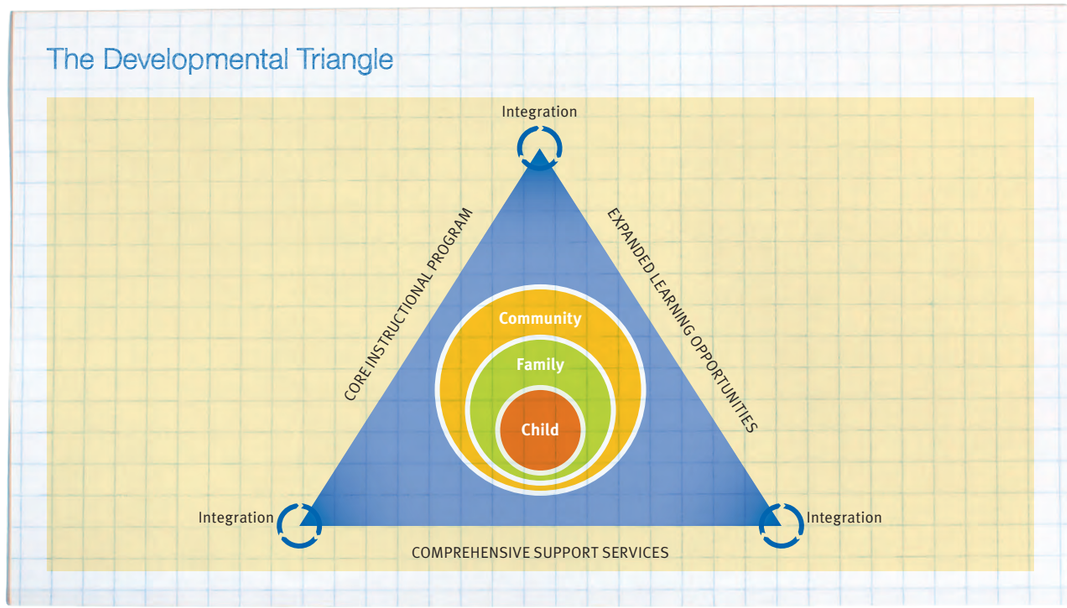
1. What are Community Schools?

A leading urban school superintendent described community schools as "a strategy for organizing the resources of the community around student success." This simple definition summarizes 20 years of research and practice. Through extended hours, services and relationships, community schools reconceive education as a coordinated, child-centered effort in which schools, families and communities work together to support students' educational success, build stronger families and improve communities.

The foundations for community schools can be conceptualized as a Developmental Triangle that places children at the center, surrounded by families and communities. Because students' educational success, health and well-being are the focus of every community school, the legs of the triangle consist of three interconnected support systems:

- **A strong core instructional program** designed to help all students meet high academic standards;
- **Expanded learning opportunities** designed to enrich the learning environment for students and their families;
- **A full range of health, mental health and social services** designed to promote children's well-being and remove barriers to learning.

Managing the corners of the Triangle is the critical piece of coordination—because at these junctures the community school ensures a coherent and integrated set of services for children and their families.



Community schools are the products of explicit partnerships between the school and other community resources. Recognizing that no entity acting alone can improve educational outcomes for all students and that integration is crucial to the success of the strategy, the partners develop a set of shared goals and a system to accomplish those goals. They also share leadership and accountability for results.

Sometimes called "full-service" schools or community learning centers, community schools develop an array of partnerships—in the areas of health, social services, academics for children and adults, sports, recreation and culture—transforming schools into vital hubs that benefit students, their families and the surrounding community. These benefits are substantiated by solid research that demonstrates improved student learning, health and attendance, stronger family engagement, improved school climate and safer neighborhoods, among other results.

2. Key Elements of Community Schools

Every community school partnership shapes its programs and services to the needs of its own community and students, but all models share many basic elements. Among the most prominent are:

FOCUS ON EDUCATION

A community school offers a revolutionary vision of the roles parents and community can play in education and of the role a school can play in its community. Among an initiative's primary goals are the education of children and their healthy development. Students are freer to learn because the school's many services and supports work together to remove obstacles to their education; teachers can better focus on the curriculum because their students are healthier, have improved attendance and fewer social/emotional problems that interfere with the classroom's focus. The core academic curriculum is rigorous, coherent and integrated with extended learning and enrichment opportunities so that children have many hours for education and many ways in which to learn.

SCHOOL, FAMILY AND COMMUNITY ENGAGEMENT

Community school partners—school staff and administrators, agency staff, parents and members of the community—are united in a common goal: to maximize students' learning while optimizing their health and well-being, and strengthening their families and neighborhoods. All partners understand that the involvement of parents is a critical foundation for children's achievement. Programs to attract parents, establish a welcoming climate for them, and help them learn how to be involved in and supportive of their children's education are fundamental to the community school concept. Adult education courses further engage parents (and community members) in their own learning. Likewise, members of the community—residents, business owners, elected officials, service providers, community-based organizations—are part of the planning for the initiative, are kept informed about the school and contribute expertise and resources where needed.

EXTENDED HOURS AND EXPANDED LEARNING OPPORTUNITIES

Before- and after-school, weekend, summer and holiday programming expand children's learning opportunities while coordinating with the students' school-day curricula to create a coherent educational experience. Students use these hours to explore subjects not covered during the day or to gain new skills. The out-of-school time climate may be less formal, but should be of quality, instructional and allow children to apply what they have learned in class, perhaps through hands-on projects, academic competitions or art projects. Teachers ought to play a critical role in designing these programs and community school staff should often observe classes so they can track the needs of particular students and tailor their activities accordingly.

PARTNERSHIPS

Community schools are planned, implemented and maintained by the members of active, coordinated partnerships dedicated to improving student achievement, health and well-being. Each partnership establishes a common mission and vision, mutually agreed-upon goals and shared decision making. The partnerships must include school leadership and other representatives of the school, parents, community-based organizations and community leaders. The various community school models have different infrastructures and governance mechanisms that organize and delineate the responsibilities of the partners. In the lead-partner model, developed and advanced by The Children's Aid Society (CAS), and now followed by several thriving initiatives, a single community partner is recognized by school administrators and other partners as the one agency that deals directly and daily with the school leadership; the lead partner maintains full-time presence in the school.

SITE COORDINATION

Nearly all models of community schools employ a site coordinator, whose role involves joint planning with school staff and subsequent recruitment, management and coordination of partners. Although many titles are used to describe this role—Community School Director, Site Coordinator, Resource Advocate—the essential function is to ensure the responsiveness of community resources to the documented needs of students and their families as well as the alignment of their supports and services to the school's core instructional program. (Please see appendices A and B.)

CONTINUOUS SUPPORT ALONG THE PATHWAY TO PRODUCTIVE ADULTHOOD

Community schools often include pre-K, Early Head Start, Head Start, Even Start or other programs for children below kindergarten age—and some include even earlier support for pregnant families, such as doula services and parenting education. But community school advocates recognize that a good start is not enough. Young people need abundant opportunities to learn and access to "whole child" supports throughout their childhood and adolescence. The community schools strategy is adaptable to all levels of education reform, and CAS, along with many other colleagues, applies this strategy in elementary, middle and high schools, ensuring that young people and their families make smooth transitions from one level to the next. Many community high schools not only help students apply for and get accepted into college but also make efforts to support their college success.

WELLNESS

Community schools are designed to operate as networks that address the multiple emotional, social and health needs of children and their families along a wellness continuum. In the CAS model, for example, health and social services are school-based or school-linked and fully integrated into the life of the school; mental health or social problems are not treated separately from health problems. Instead, the school partners look at a student and family holistically and work together to develop solutions. The emphasis on wellness promotes a healthier, more positive school climate as well as improved student health.

SUSTAINABILITY

Leaders of community schools, both of individual schools and of community school initiatives, need to consider how to sustain their work, even at the earliest stages. Sustainability means more than fundraising—it means making permanent changes in daily practice and in institutional arrangements. But it also means allocating or generating human and financial resources—that is, organizing resources in new and more effective ways. One of the many benefits for schools of working with community partners is their ability to bring non-education dollars into schools, through such vehicles as Medicaid reimbursement and United Way allocations. Many community schools have found The Finance Project's sustainability planning framework and tools to be useful in the essential and ongoing tasks of making their changes permanent. (Please see Sections 2–10.)

WHOLE SCHOOL TRANSFORMATION

Through their attention to school climate and to the school as a wellness environment, and through what one prominent researcher calls "new institutional arrangements," community schools become more than the sum of their programmatic parts. While, compared to traditional schools, community schools do indeed offer a wide array of programs for students and their families, the real hallmark of a community school is the transformational effect of all the ingredients as they interact with one another, every day.

3. A Brief History of Community Schools

The community school strategy has its roots in the late 1800s and the establishment of the first urban settlement houses, which offered critical learning and development opportunities as well as health and social services to newly arrived immigrants in urban neighborhoods. This movement was led by the pioneering efforts of Jane Addams, an outspoken advocate for the poor. In the early 1900s, educators and social reformers who believed that schools were not functioning as fully as they might—among them education reformer John Dewey—worked to bring additional resources into America's public schools, placing them at the heart of community life. Dewey wrote an influential essay in 1902 entitled *Schools as Social Centres*.

The Charles Stewart Mott Foundation played a key role in supporting second and third "generations" of community schools through its substantial investments in community education in the 1930s and again in the 1960s (and continuing for several decades). A historical analysis commissioned by the Mott Foundation and prepared by John S. Rogers, entitled *Community Schools: Lessons from the Past and Present*, notes the influence of the Mott Foundation's earlier investments on the creation, in the late 1990s, of the Federal 21st Century Community Learning Centers initiative. Rogers also observed that earlier community school efforts did not take hold permanently for two major reasons: their work was not adequately integrated with the core mission of schools, and their proponents did not have a robust political strategy. Both of these problems are being addressed very intentionally by leaders of the current community schools movement.

This fourth generation of community schools seems to have gained momentum in the late 1980s and early 1990s with the development of several national models (Beacons, Bridges to Success, CAS community schools and university-assisted community schools)—all of which appear to have been created in direct response to research about the educational struggles of children living in poverty and concerted calls to action by advocacy and philanthropic organizations. It was in this larger context that CAS launched its community schools efforts in New York City.

THE CHILDREN'S AID SOCIETY OPENS NYC COMMUNITY SCHOOLS

Following a five-year assessment of the area, CAS opened its first community schools in 1992 and 1993 in Washington Heights. This northern Manhattan neighborhood houses a burgeoning immigrant population that the agency had identified as critically lacking in social supports and quality public education. Over the next 18 years, CAS added new schools in Washington Heights, East Harlem, the South Bronx and Staten Island—all under-served New York City neighborhoods. As of the spring of 2011, there were 21 CAS community schools in New York City.

These schools combine a full-service model with a lead-agency infrastructure, following a simple formula: educational excellence paired with expanded opportunities and extended hours, as well as critical health and social supports and services. Together, these elements build on a foundation of intense engagement with parents and communities to promote educational success.

Responding to widespread interest in its schools, in 1994 CAS founded the National Technical Assistance Center for Community Schools [now the National Center for Community Schools (NCCS)], to help others implement the strategy.

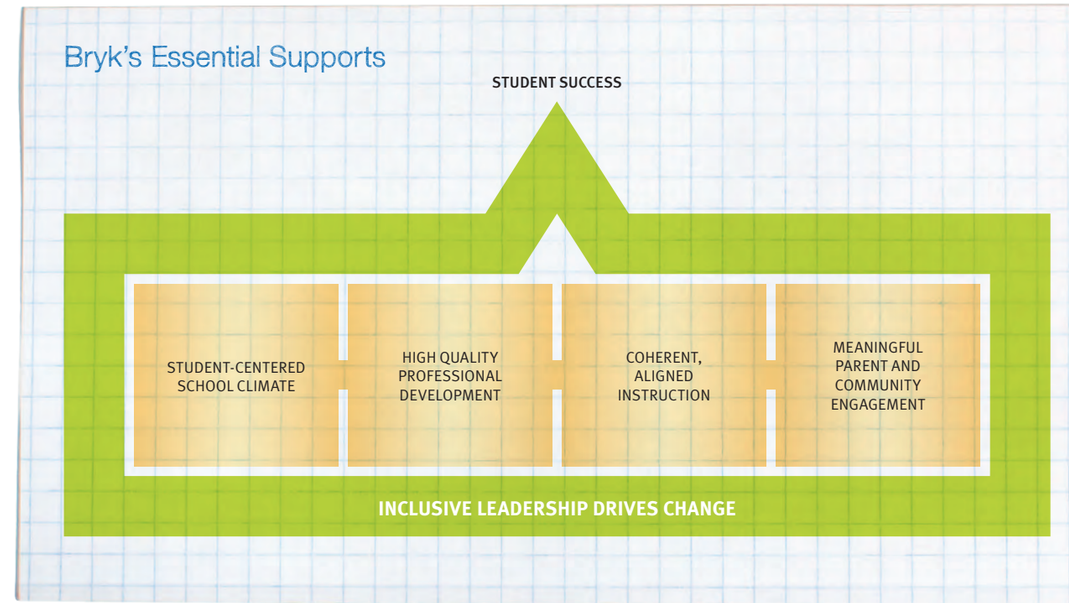
In 1997, CAS became one of the three founding partners of the Coalition for Community Schools, an alliance of national, state and local organizations that helps build awareness and understanding of community schools, advocates for supportive public policies and helps promote research and disseminate knowledge among its members and other organizations. CAS remains an active partner and supporter of this coalition.

A number of different community school models have taken hold in the U.S. and in other nations in response to particular local and national priorities. What they share is a mission: to change the role of education in the lives of students, families and communities, so that under-served youth may be empowered to overcome obstacles and become happy, healthy and productive adults.

4. Research Supports the Community School Strategy

Strong research undergirds the community schools strategy for education reform. While improving the educational and developmental outcomes for children by creating new educational institutions that combine essential supports for learning makes intuitive sense, it is, in fact, anchored by a solid base of research and current knowledge about child development, school improvement, parent engagement and child health. Here is a summary of the basic tenets of community schools and the research data that support these principles.

Community schools bring together multiple partners within the school to help maximize and remove obstacles to student learning. The work of these partners—parents, community members and service providers—is thoroughly interwoven and directly affects student achievement. Strong leadership drives the work of the strategy's multiple partners.



- In a long-term study of 200 Chicago public schools, education expert Anthony S. Bryk and colleagues (2010) identified five essential supports for student success: strong school-parent-community ties; enhanced professional capacity; a student-centered learning climate; a coherent instructional system; and leadership that drives change and enlists teachers, parents and community members to help expand the reach of the work and share overall responsibility for improvement. Bryk found that the value of the supports lies in their integration and mutual reinforcement. No one part of this strategy can be counted on to achieve the goal of school improvement and student success. To illustrate the point, Bryk uses the analogy of cake baking where all the essential ingredients—sugar, eggs, oil, flour and baking powder—must interact with one another. Leave out one and the cake will look or taste flat.

Community Schools provide on- and off-site health, mental health and social services to students living in low-income communities, which often lack such resources.

- If students are not motivated and able to learn, says health and education researcher Charles E. Basch (2010), then their "educational progress will be profoundly limited." Low-income urban minority youth are disproportionately affected by seven "educationally relevant health disparities": poor vision, asthma, teen pregnancy, aggression and violence, lack of physical activity, lack of breakfast, and untreated inattention and hyperactivity. Basch warns that no educational innovation can succeed if these health disparities are not remedied. His research strongly supports the community schools' inclusion of health care as a critical component of student success.

Community schools engage parents and community members as essential partners in children's education. They employ multiple strategies for educating and involving parents as early as possible and for maintaining their engagement.

- Research conducted over 40 years confirms that family engagement improves students' educational outcomes. Recommended by the Harvard Family Research Project as a reform strategy, family engagement should be systemic, integrated and sustained—the very approach promoted in community schools. Family engagement must not be treated as an incidental add-on; rather, it must be understood as a shared responsibility in which families and schools play complementary roles in children's educational success. Family engagement must also be continuous, from birth through young adulthood, and must support student learning in multiple settings. A 2010 Harvard report further indicates that family engagement facilitates teacher retention. "Where teachers are able to communicate with parents and develop trusting relationships," the report states, "they are more likely to remain teaching in their schools."

Schools cannot succeed on their own; community school partnerships bring critical resources into schools in order to meet students' academic, health, family or emotional needs and to help free teachers to teach. Partners are integrated into the school day or out-of-school time sessions, based on those needs, and are coordinated by the lead agency or organizing committee.

- Turning around struggling and failing schools involves more than just the people inside a school's walls. "Schools cannot do everything themselves and expect to do it well," education journalist Laura Pappano (2010) observes. "Partnerships need to have a purpose. They need to be well articulated." She details the huge problems faced by both large and small urban schools and notes the kinds of partnerships that are helping to turn these schools around. Well-structured partnerships linking schools with corporations and nonprofits have contributed to turnarounds in Cincinnati and Hartford, two of Pappano's closely observed sites—which, not coincidentally, both have robust community school initiatives.

Below, we provide additional research data that support the guiding principles of effective community schools:

Community schools make the most of our children's non-school time by providing high-quality, supervised after-school experiences that extend learning opportunities and enable students to develop their talents, form positive friendships and connect with their communities.

- Researcher Reginald Clark (1988) has documented the importance of having children participate in constructive learning activities during the non-school hours. He found that economically disadvantaged children who spend 20–35 hours of their free time each week in engaged learning (such as reading for pleasure or playing strategy games) earn better grades in school than their more passive peers.
- Stanford University education professor Milbrey McLaughlin (2000) reports that adolescents who participate regularly in community-based youth development programs (including arts, sports and community service) have better academic and social outcomes—as well as higher education and career aspirations—than other teens.
- In several studies spanning more than a decade, Deborah Vandell (1999) documented a host of positive benefits of children's participation in high quality after-school programs, including improved grades, work habits, emotional adjustment and peer relations.
- According to a report published by the Washington D.C.-based organization, *Fight Crime: Invest in Kids* (1998), the peak hours for violent juvenile crime and victimization are between 3 p.m. and 6 p.m., the hours when most parents are at work and children are out of school.
- The after-school hours are also the peak time for adolescent sexual activity to take place. Furthermore, research shows that being unsupervised after school doubles the risk that 8th graders will smoke, drink alcohol or use drugs (Richardson, 1989).

Community schools provide young people with enriched educational opportunities while also developing and strengthening their physical, emotional, social and moral competencies through a variety of supports and services.

- Extensive research on child and adolescent development indicates that young people need ongoing guidance and support in all of the developmental domains (cognitive, social, emotional, physical, moral and vocational) if they are to achieve productive adulthood. (See for example, Eccles, 1999.)
- In his preface to the Carnegie Corporation's 1992 report, *A Matter of Time: Risk and Opportunity in the Nonschool Hours*, noted child psychiatrist James Comer states, "We must attend to all aspects of [young people's] development. Adequate development makes adequate education possible, which in turn facilitates participation in the mainstream economy and the ability to fill family, community, and citizenship roles."

Community schools offer parents an active role and a voice in their children's education. They also provide a place where parents can improve their own lives.

- Multi-year research conducted by Joyce Epstein and her colleagues at Johns Hopkins University (1995), and by Anne Henderson and her colleagues at the Center for Law and Education (1995), has documented the importance of parental involvement in children's education as a key factor in promoting academic achievement. These studies indicate that children do better in school when their parents regularly support, monitor and advocate for their education.
- In a study of school and family connections in the middle grades, also conducted by Epstein (1995), parents reported that they seldom heard from their children's schools and that they themselves contact school staff infrequently. The study identified a clear need for middle schools to establish comprehensive efforts to increase parental involvement.

Community schools view children and families holistically. They bring many essential services together under one roof and offer an effective, coordinated response to children's and parents' needs.

- Several studies have documented how the fragmentation that characterizes much of America's service delivery system for children and families limits program effectiveness. (See, for example, Hodgkinson, 1989.)
- Researcher Joy Dryfoos (1994) synthesized a complex body of research on reducing risk and promoting resilience among children and adolescents. She concluded that the single most effective intervention was the development and implementation of schools that integrate the delivery of quality education with the provision of health and social services.

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Community schools gather many of the adults who are important in a child's life—parents, teachers, principals, health professionals and youth workers.

- A 13-year study in 10 varied communities (Ianni et al., 1990) found that child and adolescent outcomes were enhanced in communities where the key developmental influences (home, school and community) combined to provide young people with consistent messages, opportunities and supports.
- Resilience theory indicates that children who have consistent access to adult guidance and support have better outcomes, such as enhanced college and career aspirations, and a lower incidence of at-risk behaviors (Benard, 1991).
- A number of studies reveal that early adolescence is a time when youth wish to form close relationships with adults outside the family, even as they are seeking a certain amount of separation from parents. Many young people turn to their peers for guidance, but only if they do not have opportunities to bond with caring adults (Eccles, 1999).

5. Models of Community Schools in the United States

The community school strategy combines a set of partnerships between the school and other community resources, in an effort to provide the essential ingredients that students need to thrive. The strategy makes sense for any socioeconomic group, but leveling the playing field for the most vulnerable is where its biggest value resides.

There are a number of different models of community schools operating across the United States, as well as many hybrids—initiatives that have chosen characteristics of more than one model and adapted specific features to suit their own communities' needs. The Coalition for Community Schools (CCS), a national alliance of more than 170 organizations that advocates for community schools, recognizes the following distinct models in the nation; they share a dedication to the goals of giving every child the best possible chance to succeed. These descriptions are based on the Coalition's definitions of the models.

BEACON SCHOOLS

Beacons are school-based community centers serving children, youth and adults that operate in the afternoons and evenings, on weekends, school holidays and vacations and during the summer. The model originated in New York City and has been replicated widely in other parts of the U.S., with support from the Youth Development Institute. Beacons provide opportunities for youth to improve their learning and development, provide support services for the community and foster closer connections between home and school. Beacons are led by community-based organizations with expertise in youth and community development.

www.nyc.gov/html/dycd/html/afterschool/beacon_program.shtml

Community Schools: A Strategy, Not a Program

"Building Community Schools: A Guide for Action"

Jane Quinn, *Director*

A Strategy for What?

A strategy for organizing the resources of the community around student success…

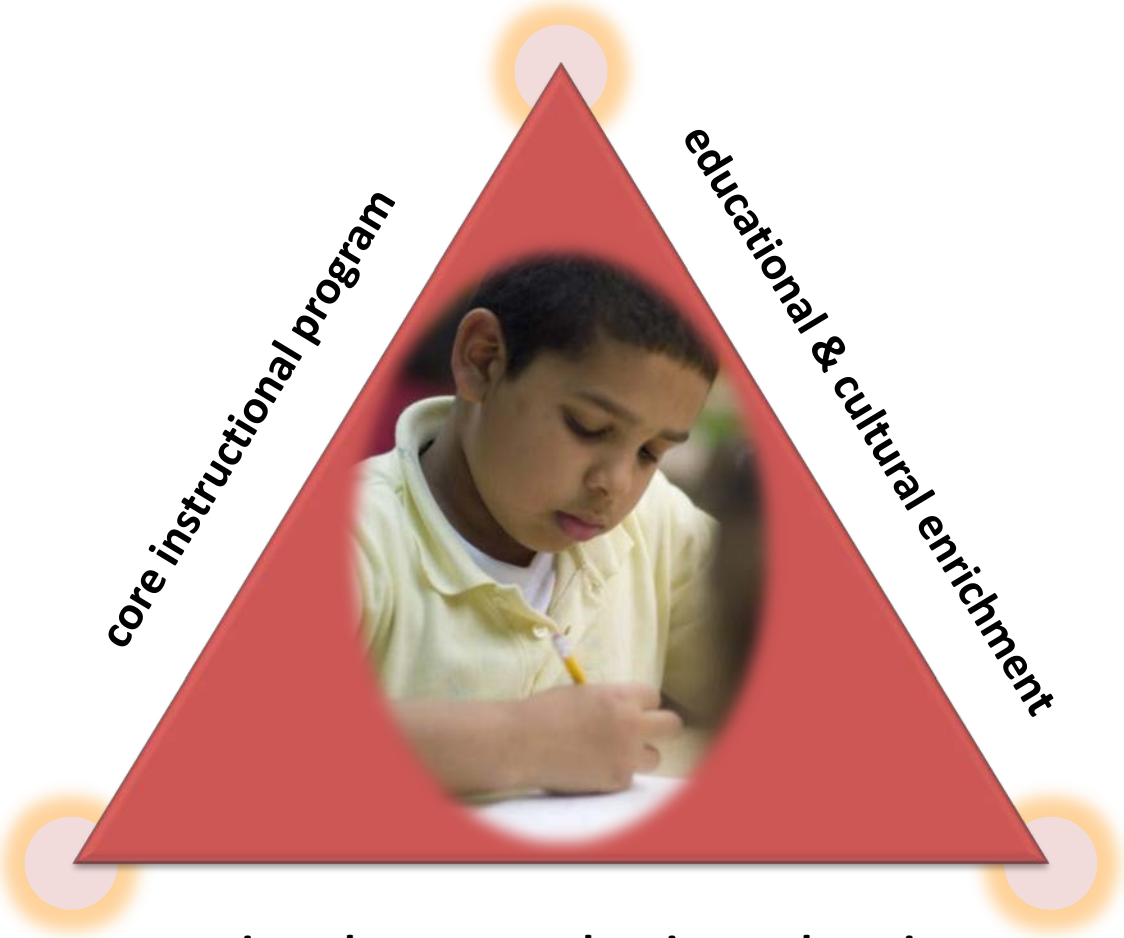
Pat Harvey, Former Superintendent
St. Paul (MN) Public Schools

What is a Community School?

A community school is both **a place** and a **set of partnerships** between the school and other community resources. Its **integrated focus** on academics, services, supports and opportunities leads to **improved student learning**, **stronger families** and **healthier communities**.

Coalition for Community Schools
www.communityschools.org

CAS Developmental Triangle



services that remove barriers to learning

- physical health
- dental health
- mental health
- social services

Several well-known models:

- Beacons
- Bridges to Success
- Children's Aid Society Community Schools
- Communities in Schools
- Healthy Start
- Polk Brothers Full-Service Schools
- Schools of the 21st Century (Yale)
- WEPIC (University of Pennsylvania)

Underlying Research Base

- **Making the Most of Non-School Time**
  - Reginald Clark
  - Milbrey McLaughin
  - Deborah Vandell
- **Whole Child Approach/ Application of Developmental Knowledge**
  - Jacquelynne Eccles
  - James Comer
- **Parents' Active Role**
  - Epstein (six types)
  - Henderson and Mapp
- **Coordinated Services**
- **Caring, Competent Adults/Consistent Messages**
  - Werner/Benard (resilience theory)
  - Fritz Ianni

Newest Research

New research from Chicago (Bryk et al.) found five essential ingredients:

- Principal: driver of change; inclusive leadership approach
- Real family and community engagement
- Ability to build professional capacity
- Student-centered school climate
- Coherent curriculum

Key Ingredients

- Education First
- Lead Agency as Partner, Not Tenant
- Full-Time Presence of Lead Agency
- Joint Planning (Particularly between Principal and CS Site Manager)
- Integration of CS Staff into Governance and Decision-Making Bodies (e.g., Advisory Committee)

Core Components

- After-School and Summer Enrichment
- Parent Involvement
- Adult Education
- Medical, Dental, Mental Health and Social Services
- Early Childhood
- Community and Economic Development

Underlying Principles/Capacities

- *Comprehensiveness:* Responding as fully as possible to the documented needs of students and families
- *Coordination:* Structured and meaningful involvement of all stakeholders
- *Coherence:* Supports/services are aligned (integrated) with the core instructional program
- *Commitment:* Partners view CS as a long-term strategy, not a project, and do everything they can to make the partnership work

Capacity-Building Lessons

- Many districts going to scale (Baltimore, Chicago, Portland) or incorporating underlying principles into district's strategic plan (St. Paul)
- Initiatives creating solutions to major challenges (e.g., sharing data; braiding resources; evaluating complex interventions)

Results of Community Schools

- Improved academic performance
- Higher attendance rates
- Positive school climate
- Improved school safety
- Greater parent involvement
- Improved student-teacher relationships
- Teachers able to focus on education

Final Words: Our Three Mantras

- It's all about relationships
- Everything has to be negotiated—all the time
- For community schools to work, the partners have to have the word "yes" written in their hearts

National Center for Community Schools

Consultation ◆ Advocacy ◆ Innovation

The Children's Aid Society

www.nationalcenterforcommunityschools.org

Schools Uniting Neighborhoods

SUN Community Schools

Bringing the community TOGETHER to support educational SUCCESS.

SUN Community Schools in Multnomah County are full-service neighborhood hubs where the school and partners from across the community come together to make sure kids and families have what they need to be successful - in school and in life. SUN Community Schools mobilize and strategically organize community resources to provide:

- **Strong core instructional program**
- **Educational support and skill development for youth and adults**
- **Enrichment and recreation activities**
- **Family involvement and support**
- **Social, health and mental health resources**
- **Family and community events**

At SUN Community Schools, the collective efforts of youth, parents, businesses, faith communities, libraries, and community organizations create a network of supports that ensure academic success, family self-sufficiency, and economic prosperity. SUN Community Schools are open to all ages, preschool to seniors, with a focus on students in the immediate school community.

SUN Community Schools are the school-based service delivery sites for the SUN Service System, a broader system of community-based care and support for children and their families. There are currently 85 SUN Community Schools in 6 school districts across Multnomah County. This includes 39 elementary, 17 middle, 20 K-8, and 9 high schools.

"I can't imagine going to a school where there's not the kind of community-building and family support that SUN has provided our family."

- SUN Community School Parent

www.sunschools.org

SUN Community Schools are a collaboration of Multnomah County, the City of Portland, nonprofits and local school districts.

SUN Community Schools

Portland Public Schools
Arleta K-8
Beach K-8
Beaumont Middle
Boise-Eliot PK-8
Bridger K-8
Buckman Elementary
Cesar Chavez K-8
Creston K-8
Faubion PK-8
Franklin High
George Middle
Grout Elementary
Harrison Park K-8
Jackson Middle
James John Elementary
Jefferson High
Kelly Elementary
King PK-8
Lane Middle
Lee K-8
Lent K-8
Madison High
Markham Elementary
Marysville K-8
Mount Tabor Middle
Ockley Green K-8
Peninsula K-8
Rigler Elementary
Robert Gray Middle
Roosevelt High
Roseway Heights K-8
Sabin PK-8
Scott K-8
Sitton Elementary
Vernon PK-8
Vestal
Whitman Elementary
Woodlawn PK-8
Woodmere Elementary

Parkrose School District
Parkrose High
Parkrose Middle
Prescott Elementary
Sacramento Elementary
Shaver Elementary

Centennial School District
Centennial High
Centennial Middle
Lynch Meadows
Lynch View Elementary
Lynch Wood Elementary
Oliver Elementary
Parklane Elementary

David Douglas School District
Alice Ott Middle
Cherry Park
David Douglas High
Earl Boyles Elementary
Floyd Light Middle
Gilbert Heights Elementary
Gilbert Park Elementary
Lincoln Park Elementary
Menlo Park Elementary
Mill Park Elementary
Ron Russell Middle
Venture Park Elementary
West Powellhurst Elementary

Gresham-Barlow School District
Clear Creek Middle
East Gresham Grade
Gordon Russell Middle
Gresham High
Hall Elementary
Highland Elementary
McCarty Middle
North Gresham Elementary

Reynolds School District
Alder Elementary
Davis Elementary
Fairview Elementary
Glenfair Elementary
Hartley Elementary
HB Lee Middle
Margaret Scott Elementary
Reynolds High
Reynolds Middle
Salish Ponds Elementary
Walt Morey Middle
Wilkes Elementary
Woodland Elementary

SUN Service System & Community Schools

SCHOOLS UNITING NEIGHBORHOODS

SUN =

Schools Uniting Neighborhoods

SCHOOLS UNITING NEIGHBORHOODS

Who We Are

The Face(s) of Multnomah County

SCHOOLS UNITING NEIGHBORHOODS

Multnomah County

- The Major Urban Center in Oregon
- County population = over 735,000
- 150 traditional public schools serving ~92,000 students
- Demographics
  - Poverty
    - 16% live in poverty
    - 54% of school-age children qualify for FRL
  - Racial/Ethnic Diversity
    - 26% of County are people of color
    - 46% of school-age children
- Only 27% of citizens have children in school

SCHOOLS UNITING NEIGHBORHOODS

Real Problems

- Unemployment & Hunger
- Appalling Inequities for People of Color
- The State of Youth
  - Chronic Absenteeism

    20% of students in K-3 are chronically absent from school
  - Graduation Rates

    Cohort graduation rate is 60%
  - Disproportionate Discipline

    Students of color are suspended or expelled at twice the rate of Whites with the rate 3.5x as high for African American students
  - Postsecondary engagement

    Only 33% of students go on to post-secondary education/training

SCHOOLS UNITING NEIGHBORHOODS

Snapshot of a System

SUN Service System

SCHOOLS UNITING NEIGHBORHOODS

SUN Service System

An aligned system of care, providing the social and support services to youth, and families, that lead to educational success and self-sufficiency.

SCHOOLS UNITING NEIGHBORHOODS

SUN Vision & Mission

Vision

A community that effectively engages and supports all children and families so they are healthy, educated and prosperous.

Mission

Collaborate to create an efficient system of supports that provides equitable opportunities for every child and family to thrive.

SCHOOLS UNITING NEIGHBORHOODS

Underlying Policy

Built upon 2 broad policy areas:

- Supporting education and school success as a means to reduce poverty
- Improving the way resources for students and their families were delivered by developing a school-based delivery model

SCHOOLS UNITING NEIGHBORHOODS

SUN Aligned Services

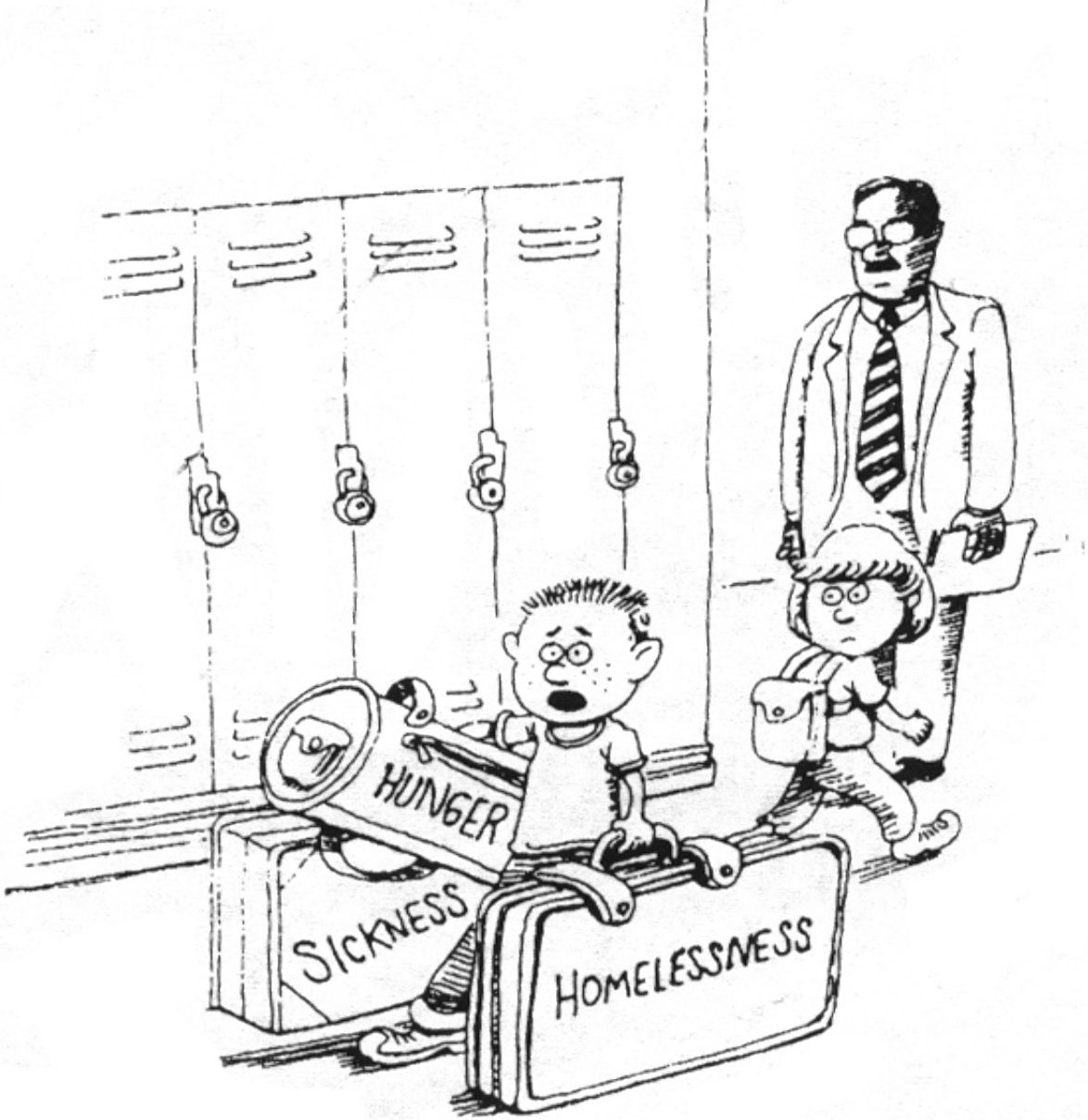
- Academic Support & Skill Development
- Early Childhood Programs
- Parent & Family Education & Involvement
- Anti-Poverty Programs
  - Basic Needs
  - Rent Assistance
  - Housing
  - Life Skills Development
- Health Services
- Mental Health & Addictions Services
- Library Services
- Links to & assistance with access to other government & community programs

SCHOOLS UNITING NEIGHBORHOODS

SUN Community Schools

A Strategy Not a Program

SCHOOLS UNITING NEIGHBORHOODS



"Could someone help me with these? I'm late for math class."

A Community School is…

A **school where** the school community and partners from across the broader community **come together** to educate and support kids creating a collective impact

SCHOOLS UNITING NEIGHBORHOODS

And where…

- Community resources are strategically organized to support student success
- There is a focus on the whole child, integrating academics, services, supports and opportunities

SCHOOLS UNITING NEIGHBORHOODS

Common Elements

- An array of services for youth and adults from 3 domains:
  - Academics & skill development
  - Social, health and mental health services
  - Enrichment & recreation
- Youth, family & community engagement
- District & school championship
- Shared leadership & accountability
- Site Coordination

SCHOOLS UNITING NEIGHBORHOODS

What Collaboration Looks Like in SUN

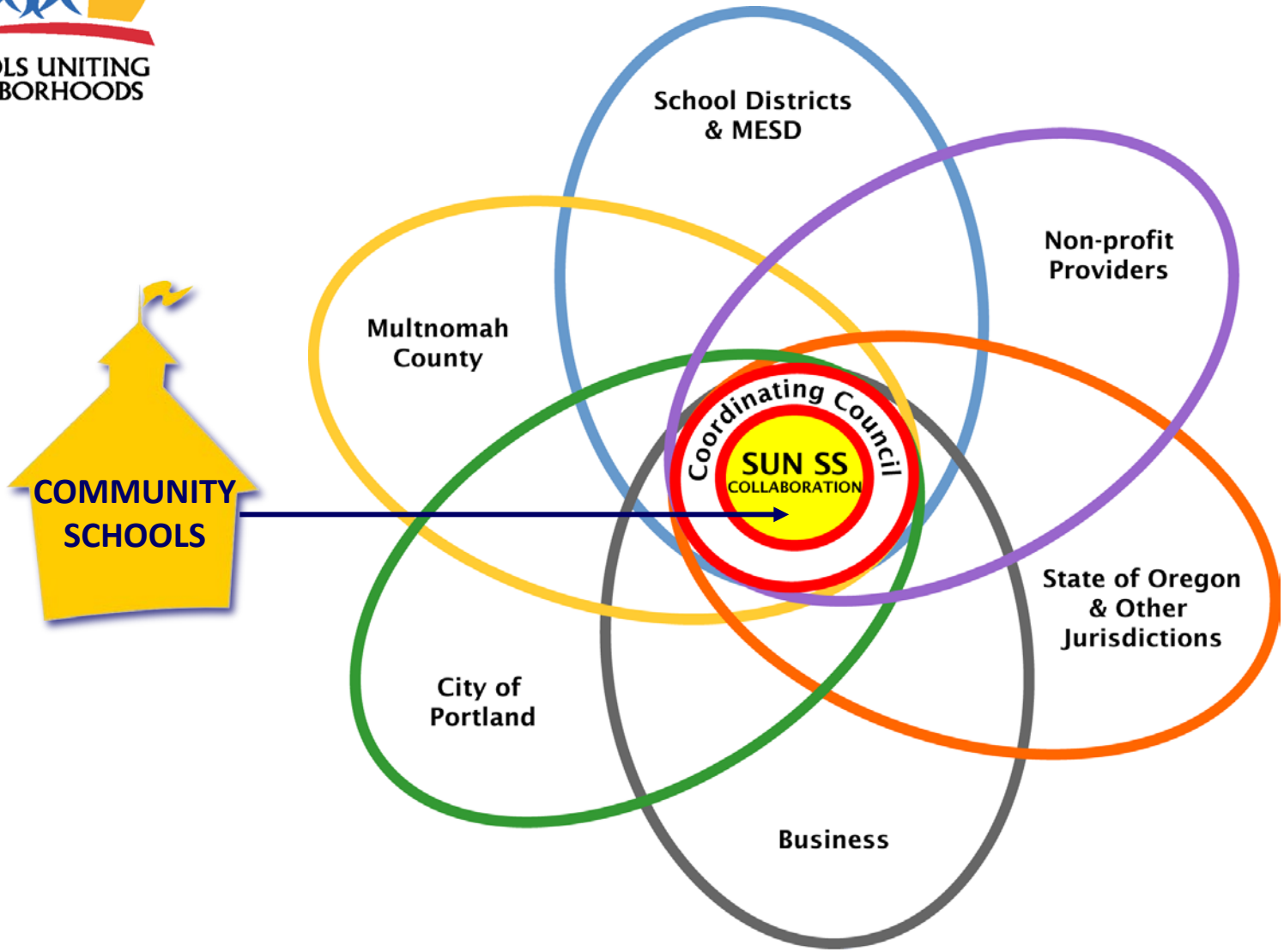
SCHOOLS UNITING NEIGHBORHOODS

Dragon Boats

SCHOOLS UNITING NEIGHBORHOODS

SCHOOLS UNITING NEIGHBORHOODS

SUN Service System Collaboration

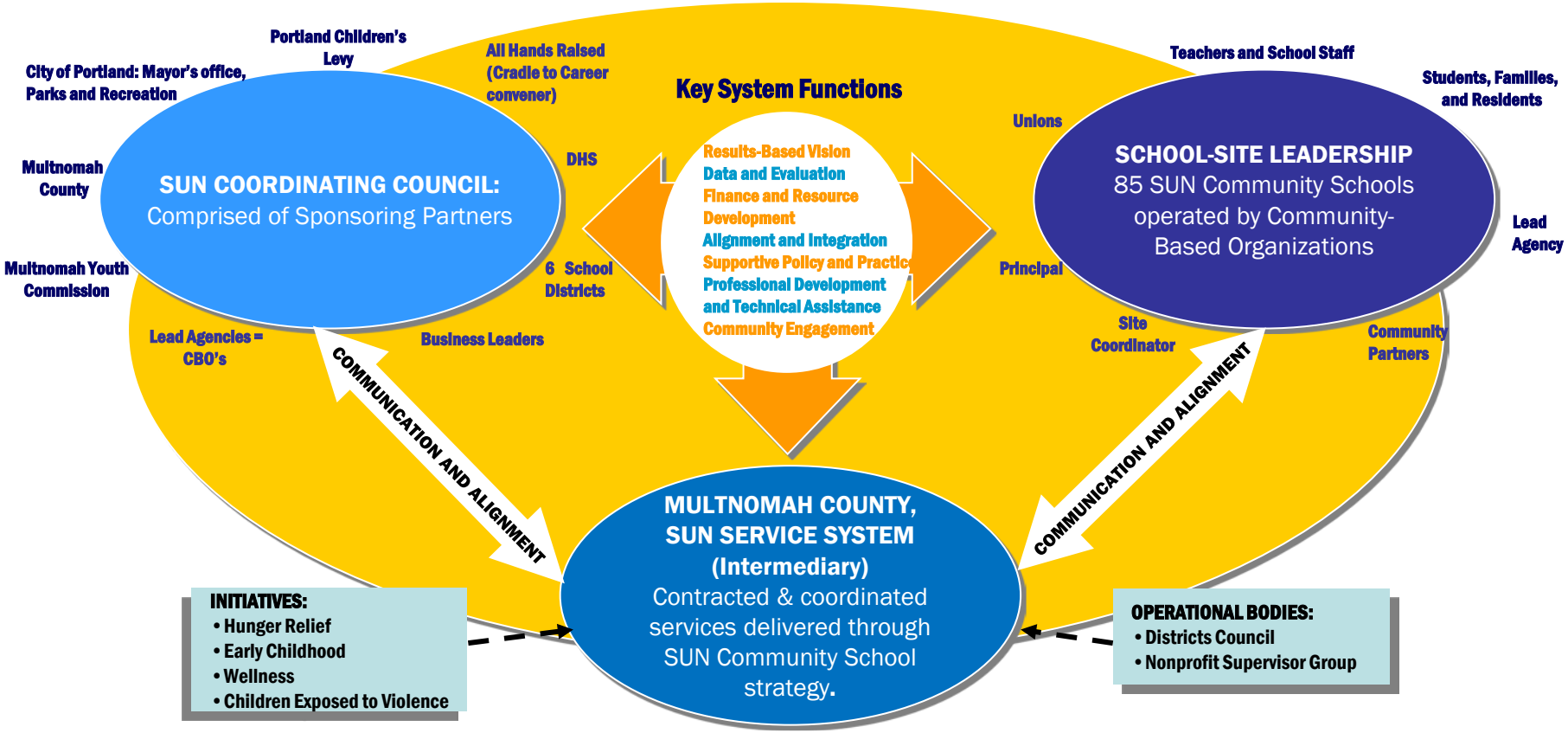


Governance & Management

- SUN Service System Coordinating Council
- SUN Districts Council
- Intergovernmental agreements and identified liaisons
- Multnomah County as Managing Partner or Intermediary

SCHOOLS UNITING NEIGHBORHOODS

SUN Service System—Organizing Structure



Section 3

SUN Service System Overview and Service Model Excerpts

This section provides an overview of the SUN Service System, an integrated system of care, the Theory of Change, and excerpts from the SUN Service System Program Model as part of contracting with community-based organizations to provide SUN CS services.

SUN Community Schools are considered the cornerstone of the broader SUN Service System. They function as the school-based location for service delivery, as well as the hub for the place-based collective impact efforts in the school neighborhoods.

Additional information can be found at https://multco.us/sun/, including the complete and current SUN Service System Program Model. The model posted on the Multnomah County website is also the one used for contract purposes. We have provided excerpts in the toolkit for convenience.

The Program Model excerpts for this toolkit include:

- Overview of SUN Service System including structures, targeted populations, services and a map of community school locations
- Required system-wide approaches to the work such as Cultural Responsiveness, Service Access and Eligibility, and Wellness Guidelines
- SUN Community Schools Service Elements and Requirements

SUN Service System Theory of Change

Adopted January 2014

Context

This theory of change describes the SUN Service System's overarching approach for achieving our goal of academic and economic opportunity and success for all children and families. We put forth this theory to set a foundation for alignment, decision-making, action and accountability that is clear as to our intent, our role and our commitment to equity with a focus on racial justice.

We recognize the need to eliminate disparities based on race, ethnicity, national origin, English language proficiency, gender, gender identity, sexual orientation, religion, socio-economic status, source of income, geographic location of residence, familial status, disability, age, physical and mental illness, and other factors. We focus on racial justice particularly, but not exclusively, in our commitment to equity because of the level of disparities that exists between White communities and communities of color across all indicators and institutions. The data are clear. A few prominent examples in Multnomah County from the *Communities of Color in Multnomah County: An Unsettling Profile* report by the Coalition of Communities of Color and Portland State University are:

- Educational attainment is stratified by race. While only 7% of Whites did not graduate high school, 30% of communities of color did not.
- Poverty levels among communities of color are at levels at least double those of Whites. The child poverty rate, collectively, is 33.3%, while that of White children is 12.5%.
- Health disparities, while unevenly distributed across communities of color, average out to result in significant disproportionality. Low birth weights among communities of color are 37% worse than for White babies.
- Juvenile detention rates are much worse for children of color. Children of color are 50% more likely than White children to be held than released into the community once they engage with the police.[1]

The racial and ethnic demographics of our community are rapidly changing. According to U.S. Census Bureau projections, America will become a majority-minority nation in 2043, with the older population continuing to be primarily White and the young and working-age populations being predominantly racial/ethnic minorities.[2] In Multnomah County in 2010, 44% of the over 150,000 children ages 0-17 were non-White – an increase of 30% from 2000.

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[1] Curry-Stevens, A., Cross-Hemmer, A., & Coalition of Communities of Color (2010). *Communities of Color in Multnomah County: An Unsettling Profile.* Portland, OR: Portland State University. Retrieved from www.coalitioncommunitiescolor.org/docs/AN%20UNSETTLING%20PROFILE.pdf

[2] U.S. Census Bureau. (2012). *Projections show a slower growing, older, more diverse nation a half century from now*. Retrieved from http://www.census.gov/newsroom/releases/archives/population/cb12-243.html

Inequities affect everyone in our community, regardless of race or income. They lead to high-cost social and health service and criminal justice system expenditures and, most significantly, to lost economic output. The public benefit from preventing students from dropping out amounts to more than $209,000 per "new graduate" over his/her lifetime including increased tax revenues and savings from reduced healthcare costs, reduced criminal activity and lower welfare expenditures.[3] In 2012, over 2,400 students in Multnomah County should have graduated on time with a regular diploma but did not. The losses add up to millions of dollars for each cohort of students and are compounded every year we choose not to adequately address these inequities.

These racial inequities and their impact, along with the alarming growth rate of poverty across races in our community, highlight the need and urgency for us to continue the effective work we have been doing together in the SUN Service System. We also must prioritize the review and continual improvement of our efforts to ensure that we are making the most progress possible towards success for all students within our collective resources and capital.

SUN's Vision and Mission

Vision
A community that effectively engages and supports all children and families so they are healthy, educated and prosperous.

Mission
Collaborate to create an efficient system of supports that provides equitable opportunities for every child and family to thrive.

Our Beliefs

To fully understand SUN's theory of change, it is important to know the shared beliefs that serve as a foundation for our effort.

- We believe that **all children and youth have the ability to learn** and that we have an ethical and moral responsibility to ensure the opportunities and supports across our community that ensure educational success.

- We believe **our lives are interconnected and we have a shared destiny –** we are all impacted when some experience hardship and inequities, and we all benefit when members of our community are successful and healthy.

- We believe that **we have the knowledge, experience, wisdom and resources already present** in our community to change the odds so that all children and families have the same chance to succeed in life.

- We believe that communities, youth, parents, educators, social and health service providers and community-based organizations have unique and important solutions to improving outcomes for our children and systems. Our work will only be successful if we **create the conditions for**

[3] Alliance for Excellent Education. (November 2011). *The high cost of high school dropouts: What the nation pays for inadequate high schools.* Retrieved from www.all4ed.org

authentic, meaningful engagement and empowerment of all members, particularly those who are most affected by poverty and racism.

- We believe to achieve more racially and economically just outcomes in our community we must build the **cultural responsiveness of our policies and actions** across the entire SUN Service System. **Culturally specific services are critical** in this effort because integration of these targeted strategies builds the responsiveness of the entire system.

- We believe **integrating racial justice at all levels** and offering additional opportunities to communities of color, immigrants and refugees will allow us to achieve our vision for academic and economic success for all.

- We believe that by creating a **shared countywide system of care** that geographically organizes universal and culturally specific services, and that employs a school-based and school-linked delivery approach, we will improve delivery of social and support services for children and families and reach our community in the most effective and equitable way.

- We believe a **strong infrastructure of integrated systems and high quality, evidence and practice based programming** will result in academic and economic success for students and families.

- We believe that **no single organization or sector alone can achieve systemic educational success or family self-sufficiency for all youth and families**. Leveraging resources and aligning efforts across schools, public entities and community organizations will create collective impact on these shared goals, as well as reduce duplication and create efficiencies in our systems.

- We believe **addressing the root causes of poverty and racism** and targeting efforts to support the communities that have been historically affected by these conditions, will decrease disparities in outcomes for individuals living in poverty, people of color, immigrants and refugees.

- We believe that **resource allocation demonstrates our priorities and our values**. Allocations, funding levels and investments in the system must align with our commitment to eliminating the root causes of disparities affecting people living in poverty, communities of color, refugees and immigrants.

- We believe that to achieve our goals, we need to act on the systemic as well as the individual level. **True collaboration at the leadership, governance and decision-making levels will allow us to collectively impact our shared goals** and share investment, risk and accountability to achieve the maximum return from our partnership.

- We believe that **this work requires that we all demonstrate courage and openness to difficult conversations so that the truth can be told** without being tempered or silenced by fear. Often we avoid speaking the truth about racism and classism in order to keep the peace.

- We believe that to achieve the transformation of systems and individuals we seek, we must understand the barriers to change, create the space necessary to think and reflect, promote shared power, maintain our energy and enthusiasm – and, most importantly, **dare to believe it is possible**.

SUN Service System Theory of Change

Research shows that there is a strong positive correlation between the academic success of youth and long-term economic success. It is also clear that to achieve significant change in educational or economic outcomes it is necessary to address the root causes of these conditions - poverty and racism - not just ease the impacts on children and families. With that understanding and our beliefs as a foundation, the SUN Service System theory of change is that:

> **We will improve the wellbeing of our entire community by collaborating and integrating strategies and services that have been shown to improve educational and economic outcomes for people of color and those living in poverty.**

The role of SUN's system of care is to align, focus and improve services and efforts across SUN's sponsoring organizations and the community to have a collective impact on education and prosperity. The resources and opportunities offered in the system address children and families holistically, attending to their educational, social and basic needs. At the system and policy level, SUN employs a collaborative structure in which the partner organizations and institutions share vision, planning, decision-making, investment, and outcomes.

A number of approaches - how we design, deliver, govern and evaluate the system services and structures - are essential to our theory of change. These approaches are:

1. **Application of the principles and concepts of equity, empowerment, and racial justice** at all levels (individual, community and system), paying particular attention to planning and decision-making. This includes incorporating strategies for partnering with communities in culturally responsive ways in addition to offering services and programs. Empowerment is implemented through community capacity building efforts at both the community and civic infrastructure levels of the system.

2. **A whole-family approach** for impacting both child and adult success. We support children holistically so they complete school, thus improving the long term economic success of our community. We also provide resources and opportunities to their parents and other adults so that they are healthy and successful, thus supporting children's development and learning, and contributing to the broader wellbeing of the community.

3. **Inclusive strategies** that address the needs of both the dominant and the marginal groups, ensuring that the universal system is culturally responsive and equitable.

4. **Targeted services** that offer context-specific support to those most affected by disparities. Targeted services within the SUN Service System include those that are specific to communities of color, people living in poverty and to sexual and gender minorities.

5. **Accountability** of the system and its partners with clear measures and reporting mechanisms to the community.

SUN SERVICE SYSTEM THEORY OF CHANGE

ACCOUNTABILITY

EQUITY, EMPOWERMENT & RACIAL JUSTICE PRINCIPLES

SOCIAL, EDUCATIONAL & SUPPORT SERVICES

- Whole Family
- Inclusive and Targeted
- Community Capacity Building

COLLABORATIVE STRUCTURE

- Planning
- Decision-making
- Policy
- Partnership Development

- Increased engagement of children and families members
- Increased sense of identity in youth
- Improved academic and economic outcomes for children and families living in poverty, people of color, immigrants and refugees

ACADEMIC AND ECONOMIC OPPORTUNITY AND SUCCESS FOR ALL CHILDREN AND FAMILIES

Definitions

Community Capacity

Community capacity focuses on 10 areas: active participation, leadership, rich support networks, skills and resources, critical reflection, sense of community, understanding of history, articulation of values, and access to power. Community capacity building puts the concept of empowerment into action.[4]

Culturally Responsive

[A shared definition among SUN partners is currently being developed]

Culturally Specific Services

Services that are designed to meet the specific needs of a cultural population, with recruitment and service delivery targeted to that population.

Empowerment

Empowerment is a social-action process in which individuals and groups act to gain mastery over their lives in the context of changing their social and political environment. Empowerment is implemented through community capacity building.[5]

Equity

Fairness and justice achieved by eliminating differences that are unnecessary and avoidable.[6] Achieving equity requires transformative actions and processes at the systemic, institutional, and individual levels, with a focus on:

- Eliminating root causes of differences in population success;
- Promoting the conditions necessary for social justice; and
- Providing resources and opportunities for meaningful engagement in planning and decision-making for communities most affected by inequities.

Racial Justice

Racial justice refers to a wide range of ways in which groups and individuals strive to change laws, policies, practices, and organizational culture that reinforce and perpetuate racial disparities. Such efforts work to achieve equitable outcomes in key areas such as service delivery, planning and decision-making, and economic justice for communities of color, immigrants and refugees. In order to promote meaningful engagement and political participation, racial justice elevates and integrates cultural paradigms of communities of color into organizational and civic structures and culture.[7]

Racism

Conduct, words, practices or policies which advantage or disadvantage people because of their culture, ethnic origin or color. Racism is just as damaging in obvious forms as it is in less obvious and subtle forms, and is still called racism whether intentional or unintentional. [8]

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[4] Wallerstein, N. (2002). *Empowerment to reduce health disparities*. Scandinavian Journal of Public Health, 30, 72-77.

[5] Adapted from Wallerstein, N. (2002). *Empowerment to reduce health disparities*. Scandinavian Journal of Public Health, 30, 72-77.

[6] Adapted from National Association of County and City Health Officials. (n.d.) Retrieved from http://www.naccho.org/

[7] Adapted from Grassroots Policy Project and Dr. Eddie Moore, Founder and Director of the White Privilege Conference

[8] Lopes, T. & Thomas, B. (2006). *Dancing on Live Embers: Challenging Racism in Organizations*. Between the Lines: Toronto, Ontario.

- Individual racism: Manifests at the individual level privately as prejudices, unconscious bias, and internalized oppression, and can also appear interpersonally between people in the form of directly perceived discriminatory interactions which are harmful in their subtle as well as overt forms.

- Institutional Racism: Policies, practices and procedures that work to the benefit of white people and to the detriment of people of color, often unintentionally or inadvertently.

- Structural Racism: A history and current reality of institutional racism across multiple institutions. This combines to create a system that negatively impacts communities of color. [9]

Root Causes

The underlying causes of inequities. Root causes of inequities include unjust decision-making, disempowering engagement processes, inequities in living and working conditions; and racism, classism, and other forms of discrimination (sexism, homophobia, ableism, ageism, etc.).[10]

System of Care

In systems of care, State, county and local agencies partner with families and communities to address the multiple needs of children and families [sic]. At the heart of systems of care is a shared set of guiding principles that include: interagency collaboration, individualized strengths-based care, cultural competence, community-based services and accountability.[11]

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[9] City of Seattle. *Racial Equity in Seattle: Race and Social Justice Initiative Three-Year Plan 2012 – 2014*. (2012). Retrieved from http://www.seattle.gov/rsji/docs/RacialEquityinSeattleReport2012-14.pdf

[10] Balajee, Sonali S., et al., (2012). *Equity and Empowerment Lens (Racial Justice Focus)*. Portland, OR: Multnomah County. Retrieved from http://web.multco.us/sites/default/files/diversity-equity/documents/ee_lens_final-102912.pdf

[11] Child Welfare Information Gateway. (2008). *Bulletins for Professionals*. Retrieved from https://www.childwelfare.gov/pubs/soc/socc.cfm

SUN Service System

System Overview

SUN SERVICE SYSTEM

The SUN Service System is an integrated system of care, providing social and support services to children and families.

SUN's multi-jurisdictional collaboration includes the City of Portland, Multnomah County, six school districts (Centennial, David Douglas, Gresham Barlow, Parkrose, Portland Public and Reynolds), the State of Oregon, All Hands Raised, United Way and non-profits.

OUR VISION

A community that effectively engages and supports all children and families so they are healthy, educated and prosperous.

OUR MISSION

Collaborate to create an efficient system of supports that provides equitable opportunities for every child and family to thrive.

SUN SERVICES

Services are delivered through school-linked and school-based strategies with targeted outreach and service delivery to specific cultural communities. The full-service package of services made accessible includes:

Academic Support and Skill Development for Youth
Early Childhood Programs
Parent/Family Involvement and Education
Anti-Poverty

- Case Management
- Anti-Poverty Education and Support
- Housing Stability
- Economic Self-Sufficiency
- Basic Needs

Health
Mental Health & Addiction
Service Access, Information & Referral, and Linkage

LOCATIONS

Resources delivered by the SUN Service System meet youth and families where they reside: their schools, their cultural communities, and their neighborhoods.
To accomplish this the system currently includes:

- 6 Regional Service Centers
- 85 SUN Community Schools
- Countywide community sites

Multnomah County
Department of County
Human Services,
SUN Service System

421 SW Oak Street, Suite 200
Portland, OR 97204
(503) 988-6295
(503) 988-3598 TTD
https://multco.us/sun

Sponsoring Partners and Funders

City of Portland
County Departments:
- Health
- Human Services
- Library

School Districts:
- Centennial
- David Douglas
- Gresham-Barlow
- Parkrose
- Portland Public
- Reynolds

State Department of Human Services
State Department of Housing & Community Services
Oregon Department of Education
U.S. Department of Housing & Urban Development
United Way
All Hands Raised

SUN Service System Service Providers

Cascadia Behavioral Health
Catholic Charities
Human Solutions, Inc.
Immigrant & Refugee Community Organization
Impact Northwest
LifeWorks Northwest
Metropolitan Family Service
Mount Hood Community College
Native American Rehabilitation Association
Native American Youth & Family Center
Neighborhood House
Self-Enhancement, Inc.
YWCA

Building a Brighter Future for Kids and their Families

GOVERNANCE

The SUN Service System Coordinating Council provides governance, guidance and support to the System. The Council is comprised of representatives of the SUN sponsors, non-profit providers, parents and community.

PARTNERSHIPS AND INITIATIVES

The SUN Service System is a partner in other collective impact and community partnerships including:

Early Learning Multnomah
The SUN Service System is a partner with the United Way of the Columbia-Willamette to implement the Early Learning Multnomah (ELM) hub. This is an effort to align and coordinate early childhood services across an array of service providers and partners, to ensure all children enter kindergarten ready to learn. ELM's priority populations are children of color, children living in poverty and English language learners

All Hands Raised
The SUN Service System is aligned with All Hands Raised, our community's broader collective impact initiative to support kids before, during and after school—from cradle to career. SUN partners and staff participate in the All Hands Raised Partnership at multiple levels, including co-convening the Communities Supporting Youth Collaborative, which is focusing its first efforts on chronic absence and youth engagement.

Child and Family Hunger Relief
The SUN Service System coordinates partnerships with hunger relief and gardening organizations to bring fresh and healthy food to children and their families at SUN Community Schools across the County. SUN also staffs Multnomah County's Child Hunger Coalition, where a broad array of community and public organizations come together to address hunger and food insecurity for children and families across the County through alignment and advocacy.

CONTACT INFORMATION

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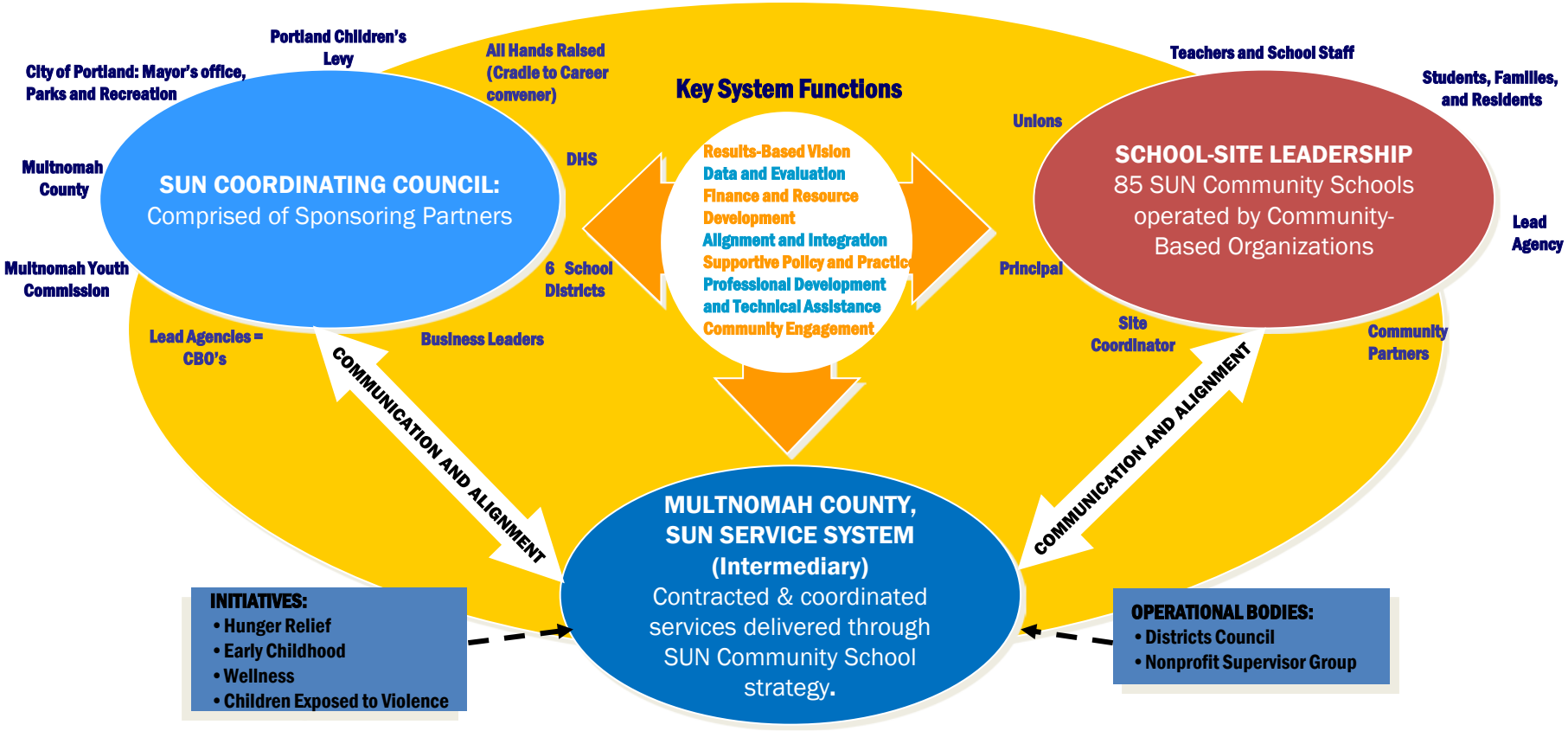
SUN Service System—Organizing Structure



PUB

SUN Service System — Organizational Structure

SUN Sponsors Group

Multnomah County · City of Portland, Oregon · PPS · United Way · Portland Parks & Recreation (Healthy Parks, Healthy Portland) · Gresham Barlow School District · DHS Oregon Department of Human · Investing in our future: portland children's levy · Centennial School District · Parkrose School District · Reynolds School District · all hands raised

SUN Coordinating Council

Operational Level Structures

- SUN Districts Council
- CBO Program Supervisors

SUN Service System Division, Multnomah County Dept. of County Human Services

Initiatives

- Communities Supporting Youth Collaborative
- Early Learning Multnomah
- SUN Hunger Relief

Strategy and Program Development, Oversight & Evaluation

- Multnomah Stability Initiative
- SUN Youth Advocacy
- SUN Community Schools
- SUN Parent-Child Development Services
- Sexual/Gender Minority Youth Services
- Youth Substance Abuse & Prevention

Contracts with Community Based Organizations

85 SUN Community Schools & SUN Service System school-based & school-linked services countywide regionally & through culturally-specific providers

Rev. 5/16

SUN Service System

Service Delivery Model

November 6, 2015

Department of County Human Services
SUN Service System
421 SW Oak, Suite 200
Portland, Oregon 97204

Multnomah County

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For more information, please visit our website: https://multco.us/sun

Contact: Peggy Samolinski, peggy.l.samolinski@multco.us, 503-988-7453

INTRODUCTION

This document describes the intent, partnerships and service components of the SUN Service System (System). It includes the goals of the System, System oversight and the manner in which services are woven together into an integrated service delivery system. In addition to the broad overview, this model provides detailed descriptions of the System's core services that will be contracted for by Multnomah County in partnership with the City of Portland, the Portland Children's Levy, school districts and other partners. Core services provided by other System partners are not detailed here, but are integral to the success of the SUN Service System.

Research shows that there is a strong positive correlation between the academic success of youth and long-term economic success. It is also clear that to achieve significant change in educational or economic outcomes it is necessary to address the root causes of these conditions—poverty and racism—not just ease the impacts on children and families. The focus on culturally specific services and the reallocation of resources for these services is one way the SUN Service System is addressing this.

This document and all documents referenced in this System Model can be found at this link on our web page: https://multco.us/sun

SUN SERVICE SYSTEM OVERVIEW

The SUN Service System is a unique city-county-school-nonprofit partnership designed to align and integrate key social and support services for children, youth and their families toward two long-term outcomes: increased academic success for all youth, and an overall reduction in poverty in our community. The services and this System are aligned with the Theory of Change was developed to guide the System's approach and investments, and is a critical mechanism for reaching these long-term community outcomes. The Theory of Change document outlines our commitment to equity with a focus on racial justice can be found at https://multco.us/file/46379/download

The mission and vision of the SUN Service System:

Vision: *A community that effectively engages and supports all children and families so they are healthy, educated and prosperous.*

Mission: *Collaborate to create an efficient system of supports that provides equitable opportunities for every child and family to thrive.*

This System model, released in fall 2015, puts forth important changes to the System's structure, service delivery approaches and allocation of resources. These changes to the system reflect a deepened commitment to equity and improving academic and social outcomes for students and families of color in our community. The changes in the SUN Service System are supported by those being considered at a county level. In order to provide more equitable opportunity for individual and community success, the System and the System's partners, including Multnomah County, must consider different approaches to eliminate structural barriers which institutionalize discrimination and create roadblocks to success, resulting in disparate outcomes for people of color. For the SUN Service System in particular, the

adoption of the Theory of Change was an important part of this effort and laid the foundation for these changes.

The Theory of Change articulates the overarching approach for achieving the goals of academic and economic opportunity and success for all children and families. It outlines the importance of eliminating disparities that exist between white communities and communities of color across all indicators and institutions. The focus on racial justice is intentional and is a foundation for the approach of the SUN Service System as a whole. It drives service delivery, allocation of resources, transformational approaches and the focus on culturally specific services. The Theory of Change states that:

We will improve the wellbeing of our entire community by collaborating and integrating strategies and services that have been shown to improve educational and economic outcomes for people of color and those living in poverty.

When examined through this lens, the SUN Service System uses a targeted universalism approach, first articulated by Professor john powell of the Haas Institute. This approach posits that service approaches should strive for all youth to reach, for example 100% graduation, and that we must employ a variety of strategies to reach those goals—strategies that are both culturally responsive and culturally specific. One size does not fit all. Further, that there are practices, cultural norms and institutional arrangements that have helped created and maintain disparate outcomes, in particular. Targeted universalism is achieved by the System by allocating resources directly to culturally specific services and identifying target populations and unique service delivery strategies that drive to success.

The changes outlined in this document (and in the subsequent Request for Proposal), are:

1. A change in the number of service delivery regions from six to five.
2. A system wide allocation of 60% of resources for culturally specific services, up from the current allocation of 33%.
3. A clear definition of culturally specific services and the characteristics of organizations most qualified to provide these services.
4. A stated expectation that all organizations providing services in the SUN Service System must be culturally responsive.
5. The expectation that the principles and practices of Assertive Engagement are used throughout all service delivery programs.

Other partnerships, collaboratives and communitywide efforts have grown in our community since the inception of the SUN Service System, and the System aligns with many of these. As a System, and as individual service providers, we are deeply engaged with others to promote collective impact efforts that support positive outcomes for children and families. Examples abound, and they merit mention as the connections throughout the System are essential to success.

These partnerships weave together an effective service delivery network. Multnomah County, specifically the Department of County Human Services (DCHS), serves as the “managing partner” for the System, but does so in partnership with a variety of key organizations in our community. Six school districts, the City of Portland Parks & Recreation, nonprofit organizations, All Hands Raised, Oregon Housing and Community Services, Housing and Urban Development, Oregon Department of Human Services, the Portland Children’s Levy, United Way, and Early Learning Multnomah, to name several, all work together to align and prioritize resources for the most effective collective approach possible. These

partnerships evolve and grow over time, and our commitment to collective impact is steadfast and will continue to be so over time.

SYSTEM STRUCTURE AND CORE SERVICES

SYSTEM STRUCTURE

The elements described in this document represent the evolution of the SUN Service System since its inception in September 2003. The School-Aged Policy Framework, adopted by the Board of County Commissioners in February 2003, remains the policy foundation for this service delivery system. This policy foundation is strengthened by the System's adoption of a Theory of Change in January 2014, clearly stating our commitment to equity broadly, with a focus on racial justice.

The System will continue to have two principal service delivery methodologies. The first is geographically focused, using a regional structure to describe regional service catchment areas. The regions align with high school catchment areas and are as follows:

Region 1: Cleveland, Franklin, Lincoln, Riverdale, Wilson
Region 2: Jefferson, Grant, Madison, Roosevelt
Region 3: David Douglas, Parkrose
Region 4: Reynolds
Region 5: Barlow, Centennial, Corbett, Gresham

The second area is countywide service delivery, including services targeted for culturally specific communities and discrete services focused on substance abuse prevention and supports for sexual and gender minority youth. Six culturally specific communities are identified as follows:

1. African American
2. African Immigrant
3. Asian Pacific Islander
4. Latino
5. Native American
6. Slavic*

* *NOTE: The Slavic target population includes immigrants from the former Soviet Union and Eastern European countries. The term Slavic was chosen by the Slavic Coalition as the manner by which the community would be referred. The coalition has representatives from countries that speak Slavic languages as well as the broader former Soviet and Eastern European nations and represents the interests of this broad group. This definition is carried forth throughout this document.*

CORE SERVICES

Core services of the SUN Service System are designed to span a continuum of social and support services. All services are culturally responsive and developmentally appropriate, promote resiliency and self-sufficiency, and emphasize a strength-based perspective. All service activities across the system are integrated and coordinated in order to maximize resources, minimize duplication and enhance overall effectiveness. Written, collaborative agreements help to define access points and service integration components.

The core services detailed in this model are those that are currently contracted for by Multnomah County in partnership with the City of Portland, school districts, and other partners. System core services provided directly by Multnomah County or by other partners are not detailed here, but are integral to the success of the SUN Service System.

CONTRACTED SERVICES

The SUN Service System serves all of Multnomah County. Regional boundaries have been adopted for the purposes of organization, contracting and service delivery; these are aligned with high school catchment areas. Some services are delivered regionally and some countywide. There are two key distinctions in primary service locations: school-based services and school-linked services.

School-based services are those services housed and primarily delivered at a school site. The primary recipients of the services are the students enrolled in the school and the community immediately adjacent to the school. SUN Community Schools are school-based services.

School-linked services are those services housed at sites other than schools. These services are delivered at various community sites, which may include schools. School-linked programs include:

- Multnomah Stability Initiative and Energy Bill Payment Assistance
- SUN Youth Advocacy Program
- SUN Parent-Child Development Services
- SUN Youth Substance Abuse Prevention Services
- Sexual and Gender Minority Youth Services

County-contracted services:

- Five geographic regions: Regional school-based and school-linked services
- Culturally specific services: Countywide school-based and school-linked services
- SUN Youth Substance Abuse Prevention Services: Countywide school-linked services
- Sexual and Gender Minority Youth Services: Countywide school-linked services

PRIMARY SERVICE POPULATIONS

Services in the System are primarily for children birth through 18 and their families. Within this broad service population, and in alignment with the Theory of Change, services are specifically focused on (or targeted to) the following populations:

- **Students experiencing academic failure and disconnection from school**.
- **Historically underserved children, youth and families:** communities that have experienced structurally and individually-based racism and classism, leading to disparate social, educational and economic outcomes.

  Families experiencing poverty: Households whose income is at or below 125% of the Federal Poverty Level (FPL), and who are able to participate in activities designed to increase their actual income or earning potential. Households with school-age children, seniors and persons with

disabilities, and households from communities that are disproportionately represented in poverty will be prioritized. Those disproportionately represented in poverty include: African American, African Immigrant, Asian Pacific Islander, Latino, Native American and Slavic.

- **Culturally specific communities:** Services are designed to meet the specific needs of a particular culturally specific population, with recruitment and service delivery targeted to that population.

By identifying "primary service populations," the SUN Service System intends to clarify the focus for service and resource allocation. All services are to be culturally responsive and align with the targeted universalism approach. Additionally, a critical element in service delivery, no matter the population, is for services to be as comprehensive and culturally responsive as possible for any given participant. The System is seeking services that are "longer and deeper" for individuals and families, rather than spread across as many individuals and/or families as possible. These considerations have been accounted for in estimating target numbers to be served in all program areas.

CONTRACTS

Contracts will be awarded for services delivered on a regional basis and for those delivered countywide. Regional services are primarily delivered within a specific region. Countywide services are not defined by or confined to a specific geographic area, but rather are delivered throughout the entire county or across multiple regions. As part of the countywide service approach, the department will identify key geographic areas of the county that must have access points for specific services, and will work with selected contractors to ensure access. Emphasis will continue to be placed on creating a system of supports across service domains so that children, youth and families participate in and receive the services that foster their success.

All contractors in the SUN Service System must work toward creating an integrated system of care that simplifies access, intake and referrals for clients, and is geographically coordinated and integrated with other jurisdictions and service providers.

REGIONAL CONTRACTS

One Regional Service Provider will be selected for each of the five geographic regions to provide these services for that specific region:

- SUN Community Schools
- SUN Youth Advocacy Program
- SUN Parent-Child Development Services
- Multnomah Stability Initiative and Energy Bill Payment Assistance

COUNTYWIDE CONTRACTS

CULTURALLY SPECIFIC SERVICES

The SUN Service System is using a new definition of Culturally Specific services developed through a collaborative county-wide work group, led by Chief Operating Officer Marissa Madrigal and the Director of the Office of Diversity and Equity Ben Duncan. This definition realizes the county stated belief that:

culturally specific services eliminate structural barriers and provide a sense of safety and belonging which will lead to better outcomes.

Culturally Specific services/programs **a**re those that are informed by specific communities, where the majority of members/clients are reflective of that community, and use language, structures and settings familiar to the culture of the target population to create an environment of belonging and safety in which services are delivered. These services and programs reflect the following characteristics:

- Programs are designed and continually shaped by community input to exist without structural, cultural, and linguistic barriers encountered by the community in dominant culture services or organizations AND designed to include structural, cultural and linguistic elements specific to the community's culture which create an environment of accessibility, belonging and safety in which individuals can thrive.
- Organizational leaders, decision-makers and staff have the knowledge, skills, and abilities to work with the community, including but not limited to expertise in language, core cultural constructs and institutions; impact of structural racism, individual racism and intergenerational trauma on the community and individuals; formal and informal relationships with community leaders; expertise in the culture's explicit and implicit social mores. Organizational leaders and decision-makers are engaged in improving overall community well-being, and addressing root causes.

One organization will be selected for each of the following service areas for each culturally specific population:

- SUN Community Schools
- SUN Youth Advocacy Program
- SUN Parent-Child Development Services
- Multnomah Stability Initiative and Energy Bill Payment Assistance

The six culturally specific populations are:

1. African American
2. African Immigrant
3. Asian/Pacific Islander
4. Latino
5. Native American
6. Slavic

SUN YOUTH SUBSTANCE ABUSE PREVENTION SERVICES

One contractor will be selected to provide youth substance abuse prevention services across the county, as defined in this model.

SEXUAL AND GENDER MINORITY YOUTH (SGMY) SERVICES

One contractor will be selected to provide SGMY services, as defined in this model.

SUN COMMUNITY SCHOOLS

Eighty-five (85) SUN Community Schools are in operation at the time of this System model (fiscal year 2015/2016). Sixty-seven (67) will be specifically procured through this process. As new and additional SUN Community Schools are funded, during the time frame of this System model, a consistent process will be used to determine the contractor for each new site. The department will work with the appropriate school district to select the provider using this process.

The Regional Contractor and all existing culturally specific SUN Community School contractors will be invited to an interview to be considered for selection to operate a new site. Only these existing SUN Community School providers will have the option to engage in this process; it will not be open to new contractors.

However, during year three of the procurement cycle, the department may issue a Request for Programmatic Qualifications to seek potential new SUN Community School contractors, who may be invited to subsequent new site interviews. Existing contractors (awarded through RFP 4~3119) will not need to apply to be considered as they already will be considered qualified to operate SUN Community Schools.

REGIONAL BOUNDARIES AND SUN COMMUNITY SCHOOL SITES

REGIONAL BOUNDARIES

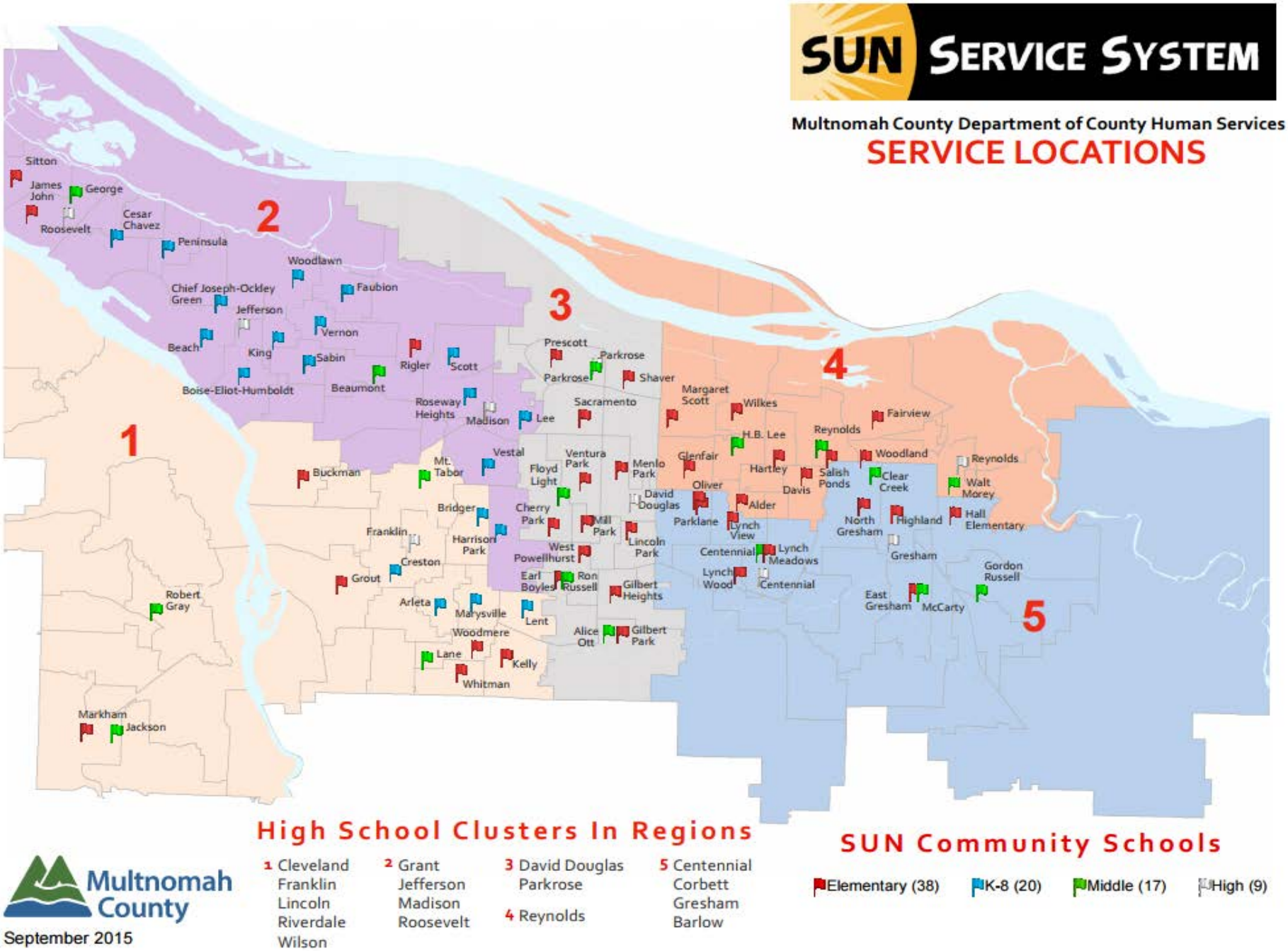
The SUN Service System's regions correspond with high school cluster catchment areas within Multnomah County. The following table represents each region and the high school cluster(s) within that region. The map on the next page shows the regional boundaries.

TABLE 1
SUN Service System Service Regions

Region	High School Catchments
1	Cleveland, Franklin, Lincoln, Riverdale, Wilson
2	Jefferson, Grant, Madison, Roosevelt
3	David Douglas, Parkrose
4	Reynolds
5	Barlow, Centennial, Corbett, Gresham

SUN COMMUNITY SCHOOL SITES

As stated 85 schools will be SUN Community Schools as part of the SUN Service System. Of these sites, 67 will be procured through the DCHS SUN Service System RFP and contracted through Multnomah County. Services at the remaining sites are delivered through City of Portland employees or nonprofits funded through non-county grants (21st Century, Portland Children's Levy, or other partners). The map on the next page shows the locations of the 85 sites. A full list of the SUN Community School sites with region and provider type can be found in Table 6 on pg. **Error! Bookmark not defined.**


SUN SERVICE SYSTEM
Multnomah County Department of County Human Services
SERVICE LOCATIONS
1
2
3
4
5
Sitton
James John
George
Roosevelt
Cesar Chavez
Peninsula
Woodlawn
Faubion
Chief Joseph-Ockley Green
Jefferson
Vernon
Beach
King
Sabin
Rigler
Scott
Boise-Eliot-Humboldt
Beaumont
Roseway Heights
Madison
Lee
Prescott
Parkrose
Parkrose
Shaver
Sacramento
Margaret Scott
Wilkes
Fairview
Reynolds
H.B. Lee
Glenfair
Hartley
Woodland
Reynolds
Salish Ponds
Clear Creek
Walt Morey
Davis
Oliver
Alder
Buckman
Mt. Tabor
Vestal
Ventura Park
Floyd Light
Menlo Park
David Douglas
Parklane
Lynch View
North Gresham
Highland
Hall Elementary
Bridger
Cherry Park
Mill Park
Franklin
Harrison Park
West Powellhurst
Lincoln Park
Centennial
Lynch Meadows
Gresham
Creston
Grout
Earl Boyles
Ron Russell
Gilbert Heights
Lynch Wood
Centennial
Gordon Russell
Robert Gray
Arleta
Marysville
Lent
East Gresham
McCarty
Woodmere
Alice Ott
Gilbert Park
Lane
Kelly
Whitman
Markham
Jackson
High School Clusters In Regions
1 Cleveland
Franklin
Lincoln
Riverdale
Wilson
2 Grant
Jefferson
Madison
Roosevelt
3 David Douglas
Parkrose
4 Reynolds
5 Centennial
Corbett
Gresham
Barlow
SUN Community Schools
Elementary (38)
K-8 (20)
Middle (17)
High (9)
Multnomah County
September 2015

Information removed. For complete model, please see model online.

SUN Service System

Service Delivery Model

November 6, 2015

Department of County Human Services
SUN Service System
421 SW Oak, Suite 200
Portland, Oregon 97204

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Appendix A: SUN Service System Wellness Guidelines 6

For more information, please visit our website: https://multco.us/sun

Contact: Peggy Samolinski, peggy.l.samolinski@multco.us, 503-988-7453

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STRATEGIES AND SERVICES CONTRACTED THROUGH THE SUN SERVICE SYSTEM

This section describes the strategies and services contracted to nonprofit agencies by Multnomah County as managing partner of the SUN Service System. Contracts are awarded through the DCHS SUN Service System RFP process. Many other services that are delivered directly or contracted by partner organizations also are aligned into the SUN Service System (e.g., School-Based Health Centers, Multnomah County Library, Oregon Department of Human Services Family Stability Case Workers, School District Attendance Staff, and so forth). Those aligned services are not described in this document.

REQUIRED SYSTEMWIDE APPROACHES AND SERVICE EXPECTATIONS

SYSTEM WIDE APPROACHES

As described in the SUN Theory of Change, the SUN Service System is comprised of a set of core services as well as several key overall approaches that are employed across the System. The system wide approaches that are expected to be utilized by all SUN Service System contractors in the implementation of all services or strategies are outlined in this section.

CULTURALLY RESPONSIVE SERVICES

The System uses the following definition of culturally responsive services developed by the Coalition of Communities of Color and presented in *Protocol for Culturally Responsive Organizations,* Portland, OR: Center to Advance Racial Equity, Portland State University, 2014. This definition is supported at a county wide level.

Culturally responsive services are those that are respectful of, and relevant to, the beliefs, practices, culture and linguistic needs of diverse consumer / client populations and communities whose members identify as having particular cultural or linguistic affiliations by virtue of their place of birth, ancestry or ethnic origin, religion, preferred language or language spoken at home. Cultural responsiveness describes the capacity to respond to the issues of diverse communities. It thus requires knowledge and capacity at different levels of intervention: systemic, organizational, professional, and individual.

At the contractor level, it is expected that all SUN Service System contractor agencies (lead agencies and subcontractors) will engage in organizational assessment around their organization's progress to become fully culturally responsive, develop plans for deepening capacity and responsiveness, and take action during the course of the SUN contract period to execute those plans. The SUN Service System Division will offer capacity-building opportunities to support the System, all of its contractors and its partners to become fully culturally responsive. This will be further developed, in partnership with all of the System's contractors, in fiscal year 2016-2017.

APPLY THE PRINCIPLES AND CONCEPTS OF EQUITY, EMPOWERMENT, AND RACIAL JUSTICE AT ALL LEVELS THROUGH:

- **A Whole-Family Approach** for impacting both child and adult success. The SUN Service System supports children holistically so they complete school, thus improving the long-term economic success of our community. Contracted and partner agencies also provide resources and opportunities to parents and other adults so they are healthy and successful, thus supporting children's development and learning, and contributing to the broader well-being of the community.
- **Universal and Inclusive Strategies** that address the needs of both the dominant and marginal groups, ensuring that the universal system is culturally responsive and equitable.
- **Targeted Services** that offer context-specific support to those most affected by structural racism and disparities. Targeted services within the SUN Service System include those that are specific to communities of color, people living in poverty, and sexual and gender minorities.
- **Accountability** to the community with clear measures and reporting mechanisms.

ASSERTIVE ENGAGEMENT

Assertive Engagement is the approach to social service engagement used in the SUN Service System. Assertive Engagement is an approach to helping relationships based on research into human behavior and particularly what promotes positive behavior change. Assertive Engagement principles will guide system design as well as all service offered to parents, families, teens and youth who engage in services through the System.

Assertive Engagement builds hope, leadership and community by:

- Articulating a clear hierarchy in which the people needing or seeking help are seen as the experts with power over their own choices and lives
- Viewing the people needing or seeking help as capable of choosing the solutions to their own problems
- Using hope as a source of motivation and strength for finding solutions
- Requiring persistence and creativity on the part of anyone in a helping relationship
- Recognizing that how helpers offer help is far more important than what help they offer
- Employing active listening as a powerful resource

In Assertive Engagement, services are offered in an attractive, persistent and creative way so people can draw on their unique strengths and resources and select the level of support they desire. Helpers work to keep people engaged in a process that supports them in making changes in their lives that move them toward prosperity as they see it. Assertive Engagement services are not passive. Assertive Engagement demands that helpers see both asking for help and making life changes as difficult processes that are the job of the person served. The helper's job is to work creatively and persistently to make those processes easier even for the most fearful, mistrustful and reluctant.

System wide Service Expectations

Trauma and healing-Informed Practice

Trauma and Healing-Informed Practice recognizes the signs of trauma and incorporates strategies to create safe environments and relationships, and to nurture resiliency and hope. Trauma-Informed Practice is based on research on adverse childhood experiences (ACEs), which shows that as traumatic experiences increase in a person's life, the risk for negative short- and long-term outcomes increases proportionally. The additive effect of multiple ACEs can hamper executive function, physical health and learning ability in both adults and youth. Moreover, marginalized communities are at higher risk for exposure to ACEs due to a number of factors, including the experiential reality of institutional racism, historical oppression and poverty. Trauma-Informed Practice includes: (1) the ability to recognize signs and impacts of trauma in SUN participants; (2) the capacity to respond to trauma through intentional policies, practices and procedures that heal, build relationships and build resistance to re-traumatization; (3) engaging in proactive program design that anticipates some of the potential needs of program participants who have experienced trauma, and (4) support staff who may have experienced trauma themselves and/or who are supporting program participants who have experienced trauma.

Service Access and Eligibility

DCHS expects that core services will be available consistently across the county, regardless of geographic area or culturally specific population. It is understood that services and populations often overlap. Identifying specific services for a particular population does not mean that only that particular population can access those services. The department promotes a "No Wrong Door" practice for service access so that individuals and families may seek service engagement from a service provider they choose.

In general, all services are for all primary service populations within the System, except where funding sources or program specifications dictate eligibility requirements. It is expected that individuals and families will be able to access an array of services, based on a comprehensive and holistic intake assessment, regardless of the initial service request.

Collaboration, Integration and Alignment

Collaboration among all contractors and partners within the SUN Service System is essential to achieving the greatest collective impact possible. All service activities across the system are to be integrated and coordinated in order to maximize resources, minimize duplication and enhance overall effectiveness.

Participation in Program and System Meetings and Trainings

DCHS expects that staff from contracted agencies will participate fully in program, supervisory and leadership meetings and trainings convened by the SUN Service System and Community Services Division staff. At a minimum this includes:

- Direct service staff are required to attend all regularly scheduled program contractor/network meetings and required trainings. Representatives at network meetings are responsible for updating the county on their agency's services and activities, and therefore, must be authorized to do so.

- Program supervisors are required to attend all regularly scheduled program supervisor meetings.

WELLNESS GUIDELINES

As a system of care focused on children, youth and families, the SUN Service System plays an integral role in promoting wellness in our community. The System has the opportunity to have a significant impact through all of its service providers. SUN is uniquely positioned to promote obesity prevention and healthy active living, given its distribution of services across the county in convenient locations, its focus on culturally specific services, and its strong, established relationships with youth, families and communities.

The System's Wellness Guidelines are intended to be implemented within current budgets to shift behavioral change over time. They are based on nationally accepted standards and recommendations including those of the American Academy of Pediatrics and Oregon Law 00455 (formerly House Bill 2650). They also are in alignment with obesity prevention policy efforts at the national level under the Communities Putting Prevention to Work Program, as well those being pursued locally by Multnomah County, school districts and the City of Portland.

It is expected that contractors will follow the Wellness Guidelines., which can be found in Appendix A.

Information removed. For complete model, see version online.

APPENDIX A: SUN SERVICE SYSTEM WELLNESS GUIDELINES

GUIDELINES FOR SUN COMMUNITY SCHOOLS, MULTNOMAH STABILITY INITIATIVE, YOUTH ADVOCACY, AND PARENT CHILD DEVELOPMENT PROGRAMS

I. Health Promotion and Education

A. Promote physical activity and healthful eating within existing programs and case management models to support wellness.

B. Refer and link clients to physical activity (e.g., intramural leagues, free community-based fitness classes) as well as nutrition education (e.g., healthful cooking classes, healthful eating literature) as applicable to individual and family needs.

II. Provide nutritious food and promote healthful choices at events, groups and other meetings for adults and families.

A. Every effort shall be made to distribute healthful foods at family and group events. This includes:

- Offering fruits and vegetables, whole grains and low-fat dairy
- Incorporating foods of higher nutritional value when offering foods of lower nutritional value
- Limiting refined ("white") grains, including white bread, white rice, white pasta and white flour
- Limiting the purchase of food and products prepared by deep frying

B. Align with statewide nutrition standards (Oregon Nutrition Standards, HB 2650 Oregon Law) for food and beverages served outside of the federal Afterschool Meal and Snack Program to children and youth. For children age 5 or under, programs should align with any programmatic standards that exist for the contractor or with the nutrition standards listed in this document.

C. Foods of diverse selection shall be provided to include cultural and ethnic favorites.

D. Water is the preferred beverage (where age appropriate) and will be made available with all meals and snacks.

III. Align with nutrition standards for foods and beverages served outside of the federal snack and meal programs to children and youth <u>during regular activities and programming.</u>

A. Snacks served will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage.

Snacks offered should be based on the children's ages and other considerations (i.e., dietary restrictions and allergies). See attached Food and Beverage Guidelines for more details.

B. Soda and other beverages that do not meet the standards in section II.B should not be distributed.

C. Food or beverages will not be used as a regular incentive nor withheld as punishment.

D. Water is the preferred beverage and will be made available with all meals and snacks.

IV. Limit commercial advertising in services provided.

A. To the extent possible, programs shall seek to limit commercial influences and exposure to advertising as it relates to nutrition, wellness and physical activity.

V. Implement standards that limit non-educational screen time for children aligned with age-appropriate recommendations by the American Academy of Pediatrics.

A. Limit screen time for children under 2 years of age.

B. Limit non-educational screen time in programs and activities. Computer and portable technology use during regular programs and activities shall be homework-related or part of a specific activity during programming.

C. The use of non-educational screen time (e.g., movies, free time on computers, etc.) as incentives should be sporadic.

D. The use of screen time in free time should be limited.

GUIDELINES FOR SUN COMMUNITY SCHOOLS

I. Align with statewide nutrition standards (Oregon Nutrition Standards, HB 2650 Oregon Law) for food and beverages served outside of the federal Afterschool Meal and Snack Program to children and youth during regular programming.

A. Snacks served in SUN Community Schools will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Snacks offered during all regular programming served outside of the federal Afterschool Meal and Snack Program should be based on the children's ages and other considerations (i.e., dietary restrictions and allergies) and be in alignment with Oregon Nutrition Standards.

B. Soda and other beverages that do not meet the Oregon Nutrition Standards should not be distributed.

C. Water is the preferred beverage and will be made available with all meals and snacks.

D. SUN Community School site managers and contractors will not use food or beverages as a regular incentive and will not withhold food or beverages as punishment.

II. Provide nutritious food and promote healthy choices at SUN Community Schools family nights, showcases and other events.

A. SUN Community Schools will make every effort to distribute healthful foods at family and group events. This includes:

- Offering fruits and vegetables, whole grains and low-fat dairy
- Incorporating foods of higher nutritional value when offering foods of lower nutritional value
- Limiting refined ("white") grains, including white bread, white rice, white pasta and white flour
- Limiting the purchase of food or products prepared by deep frying

B. Soda and other beverages that do not meet the Oregon Nutrition Standards should not be distributed.

C. Water is the preferred beverage and will be made available with all meals and snacks.

D. Foods of diverse selection shall be provided to include cultural and ethnic favorites.

III. Provide and promote opportunities for moderate to vigorous physical activity for SUN Community School youth participants.

A. The SUN Community School goal is for students to engage in at least 60 minutes of moderate to vigorous physical activity each week during non-school hours.

B. To this end, SUN Community Schools will offer and promote activities that encourage students to engage in physical activity for at least 60 minutes each week. Examples include recess, structured classes, sports teams, exercise clubs, activity incorporated into other programming, and/or promotion of physical activity at home or in the community.

C. Programming and promotional efforts should include opportunities for both structured and unstructured activities for students to release energy and relieve stress.

D. All SUN Community School participants, including students with disabilities and special health-care needs, should have access to physical activity offerings.

E. SUN Community School site managers and contractors will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, classes) as punishment.

F. Activity offerings should be reflective of and responsive to students' cultural and ethnic origins and cultural norms/values.

IV. Limit commercial advertising in SUN Community Schools.

A. SUN Community Schools, to the extent possible, shall seek to limit commercial influence and exposure to advertising as it relates to nutrition, wellness and physical activity.

V. Implement standards that limit non-educational screen time activity aligned with age-appropriate recommendations by the American Academy of Pediatrics.

A. SUN Community Schools will limit non-educational screen time in programs and activities. Computer and portable technology use in SUN Community Schools shall be homework-related or a part of a specific activity during programming.

B. The use of non-educational screen time (e.g., movies, free time on computers, etc.) as an incentive should be sporadic.

C. The use of screen time in free time should be on a limited basis.

NUTRITION STANDARDS FOR CHILDREN

Preschool Children (age 5 or under)

- **Snacks**: The types and amounts of foods served to preschool children will conform to specific program guidelines. If nutrition guidelines do not exist for the program, foods served should conform to USDA Child and Adult Care Food Program guidelines.
- **Beverages**: Allowable drinks are water, milk (or milk substitute for lactose-intolerant children), and diluted juice as follows:
  - Children under 2 years old: Serve whole milk.
  - Children 3-5 years old: Serve 1% or less milk.
  - We recommend limiting juice. If juice is served, serve 100% juice and dilute it by half with water.

School-Age Children and Youth: Oregon Nutrition Standards

- **Snacks:**
  - Set calorie limits per serving: 150 in elementary school, 180 in middle school, 200 in high school.
  - Total calories from fat may not exceed 35% (except for foods that are mainly nuts, eggs, cheese, non-fried vegetables, legumes or seeds).
  - Sugar content may not exceed 35% by weight except for fruits and vegetables.
  - Saturated fat may not exceed 10% of total calories; trans fat may not exceed 0.5 grams per serving.
- **Beverages: Elementary School**
  - Fruit or vegetable juice, individual serving size of 8 ounces or less and fewer than 120 calories (15 calories/ounce).
  - Milk or flavored milk, low-fat or fat-free, individual serving size of 8 ounces or less and fewer than 150 calories (19 calories/ounce).
  - Plain water is acceptable at every grade level.

- **Beverages: Middle School**
  - Fruit or vegetable juice, individual serving size of 10 ounces or less and fewer than 120 calories per 8 ounces (15 calories/ounce).
  - Milk or flavored milk, low-fat or fat-free, individual serving size of 10 ounces or less and fewer than 150 calories per 8 ounces (19 calories/ounce).
  - Plain water is acceptable at every grade level.
- **Beverages: High School**
  - Fruit or vegetable juice, individual serving size of 12 ounces or less and fewer than 120 calories per 8 ounces (15 calories/ounce).
  - Milk or flavored milk, low-fat or fat-free, individual serving size of 12 ounces or less and fewer than 150 calories per 8 ounces (15 calories/ounce).
  - No- or low-calorie beverages, individual serving size and fewer than 10 calories per 8 ounces (1.3 calories/ounce).
  - Other beverages, individual serving size of less than 12 ounces and fewer than 66 calories per 8 ounces (8 calories/ounce).
  - Plain water is acceptable at every grade level.

SUN Service System

Service Delivery Model

November 6, 2015

Department of County Human Services
SUN Service System
421 SW Oak, Suite 200
Portland, Oregon 97204

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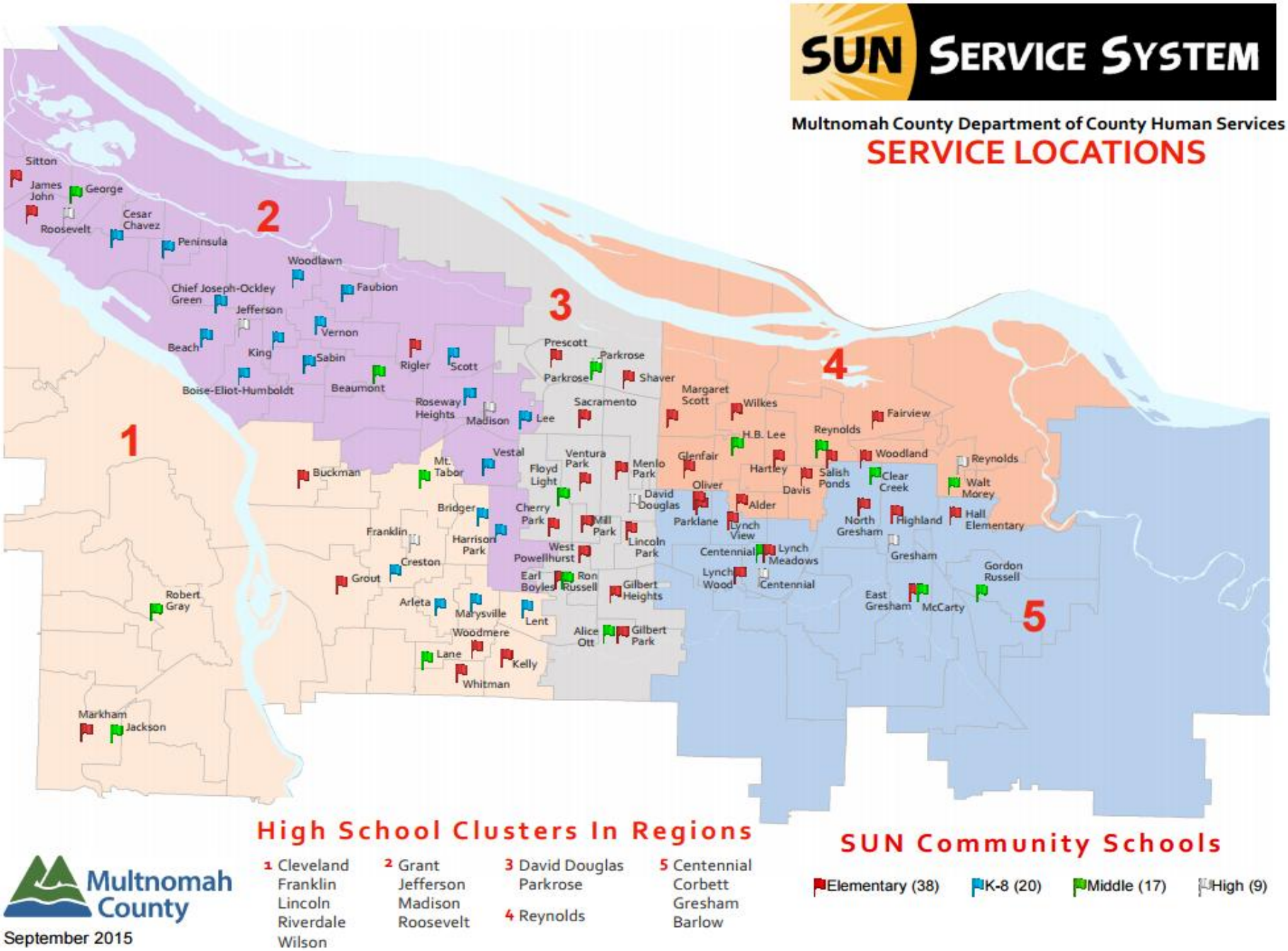
Appendix A: SUN Service System Wellness Guidelines 30

For more information, please visit our website: https://multco.us/sun

Contact: Peggy Samolinski, peggy.l.samolinski@multco.us, 503-988-7453


SUN SERVICE SYSTEM
Multnomah County Department of County Human Services
SERVICE LOCATIONS
1
2
3
4
5
Sitton
James John
George
Roosevelt
Cesar Chavez
Peninsula
Woodlawn
Faubion
Chief Joseph-Ockley Green
Jefferson
Vernon
Beach
King
Sabin
Rigler
Scott
Boise-Eliot-Humboldt
Beaumont
Roseway Heights
Madison
Lee
Prescott
Parkrose
Parkrose
Shaver
Sacramento
Margaret Scott
Wilkes
Fairview
H.B. Lee
Reynolds
Woodland
Reynolds
Glenfair
Hartley
Salish Ponds
Clear Creek
Walt Morey
Davis
Oliver
Alder
Buckman
Mt. Tabor
Vestal
Ventura Park
Floyd Light
Menlo Park
David Douglas
Bridger
Cherry Park
Mill Park
Parklane
Lynch View
North Gresham
Highland
Hall Elementary
Franklin
Harrison Park
West Powellhurst
Lincoln Park
Centennial
Lynch Meadows
Gresham
Creston
Grout
Earl Boyles
Ron Russell
Gilbert Heights
Lynch Wood
Centennial
Gordon Russell
Robert Gray
Arleta
Marysville
Lent
East Gresham
McCarty
Woodmere
Alice Ott
Gilbert Park
Lane
Kelly
Whitman
Markham
Jackson
High School Clusters In Regions
1 Cleveland
Franklin
Lincoln
Riverdale
Wilson
2 Grant
Jefferson
Madison
Roosevelt
3 David Douglas
Parkrose
4 Reynolds
5 Centennial
Corbett
Gresham
Barlow
SUN Community Schools
Elementary (38)
K-8 (20)
Middle (17)
High (9)
Multnomah County
September 2015

SCHOOL-BASED SERVICES AND STRATEGIES

SUN COMMUNITY SCHOOLS

SUN Community Schools are a place-based, collective impact strategy to improve children's educational success and family stability. The strategy develops full-service neighborhood hubs where the school and partners from across the community come together to make sure children and families have what they need to be successful—in school and in life. SUN Community Schools mobilize and strategically organize community resources to provide:

- A strong core instructional program
- Educational support and skill development for children, youth and adults
- Enrichment and recreation activities
- Family involvement and support
- Social, health and mental health resources
- Family and community events

SUN Community Schools remove barriers for students and families so they can achieve academic success, family stability and economic prosperity. SUN Community Schools transform local schools into community learning centers and service delivery sites year-round: before and after school, evenings, weekends and during the summer. SUN Community Schools are open to the entire community and people of all ages, but focus their recruitment and service integration efforts on the students, families and community living in the catchment area for that school.

The SUN site manager is responsible for the overall coordination of services, activities and partnerships in the building. All service contractors at a SUN Community School site are expected to work collaboratively with the SUN Community School site manager to create an integrated system of services for students and families.

TARGET POPULATIONS

SUN Community School services and programs follow a targeted universal approach. This means that while they are not exclusive to a particular group and serve a broad range of students and families from the school site and surrounding community, focused recruitment of students experiencing academic failure and those who are historically underserved is required.

These students may include those who have some of these characteristics: behavioral issues; delinquent behavior; English not primary language; family issues including alcohol and drugs, criminality, discord, domestic violence and mental health; foster care; gang involvement (or risk of); homelessness; individualized education plan (IEP); mental health; poor academic performance; poor class attendance; poverty; substance abuse; suspension/expulsion; and teen pregnancy.

SITES AND CONTRACTORS

As stated previously, on July 1, 2015, SUN Community Schools are located in 85 schools, funded through a variety of sources. Regardless of funding source, all SUN Community Schools have a non-school-district lead contractor that acts as managing partner for the community schools effort. Lead contractors may be nonprofit agencies or City of Portland Parks & Recreation staff. Multnomah County contracts for 67 SUN Community Schools through nonprofit organizations identified through a competitive public Request for Proposal process.

Table 6 (page 22) shows the 85 SUN Community School sites and indicates the contractor type for each school, as well as denoting which community schools are procured and contracted through the county.

SITE OPERATIONS AND COLLABORATION

The lead contractor collaboratively manages the implementation of the SUN Community Schools strategy with the school leadership and staff. This includes the hiring process for a SUN Community School site manager, needs assessment, planning processes and budgeting.

SITE MANAGEMENT AND REQUIRED STAFFING

At each SUN Community School, a full-time site manager facilitates and provides leadership for a collective impact collaboration at the school site and develops systems to coordinate an array of social and support services for children, families and community members. As part of this, the site manager coordinates and supports partners at the school, in alignment with the School Improvement Plan, to ensure the maximum impact of collective efforts on academic success.

In the extended-day hours, the site manager acts as the coordinator of <u>all</u> extended-day services and partners within a school building.

The SUN Community School site manager:

- Provides leadership for and facilitates planning, development and implementation of a collective, collaborative effort between school staff, community members, partner organizations, families and youth to improve educational outcomes and family stability.
- Plans and directs efforts to engage youth, families and the community in the school at various levels (needs assessment/planning input, receipt of services, participation in volunteer and paid work, decision making and leadership).
- Develops and coordinates a Family Leadership Team.
- Facilitates alliances and partnerships with state, county, city, nonprofit and community organizations (such as businesses and faith communities) to establish a continuum of services delivered at or linked to the school site. The aim is to provide the greatest level of access and integration to the community.
- Provides services directly.
- Manages scheduling, oversight and evaluation of extended-day programs, services and staff.

- Designs and manages volunteer systems, including volunteer recruitment, training and support outside of the school day.
- Develops additional resources for the children and families at the school through leveraging resources from partners and pursuing other opportunities (such as grants or donation requests).
- Establishes relationships with local businesses to promote their involvement in the school.

At sites that receive the 100% funding level, a part-time activities coordinator/extended-day assistant is required as part of the SUN model. The number of hours of activity coordination is established through annual planning, budgeting and prioritization that occurs collaboratively between the principal, lead contractor and site manager.

The Lead Agency (whether Regional Service Provider, culturally specific contractor, or city) provides supervision and linkage for the SUN Community School site. The Lead Agency co-manages the SUN Community School development and implementation with the school principal. SUN Community School Lead Agency roles include:

- Hiring the SUN Community School site manager jointly with the principal and appropriate Family Leadership Team members, school staff, parents and/or community partners. The Lead Agency, with the established advisory group(s), the school(s) and other participants, will develop a job description outlining the responsibilities and roles of the SUN Community School site manager.
- Supervising and supporting the work of the SUN Community School site manager.
- Participating on an Operations Team with the SUN Community School principal and site manager.
- Participating in the development and facilitation of the SUN Community School Family Leadership Team.
- Providing input and guidance into the Annual Plan for each SUN Community School
- Providing leadership at SUN Community School sites for resource development and business partnership work.
- Linking the SUN Community School with services and resources of the Lead Agency.
- Sharing best practice information and expertise on youth development, promoting school success, service access, self-sufficiency, community building and other areas to the site managers and schools.

NEEDS ASSESSMENT

Both initial and ongoing needs assessments are key to ensuring that the services and partnerships developed meet the specific needs of the individual school community, and that resources are used in a focused way to address priority gaps and issues. Site managers work collaboratively with the principal, Family Leadership Team, community partners, school staff, youth, parents and community members to conduct local needs assessment. Needs assessment should include review of data/outcomes, interviews with key players in the school community, identifying barriers and opportunities experienced by historically underserved communities, focus groups and community visioning. Community visioning is intended to be done during the first year of a site's development, and revisited regularly (every two to three years, or more frequently if needed). For new SUN Community School sites, expectations for the

fall of the first year include specific outreach and needs assessment activities. See the "New Sites" section on page 15 for more information. The needs assessment is then used to establish a SUN Community School annual plan and budget.

Annual Plan

The Annual Plan outlines a comprehensive aligned service system that addresses the unique needs of the school site and supports the School Improvement Plan or Comprehensive Achievement Plan. Alignment between the Annual Plan and its focus area(s) and the school's efforts and planning is essential to achieving the most strategic use of partnerships and resources, and thus making the greatest gains. Extended-day activities are to be linked with the school-day vision, curriculum and teaching practices in order to provide a consistent, integrated experience for youth and families. The principal shall have the final decision on what services will be provided in the school. The principal and Family Leadership Team participate in development of and sign off on the final Annual Plan and the budget for the SUN Community School funding the Lead Agency receives in its contract.

Operating Functions

The Lead Agency ensures that the following functions are fulfilled as part of the SUN Community School effort: operations, service coordination for individual students and families, partner coordination, and service access/information and referral. The manner in which these functions are fulfilled will vary from site to site and is based on existing structures. New teams or groups do not need to be established if there are existing groups or structures that can carry out these functions.

Operations

The Lead Agency supervisor, site manager and principal act as an operations team for the SUN effort, collaborating to track and address operational issues at the site. The site manager and principal develop clear roles and establish a regular meeting time to support operations and other efforts. The Lead Agency supervisor provides support for community school implementation and connects the site to the Lead Agency's resources (human, social, operational and programmatic).

Service Coordination for Individual Students and Families

In their role of service integration and coordination, SUN Community School site managers develop and maintain a communication and referral system among partners to ensure the linkage of students and families to a range of services. As part of this, SUN Community School site managers are expected to participate in groups of school staff and/or service contractors that identify specific students needing assistance and collaborate and integrate services to meet the needs of those students and their families (such as Building Screening Committees, Student Intervention Teams, Data Teams, Response to Intervention Teams, Equity Teams, and Attendance Response Teams).

Partner Coordination

The site manager facilitates and provides leadership for the collaborative process and development of a continuum of services for children, families and community members within a school neighborhood. As part of this, the site manager is expected to connect with all school-based and school-linked service and program partners in the school for coordination and information sharing purposes. This coordination

may happen individually, in small groups, or through the convening of larger partner coordination meetings.

Service Access/Information and Referral

The site manager will provide a wide range of social, health and mental health services and/or link students and families with resources such as School-Based Health Clinics, Regional Service Providerss, mental health consultants, culturally specific organizations, community clinics and other organizations that can provide these services.

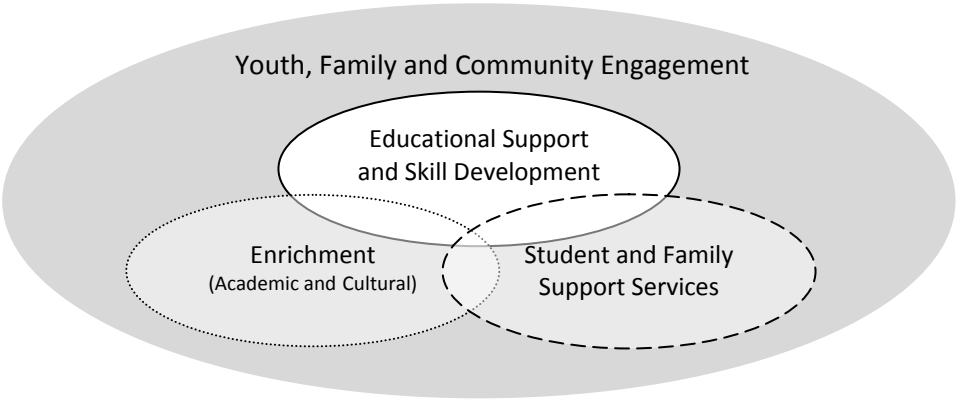
SUN Community School Model: Service Domains and Engagement

There are three core service domains within SUN Community Schools:

- Educational support and skill development for children and adults
- Enrichment
- Student and family support services

Community engagement is essential to the assessment, design and implementation of the services and programs within the three domains. Decisions are to be made with the youth, family and community members they affect.

SUN Community School Model: Service Domains and Engagement



Core Service Domains and Components

Each SUN Community School site is required to provide core services in three domains as outlined in following table (Table 2). Some service components within the domains are required and some are optional to allow for local determination and tailoring of offerings to client and/or community needs. A list of the required service components and examples of optional areas can be found in the Table 2. The optional list is not meant to be exhaustive or all-inclusive. The System encourages innovation and development of strategies that reflect emerging trends, issues and best practices from the community and research. All services are to be delivered using an Assertive Engagement approach and must be culturally responsive, including incorporating elements that promote the development of a positive cultural identity in all youth.

TABLE 2
Core Service Domains and Components

Core Service Domain	Required Service Component(s)	Optional Service Components
Educational Support and Skill Development (for children and adults)	• Academic support • Homework assistance • Tutoring/mentoring • Summer programs • Life skills development • Activities that promote positive cultural identity development • Transition supports for students • Adult education and support (ESL, GED, parenting, etc.) • Elementary and PK-8: Early Kindergarten Transition program (where identified) • High Schools: Workforce development, career and college exploration, Ninth Grade Counts participation	• Student internships, youth employment training • Service learning projects • Project-based learning • Youth case management
Enrichment	• Educational and cultural enrichment • Recreation including physical activity	• Visual and performing arts
Student and Family Support Services	• Crisis planning • Brokering of basic needs, social, health and mental health services to address barriers to learning • Attendance supports • Transition supports for families	

EDUCATIONAL SUPPORT AND SKILL DEVELOPMENT (FOR CHILDREN AND ADULTS)

Educational Support and Skill Development services are delivered during the extended day (before and after school, evenings, weekends and summer) and encompass a wide spectrum of services aimed at providing the educational and developmental support both students and adults need to ensure children's school success and healthy development, including the development of life skills. Although each SUN Community School determines the specific activities that will meet the needs of its students, parents and community, all SUN Community Schools must offer extended-day activities that provide additional learning opportunities and experiences to students as well as adult education. One-third of SUN Community School extended-day activities are to be academically linked. An academically linked activity is one that is intentionally designed to integrate academic content and develop skills that support educational success.

ACADEMIC SUPPORT

Academic support is the central focus of extended-day activities. Many types of activities fall under the academic support category, including:

- Academic classes such as Math Masters, Science Club and others
- Homework assistance

- Tutoring focused on building specific academic skills
- Mentoring, or providing guidance and role model relationships for students to support youth in many areas, including academic, social, cultural, emotional and behavioral
- Project-based learning
- Service learning activities

Homework Assistance

Each site is required to provide 30 minutes per program day of homework assistance or other academic support appropriate to the age level of the students at the site.

Tutoring/Mentoring

Tutoring focuses on building specific academic skills. It involves strategies and concepts taught during the school day as well as supplemental or additional strategies that reinforce the lesson. Extended-day activities commonly use active engagement and experiential learning.

Mentoring includes a spectrum of services and activities ranging in breadth and depth. Whether peer to peer or adult with youth, mentoring provides positive youth relationships for guidance that support youth in healthy development including academic, social, emotional and behavioral growth.

Summer Programs

Summer programs are offered at the school between a school's final day of class in an academic year and the beginning of the next academic year, typically June-August. Each school is required to provide four weeks of summer programming. Program offerings range from enrichment and recreation to academic support and skill building. Schools are to provide activities to support student transitions such as from early childhood to kindergarten, elementary to middle school and middle school to high school.

Activities that Develop Positive Cultural Identity

Positive self identity is an important aspect of youth development and a student's success. Providing opportunities for youth to learn and develop a positive cultural identity is a critical element to programming. Intentional strategies to build awareness, confidence and identity while better understanding historical events and institutional barriers improve youths' understanding of themselves and their environment.

Transition Supports for Students

Transition supports are for students who are moving from one educational setting to another and include early learning to kindergarten, elementary to middle school, middle school to high school and high school to post-secondary employment and education. Activities range from early exposure to the school setting or early start programs and site visits to skills training and activities that inform and support the steps required for admission/certification to post-secondary options.

Life Skills Development

Life skills development encompasses a wide array of strategies that build social, emotional and cognitive capacities in children, youth and adults to help them interact with others positively and avoid risky, trauma inducing behaviors and violent situations. Life skills development should be integrated into the

general approach of SUN Community Schools and every service they provide. SUN Community Schools also may offer classes, support and empowerment groups focused on building specific skills and/or supportive networks, such as conflict management, anti-bullying, peer mediation, communication, social network building, violence prevention, parenting, and gender-specific and culturally specific support around resiliency and empowerment.

Adult Education and Support

In order for students to succeed, their families and communities must be stable. Adult educational opportunities are provided to give parents and community members opportunities to engage in services that build skills they need to move out of poverty and support their children's learning. Examples of adult education offered through SUN Community Schools are: English as a Second Language (ESL), GED, parenting, immigration/citizenship, home ownership and financial literacy.

High School-Specific Services

Youth in high school have specific needs and supporting their development as they complete their K-12 education is vital to their ability to contribute to the community and pursue their aspirations. Services specific to high school youth might include health services, including mental health; post-secondary planning; certification and admission requirements for post-secondary options; entrepreneurial opportunities; and college/career exploration.

Enrichment

Enrichment classes define a broad array of additional services, programs and activities, such as cooking, art, music, recreation and technology education programs. SUN Community Schools are required to provide enrichment and recreation activities for students that are designed to reinforce and complement the school's regular academic program. Enrichment and recreation classes for adults also are to be offered in community schools based on community need and interest.

Student and Family Support Services

Support for students and families increases opportunities for students and families to achieve their goals and potential. Support services include emergency assistance such as energy, rent and utility; referral to health, mental health services and addiction services; and activities designed to support families working together in a respectful and effective manner. Additional areas in which families may need referral services include domestic violence, legal and immigration services.

Youth, Family and Community Engagement

In alignment with SUN's collective impact approach, services and programs are to be implemented within the context of broad youth, family and community engagement. Within SUN Community Schools, this focuses on engaging those who live in the neighborhood and those receiving support from the community school as partners to support academic achievement and student success. It is particularly important to engage youth and families experiencing poverty, racism and disparate outcomes. A list of the required engagement activities and some examples of optional areas can be found in the following table (Table 3).

TABLE 3
Youth, Family and Community Engagement Service Components

Engagement Area	Required Service Component(s)	Optional Service Components
Youth	• Participation/input in program and service planning • Leadership opportunities	• Decision making • Event planning and hosting • Focus groups • Issue advocacy
Parents and Family Members	• Outreach • Relationship-building activities • Parenting support • Family educational nights • Family and community events • Family Leadership Team	• Family strengthening classes • Home visits • Building civic capacity and understanding of the system
Community	• Outreach • Family and community events	• Business partnerships • Community service • Faith-based partnerships • Participate in community meetings

YOUTH ENGAGEMENT

Youth engagement is fundamental to community schools. Youth outcomes improve when youth are actively and meaningfully involved both in programming and in determining services or offerings. Youth input is to be sought and inform activity offerings and services available. Youth leadership opportunities can include but are not limited to a student advisory group, organizing and hosting family events, setting priorities and leading activities.

FAMILY ENGAGEMENT

Family engagement and involvement activities are those focused on ensuring that parents and other family members feel welcome, safe and a sense of belonging at the school, have connections to school and SUN provider staff, and have information and support to help their children succeed academically. It must seek to engage families who are historically underserved by schools. Families should be informed of activities and services available at the school, inform program offerings, be involved in decision making, and engaged as full partners in their students' education. Family engagement activities at SUN Community Schools may include, but are not limited to:

- Outreach, including phoning, written communication and home visits
- Parent support and life skills development
- Family educational nights on topics such as school expectations and homework help
- Family and community events providing support to the whole community through efforts such as health fairs, energy assistance and multi-cultural celebrations
- Activities to build relationships among parents, teachers and administrators
- Access to resources, as needed, in areas such as document translation, application assistance, etc.
- Leadership training and mentorship of parent leaders
- Family strengthening programs focusing on honoring family knowledge and cultural capacity

Family engagement within each school will be supported by a Family Leadership Team. The Family Leadership Team is a required body of parents and family members and middle or high school students (in those schools) serving as a core group of people tasked with participating in the creation of the SUN Community School Annual Plan, supporting student success, and helping to create the conditions necessary for successful family-school partnerships.

COMMUNITY ENGAGEMENT

Community engagement involves the broader community—including businesses, community organizations, faith groups and neighbors—in the planning and implementation of SUN Community Schools programs, services and events. The goal is to have each SUN Community School be community driven, and to include the community in supporting schools and school-based programs that combine academics, recreation and social/health services. Providing information about school-based activities and opportunities to participate in or engage with the school is the minimum level of engagement. Community school representatives also can participate in community meetings, support efforts to improve the school for families, and build partnerships with businesses to provide services, activities or expertise.

Business partnership development at SUN Community School sites encompasses the creation of partnerships between individual schools and businesses to provide innovative educational activities for youth and meaningful ways for adults to become involved in schools. The focus is on creating strategic partnerships that foster relationships between a business's employees, students and school staff; are tied to current school and business goals so they benefit both partners; expand over time; and focus on helping students thrive.

OTHER CONTRACTUAL REQUIREMENTS

INFORMATION SHARING WITH SCHOOL

The Lead Agency will provide the following information to the school at the beginning of each session of programming (unless other timing is specified): access to Release of Information forms, a list of registered students and schedules, and a list of instructors and background check status. Information will be shared using a timeline and manner agreed upon by both parties.

CONFIDENTIALITY

The contractor must collect and maintain a SUN Community School Parental Release of Information form for each participating student in order to share data with the county and its evaluators.

The contractor must ensure that all staff who obtain or learn confidential information while providing SUN Community School services not disclose this information to third parties unless the Release of Information from the parent/guardian has been obtained.

REGISTRATION INFORMATION AND FEE STRUCTURE

The contractor must include the following information in its registration form: name, date of birth, gender, ethnicity (using the designated options from ServicePoint), grade, address, emergency contact information, SUN behavioral language, SUN required yearly Release of Information form, and any additional partner release of information language.

FEES AND COSTS TO CONTRACTORS

SUN Community School Fee Structure: Contractors must operate under the fee structure established by the System partners to promote consistency and equity across the county. The structure was developed to allow those families who are able to pay fees a mechanism through which to do so. It is essential that efforts are made to ensure that fees are not a barrier to participation. The fee structure is as follows:

- There are two tiers of fees within the structure. Tiers are based on poverty with the determining criteria being the school's percentage of students eligible for free and reduced-price meals.
- The tier a school falls into determines the fee amount for the entire school (i.e., some schools won't charge fees to any students and some will charge on a sliding fee scale basis to all students).
- The fee amount relates to fees for ongoing extended-day activities. All schools may charge for special events or activities (field trips, individual specialty classes, etc.) and may determine what is appropriate for the community.
- At all schools, fees are to be collected using a sliding scale.
- The sliding-scale fee range for ongoing extended-day activities/classes is developed at the individual school and must begin at $0.

TABLE 4
SUN Community School Fee Structure

Tier	Poverty Criteria	Fee Amount for Extended-Day Activities
Tier 1	High-Poverty Schools (those at 50% or higher free and reduced-price meals) and High Schools	No Fees
Tier 2	Lower Poverty Schools (those with 49% or lower free and reduced-price meals)	Fees charged by activity or class using a sliding scale beginning at $0

Building Usage Costs: As part of the SUN Service System collaboration, school districts provide building space for community school activities and services at no cost to the Lead Agency during regular custodial hours. Building use during hours when the custodian is not scheduled to be in the building should be discussed with the individual school and district. Depending on the district, there may be an associated cost for late evenings and weekends.

BEHAVIOR AND SPECIAL ASSISTANCE

The contractor must adopt and implement behavioral expectations and discipline protocols that represent best practice and share such expectations and protocols with parents and guardians at the time of registration and prior to participation.

The SUN Community School site manager and staff will work with parents, students and school staff to make recommendations and meet reasonable requests for assistance so all students have positive, beneficial and safe experiences. SUN Community Schools do not deliver special education services. Alternative strategies and resources will be used whenever possible to support an individual's successful participation in an activity. The contractor must use the established SUN Special Assistance Process

when considering special assistance needs and requesting additional funding from the SUN Service System Division.

Safety and Building Use

The contractor must comply with any criminal records check and fingerprinting requirements as stipulated by the school district(s) for its employees and volunteers. If the district(s) stipulate changes, the contractor will implement changes immediately and have two months to come into total compliance with requirements.

For any partner program operating under the auspices of SUN Community Schools, the contractor must ensure the program is in compliance with the school district's criminal history verification requirements for program staff and volunteers. Verification will be done at the program's expense for all employees who may have unsupervised contact with students as a result of the provision of services as part of SUN Community Schools. Agencies are encouraged to develop Memoranda of Understanding with partners that include this requirement.

The contractor is to follow the community use of buildings guidelines for its school district when scheduling the use of district buildings.

At each SUN Community School site, a safety plan is to be in place prior to the start of programming. A safety notebook is to be developed and maintained. The notebook should be kept in a designated location and made available to the school, district, and/or SUN Service System upon request. The notebook is to include emergency procedures, staff and partner information, and student behavior expectation information so another staff member can act as back-up site manager, as necessary, in an emergency. Mechanisms to share safety plans with extended-day staff (notebook, clipboards, etc.) also need to be in place and kept updated.

At each SUN Community School site, fire and other emergency drills are to be conducted at least once per term. Fire drills should mirror the school-day practices. Fire drills during non-school hours are to be logged in the same place as the school-day drills.

Community Awareness and Public Relations

SUN Community Schools must comply with the SUN Community Schools Public Relations Standards established by the city and county, including using all required logos and tagline in any outreach or marketing materials.

School Furloughs or Strikes

In the event of a furlough or teacher strike lasting more than two weeks in any of the county's school districts, the contractor will work with the school, district, parents and community to identify needs during the furlough/strike. During this period, SUN Community School contractor staff will provide a reasonable level of direct programming, either through coordinating activities themselves or contributing to a partnership effort. SUN Community School activities and services during this time are to reflect the identified community priorities, with a focus on providing safe places for children. The level of programming will be related to the resources available within the contract. The contractor will develop a furlough/strike plan according to direction from the SUN Service System.

MEETINGS, TRAININGS AND WORK SESSIONS

SUN Community School program supervisors are expected to attend all SUN Community School program supervisor meetings and SUN Community School site managers are expected to attend all SUN Community School site manager meetings. Both groups are to attend any required trainings and bi-annual work sessions with principals and district liaisons (examples include the annual collaborative meeting and the year-end work session, to name two). Representatives at network meetings have the responsibility and authority to update the county on agency activities that have an impact on SUN Community School services.

NEW SITES

New sites are to comply with all SUN Community School expectations, with the following additions or exceptions:

- Full extended-day programming begins winter term
- Fall term is to include broad community engagement, vision setting, needs assessment, and operational inclusion of Lead Agency and staff as follows:
  - Host a SUN presentation, jointly with the principal, for staff, and distribute SUN information at school events
  - Hold individual meetings with key school and community members
  - Hold two (2) meetings or events focused on the vision of SUN Community Schools and gather input from a broad group of stakeholders, paying particular attention to families historically disconnected from school
  - Establish the site's Family Leadership Team and meet two (2) times during fall term
  - Conduct a needs assessment and develop the site's Annual Plan with the school, including focus area targets aligned with the School Improvement Plan (SIP) or Comprehensive Achievement Plan (CAP) and targeted strategies that focus on specific populations facing disparities
  - Establish a referral system for school staff and partners to communicate about students and families and connect them to services

Note: The manner in which providers for new sites will be selected is outlined in the "Contracted Services, SUN Community Schools" section on page ***Error! Bookmark not defined.****.*

LAYERED SERVICES AT SUN COMMUNITY SCHOOL SITES

The core SUN Community School model provides an infrastructure and relationships that act as a vehicle for delivering additional services at the school site in an efficient, effective and aligned manner. For this reason, a variety of services providing additional depth of support to families are layered at SUN Community School sites. Many of these services are provided by community partners. Some are contracted to the SUN Lead Agency through Multnomah County, including the Early Kindergarten Transition Program, Attendance Partnership Model and Hunger Relief Services. The SUN Community School site manager is responsible for aligning and coordinating (but not directly providing) all of these services as part of his or her overarching role. Layered services are currently provided at some, but not all, SUN Community Service locations. The locations where layered services are provided may vary from year to year, and is anticipated to grow over time. Table 6 (page 22) shows the FY16 locations of layered services.

EARLY KINDERGARTEN TRANSITION PROGRAM (EKT)

The Early Kindergarten Transition Program (EKT) is for incoming kindergarten students and their families/caregivers. EKT is intended to be part of a broader kindergarten transition plan at identified elementary and K-8 sites that includes a variety of transition supports, ranging from low to high intensity, beginning the school year prior to kindergarten and continuing into the kindergarten year.

TARGET POPULATION

EKT serves children who will be entering kindergarten at the identified school site in the fall and their parents, caregivers or family members. This program is intended primarily to reach children who meet one or more of the following criteria:

- Children with no preschool experience
- Children who participated in Head Start
- Children of color or from a culturally specific community
- Children receiving early childhood special education services

Schools prioritize their outreach using the list above based on the needs of their communities, with priority given to children with no preschool experience. *Parents, caregivers and family* is defined as parents, grandparents and other family members, and adults who are significantly involved in the child's life.

SERVICE COMPONENTS

This program is a school-based summer program to increase parental involvement in their children's learning, children's attendance in kindergarten, and children's success in school. The program is based around two core components:

1. **Class time** for children in kindergarten classrooms that are led by a kindergarten teacher.
2. **Family engagement activities** that include a facilitated parent/caregiver group and other activities intended to promote positive family-school relationships. Other important programmatic requirements include a program orientation for parents/caregivers prior to the start of the program, and follow-up with participating families after the start of the school year.

OTHER REQUIREMENTS

<u>STAFFING</u>

Children's Classroom: Staffed by a kindergarten teacher from the school with adequate classroom support from paid staff and/or volunteers.

Family Engagement: Facilitated by staff who have prior experience facilitating parent/adult groups and engaging diverse groups of parents/caregivers. Parent group and other family engagement activities must accommodate the linguistic needs of families.

Child Care: High-quality child care will be provided during family engagement activities.

Meals

Breakfast and lunch will be served for children, including those in child care during family engagement activities, on all program days. Snacks and/or lunch will be offered for parents/caregivers.

Length of Program/Contact Hours

Program Duration: The program will last two or three weeks and be scheduled to occur primarily in July or August.

Children's Classroom: A minimum of 36 hours of total "class" time with children will occur over this two- to three-week period.

Family Engagement: The program will include a minimum of 15 hours of family engagement activities, using the following strategies:

- Parent orientation prior to the start of the program. (1 hour minimum)
- Facilitated parent group during the summer, which must include parent group activities but may also include other activities, such as volunteering or parent-child reading time in the children's classroom, or home visits.
- Individual and/or group transition follow-up activities with families after the start of the school year and before December 31 of that school year. (2 hours minimum)
- Remaining hours can be spent in any of the activities above and/or in other strategies for engaging parents of children participating in the program to support the transition to kindergarten.
- All family engagement activities should be designed to honor parents/caregivers as experts in their child's life and to facilitate relationship building between families.

Additional Expectations

A full description of the EKT model and expectations can be found in Early Kindergarten Transition Program Model at https://multco.us/file/46380/download

EKT is fully aligned with Early Learning Multnomah and actively contributes to ELM's mission that "every child in Multnomah County is prepared to succeed in school and life, regardless of race, ethnicity or class." EKT accomplishes this through program design, implementation and evaluation that support ELM's guiding principles of priority populations, equity, parent-centered approach, family engagement and system coordination.

Attendance Partnership Sites

Attendance Partnership Sites implement an attendance model that uses data teams and identified universal, targeted and youth and family engagement strategies to improve attendance for students who are chronically absent.

Attendance Partnership Sites have a district-adopted protocol in place outlining attendance as a priority and establishing the set and progression of interventions that occur to support students and their families to achieve regular school attendance. Attendance Partnership Sites collect data on student attendance, including reasons for absence, attendance rate and interventions provided. A school-based data team tracks student attendance regularly through team meetings involving SUN staff. Attendance Partnership Sites also have school wide strategies designed to highlight and communicate the importance of regular attendance to students and families. Agency SUN staff are part of the team creating and implementing these strategies. Regular attendance must sometimes be supported by additional services, including wraparound services or case management. SUN is integral to coordinating services for students and facilitates extended-day activity registration.

SUN Community School site managers and Lead Agency supervisors at Attendance Partnership Sites play a key role in the successful functioning of the attendance model. Specifically, they:

- Provide guidance on required attendance model elements for Communities Supporting Youth (CSY) attendance site activities, and submit data and reports with input from the school team.
- Incorporate CSY activities and goals into broader SUN Community School planning.
- Coordinate and facilitate the Family Leadership Team, which is comprised of families and, in secondary schools, youth. This involves:
    - Handling logistics and note taking (scheduling, refreshments, supplies).
    - Conducting outreach and inviting people to attend.
    - Convening and facilitating meetings focused on SUN services, attendance and at least one action/issue identified by the Family Leadership Team.
    - Communicating with team members regularly to maintain connections.
- Participate on the student attendance response and schoolwide teams and schoolwide universal actions.
- Provide or broker services to support students who are chronically absent.
- The SUN Lead Agency supervisor acts as the liaison or conduit for information to and from the CSY collaborative.

As with the work of SUN Community Schools in general, engaging families and communities and building positive relationships is central to the attendance-focused work. The SUN site manager, with support from the Lead Agency, is responsible for building and facilitating a Family Leadership Team as part of the broader SUN strategy. Middle and high schools include students as part of the Family Leadership Team. The team is focused on family leadership and skill development and should consider chronic absence and attendance strategies as part of its work.

Hunger Relief Services

Emergency Food Pantry

Hunger relief efforts in SUN Community Schools are a vital support to ensure educational success and self-sufficiency of children and families. Emergency food pantries at SUN Community Schools provide families with approximately 50 pounds of nutritious food each visit, the equivalent of three to five days' worth of food, so families can provide meals for students when they aren't in school. SUN Community School Emergency Food Pantry sites work in partnership with the Oregon Food Bank in a number of

areas, including ordering/acquiring food supplies; training; and following the Oregon Food Bank's required client intake procedures, evaluation activities and reporting guidelines. SUN Emergency Food Pantry sites distribute food at least twice each month, preferably weekly, throughout the entire calendar year. The contractor will distribute emergency food to at least 40 households each time the food pantry is open for distribution, and at least one-third of these households should have children who attend the school. SUN Hunger Relief operational funds allow agencies to designate a lead staff person to coordinate food pantry operations. SUN Community School Emergency Food Pantry sites are indicated in Table 6 (page 22). They have a variety of funding sources: Multnomah County, Oregon Food Bank and the Portland Children's Levy. Some sites receive pantry staffing funding through Multnomah County DCHS contracts and some are funded directly by the Oregon Food Bank.

Harvest Share

The SUN School Harvest Share is a monthly distribution of fresh fruit and vegetables provided in partnership with the Oregon Food Bank. SUN Hunger Relief operational funds allow agencies to designate a lead person to coordinate Harvest Share distributions. The contractor will distribute emergency food to at least 60 households each time the Harvest Share is open for distribution. SUN Harvest Share sites will participate in Oregon Food Bank training, evaluation activities and reporting guidelines. Harvest Share sites for FY2017 are indicated in Table 6 (page 22).

Extended Summer Meals

At selected SUN Community School sites, meal distribution is extended to ensure countywide availability of summer meals to children. At these sites, the SUN Community School Lead Agency provides activities and distributes meals to at least 50 children (ages 1-18) per day on extended summer service days, in partnership with the school district Nutrition Services and using the USDA Summer Food Service Program.

SUN Community School Annual Outputs and Outcomes

TABLE 5
SUN Community School Annual Outputs and Outcomes

Output or Outcome	100% funding level	75% funding level	New Sites (first year)	Source
# of hours per week the school is open to the community to provide service beyond school class time	15	12	15 in winter and spring	Half-Yearly Narrative Report
# of weeks of summer programming	4	4	0	Half-Yearly Narrative Report
# of children/youth served in enrolled extended-day activities or individual, group and family support	200	150	167	ServicePoint
# of students involved with SUN Community School who participate regularly (30 days or more)	100	75	67	ServicePoint

Output or Outcome	100% funding level	75% funding level	New Sites (first year)	Source
# of students who are at risk of academic failure	100	75	67	ServicePoint
# of extended-day non-enrollment family programs or community events	3	3	3	ServicePoint
# of adults (parents and community members) who participate in enrolled adult education	50	35	35	ServicePoint
% reduction in chronic absence rate for all regularly attending students—across grades—as well as for youth in the following, specific grade levels: • Kindergarten • 6th grade • 9th grade	Chronic absence rate of 10% or less OR 10% reduction in chronic absence rate from previous year	Chronic absence rate of 10% or less OR 10% reduction in chronic absence rate from previous year	Chronic absence rate of 10% or less OR 10% reduction in chronic absence rate from previous year	SUN Service System (SUN SS) from MESD
% of regularly attending students scoring at Level 3 (i.e., benchmark) or higher on Smarter Balanced language arts and math tests	TBD	TBD	TBD	SUN SS from MESD
% of regularly attending 9th graders who earn at least 6 credits	80%	80%	80%	SUN SS from MESD
% of regularly attending students who have an average of 6 course credits per year of high school accrued (6, 12, 18 and 24 credits for 9th, 10th, 11th, and 12th graders, respectively)	85%	85%	85%	SUN SS from MESD
% of regularly attending students who experience fewer suspensions and/or expulsions than in the previous year, or who have experienced no disciplinary action in the current year	85%	85%	85%	SUN SS from MESD

Output or Outcome	100% funding level	75% funding level	New Sites (first year)	Source
% of regularly attending students who show improvement in at least one developmental and interim academic indicator, including: • Turning in homework on time • Homework completion to teacher's satisfaction • School attachment/engagement • Participation in class • Attentiveness in class • Classroom academic performance • Positive self-identity/confidence • Behavior • Working well with others/relational skills	75%	75%	75%	Teacher Survey
% of regularly attending students who indicate having or increasing/ strengthening each of the following (youth survey being piloted in FY16, items may change): • Social support during SUN • Sense of academic (school) belonging • Academic perseverance • Growth mindset • Academic identity • Academic self-efficacy	TBD	TBD	TBD	Youth Pre/Post Survey
Early Kindergarten Transition Programming				
# of children who participate in each EKT classroom	20	N/A	N/A	ServicePoint
% of children who have parents/ caregivers participating in the parent engagement components	75%	N/A	N/A	ServicePoint
% of participating children who have no preschool experience	90%	N/A	N/A	SUN SS from MESD
Hunger Relief Services				
Emergency Food Pantry: # of households served per pantry distribution	40	N/A	40	SUN SS from Oregon Food Bank
Harvest Share: # of households served per distribution	60	N/A	50	SUN SS from Oregon Food Bank

Output or Outcome	100% funding level	75% funding level	New Sites (first year)	Source
Extended Summer Meals: # of children 1-18 served per day during extended summer service weeks	50	N/A	50	SUN SS from school districts

TABLE 6

SUN Community Schools and Layered Services: Sorted by Region

This table represents the best estimate of which SUN Community School sites have incorporated additional or layered services into the base operation at the site at the time this model is being developed. Therefore, some of these layered services are in place at certain sites now, and others will be so as of July 1, 2016.

Region	Contracted through DCHS RFP	School	Contractor Type	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
1		Arleta K-8	Portland Parks & Recreation				
1	X	Bridger K-8	Culturally Specific: Latino				
1	X	Buckman Elementary	Region				
1	X	Creston K-8	Region				
1	X	Franklin High School	Region				
1		Grout Elementary	Portland Parks & Recreation				
1	X	Jackson Middle School	Region				
1	X	Kelly Elementary	Culturally Specific: Latino			X	
1		Lane Middle School	Portland Parks & Recreation			Y	
1	X	Lent K-8	Culturally Specific: Asian Pacific Islander		X	Y	
1	X	Markham Elementary	Region				
1	X	Marysville K-8	Region		X		
1		Mt. Tabor Middle School	Portland Parks & Recreation				
1	X	Robert Gray Middle School	Region				
1	X	Whitman Elementary	Region		X		
1	X	Woodmere Elementary	Region		X		
2	X	Beach K-8	Region				

Region	Contracted through DCHS RFP	School	Contractor Type	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
2		Beaumont Middle School	Portland Parks & Recreation				
2	X	Boise-Eliot – Humboldt PK-8	Culturally Specific: African American		X		
2	X	Cesar Chavez K-8	Culturally Specific: Latino		X	X	
2		Faubion PK-8	Portland Parks & Recreation				
2	X	George Middle School	Culturally Specific: African Immigrant	X			
2	X	Harrison Park K-8	Culturally Specific: Asian Pacific Islander		X	Y	
2	X	Harvey Scott K-8	Culturally Specific: Latino		X		
2	X	James John Elementary	Region		X		
2	X	Jefferson High School	Culturally Specific: African American				
2	X	King PK-8	Culturally Specific: African American				
2	X	Lee K-8	Culturally Specific: Asian Pacific Islander		X		
2	X	Madison High School	Culturally Specific: Asian Pacific Islander			X	
2	X	Ockley Green – Chief Joseph K-8	Region				
2	X	Peninsula K-8	Region				
2	X	Rigler K-8	Culturally Specific: Latino		X		
2	X	Roosevelt High School	Region	X		Y	
2		Roseway Heights K-8	Portland Parks & Recreation				
2	X	Sabin PK-8	Region				
2		Sitton Elementary	Portland Parks & Recreation	X	X		X
2	X	Vernon PK-8	Culturally Specific: African American				
2	X	Vestal K-8	Culturally Specific: Asian Pacific Islander		X		
2	X	Woodlawn PK-8	Culturally Specific: African American		X	Y	
3		Alice Ott Middle School	Portland Parks & Recreation				
3		Cherry Park Elementary	Metropolitan Family Service (jointly funded by Portland Children's Levy, David Douglas School District and Multnomah County)		X		

Region	Contracted through DCHS RFP	School	Contractor Type	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
3	X	David Douglas High School	Culturally Specific: African American	X		X	
3	X	Earl Boyles Elementary	Region		X	X	
3	X	Floyd Light Middle	Culturally Specific: Latino			Y	
3	X	Gilbert Heights Elementary	Region		X		
3	X	Gilbert Park Elementary	Culturally Specific: Slavic		X	X	
3	X	Lincoln Park Elementary	Culturally Specific: Asian Pacific Islander		X		
3	X	Menlo Park Elementary	Region		X	Y	
3	X	Mill Park Elementary	Culturally Specific: African Immigrant		X	Y	
3		Parkrose High School	Portland Parks & Recreation	X			
3		Parkrose Middle	IRCO (jointly funded by Portland Children's Levy, Portland Public Schools and Multnomah County)	X			
3	X	Prescott Elementary	Culturally Specific: African American	X	X		
3	X	Ron Russell Middle	Culturally Specific: Latino				
3	X	Sacramento Elementary	Region	X	X		
3	X	Shaver Elementary	Region	X	X	X	
3		Ventura Park Elementary	IRCO (jointly funded by Portland Children's Levy, David Douglas School District and Multnomah County)		X		
3		West Powellhurst Elementary	Metropolitan Family Service (jointly funded by Portland Children's Levy, David Douglas School District and Multnomah County)		X		
4	X	Alder Elementary	Region	X	X	X	
4	X	Davis Elementary	Region		X		X
4	X	Fairview Elementary	Region		X		
4	X	Glenfair Elementary	Region	X	X	X	
4	X	Hartley Elementary	Culturally Specific: Latino		X		
4	X	HB Lee Middle School	Region				

Region	Contracted through DCHS RFP	School	Contractor Type	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
4		Margaret Scott Elementary	Boys and Girls Club (funded by Portland Children's Levy and Boys & Girls Club)		X		
4	X	Reynolds High School	Culturally Specific: African American				
4	X	Reynolds Middle School	Culturally Specific: Latino			X	
4	X	Salish Ponds Elementary	Region		X		
4	X	Walt Morey Middle	Culturally Specific: Slavic				
4	X	Wilkes Elementary	Culturally Specific: Latino		X		
4	X	Woodland Elementary	Culturally Specific: Latino		X		
5		Centennial High School	Impact NW (funded through district 21st CCLC grant)				
5		Centennial Middle School	Portland Parks & Recreation	X			
5	X	Clear Creek Middle School	Culturally Specific: Latino	X			
5	X	East Gresham Elementary	Culturally Specific: Latino	X	X	X	
5	X	Gordon Russell Middle	Region				
5	X	Gresham High School	Region				
5	X	Hall Elementary	Culturally Specific: Latino	X	X		
5	X	Highland Elementary	Culturally Specific: Latino	X	X		X
5		Lynch Meadows Elementary	Metropolitan Family Service (funded through district 21st CCLC grant)		X		
5	X	Lynch View Elementary	Culturally Specific: Native American		X	X	
5	X	Lynch Wood Elementary	Culturally Specific: Native American	X	X		X
5	X	Dexter McCarty Middle School	Region				
5	X	North Gresham Elementary	Region		X		
5	X	Oliver Elementary	Region		X		
5	X	Parklane Elementary	Region		X		

**NOTE: In the Emergency Food Pantry column, X = site funded by Multnomah County, Y = site funded by Portland Children's Levy; both are funded in partnership with the Oregon Food Bank.*

TABLE 7

SUN Community Schools and Layered Services: Sorted by Contractor Type

This table represents the best estimate of which SUN Community School sites have incorporated additional or layered services into the base operation at the site at the time this model is being developed. Therefore, some of these layered services are in place at certain sites now, and others will be so as of July 1, 2016.

Region	Contracted through DCHS RFP	School	Contractor Type (Table7 is sorted by this column)	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
4		Margaret Scott Elementary	Boys and Girls Club (funded by Portland Children's Levy and Boys & Girls Club)		X		
2	X	Boise-Eliot – Humboldt PK-8	Culturally Specific: African American		X		
2	X	Jefferson High School	Culturally Specific: African American				
2	X	King PK-8	Culturally Specific: African American				
2	X	Vernon PK-8	Culturally Specific: African American				
2	X	Woodlawn PK-8	Culturally Specific: African American		X	Y	
3	X	David Douglas High School	Culturally Specific: African American	X		X	
3	X	Prescott Elementary	Culturally Specific: African American	X	X		
4	X	Reynolds High School	Culturally Specific: African American				
2	X	George Middle School	Culturally Specific: African Immigrant	X			
3	X	Mill Park Elementary	Culturally Specific: African Immigrant		X	Y	
1	X	Lent K-8	Culturally Specific: Asian Pacific Islander		X	Y	
2	X	Harrison Park K-8	Culturally Specific: Asian Pacific Islander		X	Y	
2	X	Lee K-8	Culturally Specific: Asian Pacific Islander		X		
2	X	Madison High School	Culturally Specific: Asian Pacific Islander			X	
2	X	Vestal K-8	Culturally Specific: Asian Pacific Islander		X		
3	X	Lincoln Park Elementary	Culturally Specific: Asian Pacific Islander		X		
1	X	Bridger K-8	Culturally Specific: Latino				
1	X	Kelly Elementary	Culturally Specific: Latino			X	
2	X	Cesar Chavez K-8	Culturally Specific: Latino		X	X	

Region	Contracted through DCHS RFP	School	Contractor Type (Table7 is sorted by this column)	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
2	X	Harvey Scott K-8	Culturally Specific: Latino		X		
2	X	Rigler K-8	Culturally Specific: Latino		X		
3	X	Floyd Light Middle	Culturally Specific: Latino			Y	
3	X	Ron Russell Middle	Culturally Specific: Latino				
4	X	Hartley Elementary	Culturally Specific: Latino		X		
4	X	Reynolds Middle School	Culturally Specific: Latino			X	
4	X	Wilkes Elementary	Culturally Specific: Latino		X		
4	X	Woodland Elementary	Culturally Specific: Latino		X		
5	X	Clear Creek Middle School	Culturally Specific: Latino	X			
5	X	East Gresham Elementary	Culturally Specific: Latino	X	X	X	
5	X	Hall Elementary	Culturally Specific: Latino	X	X		
5	X	Highland Elementary	Culturally Specific: Latino	X	X		X
5	X	Lynch View Elementary	Culturally Specific: Native American		X	X	
5	X	Lynch Wood Elementary	Culturally Specific: Native American	X	X		X
3	X	Gilbert Park Elementary	Culturally Specific: Slavic		X	X	
4	X	Walt Morey Middle	Culturally Specific: Slavic				
5		Centennial High School	Impact NW (funded through district 21st CCLC grant)				
3		Ventura Park Elementary	IRCO (jointly funded by Portland Children's Levy, David Douglas School District and Multnomah County)		X		
3		Parkrose Middle	IRCO (jointly funded by Portland Children's Levy, Portland Public Schools and Multnomah County)	X			
5		Lynch Meadows Elementary	Metropolitan Family Service (funded through district 21st CCLC grant)		X		
3		Cherry Park Elementary	Metropolitan Family Service (jointly funded by Portland Children's Levy, David Douglas School District and Multnomah County)		X		

Region	Contracted through DCHS RFP	School	Contractor Type (Table7 is sorted by this column)	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
3		West Powellhurst Elementary	Metropolitan Family Service (jointly funded by Portland Children's Levy, David Douglas School District and Multnomah County)		X		
1		Arleta K-8	Portland Parks & Recreation				
1		Grout Elementary	Portland Parks & Recreation				
1		Lane Middle School	Portland Parks & Recreation			Y	
1		Mt. Tabor Middle School	Portland Parks & Recreation				
2		Beaumont Middle School	Portland Parks & Recreation				
2		Faubion PK-8	Portland Parks & Recreation				
2		Roseway Heights K-8	Portland Parks & Recreation				
2		Sitton Elementary	Portland Parks & Recreation	X	X		X
3		Alice Ott Middle School	Portland Parks & Recreation				
3		Parkrose High School	Portland Parks & Recreation	X			
5		Centennial Middle School	Portland Parks & Recreation	X			
1	X	Buckman Elementary	Region				
1	X	Creston K-8	Region				
1	X	Franklin High School	Region				
1	X	Jackson Middle School	Region				
1	X	Markham Elementary	Region				
1	X	Marysville K-8	Region		X		
1	X	Robert Gray Middle School	Region				
1	X	Whitman Elementary	Region		X		
1	X	Woodmere Elementary	Region		X		
2	X	Beach K-8	Region				
2	X	James John Elementary	Region		X		
2	X	Ockley Green – Chief Joseph K-8	Region				
2	X	Peninsula K-8	Region				

Region	Contracted through DCHS RFP	School	Contractor Type (Table7 is sorted by this column)	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
2	X	Roosevelt High School	Region	X		Y	
2	X	Sabin PK-8	Region				
3	X	Earl Boyles Elementary	Region		X	X	
3	X	Gilbert Heights Elementary	Region		X		
3	X	Menlo Park Elementary	Region		X	Y	
3	X	Sacramento Elementary	Region	X	X		
3	X	Shaver Elementary	Region	X	X	X	
4	X	Alder Elementary	Region	X	X	X	
4	X	Davis Elementary	Region		X		X
4	X	Fairview Elementary	Region		X		
4	X	Glenfair Elementary	Region	X	X	X	
4	X	HB Lee Middle School	Region				
4	X	Salish Ponds Elementary	Region		X		
5	X	Gordon Russell Middle	Region				
5	X	Gresham High School	Region				
5	X	Dexter McCarty Middle School	Region				
5	X	North Gresham Elementary	Region		X		
5	X	Oliver Elementary	Region		X		
5	X	Parklane Elementary	Region		X		

**NOTE: In the Emergency Food Pantry column, X = site funded by Multnomah County, Y = site funded by Portland Children's Levy; both are funded in partnership with the Oregon Food Bank.*

APPENDIX A: SUN SERVICE SYSTEM WELLNESS GUIDELINES

GUIDELINES FOR SUN COMMUNITY SCHOOLS, MULTNOMAH STABILITY INITIATIVE, YOUTH ADVOCACY, AND PARENT CHILD DEVELOPMENT PROGRAMS

Information Removed. Find complete Wellness Guidelines in the full model online.

GUIDELINES FOR SUN COMMUNITY SCHOOLS

I. Align with statewide nutrition standards (Oregon Nutrition Standards, HB 2650 Oregon Law) for food and beverages served outside of the federal Afterschool Meal and Snack Program to children and youth <u>during regular programming.</u>

A. Snacks served in SUN Community Schools will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Snacks offered during all regular programming served outside of the federal Afterschool Meal and Snack Program should be based on the children's ages and other considerations (i.e., dietary restrictions and allergies) and be in alignment with Oregon Nutrition Standards.

B. Soda and other beverages that do not meet the Oregon Nutrition Standards should not be distributed.

C. Water is the preferred beverage and will be made available with all meals and snacks.

D. SUN Community School site managers and contractors will not use food or beverages as a <u>regular incentive</u> and will not withhold food or beverages as punishment.

II. Provide nutritious food and promote healthy choices at SUN Community Schools family nights, showcases and other events.

A. SUN Community Schools will make every effort to distribute healthful foods at family and group events. This includes:

- Offering fruits and vegetables, whole grains and low-fat dairy
- Incorporating foods of higher nutritional value when offering foods of lower nutritional value
- Limiting refined ("white") grains, including white bread, white rice, white pasta and white flour
- Limiting the purchase of food or products prepared by deep frying

B. Soda and other beverages that do not meet the Oregon Nutrition Standards should not be distributed.

C. Water is the preferred beverage and will be made available with all meals and snacks.

D. Foods of diverse selection shall be provided to include cultural and ethnic favorites.

III. Provide and promote opportunities for moderate to vigorous physical activity for SUN Community School youth participants.

A. The SUN Community School goal is for students to engage in at least 60 minutes of moderate to vigorous physical activity each week during non-school hours.

B. To this end, SUN Community Schools will offer and promote activities that encourage students to engage in physical activity for at least 60 minutes each week. Examples include recess, structured classes, sports teams, exercise clubs, activity incorporated into other programming, and/or promotion of physical activity at home or in the community.

C. Programming and promotional efforts should include opportunities for both structured and unstructured activities for students to release energy and relieve stress.

D. All SUN Community School participants, including students with disabilities and special health-care needs, should have access to physical activity offerings.

E. SUN Community School site managers and contractors will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, classes) as punishment.

F. Activity offerings should be reflective of and responsive to students' cultural and ethnic origins and cultural norms/values.

IV. Limit commercial advertising in SUN Community Schools.

A. SUN Community Schools, to the extent possible, shall seek to limit commercial influence and exposure to advertising as it relates to nutrition, wellness and physical activity.

V. Implement standards that limit non-educational screen time activity aligned with age-appropriate recommendations by the American Academy of Pediatrics.

A. SUN Community Schools will limit non-educational screen time in programs and activities. Computer and portable technology use in SUN Community Schools shall be homework-related or a part of a specific activity during programming.

B. The use of non-educational screen time (e.g., movies, free time on computers, etc.) as an incentive should be sporadic.

C. The use of screen time in free time should be on a limited basis.

Section 4

Annual Document Templates and Examples

Provided in this section are templates for required annual planning and reporting for SUN Community Schools along with an annual plan that has examples of strategies designed to provide additional guidance and format suggestions.

Also included in this section are the required program elements for SUN Community Schools as identified in the SUN SS Program Model found in its entirety at https://multco.us/sun/ and the SUN CS publicity standards.

_____ SUN Community School
Annual Plan 20___-____

I. FOCUS AREA

PRINCIPAL: SUN SITE MANAGER:

The Principal and SUN CS Site Manager choose a top focus area for collective action in the coming year, by referring to the indicators or goals listed in your most current Comprehensive Achievement Plan or School Improvement Plan and considering any other important areas of need in your school community. Some questions to consider: What areas of growth are being made? What are the gaps? What initiatives seem to be stalled or not effective? What would have the biggest impact on closing your school's gaps, especially with underserved populations? What priorities have resources or partners available to participate?

What is your focus area? And what is the specific goal of that focus area? Please include focus populations and data target(s).

Partners and Resources that Will Help You Meet Your Goal

- How can your partners and resources be specifically aligned to meet this goal? What do partners need to know to better align efforts?
- What actions would address the gaps for underserved student populations?

	Available *Who & what*	**Needed**	**Timeline** *What is the projected timeframe?*
PARTNERS			
RESOURCES			
TRAINING			

II. ACADEMIC SUPPORT AND SKILL DEVELOPMENT FOR YOUTH

Output or Outcome (Outcomes are for regular attendees)	**100% funding level**	**75% funding level**
Students will meet reading and math benchmarks, or, for youth who do not meet benchmarks, will meet growth targets	TBD	TBD
Regular attendees attend school regularly (not be chronically absent)	Chronic absence rate of 10% or less or 10% reduction in chronic absence rate	Chronic absence rate of 10% or less or 10% reduction in chronic absence rate
Regularly attending high school students will earn enough credits to be on course to graduate	6 credits	6 credits
Regular attendees will show improvement in developmental assets and interim academic indicators	75%	75%
Offer homework assistance or other age appropriate academic support during each day of extended-day programming	30 min	30 min

NOTE: Include year-long AND summer strategies. Add additional rows to the table if needed.

Area *Check all that apply*	**Specific Strategies (What or How)** *List specific strategies and practices*	**Timeline** *What is the projected timeframe?*	**Lead Person & Supports** *Who is the lead person(s) and who else will be supporting?*	**Resources** *Resources (people, time, dollars, materials, partnerships, training) available and needed*	**Indicators/Outputs (optional)** *Target #, observable change, evidence of success*
☐Reading ☐Math ☐Writing ☐Other: _____					
☐Reading ☐Math ☐Writing ☐Other: _____					

Area *Check all that apply*	**Specific Strategies (What or How)** *List specific strategies and practices*	**Timeline** *What is the projected timeframe?*	**Lead Person & Supports** *Who is the lead person(s) and who else will be supporting?*	**Resources** *Resources (people, time, dollars, materials, partnerships, training) available and needed*	**Indicators/Outputs (optional)** *Target #, observable change, evidence of success*
☐Reading ☐Math ☐Writing ☐Other: _____					

ATTENDANCE

Specific Strategies (What or How) *List specific strategies and practices*	**Timeline** *What are the projected start and end date(s)?*	**Lead Person & Supports** *Who is the lead person(s) and who else will be supporting?*	**Resources** *Resources (people, time, dollars, materials, partnerships) available and needed*	**Indicators/Outputs (optional)** *Target #, observable change, evidence of success*

TRANSITIONS (Kindergarten, 6th Grade or 9th Grade)

Specific Strategies (What or How) *List specific strategies and practices*	**Timeline** *What are the projected start and end date(s)?*	**Lead Person & Supports** *Who is the lead person(s) and who else will be supporting?*	**Resources** *Resources (people, time, dollars, materials, partnerships) available and needed*	**Indicators/Outputs (optional)** *Target #, observable change, evidence of success*

III. FAMILY PARTNERSHIP AND ENGAGEMENT

Output or Outcome	100% funding level	75% funding level
Families (children and adults) will be served in extended-day family programs and services	3 family non-enrollment events	3 family non-enrollment events
Adults (parent and community members) will participate in adult education and life skills development	50	35

NOTE: Add additional rows to the table if needed.

Specific Strategies (What or How) *List specific strategies and practices*	**Timeline** *What are the projected start and end date(s)?*	**Lead Person & Supports** *Who is the lead person(s) and who else will be supporting?*	**Resources** *Resources (people, time, dollars, materials, partnerships) available and needed*	**Indicators/Outputs (optional)** *Target #, observable change, evidence of success*

IV. MEETING BASIC NEEDS

Service Provision, Access, I & R and Linkage to a wide range of services including:

- Housing Stability services
- Economic Self-Sufficiency services
- Health services
- Mental Health services
- Food and Nutrition services

Note: Add additional rows to the table if needed.

Specific Strategies (What or How) *List specific strategies and practices*	**Timeline** *What are the projected start and end date(s)?*	**Lead Person & Supports** *Who is the lead person(s) and who else will be supporting?*	**Resources** *Resources (people, time, dollars, materials, partnerships) available and needed*	**Indicators/Outputs (optional)** *Target #, observable change, evidence of success*

V. COLLABORATION AND SERVICE INTEGRATION

Collaboration Development – Build or deepen collaboration between school staff, lead agency, partners, parents & community members (shared understanding /vision of school as a community school; shared governance; clear communication channels, systems development, etc.)
Family Leadership Team – Strategies designed to engage and develop families to create authentic leadership and connection with the school, especially from historically underserved families or those whose voices are not currently present.
Coordination of Staffing and Communication for Students and Families – Develop and maintain a communication and referral system among partners to ensure the linkage of students and families to a range of services. SUN CS Site Managers participate in groups that support collaboration and integration of services for specific students and families (Data, RTI, Attendance, SIT, BSC, etc.)
Partner Coordination – Connect with all school-based and school-linked service and program partners in the school for coordination, systems development and information sharing purposes

Note: Strategies are required for each heading below. Add additional rows to each table if needed.

COLLABORATION DEVELOPMENT

Specific Strategies (What or How) *List specific strategies and practices*	**Timeline** *What are the projected start and end date(s)?*	**Lead Person & Supports** *Who is the lead person(s) and who else will be supporting?*	**Resources** *Resources (people, time, dollars, materials, partnerships) available and needed*	**Indicators/Outputs (optional)** *Target #, observable change, evidence of success*

FAMILY LEADERSHIP TEAM DEVELOPMENT

Specific Strategies (What or How) *List specific strategies and practices*	**Timeline** *What are the projected start and end date(s)?*	**Lead Person & Supports** *Who is the lead person(s) and who else will be supporting?*	**Resources** *Resources (people, time, dollars, materials, partnerships) aligned to accomplish this*	**Indicators/Outputs (optional)** *Target #, current state of development, observable change expected, evidence of success*

COORDINATION OF STAFFING AND COMMUNICATION FOR INDIVIDUAL STUDENTS

Specific Strategies (What or How) *List specific strategies and practices*	**Timeline** *What are the projected start and end date(s)?*	**Lead Person & Supports** *Who is the lead person(s) and who else will be supporting?*	**Resources** *Resources (people, time, dollars, materials, partnerships) aligned to accomplish this*	**Indicators/Outputs (optional)** *Target #, observable change, evidence of success*

PARTNER COORDINATION				
Specific Strategies (What or How) *List specific strategies and practices*	**Timeline** *What are the projected start and end date(s)?*	**Lead Person & Supports** *Who is the lead person(s) and who else will be supporting?*	**Resources** *Resources (people, time, dollars, materials, partnerships)*	**Indicators/Outputs (optional)** *Target #, observable change, evidence of success*

Anticipated Dates and Hours of Extended-day Programming:

Session I
Dates:

Programming Hours:

Session II
Dates:

Programming Hours:

Session III
Dates:

Programming Hours:

Summer
Dates:

Programming Hours:

SAMPLE SUN Community School
Annual Plan 2016-17

I. FOCUS AREA

PRINCIPAL: XXX SUN SITE MANAGER: XXX

The Principal and SUN CS Site Manager choose a top focus area for collective action in the coming year, by referring to the indicators or goals listed in your most current Comprehensive Achievement Plan or School Improvement Plan and considering any other important areas of need in your school community. Some questions to consider: What areas of growth are being made? What are the gaps? What initiatives seem to be stalled or not effective? What would have the biggest impact on closing your school's gaps, especially with Underserved Populations/students of color? What priorities have resources or partners available to participate?

What is your focus area? And what is the specific goal of that focus area? Please include focus populations and data target(s).

Our focus area is increasing K-2 reading competency and 3rd grade reading scores (in line with our district's goal that all 3rd grade students meet reading benchmarks). The goal is to identify individual 3rd grade students below benchmark in reading and K-2nd grade students with low Dibels reading scores, and provide them with intensive tutoring to increase their scores by a one-year's equivalency beyond their regular annual increase. Focus populations to serve are Latino and African Immigrant ESL students because their benchmark data shows they are struggling more than their white counterparts.

Partners and Resources that Will Help You Meet Your Goal

- How can your partners and resources be specifically aligned to meet this goal? What do partners need to know to better align efforts?
- What actions would address the gaps for underserved student populations?

	Available *Who & what*	**Needed**	**Timeline** *What is the projected timeframe?*
PARTNERS	America Counts tutors; Volunteer Coordinator and local university partner for tutor recruitment; culturally specific partner agency's case managers	Consistent check-ins with partner staff, volunteers, America Counts tutors to align tutoring needs, and discuss students' progress or challenges	Review current year's reading, math benchmark data by end of school year to identify students for tutoring intervention. Identify number of tutors needed in June; confirm numbers in September to set target tutor recruitment number and to recruit participants.
RESOURCES	SUN Tutoring Coordinator; incentives from local Kiwanis; school's budget for teachers to assist in curriculum development and training	Increased # of tutors; school-approved curriculum for extended day setting	Budget information from principal to SUN at end of August; hire SUN Tutoring staff in Sept; receive incentives in Sept.

	Available *Who & what*	Needed	Timeline *What is the projected timeframe?*
TRAINING	Title I Reading Specialist and SUN Coordinator train tutors in fall	Curriculum developed by late summer; tutors recruited by training date; culturally specific partner agency staff at school participate in/ add to training	Recruit tutors by late September's training. Curriculum for extended-day tutoring program available by start of school.

II. ACADEMIC SUPPORT AND SKILL DEVELOPMENT FOR YOUTH

Output or Outcome (Outcomes are for regular attendees)	**100% funding level**	**75% funding level**
Students will meet reading and math benchmarks, or, for youth who do not meet benchmarks, will meet growth targets	TBD	TBD
Regular attendees attend school regularly (not be chronically absent)	Chronic absence rate of 10% or less or 10% reduction in chronic absence rate	Chronic absence rate of 10% or less or 10% reduction in chronic absence rate
Regularly attending high school students will earn enough credits to be on course to graduate	6 credits	6 credits
Regular attendees will show improvement in developmental assets and interim academic indicators	75%	75%
Offer homework assistance or other age appropriate academic support during each day of extended-day programming	30 min/day	30 min/day

NOTE: Include year-long AND summer strategies. Add additional rows to the table if needed.

Area *Check all that apply*	**Specific Strategies (What or How)** *List specific strategies and practices*	**Timeline** *What is the projected timeframe?*	**Lead Person & Supports** *Who is the lead person(s) and who else will be supporting?*	**Resources** *Resources (people, time, dollars, materials, partnerships, training) available and needed*	**Indicators/Outputs (optional)** *Target #, observable change, evidence of success*
☒Reading ☐Math ☐Writing ☐Other:	Offer focused reading and math support twice a week to targeted students in grades 3-5 during extended-day	All terms: Sep-Jun	Lead: SUN CS Site Manager, Principal Supports: 1 teacher, 3 educational assistants	Title I $5,000 for teacher & flexed schedules for EAs SUN CS $1,000 Study Island software/curriculum Teacher time to identify students & specific skill needs	35 students per term will participate and increase benchmark scores in reading

Area *Check all that apply*	**Specific Strategies (What or How)** *List specific strategies and practices*	**Timeline** *What is the projected timeframe?*	**Lead Person & Supports** *Who is the lead person(s) and who else will be supporting?*	**Resources** *Resources (people, time, dollars, materials, partnerships, training) available and needed*	**Indicators/Outputs (optional)** *Target #, observable change, evidence of success*
☒Reading ☒Math ☒Writing ☐Other:	Offer Homework Club Mon-Fri during first 45 min of extended-day programming	All terms: Sep-Jun	Lead: SUN CS Site Manager Supports: 1 educational assistant, volunteer tutors from Reed, PSU, ABC High School	Student tutors from Reed, PSU, ABC High School Title I $ to fund educational assistant SUN CS $ to fund additional staffing	All students participating in extended-day will receive homework assistance
☒Reading ☒Math ☒Writing ☐Other: _____	Provide required tutoring for high school athletes (before afternoon/evening team practice sessions)	All terms: Sep-Jun	Lead: SUN CS Site Manager, athletic coaches Supports: University volunteer or work study tutors, SUN tutoring lead	Student tutors Local grant to fund SUN tutoring lead staff and teacher time	Student athletes sustain acceptable GPA to ensure participation in organized sports
☐Reading ☐Math ☐Writing ☒Other: Enrichment	Provide music classes & experiences to enrich students development	Winter and Spring Terms	Lead: Ethos Supports: SUN CS Site Manager	Ethos provides staffing, materials, supplies	
☐Reading ☐Math ☐Writing ☒Other: Enrichment	Youth-led groups or clubs during extended-day programming, such as Black Student Union, Green Club, MECha, Gay/Straight Alliance	All terms: Sep-Jun	Lead: Youth Supports: SUN CS Site Manager, SUN partner agencies	SUN CS $ curriculum, food supplies	5 groups or clubs each school year with 10 or more students per class

ATTENDANCE				
Specific Strategies (What or How) *List specific strategies and practices*	**Timeline** *What are the projected start and end date(s)?*	**Lead Person & Supports** *Who is the lead person(s) and who else will be supporting?*	**Resources** *Resources (people, time, dollars, materials, partnerships) available and needed*	**Indicators/Outputs (optional)** *Target #, observable change, evidence of success*
Value of school attendance talked about in all school or SUN events (enrollment or non-enrollment); discuss, share data in parent/teacher conferences; include attendance info in registration packets	Back to school events School assemblies Parent/teacher conferences SUN Showcases, events	Lead: Principal Supports: SUN CS Site Manager, secretaries	Staff time SUN CS partner organizations for school and SUN events	Increase awareness of importance of school attendance to youth and families
Hold a consistent student attendance staffing meetings to identify and assign interventions for individual students who are chronically absent	Mtgs at least 2x/month during school year Weekly check-ins with regular SUN attendees	Lead: Principal Supports: counselor, SUN CS Site Manager attendance secretary, teachers, school admins, SUN CS partners	Scheduled, regular meetings for attendance-focused student staffing meetings. Timely data on attendance, academics and other areas	Services and supports for students and families are coordinated, monitored, and followed up in a timely manner Decreased chronic absenteeism
Targeted recruitment of “yellow zone” students (attending 80-89% of school days) in SUN School activities	Review attendance data each month for targeted youth; increased recruitment during SUN CS registration periods	Lead: SUN CS Site Manager Supports: teachers, families, school administrators, counselor	SUN CS partner organizations to assist in recruitment/ SUN sign-up	Yellow zone students increase attendance in school to 90% or better
Family event targeted for students experiencing chronic absenteeism	December	Lead: SUN CS Site Manager Supports: SUN staff, teachers, administrators, SUN CS partners	SUN or school budget for food and childcare	30 families attend whose children are below the 89% mark of attending school days

TRANSITIONS (Kindergarten, 6th Grade or 9th Grade)				
Specific Strategies (What or How) *List specific strategies and practices*	**Timeline** *What are the projected start and end date(s)?*	**Lead Person & Supports** *Who is the lead person(s) and who else will be supporting?*	**Resources** *Resources (people, time, dollars, materials, partnerships) available and needed*	**Indicators/Outputs (optional)** *Target #, observable change, evidence of success*
Hold a transition team meeting in winter to finalize transition activities for the spring through the fall. Develop activities that offer families a variety of ways to connect with the school from the spring through fall	February	Lead: Principal Supports: SUN CS Site Manager, secretaries, kindergarten/6th/9th grade teachers, counselor, family liaisons	Staff time	Shared understanding of transition plan and roles to help welcome families into the building
Offer an informal gathering (ex. Popsicles on the Playground, Ice Cream Social) for incoming families to connect with school staff and with other families prior to the start of the school year	August	Lead: SUN CS Site Manager Supports: Principal, kindergarten/6th/9th grade teachers	Staff time SUN CS $50 for food	20 families will participate
Kindergarten/6th grade/9th grade teachers complete home visits for incoming students	August- October	Lead: Principal, kindergarten/6th/9th grade teachers Supports: SUN Site Manager	Title I Family Involvement $ for teachers to participate in visits	Teachers will each complete 10 home visits to incoming families
Hold a fun fall gathering specifically for kindergarten/6th grade/9th grade families	September- October	Lead: Teachers, SUN Site Manager, Principal	SUN CS and Title I Family Involvement $ for dinner, supplies School staff time to attend and lead/participate	30 families will participate

III. FAMILY PARTNERSHIP AND ENGAGEMENT

Output or Outcome	100% funding level	75% funding level
Families (children and adults) will be served in extended-day family programs and services	3 family non-enrollment events	3 family non-enrollment events
Adults (parent and community members) will participate in adult education and life skills development	50	35

Specific Strategies (What or How) *List specific strategies and practices*	**Timeline** *What are the projected start and end date(s)?*	**Lead Person & Supports** *Who is the lead person(s) and who else will be supporting?*	**Resources** *Resources (people, time, dollars, materials, partnerships) available and needed*	**Indicators/Outputs (optional)** *Target #, observable change, evidence of success*
Hold 3 family dinners in different languages (Spanish, Russian, English) to form relationships, learn about students' home culture & learning styles and hear about issues or questions they have Respond to input on interests and issues – address issues, form ongoing groups as needed	Fall	Lead: Principal, Family Involvement Coord., SUN CS Site Manager Supports: counselor, teachers, ESL EAs	Family Involvement Coord., SUN CS Site Manager, teachers and counselor to plan & conduct outreach Title I Family Involvement $ for dinner, supplies Teacher & SUN staff time to attend & lead/participate	75 parents participate Instruction (day and after) integrates & bridges to home culture & experiences
Offer Adult ESL class	Winter and Spring sessions	Lead: PSU, SUN CS Site Manager coordinates	PSU provides training and staffing SUN CS Site Manager provides outreach and recruitment	20 adults will participate in each session
Hold Family Literacy Night	Feb or Mar 2016	Lead: Principal and SUN CS Site Manager Supports: Team Leaders, all staff	SUN CS and Title I Family Involvement $ for dinner, supplies School staff time to attend and lead/participate Mult Co Library to provide resources & lead book talks	200 people will attend

IV. MEETING BASIC NEEDS

Specific Strategies (What or How) *List specific strategies and practices*	**Timeline** *What are the projected start and end date(s)?*	**Lead Person & Supports** *Who is the lead person(s) and who else will be supporting?*	**Resources** *Resources (people, time, dollars, materials, partnerships) available and needed*	**Indicators/Outputs (optional)** *Target #, observable change, evidence of success*
Partner with ABC Church to provide weekend food backpacks	Sept: Set up and identify families Fall: Implement weekly through end of school year	Lead: School Counselor Supports: ABC Church, SUN CS Site Manager	ABC Church: Food and Volunteers Joe's Business: backpack donations Counselor, SUN CS, teacher identify families and do outreach	15 families a week will receive weekend food backpacks
Coordinate Community Health Fair	Fall 2015	Lead: SUN CS Site Manager Supports: Family Involvement Coord, School nurse, Counselor, PTA	Services: Immunizations, dental screenings, vision screenings, Child Find, OHP sign up Resources: Health Dept, CCFC Family Economic Security, Legacy Trauma Nurses, IRCO, Library, etc. Businesses donate food, raffle prizes	300 people will attend and receive health services and information about community resources
Connect families to health and social services (e.g. rent assistance, energy assistance, housing resources) through Student Support Team/ Building Screening Committee (see IV. below)	Weekly meeting, Sep-Jun	Lead: Principal Supports: SUN CS Site Mgr, Counselor, Attendance Secretary, Teachers, School nurse	Two hours/wk to meet; additional follow-up responsibilities Knowledge of and links to community resources	

V. COLLABORATION AND SERVICE INTEGRATION

Collaboration Development – Build or deepen collaboration between school staff, lead agency, partners, parents & community members (shared understanding /vision of school as a community school; shared governance; clear communication channels, systems development, etc.)
Advisory – A structure will be established to engage in dialogue and solicit input from a broad array of stakeholders to guide the SUN CS development and work. Efforts must engage members from the following groups: youth, parents & family members, and community members
Coordination of Staffing and Communication for Students and Families – Develop and maintain a communication and referral system among partners to ensure the linkage of students and families to a range of services. SUN CS Site Managers participate in groups that support collaboration and integration of services for specific students and families (Data, RTI, Attendance, SIT, BSC, etc.)
Partner Coordination – Connect with all school-based and school-linked service and program partners in the school for coordination, systems development and information sharing purposes

Note: Strategies are required for each heading below. Add additional rows to each table if needed.

COLLABORATION DEVELOPMENT

Specific Strategies (What or How) *List specific strategies and practices*	**Timeline** *What are the projected start and end date(s)?*	**Lead Person & Supports** *Who is the lead person(s) and who else will be supporting?*	**Resources** *Resources (people, time, dollars, materials, partnerships) available and needed*	**Indicators/Outputs (optional)** *Target #, observable change, evidence of success*
Principal and SUN CS Site Mgr share and look at academic and other data together to make decisions about community school efforts (e.g., attendance, school climate, wellness, behavior).	Spring: SUN CS Annual Plan and SIP/CAP joint planning Fall: Gather input of other groups including SUN Advisory Body & finalize Ongoing assessment of plans and efforts	Lead: Principal and SUN CS Site Manager Supports: SUN Advisory Body, parents/families	Scheduled, regular meetings between Principal and SUN CS Site Manager Time at SUN CS Advisory Body meeting and other meetings with parents/family members to share data and decision making	• Decisions about community school collaboration increasingly driven by data (student academic, student health and well being, student behavior, family) • Lead agency and school leadership develop and implement community school plans jointly
School and lead agency staff plan annual budgets together and align resources.	Spring: budget planning for upcoming school year	Lead: Principal and SUN CS Site Mgr Supports: Lead Agency	SUN CS $ School $ Grant and Partner resources	Resources (human, $ and equipment/supplies) are deployed to most strategically meet student needs across the day and out-of-school time

Hold school staff retreat to build a shared vision and understanding of the community school collaboration	Sep/Oct 2015	Lead: Principal Supports: SUN CS Site Manager	Staff time	Shared vision and understanding of the collaboration by the entire school staff Everyone sees themselves as part of SUN CS

FAMILY LEADERSHIP TEAM DEVELOPMENT

Specific Strategies (What or How) *List specific strategies and practices*	**Timeline** *What are the projected start and end date(s)?*	**Lead Person & Supports** *Who is the lead person(s) and who else will be supporting?*	**Resources** *Resources (people, time, dollars, materials, partnerships) aligned to accomplish this*	**Indicators/Outputs (optional)** *Target #, observable change, evidence of success*
conducting 1:1 meetings with parents and family members to build relationship	Sept.-November 2015	Lead: SUN CS Site Manager	Staff time Knowledge of and links to parents and community leaders	10 meetings parents or family members
Invite parents and family members to two language specific events this fall	October, December	Lead: SUN CS Site Manager Supports: school community members (parents, grandparents, or guardians; partners, youth)	SUN CS $ meeting food Translation Services	Provided 2 opportunities targeted to families historically underserved Families will decide whether to have additional opportunities in winter/spring
Increase leadership by providing support and coaching to parents/families of established group by focusing on a goal set by the group	Sept.-Dec. plan Jan.-May implement	Lead: SUN CS Site Manager Supports: P3 Coordinator, school staff as appropriate	TBD	Group members begin to take ownership of process and activities of making progress toward goal
Make 30 phone calls to parents of ELL students to tell them something positive about their student	Sept.-Dec.	SUN Staff	Staff time Working telephone numbers	30 calls made and received

COORDINATION OF STAFFING AND COMMUNICATION FOR INDIVIDUAL STUDENTS

Specific Strategies (What or How) *List specific strategies and practices*	**Timeline** *What are the projected start and end date(s)?*	**Lead Person & Supports** *Who is the lead person(s) and who else will be supporting?*	**Resources** *Resources (people, time, dollars, materials, partnerships) aligned to accomplish this*	**Indicators/Outputs (optional)** *Target #, observable change, evidence of success*
Attendance/Social Services/BSC Team meets to address individual student needs and includes Principal, SUN CS Site Manager, counselor, attendance secretary, teachers	Weekly or bi-weekly meeting, Sep-June	Lead: Principal Supports: SUN CS Site Manager, counselor, attendance secretary, teachers	Two hours to meet; additional follow-up responsibilities Timely data on attendance, academics and other areas Knowledge of and links to community resources when needed Linkage with Partner Coordination Meetings (see below)	Services and supports for individual students and families are coordinated, monitored and followed up with in a timely manner Students identified in staffing meeting are recruited for appropriate SUN activities

PARTNER COORDINATION

Specific Strategies (What or How) *List specific strategies and practices*	**Timeline** *What are the projected start and end date(s)?*	**Lead Person & Supports** *Who is the lead person(s) and who else will be supporting?*	**Resources** *Resources (people, time, dollars, materials, partnerships)*	**Indicators/Outputs (optional)** *Target #, observable change, evidence of success*
Convene quarterly SUN Partner Coordination Meetings to connect all school-based and school-linked service and program partners	Quarterly beginning Sept	Lead: SUN CS Site Manager Supports: Principal, School-based and school-linked partners	Two hours/quarterly to meet	All school-based and school-linked partners will be aware of each other's efforts and have opportunities to coordinate efforts, plan joint events, share information and troubleshoot issues

SUN Community Schools
Budget Review & Annual Plan
Principal Signature Sheet 20XX-XX

School:_____

By signing, I am verifying that I have participated in the development of the SUN CS Annual Plan for FY XX-XX school year and that it is aligned with the school improvement plan.

I also have reviewed the budget and understand how it relates to the joint goals and activities detailed in the plan.

_____

School Principal Signature **Date**

_____

School Principal (Printed)

Schools Uniting Neighborhoods

Half Yearly Progress Report FY _____

Lead Agency _____ School _____

Reporting Period July 20 through December 20

I. ACTIVITIES AND OUTCOMES

A. For each area in the Annual Plan, indicate the strategies you employed in the first half of the year (July –December) and your overall assessment of their effectiveness and/or impact.

I. Academic Support and Skill Development for Youth

a.) Include your focus area (s) and what activities occurred in this time frame.

II. Family Involvement / Engagement

a) List events and describe strategies intentionally designed to engage families from various backgrounds

III. Meeting Basic Needs

IV. Collaboration and Service Integration

a.) Collaboration Development - Describe strategies used to build or deepen collaboration between school staff, lead agency, partners & community members.

b.) Family Leadership Team Development - Describe the stage of development the group is in, progress made to date and anticipated steps to continue growth.

c.) Student Support Meetings - Describe the support/intervention structure(s) at the school that focuses on academic or social needs of individual students, the number of times it met this period and the number of times SUN participated.

d.) Partner Coordination - Indicate the number of times SUN connected with or convened partners in this period, what partners participated and briefly explain how the partnership is supporting the school's goals as identified in the School Improvement Plan or Comprehensive Achievement Plan.

B. Transitions

I. Transitions are supports provided students entering or exiting elementary, middle or high school. Indicate the transition activities implemented in this time period and provide an overall assessment of their effectiveness and/or impact.

SCHOOLS UNITING NEIGHBORHOODS

C. Chronic Absence

I. What activities or strategies did the school engage in to support regular school attendance and reduce chronic absence? Describe any attendance meetings SUN participated in and how SUN staff supported the attendance efforts.

E. Wellness Guidelines

I. Please describe how you have worked to ensure alignment with the Wellness Guidelines

II. Please provide at least one example for each of the guideline's five areas (I, II, III, IV, V) of how SUN is implementing the Wellness Guidelines.

III. Please describe how SUN communicates Wellness Guideline expectations to contractors and volunteers.

IV. Describe successes as well as challenges faced while implementing the guidelines.

II. STORIES/MATERIALS

Share any great stories or materials (flyers, posters, handbooks, photos, etc.) you have from this time period. Please attach copies of materials as available.

Please also provide the following information for the period (July-December):

A. Number of extended hours the SUN school was open in a typical week:

B. Typical programming days and hours for extended-day:

C. Total number of weeks SUN held summer programming:

D. Total number of volunteers:

E. Total number of volunteer hours:

F. Total resources raised or leveraged this year:

- Cash
- In-kind

III. PLANNED PROGRAM REVISIONS

Describe any significant additions or changes planned for the second half of the year.

Students are considered "at risk of academic failure" if they have one or more of the following characteristics: Behavioral Issues; Delinquent Behavior; English not Primary Language; Family Issues including: Alcohol & Drugs, Criminality, Discord, Domestic Violence and Mental Health; Foster Care; Gang Involvement (or Risk of); Homelessness; Individualized Education Plan (IEP); Mental Health; Poor Academic Performance; Poor Class Attendance; Poverty; Substance Abuse; Suspension/ Expulsion; Teen Pregnancy or other challenging situations or characteristics that may apply.

Schools Uniting Neighborhoods

Year-End Progress Report FY _____

Lead Agency _____ School _____

Reporting Period July 20 _____ through June 20 _____

I. ACTIVITIES AND OUTCOMES

A. For each area in the Annual Plan, indicate the strategies you employed in the second half of the year (January- June) and your overall assessment of their effectiveness and/or impact.

I. Academic Support and Skill Development for Youth

a.) Include measured progress, as available, toward the Annual Plan's focus area and strategies designed to make progress.

b.) Briefly highlight activities listed in the Annual Plan or of special significance.

II. Family Involvement / Engagement

a) List events and describe strategies intentionally designed to engage families from various backgrounds.

III. Meeting Basic Needs

a.) Describe the activities and efforts to support students' and families' basic needs

IV. Collaboration and Service Integration

a.) Collaboration Development- Describe strategies used to build or deepen collaboration between school staff, lead agency, partners & community members.

b.) Family Leadership Team Development - Describe the stage of development the group is in, progress made to date and anticipated steps to continue growth.

c.) Student Support Meetings- Describe the student support structure(s) at your school that focuses on academic or social needs of individual students at your school, the number of times it met this period and the number of times you participated.

d.) Partner Coordination-Indicate the number of times you connected with or convened partners in this period and what partners participated.

B. Transitions

I. Transitions are supports provided students entering or exiting elementary, middle or high school. Indicate the transition activities implemented in this time period and provide an overall assessment of their effectiveness and/or impact.

C. Chronic Absence

I. What activities or strategies did the school engage in to support regular school attendance and reduce chronic absence? Describe any attendance meetings SUN participated in and how SUN staff supported the attendance efforts.

D. Wellness Guidelines

I. Please describe how you have worked to ensure alignment with the Wellness Guidelines

II. Please provide at least one example for each of the guideline's five areas (I, II, III, IV, V) of how SUN is implementing the Wellness Guidelines.

III. Please describe how SUN communicates Wellness Guideline expectations to contractors and volunteers.

IV. Describe successes as well as challenges faced while implementing the guidelines.

II. STORIES/MATERIALS

Share any great stories or materials (flyers, posters, handbooks, photos etc.), you have from this time period. Please attach copies of materials as available.

Please also provide the following information for the **full year** (July-June):

A. Number of extended hours the SUN school was open in a typical week:

B. Typical programming days and hours for extended-day:

C. Total number of weeks extended-day programming was offered during the school year:

D. Total number of volunteers:

E. Total number of volunteer hours:

F. Total resources raised or leveraged this year:

- Cash
- In-kind

III. PLANNED PROGRAM REVISIONS

Describe any significant additions or changes planned for the next year.

Students are considered "at risk of academic failure" if they have one or more of the following characteristics: Behavioral Issues; Delinquent Behavior; English not Primary Language; Family Issues including: Alcohol & Drugs, Criminality, Discord, Domestic Violence and Mental Health; Foster Care; Gang Involvement (or Risk of); Homelessness; Individualized Education Plan (IEP); Mental Health; Poor Academic Performance; Poor Class Attendance; Poverty; Substance Abuse; Suspension/ Expulsion; Teen Pregnancy or other challenging situations or characteristics that may apply.

SUN Service System

Service Delivery Model

November 6, 2015

Department of County Human Services
SUN Service System
421 SW Oak, Suite 200
Portland, Oregon 97204

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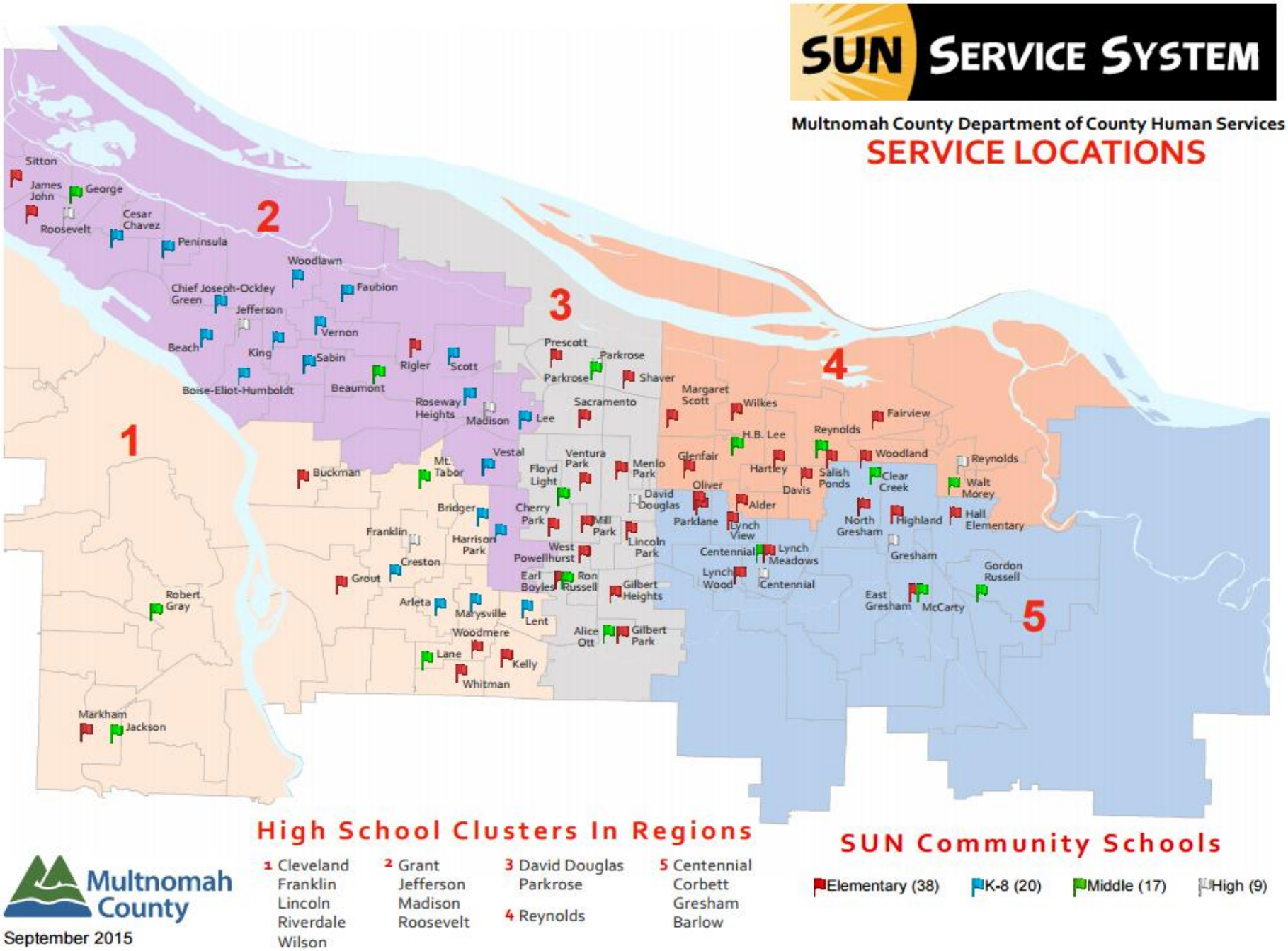
Appendix A: SUN Service System Wellness Guidelines 30

For more information, please visit our website: https://multco.us/sun

Contact: Peggy Samolinski, peggy.l.samolinski@multco.us, 503-988-7453


SUN SERVICE SYSTEM
Multnomah County Department of County Human Services
SERVICE LOCATIONS
1
2
3
4
5
Sitton
James John
George
Roosevelt
Cesar Chavez
Peninsula
Woodlawn
Faubion
Chief Joseph-Ockley Green
Jefferson
Vernon
Beach
King
Sabin
Rigler
Scott
Boise-Eliot-Humboldt
Beaumont
Roseway Heights
Madison
Lee
Prescott
Parkrose
Parkrose
Shaver
Sacramento
Margaret Scott
Wilkes
Fairview
H.B. Lee
Reynolds
Woodland
Reynolds
Glenfair
Hartley
Salish Ponds
Clear Creek
Walt Morey
Davis
Oliver
Alder
Buckman
Mt. Tabor
Vestal
Ventura Park
Floyd Light
Menlo Park
David Douglas
Bridger
Cherry Park
Mill Park
Parklane
Lynch View
North Gresham
Highland
Hall Elementary
Franklin
Harrison Park
West Powellhurst
Lincoln Park
Centennial
Lynch Meadows
Gresham
Creston
Grout
Earl Boyles
Ron Russell
Gilbert Heights
Lynch Wood
Centennial
Gordon Russell
Robert Gray
Arleta
Marysville
Lent
East Gresham
McCarty
Woodmere
Alice Ott
Gilbert Park
Lane
Kelly
Whitman
Markham
Jackson
High School Clusters In Regions
1 Cleveland
Franklin
Lincoln
Riverdale
Wilson
2 Grant
Jefferson
Madison
Roosevelt
3 David Douglas
Parkrose
4 Reynolds
5 Centennial
Corbett
Gresham
Barlow
SUN Community Schools
Elementary (38)
K-8 (20)
Middle (17)
High (9)
Multnomah County
September 2015

SCHOOL-BASED SERVICES AND STRATEGIES

SUN COMMUNITY SCHOOLS

SUN Community Schools are a place-based, collective impact strategy to improve children's educational success and family stability. The strategy develops full-service neighborhood hubs where the school and partners from across the community come together to make sure children and families have what they need to be successful—in school and in life. SUN Community Schools mobilize and strategically organize community resources to provide:

- A strong core instructional program
- Educational support and skill development for children, youth and adults
- Enrichment and recreation activities
- Family involvement and support
- Social, health and mental health resources
- Family and community events

SUN Community Schools remove barriers for students and families so they can achieve academic success, family stability and economic prosperity. SUN Community Schools transform local schools into community learning centers and service delivery sites year-round: before and after school, evenings, weekends and during the summer. SUN Community Schools are open to the entire community and people of all ages, but focus their recruitment and service integration efforts on the students, families and community living in the catchment area for that school.

The SUN site manager is responsible for the overall coordination of services, activities and partnerships in the building. All service contractors at a SUN Community School site are expected to work collaboratively with the SUN Community School site manager to create an integrated system of services for students and families.

TARGET POPULATIONS

SUN Community School services and programs follow a targeted universal approach. This means that while they are not exclusive to a particular group and serve a broad range of students and families from the school site and surrounding community, focused recruitment of students experiencing academic failure and those who are historically underserved is required.

These students may include those who have some of these characteristics: behavioral issues; delinquent behavior; English not primary language; family issues including alcohol and drugs, criminality, discord, domestic violence and mental health; foster care; gang involvement (or risk of); homelessness; individualized education plan (IEP); mental health; poor academic performance; poor class attendance; poverty; substance abuse; suspension/expulsion; and teen pregnancy.

SITES AND CONTRACTORS

As stated previously, on July 1, 2015, SUN Community Schools are located in 85 schools, funded through a variety of sources. Regardless of funding source, all SUN Community Schools have a non-school-district lead contractor that acts as managing partner for the community schools effort. Lead contractors may be nonprofit agencies or City of Portland Parks & Recreation staff. Multnomah County contracts for 67 SUN Community Schools through nonprofit organizations identified through a competitive public Request for Proposal process.

Table 6 (page 22) shows the 85 SUN Community School sites and indicates the contractor type for each school, as well as denoting which community schools are procured and contracted through the county.

SITE OPERATIONS AND COLLABORATION

The lead contractor collaboratively manages the implementation of the SUN Community Schools strategy with the school leadership and staff. This includes the hiring process for a SUN Community School site manager, needs assessment, planning processes and budgeting.

SITE MANAGEMENT AND REQUIRED STAFFING

At each SUN Community School, a full-time site manager facilitates and provides leadership for a collective impact collaboration at the school site and develops systems to coordinate an array of social and support services for children, families and community members. As part of this, the site manager coordinates and supports partners at the school, in alignment with the School Improvement Plan, to ensure the maximum impact of collective efforts on academic success.

In the extended-day hours, the site manager acts as the coordinator of <u>all</u> extended-day services and partners within a school building.

The SUN Community School site manager:

- Provides leadership for and facilitates planning, development and implementation of a collective, collaborative effort between school staff, community members, partner organizations, families and youth to improve educational outcomes and family stability.
- Plans and directs efforts to engage youth, families and the community in the school at various levels (needs assessment/planning input, receipt of services, participation in volunteer and paid work, decision making and leadership).
- Develops and coordinates a Family Leadership Team.
- Facilitates alliances and partnerships with state, county, city, nonprofit and community organizations (such as businesses and faith communities) to establish a continuum of services delivered at or linked to the school site. The aim is to provide the greatest level of access and integration to the community.
- Provides services directly.
- Manages scheduling, oversight and evaluation of extended-day programs, services and staff.

- Designs and manages volunteer systems, including volunteer recruitment, training and support outside of the school day.
- Develops additional resources for the children and families at the school through leveraging resources from partners and pursuing other opportunities (such as grants or donation requests).
- Establishes relationships with local businesses to promote their involvement in the school.

At sites that receive the 100% funding level, a part-time activities coordinator/extended-day assistant is required as part of the SUN model. The number of hours of activity coordination is established through annual planning, budgeting and prioritization that occurs collaboratively between the principal, lead contractor and site manager.

The Lead Agency (whether Regional Service Provider, culturally specific contractor, or city) provides supervision and linkage for the SUN Community School site. The Lead Agency co-manages the SUN Community School development and implementation with the school principal. SUN Community School Lead Agency roles include:

- Hiring the SUN Community School site manager jointly with the principal and appropriate Family Leadership Team members, school staff, parents and/or community partners. The Lead Agency, with the established advisory group(s), the school(s) and other participants, will develop a job description outlining the responsibilities and roles of the SUN Community School site manager.
- Supervising and supporting the work of the SUN Community School site manager.
- Participating on an Operations Team with the SUN Community School principal and site manager.
- Participating in the development and facilitation of the SUN Community School Family Leadership Team.
- Providing input and guidance into the Annual Plan for each SUN Community School
- Providing leadership at SUN Community School sites for resource development and business partnership work.
- Linking the SUN Community School with services and resources of the Lead Agency.
- Sharing best practice information and expertise on youth development, promoting school success, service access, self-sufficiency, community building and other areas to the site managers and schools.

NEEDS ASSESSMENT

Both initial and ongoing needs assessments are key to ensuring that the services and partnerships developed meet the specific needs of the individual school community, and that resources are used in a focused way to address priority gaps and issues. Site managers work collaboratively with the principal, Family Leadership Team, community partners, school staff, youth, parents and community members to conduct local needs assessment. Needs assessment should include review of data/outcomes, interviews with key players in the school community, identifying barriers and opportunities experienced by historically underserved communities, focus groups and community visioning. Community visioning is intended to be done during the first year of a site's development, and revisited regularly (every two to three years, or more frequently if needed). For new SUN Community School sites, expectations for the

fall of the first year include specific outreach and needs assessment activities. See the "New Sites" section on page 15 for more information. The needs assessment is then used to establish a SUN Community School annual plan and budget.

Annual Plan

The Annual Plan outlines a comprehensive aligned service system that addresses the unique needs of the school site and supports the School Improvement Plan or Comprehensive Achievement Plan. Alignment between the Annual Plan and its focus area(s) and the school's efforts and planning is essential to achieving the most strategic use of partnerships and resources, and thus making the greatest gains. Extended-day activities are to be linked with the school-day vision, curriculum and teaching practices in order to provide a consistent, integrated experience for youth and families. The principal shall have the final decision on what services will be provided in the school. The principal and Family Leadership Team participate in development of and sign off on the final Annual Plan and the budget for the SUN Community School funding the Lead Agency receives in its contract.

Operating Functions

The Lead Agency ensures that the following functions are fulfilled as part of the SUN Community School effort: operations, service coordination for individual students and families, partner coordination, and service access/information and referral. The manner in which these functions are fulfilled will vary from site to site and is based on existing structures. New teams or groups do not need to be established if there are existing groups or structures that can carry out these functions.

Operations

The Lead Agency supervisor, site manager and principal act as an operations team for the SUN effort, collaborating to track and address operational issues at the site. The site manager and principal develop clear roles and establish a regular meeting time to support operations and other efforts. The Lead Agency supervisor provides support for community school implementation and connects the site to the Lead Agency's resources (human, social, operational and programmatic).

Service Coordination for Individual Students and Families

In their role of service integration and coordination, SUN Community School site managers develop and maintain a communication and referral system among partners to ensure the linkage of students and families to a range of services. As part of this, SUN Community School site managers are expected to participate in groups of school staff and/or service contractors that identify specific students needing assistance and collaborate and integrate services to meet the needs of those students and their families (such as Building Screening Committees, Student Intervention Teams, Data Teams, Response to Intervention Teams, Equity Teams, and Attendance Response Teams).

Partner Coordination

The site manager facilitates and provides leadership for the collaborative process and development of a continuum of services for children, families and community members within a school neighborhood. As part of this, the site manager is expected to connect with all school-based and school-linked service and program partners in the school for coordination and information sharing purposes. This coordination

may happen individually, in small groups, or through the convening of larger partner coordination meetings.

Service Access/Information and Referral

The site manager will provide a wide range of social, health and mental health services and/or link students and families with resources such as School-Based Health Clinics, Regional Service Providerss, mental health consultants, culturally specific organizations, community clinics and other organizations that can provide these services.

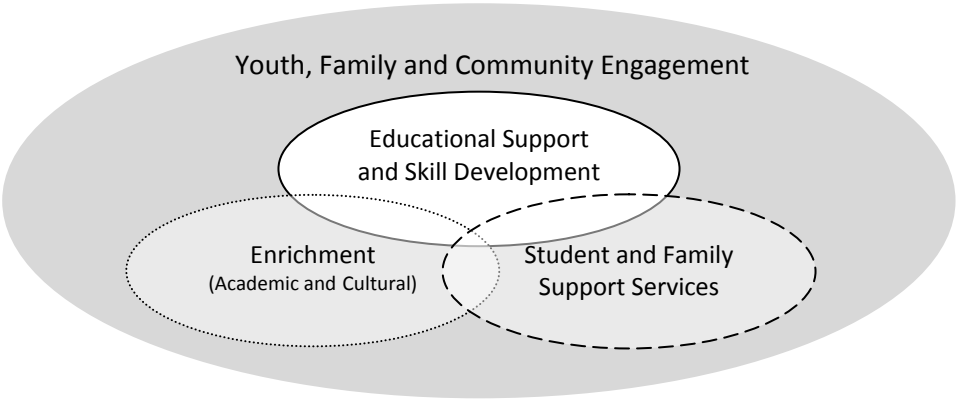
SUN Community School Model: Service Domains and Engagement

There are three core service domains within SUN Community Schools:

- Educational support and skill development for children and adults
- Enrichment
- Student and family support services

Community engagement is essential to the assessment, design and implementation of the services and programs within the three domains. Decisions are to be made with the youth, family and community members they affect.

SUN Community School Model: Service Domains and Engagement



Core Service Domains and Components

Each SUN Community School site is required to provide core services in three domains as outlined in following table (Table 2). Some service components within the domains are required and some are optional to allow for local determination and tailoring of offerings to client and/or community needs. A list of the required service components and examples of optional areas can be found in the Table 2. The optional list is not meant to be exhaustive or all-inclusive. The System encourages innovation and development of strategies that reflect emerging trends, issues and best practices from the community and research. All services are to be delivered using an Assertive Engagement approach and must be culturally responsive, including incorporating elements that promote the development of a positive cultural identity in all youth.

TABLE 2
Core Service Domains and Components

Core Service Domain	Required Service Component(s)	Optional Service Components
Educational Support and Skill Development (for children and adults)	• Academic support • Homework assistance • Tutoring/mentoring • Summer programs • Life skills development • Activities that promote positive cultural identity development • Transition supports for students • Adult education and support (ESL, GED, parenting, etc.) • Elementary and PK-8: Early Kindergarten Transition program (where identified) • High Schools: Workforce development, career and college exploration, Ninth Grade Counts participation	• Student internships, youth employment training • Service learning projects • Project-based learning • Youth case management
Enrichment	• Educational and cultural enrichment • Recreation including physical activity	• Visual and performing arts
Student and Family Support Services	• Crisis planning • Brokering of basic needs, social, health and mental health services to address barriers to learning • Attendance supports • Transition supports for families	

EDUCATIONAL SUPPORT AND SKILL DEVELOPMENT (FOR CHILDREN AND ADULTS)

Educational Support and Skill Development services are delivered during the extended day (before and after school, evenings, weekends and summer) and encompass a wide spectrum of services aimed at providing the educational and developmental support both students and adults need to ensure children's school success and healthy development, including the development of life skills. Although each SUN Community School determines the specific activities that will meet the needs of its students, parents and community, all SUN Community Schools must offer extended-day activities that provide additional learning opportunities and experiences to students as well as adult education. One-third of SUN Community School extended-day activities are to be academically linked. An academically linked activity is one that is intentionally designed to integrate academic content and develop skills that support educational success.

ACADEMIC SUPPORT

Academic support is the central focus of extended-day activities. Many types of activities fall under the academic support category, including:

- Academic classes such as Math Masters, Science Club and others
- Homework assistance

- Tutoring focused on building specific academic skills
- Mentoring, or providing guidance and role model relationships for students to support youth in many areas, including academic, social, cultural, emotional and behavioral
- Project-based learning
- Service learning activities

Homework Assistance

Each site is required to provide 30 minutes per program day of homework assistance or other academic support appropriate to the age level of the students at the site.

Tutoring/Mentoring

Tutoring focuses on building specific academic skills. It involves strategies and concepts taught during the school day as well as supplemental or additional strategies that reinforce the lesson. Extended-day activities commonly use active engagement and experiential learning.

Mentoring includes a spectrum of services and activities ranging in breadth and depth. Whether peer to peer or adult with youth, mentoring provides positive youth relationships for guidance that support youth in healthy development including academic, social, emotional and behavioral growth.

Summer Programs

Summer programs are offered at the school between a school's final day of class in an academic year and the beginning of the next academic year, typically June-August. Each school is required to provide four weeks of summer programming. Program offerings range from enrichment and recreation to academic support and skill building. Schools are to provide activities to support student transitions such as from early childhood to kindergarten, elementary to middle school and middle school to high school.

Activities that Develop Positive Cultural Identity

Positive self identity is an important aspect of youth development and a student's success. Providing opportunities for youth to learn and develop a positive cultural identity is a critical element to programming. Intentional strategies to build awareness, confidence and identity while better understanding historical events and institutional barriers improve youths' understanding of themselves and their environment.

Transition Supports for Students

Transition supports are for students who are moving from one educational setting to another and include early learning to kindergarten, elementary to middle school, middle school to high school and high school to post-secondary employment and education. Activities range from early exposure to the school setting or early start programs and site visits to skills training and activities that inform and support the steps required for admission/certification to post-secondary options.

Life Skills Development

Life skills development encompasses a wide array of strategies that build social, emotional and cognitive capacities in children, youth and adults to help them interact with others positively and avoid risky, trauma inducing behaviors and violent situations. Life skills development should be integrated into the

general approach of SUN Community Schools and every service they provide. SUN Community Schools also may offer classes, support and empowerment groups focused on building specific skills and/or supportive networks, such as conflict management, anti-bullying, peer mediation, communication, social network building, violence prevention, parenting, and gender-specific and culturally specific support around resiliency and empowerment.

Adult Education and Support

In order for students to succeed, their families and communities must be stable. Adult educational opportunities are provided to give parents and community members opportunities to engage in services that build skills they need to move out of poverty and support their children's learning. Examples of adult education offered through SUN Community Schools are: English as a Second Language (ESL), GED, parenting, immigration/citizenship, home ownership and financial literacy.

High School-Specific Services

Youth in high school have specific needs and supporting their development as they complete their K-12 education is vital to their ability to contribute to the community and pursue their aspirations. Services specific to high school youth might include health services, including mental health; post-secondary planning; certification and admission requirements for post-secondary options; entrepreneurial opportunities; and college/career exploration.

Enrichment

Enrichment classes define a broad array of additional services, programs and activities, such as cooking, art, music, recreation and technology education programs. SUN Community Schools are required to provide enrichment and recreation activities for students that are designed to reinforce and complement the school's regular academic program. Enrichment and recreation classes for adults also are to be offered in community schools based on community need and interest.

Student and Family Support Services

Support for students and families increases opportunities for students and families to achieve their goals and potential. Support services include emergency assistance such as energy, rent and utility; referral to health, mental health services and addiction services; and activities designed to support families working together in a respectful and effective manner. Additional areas in which families may need referral services include domestic violence, legal and immigration services.

Youth, Family and Community Engagement

In alignment with SUN's collective impact approach, services and programs are to be implemented within the context of broad youth, family and community engagement. Within SUN Community Schools, this focuses on engaging those who live in the neighborhood and those receiving support from the community school as partners to support academic achievement and student success. It is particularly important to engage youth and families experiencing poverty, racism and disparate outcomes. A list of the required engagement activities and some examples of optional areas can be found in the following table (Table 3).

TABLE 3
Youth, Family and Community Engagement Service Components

Engagement Area	Required Service Component(s)	Optional Service Components
Youth	• Participation/input in program and service planning • Leadership opportunities	• Decision making • Event planning and hosting • Focus groups • Issue advocacy
Parents and Family Members	• Outreach • Relationship-building activities • Parenting support • Family educational nights • Family and community events • Family Leadership Team	• Family strengthening classes • Home visits • Building civic capacity and understanding of the system
Community	• Outreach • Family and community events	• Business partnerships • Community service • Faith-based partnerships • Participate in community meetings

YOUTH ENGAGEMENT

Youth engagement is fundamental to community schools. Youth outcomes improve when youth are actively and meaningfully involved both in programming and in determining services or offerings. Youth input is to be sought and inform activity offerings and services available. Youth leadership opportunities can include but are not limited to a student advisory group, organizing and hosting family events, setting priorities and leading activities.

FAMILY ENGAGEMENT

Family engagement and involvement activities are those focused on ensuring that parents and other family members feel welcome, safe and a sense of belonging at the school, have connections to school and SUN provider staff, and have information and support to help their children succeed academically. It must seek to engage families who are historically underserved by schools. Families should be informed of activities and services available at the school, inform program offerings, be involved in decision making, and engaged as full partners in their students' education. Family engagement activities at SUN Community Schools may include, but are not limited to:

- Outreach, including phoning, written communication and home visits
- Parent support and life skills development
- Family educational nights on topics such as school expectations and homework help
- Family and community events providing support to the whole community through efforts such as health fairs, energy assistance and multi-cultural celebrations
- Activities to build relationships among parents, teachers and administrators
- Access to resources, as needed, in areas such as document translation, application assistance, etc.
- Leadership training and mentorship of parent leaders
- Family strengthening programs focusing on honoring family knowledge and cultural capacity

Family engagement within each school will be supported by a Family Leadership Team. The Family Leadership Team is a required body of parents and family members and middle or high school students (in those schools) serving as a core group of people tasked with participating in the creation of the SUN Community School Annual Plan, supporting student success, and helping to create the conditions necessary for successful family-school partnerships.

COMMUNITY ENGAGEMENT

Community engagement involves the broader community—including businesses, community organizations, faith groups and neighbors—in the planning and implementation of SUN Community Schools programs, services and events. The goal is to have each SUN Community School be community driven, and to include the community in supporting schools and school-based programs that combine academics, recreation and social/health services. Providing information about school-based activities and opportunities to participate in or engage with the school is the minimum level of engagement. Community school representatives also can participate in community meetings, support efforts to improve the school for families, and build partnerships with businesses to provide services, activities or expertise.

Business partnership development at SUN Community School sites encompasses the creation of partnerships between individual schools and businesses to provide innovative educational activities for youth and meaningful ways for adults to become involved in schools. The focus is on creating strategic partnerships that foster relationships between a business's employees, students and school staff; are tied to current school and business goals so they benefit both partners; expand over time; and focus on helping students thrive.

OTHER CONTRACTUAL REQUIREMENTS

INFORMATION SHARING WITH SCHOOL

The Lead Agency will provide the following information to the school at the beginning of each session of programming (unless other timing is specified): access to Release of Information forms, a list of registered students and schedules, and a list of instructors and background check status. Information will be shared using a timeline and manner agreed upon by both parties.

CONFIDENTIALITY

The contractor must collect and maintain a SUN Community School Parental Release of Information form for each participating student in order to share data with the county and its evaluators.

The contractor must ensure that all staff who obtain or learn confidential information while providing SUN Community School services not disclose this information to third parties unless the Release of Information from the parent/guardian has been obtained.

REGISTRATION INFORMATION AND FEE STRUCTURE

The contractor must include the following information in its registration form: name, date of birth, gender, ethnicity (using the designated options from ServicePoint), grade, address, emergency contact information, SUN behavioral language, SUN required yearly Release of Information form, and any additional partner release of information language.

FEES AND COSTS TO CONTRACTORS

SUN Community School Fee Structure: Contractors must operate under the fee structure established by the System partners to promote consistency and equity across the county. The structure was developed to allow those families who are able to pay fees a mechanism through which to do so. It is essential that efforts are made to ensure that fees are not a barrier to participation. The fee structure is as follows:

- There are two tiers of fees within the structure. Tiers are based on poverty with the determining criteria being the school's percentage of students eligible for free and reduced-price meals.
- The tier a school falls into determines the fee amount for the entire school (i.e., some schools won't charge fees to any students and some will charge on a sliding fee scale basis to all students).
- The fee amount relates to fees for ongoing extended-day activities. All schools may charge for special events or activities (field trips, individual specialty classes, etc.) and may determine what is appropriate for the community.
- At all schools, fees are to be collected using a sliding scale.
- The sliding-scale fee range for ongoing extended-day activities/classes is developed at the individual school and must begin at $0.

TABLE 4
SUN Community School Fee Structure

Tier	Poverty Criteria	Fee Amount for Extended-Day Activities
Tier 1	High-Poverty Schools (those at 50% or higher free and reduced-price meals) and High Schools	No Fees
Tier 2	Lower Poverty Schools (those with 49% or lower free and reduced-price meals)	Fees charged by activity or class using a sliding scale beginning at $0

Building Usage Costs: As part of the SUN Service System collaboration, school districts provide building space for community school activities and services at no cost to the Lead Agency during regular custodial hours. Building use during hours when the custodian is not scheduled to be in the building should be discussed with the individual school and district. Depending on the district, there may be an associated cost for late evenings and weekends.

BEHAVIOR AND SPECIAL ASSISTANCE

The contractor must adopt and implement behavioral expectations and discipline protocols that represent best practice and share such expectations and protocols with parents and guardians at the time of registration and prior to participation.

The SUN Community School site manager and staff will work with parents, students and school staff to make recommendations and meet reasonable requests for assistance so all students have positive, beneficial and safe experiences. SUN Community Schools do not deliver special education services. Alternative strategies and resources will be used whenever possible to support an individual's successful participation in an activity. The contractor must use the established SUN Special Assistance Process

when considering special assistance needs and requesting additional funding from the SUN Service System Division.

Safety and Building Use

The contractor must comply with any criminal records check and fingerprinting requirements as stipulated by the school district(s) for its employees and volunteers. If the district(s) stipulate changes, the contractor will implement changes immediately and have two months to come into total compliance with requirements.

For any partner program operating under the auspices of SUN Community Schools, the contractor must ensure the program is in compliance with the school district's criminal history verification requirements for program staff and volunteers. Verification will be done at the program's expense for all employees who may have unsupervised contact with students as a result of the provision of services as part of SUN Community Schools. Agencies are encouraged to develop Memoranda of Understanding with partners that include this requirement.

The contractor is to follow the community use of buildings guidelines for its school district when scheduling the use of district buildings.

At each SUN Community School site, a safety plan is to be in place prior to the start of programming. A safety notebook is to be developed and maintained. The notebook should be kept in a designated location and made available to the school, district, and/or SUN Service System upon request. The notebook is to include emergency procedures, staff and partner information, and student behavior expectation information so another staff member can act as back-up site manager, as necessary, in an emergency. Mechanisms to share safety plans with extended-day staff (notebook, clipboards, etc.) also need to be in place and kept updated.

At each SUN Community School site, fire and other emergency drills are to be conducted at least once per term. Fire drills should mirror the school-day practices. Fire drills during non-school hours are to be logged in the same place as the school-day drills.

Community Awareness and Public Relations

SUN Community Schools must comply with the SUN Community Schools Public Relations Standards established by the city and county, including using all required logos and tagline in any outreach or marketing materials.

School Furloughs or Strikes

In the event of a furlough or teacher strike lasting more than two weeks in any of the county's school districts, the contractor will work with the school, district, parents and community to identify needs during the furlough/strike. During this period, SUN Community School contractor staff will provide a reasonable level of direct programming, either through coordinating activities themselves or contributing to a partnership effort. SUN Community School activities and services during this time are to reflect the identified community priorities, with a focus on providing safe places for children. The level of programming will be related to the resources available within the contract. The contractor will develop a furlough/strike plan according to direction from the SUN Service System.

MEETINGS, TRAININGS AND WORK SESSIONS

SUN Community School program supervisors are expected to attend all SUN Community School program supervisor meetings and SUN Community School site managers are expected to attend all SUN Community School site manager meetings. Both groups are to attend any required trainings and bi-annual work sessions with principals and district liaisons (examples include the annual collaborative meeting and the year-end work session, to name two). Representatives at network meetings have the responsibility and authority to update the county on agency activities that have an impact on SUN Community School services.

NEW SITES

New sites are to comply with all SUN Community School expectations, with the following additions or exceptions:

- Full extended-day programming begins winter term
- Fall term is to include broad community engagement, vision setting, needs assessment, and operational inclusion of Lead Agency and staff as follows:
  - Host a SUN presentation, jointly with the principal, for staff, and distribute SUN information at school events
  - Hold individual meetings with key school and community members
  - Hold two (2) meetings or events focused on the vision of SUN Community Schools and gather input from a broad group of stakeholders, paying particular attention to families historically disconnected from school
  - Establish the site's Family Leadership Team and meet two (2) times during fall term
  - Conduct a needs assessment and develop the site's Annual Plan with the school, including focus area targets aligned with the School Improvement Plan (SIP) or Comprehensive Achievement Plan (CAP) and targeted strategies that focus on specific populations facing disparities
  - Establish a referral system for school staff and partners to communicate about students and families and connect them to services

Note: The manner in which providers for new sites will be selected is outlined in the "Contracted Services, SUN Community Schools" section on page ***Error! Bookmark not defined.****.*

LAYERED SERVICES AT SUN COMMUNITY SCHOOL SITES

The core SUN Community School model provides an infrastructure and relationships that act as a vehicle for delivering additional services at the school site in an efficient, effective and aligned manner. For this reason, a variety of services providing additional depth of support to families are layered at SUN Community School sites. Many of these services are provided by community partners. Some are contracted to the SUN Lead Agency through Multnomah County, including the Early Kindergarten Transition Program, Attendance Partnership Model and Hunger Relief Services. The SUN Community School site manager is responsible for aligning and coordinating (but not directly providing) all of these services as part of his or her overarching role. Layered services are currently provided at some, but not all, SUN Community Service locations. The locations where layered services are provided may vary from year to year, and is anticipated to grow over time. Table 6 (page 22) shows the FY16 locations of layered services.

EARLY KINDERGARTEN TRANSITION PROGRAM (EKT)

The Early Kindergarten Transition Program (EKT) is for incoming kindergarten students and their families/caregivers. EKT is intended to be part of a broader kindergarten transition plan at identified elementary and K-8 sites that includes a variety of transition supports, ranging from low to high intensity, beginning the school year prior to kindergarten and continuing into the kindergarten year.

TARGET POPULATION

EKT serves children who will be entering kindergarten at the identified school site in the fall and their parents, caregivers or family members. This program is intended primarily to reach children who meet one or more of the following criteria:

- Children with no preschool experience
- Children who participated in Head Start
- Children of color or from a culturally specific community
- Children receiving early childhood special education services

Schools prioritize their outreach using the list above based on the needs of their communities, with priority given to children with no preschool experience. *Parents, caregivers and family* is defined as parents, grandparents and other family members, and adults who are significantly involved in the child's life.

SERVICE COMPONENTS

This program is a school-based summer program to increase parental involvement in their children's learning, children's attendance in kindergarten, and children's success in school. The program is based around two core components:

1. **Class time** for children in kindergarten classrooms that are led by a kindergarten teacher.
2. **Family engagement activities** that include a facilitated parent/caregiver group and other activities intended to promote positive family-school relationships. Other important programmatic requirements include a program orientation for parents/caregivers prior to the start of the program, and follow-up with participating families after the start of the school year.

OTHER REQUIREMENTS

<u>STAFFING</u>

Children's Classroom: Staffed by a kindergarten teacher from the school with adequate classroom support from paid staff and/or volunteers.

Family Engagement: Facilitated by staff who have prior experience facilitating parent/adult groups and engaging diverse groups of parents/caregivers. Parent group and other family engagement activities must accommodate the linguistic needs of families.

Child Care: High-quality child care will be provided during family engagement activities.

Meals

Breakfast and lunch will be served for children, including those in child care during family engagement activities, on all program days. Snacks and/or lunch will be offered for parents/caregivers.

Length of Program/Contact Hours

Program Duration: The program will last two or three weeks and be scheduled to occur primarily in July or August.

Children's Classroom: A minimum of 36 hours of total "class" time with children will occur over this two- to three-week period.

Family Engagement: The program will include a minimum of 15 hours of family engagement activities, using the following strategies:

- Parent orientation prior to the start of the program. (1 hour minimum)
- Facilitated parent group during the summer, which must include parent group activities but may also include other activities, such as volunteering or parent-child reading time in the children's classroom, or home visits.
- Individual and/or group transition follow-up activities with families after the start of the school year and before December 31 of that school year. (2 hours minimum)
- Remaining hours can be spent in any of the activities above and/or in other strategies for engaging parents of children participating in the program to support the transition to kindergarten.
- All family engagement activities should be designed to honor parents/caregivers as experts in their child's life and to facilitate relationship building between families.

Additional Expectations

A full description of the EKT model and expectations can be found in Early Kindergarten Transition Program Model at https://multco.us/file/46380/download

EKT is fully aligned with Early Learning Multnomah and actively contributes to ELM's mission that "every child in Multnomah County is prepared to succeed in school and life, regardless of race, ethnicity or class." EKT accomplishes this through program design, implementation and evaluation that support ELM's guiding principles of priority populations, equity, parent-centered approach, family engagement and system coordination.

Attendance Partnership Sites

Attendance Partnership Sites implement an attendance model that uses data teams and identified universal, targeted and youth and family engagement strategies to improve attendance for students who are chronically absent.

Attendance Partnership Sites have a district-adopted protocol in place outlining attendance as a priority and establishing the set and progression of interventions that occur to support students and their families to achieve regular school attendance. Attendance Partnership Sites collect data on student attendance, including reasons for absence, attendance rate and interventions provided. A school-based data team tracks student attendance regularly through team meetings involving SUN staff. Attendance Partnership Sites also have school wide strategies designed to highlight and communicate the importance of regular attendance to students and families. Agency SUN staff are part of the team creating and implementing these strategies. Regular attendance must sometimes be supported by additional services, including wraparound services or case management. SUN is integral to coordinating services for students and facilitates extended-day activity registration.

SUN Community School site managers and Lead Agency supervisors at Attendance Partnership Sites play a key role in the successful functioning of the attendance model. Specifically, they:

- Provide guidance on required attendance model elements for Communities Supporting Youth (CSY) attendance site activities, and submit data and reports with input from the school team.
- Incorporate CSY activities and goals into broader SUN Community School planning.
- Coordinate and facilitate the Family Leadership Team, which is comprised of families and, in secondary schools, youth. This involves:
    - Handling logistics and note taking (scheduling, refreshments, supplies).
    - Conducting outreach and inviting people to attend.
    - Convening and facilitating meetings focused on SUN services, attendance and at least one action/issue identified by the Family Leadership Team.
    - Communicating with team members regularly to maintain connections.
- Participate on the student attendance response and schoolwide teams and schoolwide universal actions.
- Provide or broker services to support students who are chronically absent.
- The SUN Lead Agency supervisor acts as the liaison or conduit for information to and from the CSY collaborative.

As with the work of SUN Community Schools in general, engaging families and communities and building positive relationships is central to the attendance-focused work. The SUN site manager, with support from the Lead Agency, is responsible for building and facilitating a Family Leadership Team as part of the broader SUN strategy. Middle and high schools include students as part of the Family Leadership Team. The team is focused on family leadership and skill development and should consider chronic absence and attendance strategies as part of its work.

Hunger Relief Services

Emergency Food Pantry

Hunger relief efforts in SUN Community Schools are a vital support to ensure educational success and self-sufficiency of children and families. Emergency food pantries at SUN Community Schools provide families with approximately 50 pounds of nutritious food each visit, the equivalent of three to five days' worth of food, so families can provide meals for students when they aren't in school. SUN Community School Emergency Food Pantry sites work in partnership with the Oregon Food Bank in a number of

areas, including ordering/acquiring food supplies; training; and following the Oregon Food Bank's required client intake procedures, evaluation activities and reporting guidelines. SUN Emergency Food Pantry sites distribute food at least twice each month, preferably weekly, throughout the entire calendar year. The contractor will distribute emergency food to at least 40 households each time the food pantry is open for distribution, and at least one-third of these households should have children who attend the school. SUN Hunger Relief operational funds allow agencies to designate a lead staff person to coordinate food pantry operations. SUN Community School Emergency Food Pantry sites are indicated in Table 6 (page 22). They have a variety of funding sources: Multnomah County, Oregon Food Bank and the Portland Children's Levy. Some sites receive pantry staffing funding through Multnomah County DCHS contracts and some are funded directly by the Oregon Food Bank.

Harvest Share

The SUN School Harvest Share is a monthly distribution of fresh fruit and vegetables provided in partnership with the Oregon Food Bank. SUN Hunger Relief operational funds allow agencies to designate a lead person to coordinate Harvest Share distributions. The contractor will distribute emergency food to at least 60 households each time the Harvest Share is open for distribution. SUN Harvest Share sites will participate in Oregon Food Bank training, evaluation activities and reporting guidelines. Harvest Share sites for FY2017 are indicated in Table 6 (page 22).

Extended Summer Meals

At selected SUN Community School sites, meal distribution is extended to ensure countywide availability of summer meals to children. At these sites, the SUN Community School Lead Agency provides activities and distributes meals to at least 50 children (ages 1-18) per day on extended summer service days, in partnership with the school district Nutrition Services and using the USDA Summer Food Service Program.

SUN Community School Annual Outputs and Outcomes

TABLE 5
SUN Community School Annual Outputs and Outcomes

Output or Outcome	100% funding level	75% funding level	New Sites (first year)	Source
# of hours per week the school is open to the community to provide service beyond school class time	15	12	15 in winter and spring	Half-Yearly Narrative Report
# of weeks of summer programming	4	4	0	Half-Yearly Narrative Report
# of children/youth served in enrolled extended-day activities or individual, group and family support	200	150	167	ServicePoint
# of students involved with SUN Community School who participate regularly (30 days or more)	100	75	67	ServicePoint

Output or Outcome	100% funding level	75% funding level	New Sites (first year)	Source
# of students who are at risk of academic failure	100	75	67	ServicePoint
# of extended-day non-enrollment family programs or community events	3	3	3	ServicePoint
# of adults (parents and community members) who participate in enrolled adult education	50	35	35	ServicePoint
% reduction in chronic absence rate for all regularly attending students—across grades—as well as for youth in the following, specific grade levels: • Kindergarten • 6th grade • 9th grade	Chronic absence rate of 10% or less OR 10% reduction in chronic absence rate from previous year	Chronic absence rate of 10% or less OR 10% reduction in chronic absence rate from previous year	Chronic absence rate of 10% or less OR 10% reduction in chronic absence rate from previous year	SUN Service System (SUN SS) from MESD
% of regularly attending students scoring at Level 3 (i.e., benchmark) or higher on Smarter Balanced language arts and math tests	TBD	TBD	TBD	SUN SS from MESD
% of regularly attending 9th graders who earn at least 6 credits	80%	80%	80%	SUN SS from MESD
% of regularly attending students who have an average of 6 course credits per year of high school accrued (6, 12, 18 and 24 credits for 9th, 10th, 11th, and 12th graders, respectively)	85%	85%	85%	SUN SS from MESD
% of regularly attending students who experience fewer suspensions and/or expulsions than in the previous year, or who have experienced no disciplinary action in the current year	85%	85%	85%	SUN SS from MESD

Output or Outcome	100% funding level	75% funding level	New Sites (first year)	Source
% of regularly attending students who show improvement in at least one developmental and interim academic indicator, including: • Turning in homework on time • Homework completion to teacher's satisfaction • School attachment/engagement • Participation in class • Attentiveness in class • Classroom academic performance • Positive self-identity/confidence • Behavior • Working well with others/relational skills	75%	75%	75%	Teacher Survey
% of regularly attending students who indicate having or increasing/ strengthening each of the following (youth survey being piloted in FY16, items may change): • Social support during SUN • Sense of academic (school) belonging • Academic perseverance • Growth mindset • Academic identity • Academic self-efficacy	TBD	TBD	TBD	Youth Pre/Post Survey
Early Kindergarten Transition Programming				
# of children who participate in each EKT classroom	20	N/A	N/A	ServicePoint
% of children who have parents/ caregivers participating in the parent engagement components	75%	N/A	N/A	ServicePoint
% of participating children who have no preschool experience	90%	N/A	N/A	SUN SS from MESD
Hunger Relief Services				
Emergency Food Pantry: # of households served per pantry distribution	40	N/A	40	SUN SS from Oregon Food Bank
Harvest Share: # of households served per distribution	60	N/A	50	SUN SS from Oregon Food Bank

Output or Outcome	100% funding level	75% funding level	New Sites (first year)	Source
Extended Summer Meals: # of children 1-18 served per day during extended summer service weeks	50	N/A	50	SUN SS from school districts

TABLE 6

SUN Community Schools and Layered Services: Sorted by Region

This table represents the best estimate of which SUN Community School sites have incorporated additional or layered services into the base operation at the site at the time this model is being developed. Therefore, some of these layered services are in place at certain sites now, and others will be so as of July 1, 2016.

Region	Contracted through DCHS RFP	School	Contractor Type	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
1		Arleta K-8	Portland Parks & Recreation				
1	X	Bridger K-8	Culturally Specific: Latino				
1	X	Buckman Elementary	Region				
1	X	Creston K-8	Region				
1	X	Franklin High School	Region				
1		Grout Elementary	Portland Parks & Recreation				
1	X	Jackson Middle School	Region				
1	X	Kelly Elementary	Culturally Specific: Latino			X	
1		Lane Middle School	Portland Parks & Recreation			Y	
1	X	Lent K-8	Culturally Specific: Asian Pacific Islander		X	Y	
1	X	Markham Elementary	Region				
1	X	Marysville K-8	Region		X		
1		Mt. Tabor Middle School	Portland Parks & Recreation				
1	X	Robert Gray Middle School	Region				
1	X	Whitman Elementary	Region		X		
1	X	Woodmere Elementary	Region		X		
2	X	Beach K-8	Region				

Region	Contracted through DCHS RFP	School	Contractor Type	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
2		Beaumont Middle School	Portland Parks & Recreation				
2	X	Boise-Eliot – Humboldt PK-8	Culturally Specific: African American		X		
2	X	Cesar Chavez K-8	Culturally Specific: Latino		X	X	
2		Faubion PK-8	Portland Parks & Recreation				
2	X	George Middle School	Culturally Specific: African Immigrant	X			
2	X	Harrison Park K-8	Culturally Specific: Asian Pacific Islander		X	Y	
2	X	Harvey Scott K-8	Culturally Specific: Latino		X		
2	X	James John Elementary	Region		X		
2	X	Jefferson High School	Culturally Specific: African American				
2	X	King PK-8	Culturally Specific: African American				
2	X	Lee K-8	Culturally Specific: Asian Pacific Islander		X		
2	X	Madison High School	Culturally Specific: Asian Pacific Islander			X	
2	X	Ockley Green – Chief Joseph K-8	Region				
2	X	Peninsula K-8	Region				
2	X	Rigler K-8	Culturally Specific: Latino		X		
2	X	Roosevelt High School	Region	X		Y	
2		Roseway Heights K-8	Portland Parks & Recreation				
2	X	Sabin PK-8	Region				
2		Sitton Elementary	Portland Parks & Recreation	X	X		X
2	X	Vernon PK-8	Culturally Specific: African American				
2	X	Vestal K-8	Culturally Specific: Asian Pacific Islander		X		
2	X	Woodlawn PK-8	Culturally Specific: African American		X	Y	
3		Alice Ott Middle School	Portland Parks & Recreation				
3		Cherry Park Elementary	Metropolitan Family Service (jointly funded by Portland Children's Levy, David Douglas School District and Multnomah County)		X		

Region	Contracted through DCHS RFP	School	Contractor Type	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
3	X	David Douglas High School	Culturally Specific: African American	X		X	
3	X	Earl Boyles Elementary	Region		X	X	
3	X	Floyd Light Middle	Culturally Specific: Latino			Y	
3	X	Gilbert Heights Elementary	Region		X		
3	X	Gilbert Park Elementary	Culturally Specific: Slavic		X	X	
3	X	Lincoln Park Elementary	Culturally Specific: Asian Pacific Islander		X		
3	X	Menlo Park Elementary	Region		X	Y	
3	X	Mill Park Elementary	Culturally Specific: African Immigrant		X	Y	
3		Parkrose High School	Portland Parks & Recreation	X			
3		Parkrose Middle	IRCO (jointly funded by Portland Children's Levy, Portland Public Schools and Multnomah County)	X			
3	X	Prescott Elementary	Culturally Specific: African American	X	X		
3	X	Ron Russell Middle	Culturally Specific: Latino				
3	X	Sacramento Elementary	Region	X	X		
3	X	Shaver Elementary	Region	X	X	X	
3		Ventura Park Elementary	IRCO (jointly funded by Portland Children's Levy, David Douglas School District and Multnomah County)		X		
3		West Powellhurst Elementary	Metropolitan Family Service (jointly funded by Portland Children's Levy, David Douglas School District and Multnomah County)		X		
4	X	Alder Elementary	Region	X	X	X	
4	X	Davis Elementary	Region		X		X
4	X	Fairview Elementary	Region		X		
4	X	Glenfair Elementary	Region	X	X	X	
4	X	Hartley Elementary	Culturally Specific: Latino		X		
4	X	HB Lee Middle School	Region				

Region	Contracted through DCHS RFP	School	Contractor Type	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
4		Margaret Scott Elementary	Boys and Girls Club (funded by Portland Children's Levy and Boys & Girls Club)		X		
4	X	Reynolds High School	Culturally Specific: African American				
4	X	Reynolds Middle School	Culturally Specific: Latino			X	
4	X	Salish Ponds Elementary	Region		X		
4	X	Walt Morey Middle	Culturally Specific: Slavic				
4	X	Wilkes Elementary	Culturally Specific: Latino		X		
4	X	Woodland Elementary	Culturally Specific: Latino		X		
5		Centennial High School	Impact NW (funded through district 21st CCLC grant)				
5		Centennial Middle School	Portland Parks & Recreation	X			
5	X	Clear Creek Middle School	Culturally Specific: Latino	X			
5	X	East Gresham Elementary	Culturally Specific: Latino	X	X	X	
5	X	Gordon Russell Middle	Region				
5	X	Gresham High School	Region				
5	X	Hall Elementary	Culturally Specific: Latino	X	X		
5	X	Highland Elementary	Culturally Specific: Latino	X	X		X
5		Lynch Meadows Elementary	Metropolitan Family Service (funded through district 21st CCLC grant)		X		
5	X	Lynch View Elementary	Culturally Specific: Native American		X	X	
5	X	Lynch Wood Elementary	Culturally Specific: Native American	X	X		X
5	X	Dexter McCarty Middle School	Region				
5	X	North Gresham Elementary	Region		X		
5	X	Oliver Elementary	Region		X		
5	X	Parklane Elementary	Region		X		

**NOTE: In the Emergency Food Pantry column, X = site funded by Multnomah County, Y = site funded by Portland Children's Levy; both are funded in partnership with the Oregon Food Bank.*

TABLE 7

SUN Community Schools and Layered Services: Sorted by Contractor Type

This table represents the best estimate of which SUN Community School sites have incorporated additional or layered services into the base operation at the site at the time this model is being developed. Therefore, some of these layered services are in place at certain sites now, and others will be so as of July 1, 2016.

Region	Contracted through DCHS RFP	School	Contractor Type (Table7 is sorted by this column)	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
4		Margaret Scott Elementary	Boys and Girls Club (funded by Portland Children's Levy and Boys & Girls Club)		X		
2	X	Boise-Eliot – Humboldt PK-8	Culturally Specific: African American		X		
2	X	Jefferson High School	Culturally Specific: African American				
2	X	King PK-8	Culturally Specific: African American				
2	X	Vernon PK-8	Culturally Specific: African American				
2	X	Woodlawn PK-8	Culturally Specific: African American		X	Y	
3	X	David Douglas High School	Culturally Specific: African American	X		X	
3	X	Prescott Elementary	Culturally Specific: African American	X	X		
4	X	Reynolds High School	Culturally Specific: African American				
2	X	George Middle School	Culturally Specific: African Immigrant	X			
3	X	Mill Park Elementary	Culturally Specific: African Immigrant		X	Y	
1	X	Lent K-8	Culturally Specific: Asian Pacific Islander		X	Y	
2	X	Harrison Park K-8	Culturally Specific: Asian Pacific Islander		X	Y	
2	X	Lee K-8	Culturally Specific: Asian Pacific Islander		X		
2	X	Madison High School	Culturally Specific: Asian Pacific Islander			X	
2	X	Vestal K-8	Culturally Specific: Asian Pacific Islander		X		
3	X	Lincoln Park Elementary	Culturally Specific: Asian Pacific Islander		X		
1	X	Bridger K-8	Culturally Specific: Latino				
1	X	Kelly Elementary	Culturally Specific: Latino			X	
2	X	Cesar Chavez K-8	Culturally Specific: Latino		X	X	

Region	Contracted through DCHS RFP	School	Contractor Type (Table7 is sorted by this column)	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
2	X	Harvey Scott K-8	Culturally Specific: Latino		X		
2	X	Rigler K-8	Culturally Specific: Latino		X		
3	X	Floyd Light Middle	Culturally Specific: Latino			Y	
3	X	Ron Russell Middle	Culturally Specific: Latino				
4	X	Hartley Elementary	Culturally Specific: Latino		X		
4	X	Reynolds Middle School	Culturally Specific: Latino			X	
4	X	Wilkes Elementary	Culturally Specific: Latino		X		
4	X	Woodland Elementary	Culturally Specific: Latino		X		
5	X	Clear Creek Middle School	Culturally Specific: Latino	X			
5	X	East Gresham Elementary	Culturally Specific: Latino	X	X	X	
5	X	Hall Elementary	Culturally Specific: Latino	X	X		
5	X	Highland Elementary	Culturally Specific: Latino	X	X		X
5	X	Lynch View Elementary	Culturally Specific: Native American		X	X	
5	X	Lynch Wood Elementary	Culturally Specific: Native American	X	X		X
3	X	Gilbert Park Elementary	Culturally Specific: Slavic		X	X	
4	X	Walt Morey Middle	Culturally Specific: Slavic				
5		Centennial High School	Impact NW (funded through district 21st CCLC grant)				
3		Ventura Park Elementary	IRCO (jointly funded by Portland Children's Levy, David Douglas School District and Multnomah County)		X		
3		Parkrose Middle	IRCO (jointly funded by Portland Children's Levy, Portland Public Schools and Multnomah County)	X			
5		Lynch Meadows Elementary	Metropolitan Family Service (funded through district 21st CCLC grant)		X		
3		Cherry Park Elementary	Metropolitan Family Service (jointly funded by Portland Children's Levy, David Douglas School District and Multnomah County)		X		

Region	Contracted through DCHS RFP	School	Contractor Type (Table7 is sorted by this column)	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
3		West Powellhurst Elementary	Metropolitan Family Service (jointly funded by Portland Children's Levy, David Douglas School District and Multnomah County)		X		
1		Arleta K-8	Portland Parks & Recreation				
1		Grout Elementary	Portland Parks & Recreation				
1		Lane Middle School	Portland Parks & Recreation			Y	
1		Mt. Tabor Middle School	Portland Parks & Recreation				
2		Beaumont Middle School	Portland Parks & Recreation				
2		Faubion PK-8	Portland Parks & Recreation				
2		Roseway Heights K-8	Portland Parks & Recreation				
2		Sitton Elementary	Portland Parks & Recreation	X	X		X
3		Alice Ott Middle School	Portland Parks & Recreation				
3		Parkrose High School	Portland Parks & Recreation	X			
5		Centennial Middle School	Portland Parks & Recreation	X			
1	X	Buckman Elementary	Region				
1	X	Creston K-8	Region				
1	X	Franklin High School	Region				
1	X	Jackson Middle School	Region				
1	X	Markham Elementary	Region				
1	X	Marysville K-8	Region		X		
1	X	Robert Gray Middle School	Region				
1	X	Whitman Elementary	Region		X		
1	X	Woodmere Elementary	Region		X		
2	X	Beach K-8	Region				
2	X	James John Elementary	Region		X		
2	X	Ockley Green – Chief Joseph K-8	Region				
2	X	Peninsula K-8	Region				

Region	Contracted through DCHS RFP	School	Contractor Type (Table7 is sorted by this column)	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
2	X	Roosevelt High School	Region	X		Y	
2	X	Sabin PK-8	Region				
3	X	Earl Boyles Elementary	Region		X	X	
3	X	Gilbert Heights Elementary	Region		X		
3	X	Menlo Park Elementary	Region		X	Y	
3	X	Sacramento Elementary	Region	X	X		
3	X	Shaver Elementary	Region	X	X	X	
4	X	Alder Elementary	Region	X	X	X	
4	X	Davis Elementary	Region		X		X
4	X	Fairview Elementary	Region		X		
4	X	Glenfair Elementary	Region	X	X	X	
4	X	HB Lee Middle School	Region				
4	X	Salish Ponds Elementary	Region		X		
5	X	Gordon Russell Middle	Region				
5	X	Gresham High School	Region				
5	X	Dexter McCarty Middle School	Region				
5	X	North Gresham Elementary	Region		X		
5	X	Oliver Elementary	Region		X		
5	X	Parklane Elementary	Region		X		

**NOTE: In the Emergency Food Pantry column, X = site funded by Multnomah County, Y = site funded by Portland Children's Levy; both are funded in partnership with the Oregon Food Bank.*

APPENDIX A: SUN SERVICE SYSTEM WELLNESS GUIDELINES

GUIDELINES FOR SUN COMMUNITY SCHOOLS, MULTNOMAH STABILITY INITIATIVE, YOUTH ADVOCACY, AND PARENT CHILD DEVELOPMENT PROGRAMS

Information Removed. Find complete Wellness Guidelines in the full model online.

GUIDELINES FOR SUN COMMUNITY SCHOOLS

I. Align with statewide nutrition standards (Oregon Nutrition Standards, HB 2650 Oregon Law) for food and beverages served outside of the federal Afterschool Meal and Snack Program to children and youth <u>during regular programming.</u>

A. Snacks served in SUN Community Schools will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Snacks offered during all regular programming served outside of the federal Afterschool Meal and Snack Program should be based on the children's ages and other considerations (i.e., dietary restrictions and allergies) and be in alignment with Oregon Nutrition Standards.

B. Soda and other beverages that do not meet the Oregon Nutrition Standards should not be distributed.

C. Water is the preferred beverage and will be made available with all meals and snacks.

D. SUN Community School site managers and contractors will not use food or beverages as a <u>regular incentive</u> and will not withhold food or beverages as punishment.

II. Provide nutritious food and promote healthy choices at SUN Community Schools family nights, showcases and other events.

A. SUN Community Schools will make every effort to distribute healthful foods at family and group events. This includes:

- Offering fruits and vegetables, whole grains and low-fat dairy
- Incorporating foods of higher nutritional value when offering foods of lower nutritional value
- Limiting refined ("white") grains, including white bread, white rice, white pasta and white flour
- Limiting the purchase of food or products prepared by deep frying

B. Soda and other beverages that do not meet the Oregon Nutrition Standards should not be distributed.

C. Water is the preferred beverage and will be made available with all meals and snacks.

D. Foods of diverse selection shall be provided to include cultural and ethnic favorites.

III. Provide and promote opportunities for moderate to vigorous physical activity for SUN Community School youth participants.

A. The SUN Community School goal is for students to engage in at least 60 minutes of moderate to vigorous physical activity each week during non-school hours.

B. To this end, SUN Community Schools will offer and promote activities that encourage students to engage in physical activity for at least 60 minutes each week. Examples include recess, structured classes, sports teams, exercise clubs, activity incorporated into other programming, and/or promotion of physical activity at home or in the community.

C. Programming and promotional efforts should include opportunities for both structured and unstructured activities for students to release energy and relieve stress.

D. All SUN Community School participants, including students with disabilities and special health-care needs, should have access to physical activity offerings.

E. SUN Community School site managers and contractors will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, classes) as punishment.

F. Activity offerings should be reflective of and responsive to students' cultural and ethnic origins and cultural norms/values.

IV. Limit commercial advertising in SUN Community Schools.

A. SUN Community Schools, to the extent possible, shall seek to limit commercial influence and exposure to advertising as it relates to nutrition, wellness and physical activity.

V. Implement standards that limit non-educational screen time activity aligned with age-appropriate recommendations by the American Academy of Pediatrics.

A. SUN Community Schools will limit non-educational screen time in programs and activities. Computer and portable technology use in SUN Community Schools shall be homework-related or a part of a specific activity during programming.

B. The use of non-educational screen time (e.g., movies, free time on computers, etc.) as an incentive should be sporadic.

C. The use of screen time in free time should be on a limited basis.

NUTRITION STANDARDS FOR CHILDREN

Preschool Children (age 5 or under)

- **Snacks**: The types and amounts of foods served to preschool children will conform to specific program guidelines. If nutrition guidelines do not exist for the program, foods served should conform to USDA Child and Adult Care Food Program guidelines.
- **Beverages**: Allowable drinks are water, milk (or milk substitute for lactose-intolerant children), and diluted juice as follows:
  - Children under 2 years old: Serve whole milk.
  - Children 3-5 years old: Serve 1% or less milk.
  - We recommend limiting juice. If juice is served, serve 100% juice and dilute it by half with water.

School-Age Children and Youth: Oregon Nutrition Standards

- **Snacks:**
  - Set calorie limits per serving: 150 in elementary school, 180 in middle school, 200 in high school.
  - Total calories from fat may not exceed 35% (except for foods that are mainly nuts, eggs, cheese, non-fried vegetables, legumes or seeds).
  - Sugar content may not exceed 35% by weight except for fruits and vegetables.
  - Saturated fat may not exceed 10% of total calories; trans fat may not exceed 0.5 grams per serving.
- **Beverages: Elementary School**
  - Fruit or vegetable juice, individual serving size of 8 ounces or less and fewer than 120 calories (15 calories/ounce).
  - Milk or flavored milk, low-fat or fat-free, individual serving size of 8 ounces or less and fewer than 150 calories (19 calories/ounce).
  - Plain water is acceptable at every grade level.
- **Beverages: Middle School**
  - Fruit or vegetable juice, individual serving size of 10 ounces or less and fewer than 120 calories per 8 ounces (15 calories/ounce).
  - Milk or flavored milk, low-fat or fat-free, individual serving size of 10 ounces or less and fewer than 150 calories per 8 ounces (19 calories/ounce).
  - Plain water is acceptable at every grade level.
- **Beverages: High School**
  - Fruit or vegetable juice, individual serving size of 12 ounces or less and fewer than 120 calories per 8 ounces (15 calories/ounce).
  - Milk or flavored milk, low-fat or fat-free, individual serving size of 12 ounces or less and fewer than 150 calories per 8 ounces (15 calories/ounce).
  - No- or low-calorie beverages, individual serving size and fewer than 10 calories per 8 ounces (1.3 calories/ounce).
  - Other beverages, individual serving size of less than 12 ounces and fewer than 66 calories per 8 ounces (8 calories/ounce).
  - Plain water is acceptable at every grade level.

SUN Community Schools PR Standards

(updated 1/2016)

As of September 20, 2004, the following PR standards are in place for SUN Community Schools, as agreed upon by the City of Portland and Multnomah County. Organizations acting as lead agencies for SUN CS are expected to follow these standards and to make any changes necessary to be in alignment with them in materials produced from this point forward.

For *all* outreach and marketing materials (this includes registration forms, flyers, newsletters, etc.) the following 3 logos and tagline are to be included:

Logos:

1. SUN Community Schools

2. Multnomah County

3. City of Portland Parks and Recreation
   (for the schools within the city limits)

Tagline:

SUN Community Schools are a collaboration of Multnomah County, the City of Portland, and Centennial, David Douglas, Gresham-Barlow, Portland Public, Parkrose, and Reynolds school districts and non-profits.

The County and City should also be referenced in any interviews that take place related to SUN CS.

The SUN CS logo is available in the SUN CS Toolkit. You may request other logos to be sent electronically from Wilma Goudy at Wilma.Goudy@multco.us

The SUN Service System may develop additional messages, speaking points and PR standards for services within the System. Agencies will be given time to fully implement PR standards changes as they are made.

Time Management Tips for SUN Site Managers

1. Ease in. Don't bite off more than you can chew your first term...and maybe even your first year. Many exciting offers to collaborate (!) and expand (!) will come your way, but don't feel like you need to say "yes" to everything immediately-- learn your limits, get more efficient, and aim for a solid first term (keep the boat afloat!). If you need to postpone offers, do so respectfully by explaining that you're eager to grow the program and implement new initiatives once you settle in and find your rhythm. Hang on to folks' contact information and follow up with them after you've made it through your first few months. As time goes on, you'll learn and develop your own tricks and systems. Be patient with yourself... it's a lot to learn!

2. Get organized and work smarter. Ask yourself, "What do I need to get done by the end of this month? This week? Today?" One strategy is to use a "long view" calendar for looking months ahead (ideally, the school's Google calendar) and a "short view" one for planning a week at a time (maybe a Dry Erase calendar on your wall). This way, you can keep an eye on looming deadlines-- put them on your calendar now!-- while tackling one day at a time. Use the long view calendar to strategically plan your immediate schedule: a week or two ahead, block out chunks of time to complete certain tasks. You might schedule in a morning at your office (no meetings!) when you'll work toward a specific goal and/or try to stack meetings efficiently on one or two days. Certain things have a tendency to pile up because they never seem to be a top priority, and yet they're still required. For these, one "catch-up" day a month can work wonders; work somewhere you enjoy to make it a little more fun. The more organized you are, the less overwhelming everything will be.

3. Prioritize. Refer to your Annual Plan and your program goals often to remind yourself what tasks really deserve the bulk of your energy-- then compare that against the actual time and attention you're spending on things, and make adjustments if you need to. At the beginning of each day, take a few moments to identify two or three major goals for the day: things that absolutely, positively must be done that day. Work on those first and know that finishing the essentials is sometimes a success in itself. Take advantage of opportunities to work ahead on something less urgent, but don't be discouraged if you "only" get through those primary tasks-- there will always be more to do, but prioritizing means some things just have to wait.

4. Make the work work for you. Figure out what works best for you in terms of work environment: time of day when you're best at getting things done, space where you're most productive, pace at which you complete certain tasks, etc. The hard part about being brand new is that you don't know what's coming (e.g. major gym space issues during basketball season) or how much time to allocate to certain tasks, but you'll learn that quickly. Once you do, prepare and adjust. If you realize that you just can't get that Annual Plan done at work because there are too many interruptions, carve out some time on a Friday to do it from home or your agency's office. If you have an elaborate system for registering students and need to spread out all the color-coded forms on your living room floor, give yourself the time to do that. Know your work style and needs and plan ahead to make sure you're setting yourself up for success as much as possible.

5. Manage expectations (your own and others'). Familiarize yourself with the parameters of your contract and job description, and don't let yourself or others convince you to take on things that fall far outside the scope of your role. This is not suggesting that you take a "That's not my job so I can't help you" approach--many times, lending a hand in a pinch can be a huge rapport-builder, especially with other school staff!-- however, you can only do as much as your budget and program management capacity allows. If you get pushback from school

administrators or other folks who want to see more, remind them gently that you're doing as much as you can with what you have-- and invite them to contribute the manpower or funds that it would take to add more. Many school staff don't have a nuanced understanding of your role or the behind-the-scenes parts of SUN and thus develop unrealistic expectations of what you can do and what the program might be able to offer. It's easy to internalize that pressure, but try not to put unrealistic expectations on yourself. Most Site Managers are high-achievers, so we're often our own biggest critics; avoid comparing your program with another site's (they're all different) or stretching yourself so thin that you feel unbalanced. Do your best with what you have, aim to improve each term, and stay healthy.

6. Identify your time-suckers, set limits, and weigh their worth. Spending too much time responding to emails? Dedicate some time to be at your desk and catch up-- and stick to that schedule. When time is up, walk away and let the emails pile up! Most of your Inbox can wait a few hours. Really. (If it makes you feel better to put an automatic reply up to let people know that you will not be checking email until that time slot the next day, go for it.) Perfectionism can be a time-sucker! Are you spending hours tweaking the formatting on that Activity Guide? Give yourself a deadline and stick to it. Chances are, no one will even notice that you forgot to put "HOMEWORK CLUB" in bold.. and while this is important, it may not merit the amount of time you're dedicating to it. (Hint: Several online clock sites will count down for you in the background and alert you when it's time to move on.) Stick to your time limits and don't sweat the small stuff.

7. Ask for help and empower support staff. Build a sustainable program by empowering your support staff to take on more responsibility: maybe they can track attendance, unlock doors for teachers, enter some of your data, organize supplies and materials, or keep the count at snack time? In the event that you ever need to miss a day, you'll be glad you have capable back-up! It's easy to fall into the trap of saying "I'll just do it myself because it takes too long to show them how I need this done," but your time initial investment of training that person will come back to you later when you're dealing with a crisis or juggling several other things. (Hint: You can have a trained data entry assistant help you with Service Point once each year for an entire day!). Try to communicate early if you feel overwhelmed or unsupported; Family Nights and other large-scale events need not fall entirely on your shoulders, so don't be too stubborn to ask for help from your Principal, school staff, and SUN staff. And lastly, use the wisdom and experience of your fellow Site Managers to your advantage: before you "reinvent the wheel," send out a quick email or give a call to a veteran Site Manager to see if they can share their awesome budget spreadsheet, letter template, or past experience with a community partner. We're in this together!

8. Take breaks. Schedule them into your day if you need to. It's tempting to work through lunch and/or eat at our desks, but it's been scientifically proven that we're more productive when we take breaks. Studies also show that the very WORST thing for our health is to sit all day! It might not be realistic to get away for an hour, a half hour, or even 15 consecutive minutes some days, but don't sit at your desk for hours on end, and don't work nonstop all day. Get up and make a lap around the school. Call your mom and say hi. Swing by the staff lunch room and spend a few minutes chatting with the secretaries. Set an alarm if you need to, but at least a few times per day, get up, get your mind off work, and change your scenery-- especially if you find that you're losing focus, feeling sleepy or distracted, or you're getting frustrated or cranky. You won't miss much while you're gone, and you'll be noticeably more focused and energized when you return.

9. Single-task and then switch it up. Though you'll likely do your fair share of multi-tasking, it's usually not as efficient as we like to think. Whenever possible, do one thing at a time; this allows you to give your entire focus

to that task rather than distractedly working on five different things. It can also help you feel more fresh, motivated, and accomplished as you meet your mini-goals throughout the day. Setting a time limit can be helpful here, too-- especially with the not-so-fun parts of your day; if you know you've got 30 minutes of something tedious followed by a block of time dedicated to something more fun, that dreaded task might seem less daunting. If you're a serial multi-tasker, keep a notepad handy for ideas that pop into your head and threaten to steal your attention away while you're focusing on something else.

10. Value quality over quantity. Yes, there are concrete objectives and outcomes that we're aiming for, but nothing matters more than implementing meaningful programming. As tempting as it is to offer a thousand different activities each day and hire every person who's interested in working for you, choose wisely. Hire quality team members who actually have the experience you're looking for (classroom management skills are huge!), and don't force something if the pieces aren't in place to make it successful. Even if you'd really love to have a Garden Club happen this fall and you're down to the wire with no instructor, don't hire someone you don't feel great about. It only makes more work for you later, and it won't do the kids all that much good. When you bring quality people on board, you build your support base and program capacity, provide a much more impactful learning experience for kids, and free up more of your own time and energy.

11. Don't work all the time. Have a life outside of work, which includes a healthy self-care routine. We love what we do and we believe in it, but that doesn't mean we don't need a break. Set boundaries so that your rest time is actually restful (maybe that means you don't check work email in the evenings or on weekends, or maybe it means you come in late the morning after your Family Night). This job can be overwhelming and certainly stressful at times, but there are moments when things slow down a bit; seize those opportunities to do something rejuvenating so that you're ready to go when the pace picks up again. Get 8 hours of sleep-- your body needs it. Eat healthy. Exercise. See your friends! And every once in awhile, take a day off. Know that the work will never stop coming in, so *you* have to draw a line at some point and decide to leave for the day, regardless of how much is left to do.

12. Put people first… as much as possible. This job depends so much on relationships, and relationships are built when you eat lunch with staff, wander around the cafeteria and chat with kids, and pause to look up from your computer for a few minutes to chat with the students in your office. Yes, there will always be lots of work to do, but being present to the people you're partnering with and serving is key to making the rest of the program successful. That being said, it's tough to balance tasks and relationships sometimes; if you stopped what you were doing every time someone walked by, you'd never get anything done. Try to set aside some time each day to check in with a few people. Consider setting "office hours," time during which you will be anticipating interruptions and working on light tasks that can take a back seat when someone pops in for a visit. You'll feel better giving that person your full attention. Of course, you can't have your doors open and a smile on your face 24/7. If you're up against a hard deadline or you're not feeling your best, give yourself permission (and space) to withdraw and focus so that you can be present to others later.

And finally… Don't make promises you can't keep, and keep the commitments you do make. In other words: be honest, and follow through. This, maybe above all else, will help you gain the trust of school staff, parents, students, and partners alike. Think before you reply-- don't automatically say "yes!" if you're not sure-- and if you tell someone you'll do something, be somewhere, get back to them, etc… stick to your word. People remember if you came through for them last time, and knowing that they can count on you in the future will

strengthen your relationship and increase your credibility. **You won't be able to do everything, but try to do the things you choose to put on your plate as well and as intentionally as you can.**

"Off Roading"

SUN's effectiveness is a result of the extraordinary work of site managers, many of whom go above and beyond. However, if you are feeling overwhelmed or stretched too thin, take a moment to review expectations and reflect on your work load. The following list may help.

Top 10 Things…

That you may see other site managers doing (or find yourself doing), that make a big difference, but are not required by your contract.

- Providing more intensive, case management style support for select students
- Building a community garden or leading other school initiated facility/grounds projects
- Hosting 12 school events in a year
- Hosting 150+ students in your extended day program without added management capacity
- Hosting a 600+ person, multi-site, soccer tournament and community fair.
- Pushing your own administrative capacity to build an intricate system of electives that allow students to choose their extended day classes each day
- Running your school's parent group
- Providing volunteer coordination for the entire school
- Supporting school day duties including lunch duty, recess duty, arrival, and dismissal.
- Supporting special events not associated with SUN (chaperoning school dances, chaperoning class field trips, managing Run for the Arts etc.)

There are opportunities *everywhere* to improve your community. Prioritize and focus on those most tightly aligned with your goals. You may choose to take on extra projects. If you do celebrate your choice (many of these projects make a huge difference in your community), but also acknowledge the difference between opportunity and obligation.

NUTRITION STANDARDS FOR CHILDREN

Preschool Children (age 5 or under)

- **Snacks**: The types and amounts of foods served to preschool children will conform to specific program guidelines. If nutrition guidelines do not exist for the program, foods served should conform to USDA Child and Adult Care Food Program guidelines.
- **Beverages**: Allowable drinks are water, milk (or milk substitute for lactose-intolerant children), and diluted juice as follows:
  - Children under 2 years old: Serve whole milk.
  - Children 3-5 years old: Serve 1% or less milk.
  - We recommend limiting juice. If juice is served, serve 100% juice and dilute it by half with water.

School-Age Children and Youth: Oregon Nutrition Standards

- **Snacks:**
  - Set calorie limits per serving: 150 in elementary school, 180 in middle school, 200 in high school.
  - Total calories from fat may not exceed 35% (except for foods that are mainly nuts, eggs, cheese, non-fried vegetables, legumes or seeds).
  - Sugar content may not exceed 35% by weight except for fruits and vegetables.
  - Saturated fat may not exceed 10% of total calories; trans fat may not exceed 0.5 grams per serving.
- **Beverages: Elementary School**
  - Fruit or vegetable juice, individual serving size of 8 ounces or less and fewer than 120 calories (15 calories/ounce).
  - Milk or flavored milk, low-fat or fat-free, individual serving size of 8 ounces or less and fewer than 150 calories (19 calories/ounce).
  - Plain water is acceptable at every grade level.
- **Beverages: Middle School**
  - Fruit or vegetable juice, individual serving size of 10 ounces or less and fewer than 120 calories per 8 ounces (15 calories/ounce).
  - Milk or flavored milk, low-fat or fat-free, individual serving size of 10 ounces or less and fewer than 150 calories per 8 ounces (19 calories/ounce).
  - Plain water is acceptable at every grade level.
- **Beverages: High School**
  - Fruit or vegetable juice, individual serving size of 12 ounces or less and fewer than 120 calories per 8 ounces (15 calories/ounce).
  - Milk or flavored milk, low-fat or fat-free, individual serving size of 12 ounces or less and fewer than 150 calories per 8 ounces (15 calories/ounce).
  - No- or low-calorie beverages, individual serving size and fewer than 10 calories per 8 ounces (1.3 calories/ounce).
  - Other beverages, individual serving size of less than 12 ounces and fewer than 66 calories per 8 ounces (8 calories/ounce).
  - Plain water is acceptable at every grade level.

Section 5

Required Information and Release of Information Translations for Registration Forms

This section contains information that is required to be collected as part of registration, including race and ethnicity designations. It also contains the required non-discrimination language and the SUN publicity standards.

The Release of Information language is required as provided. With the exception of adding the name of the school district and the SUN lead agency, no changes can be made to the wording of the document. All students can participate whether or not they agree to the release of information.

Required Race and Ethnicity Categories for SUN Community Schools Registration Materials:

- African
- Asian
- Black/African American
- Latino/Hispanic
- Middle Eastern
- Native American/Alaskan Native
- Native Hawaiian/Pacific Islander
- Slavic
- White
- Declined to Answer

SUN Community Schools Standard Registration Information

Non-Discrimination and Behavioral Expectations

11/14/07

The following standard behavioral expectations and language are to be adopted by all SUN Community Schools (SUN CS) and included in SUN CS registration materials beginning *January 1, 2008*. This language needs to be reproduced in its exact wording and entirety and should replace any existing behavioral language.

In addition, a place needs to be included on registration forms for parents to mark that they have read the behavioral expectations and have discussed any concerns with the SUN CS Site Manager.

Standard Language: Non-Discrimination and Behavioral Expectations

Notice of Non-discrimination

SUN Community Schools programs and services reflect the diversity of our community. We do not discriminate based on the basis of religion, race, color, gender, national origin, sexual orientation age or disability.

Behavioral Expectations

The safety and well-being of all participants and staff is of utmost importance. To ensure safety in SUN Community Schools, we require that all participants be able to follow all three of the following criteria:

1. Be age-appropriate for the activity/program.
2. Be able to maintain safe behavior during the activity. This means that they can participate without harming themselves or others. Specific required behaviors include:
   - Treating adults and other students with respect
   - Following directions of adult instructors and coordinators
   - Remaining in the assigned room until dismissal
   - Engaging in safe, non-violent behavior
3. Participate meaningfully in the activity and not disrupt or distract others.

If you have questions or concerns about whether your child can follow the behavioral expectations above or whether s/he will benefit from the program being offered, please talk with the SUN CS Site Manager, [NAME].

SUN Community School Release of Student Information 2014-15

Student Last Name **Student First Name**

Our SUN Community School is a collaboration of **[District]**, Multnomah County, the City of Portland and many community partners and agencies who come together to support children's success in school and life. We do this by working together to meet the specific needs of our students and their families.

In order to provide your child with the best services and support possible, the SUN Community School Site Manager needs your permission to be able to share information with the people who are teaching and serving your child specifically. This information may include student name, student ID #, grade level, achievement test scores, course grades and grade point averages, attendance, Individual Education Plan, demographic, and behavior/discipline information. The SUN Community School Site Manager will only share this information when it is required by a partner organization or supports your student's success. This information may also be shared with the City/County SUN Initiative and their evaluation contractors for program evaluation.

Organizations receiving information about your student are informed of state and federal confidentiality provisions. This includes employees and volunteers managed by the SUN Community School site manager and staff of other partner agencies providing the activities in which my child participates. They are not authorized to release information to any agency or person not listed in this release without specific written consent of the parent/legal guardian.

Children may participate in SUN activities whether or not their Parent/Guardian agrees to the release or exchange of educational information to other staff or agencies.

Check box AND sign below:

☐ **YES**, I authorize the release and exchange of student records with staff of programs/activities that I register my child for and for evaluation purposes.

☐ **NO**, I do NOT authorize the release and exchange of student records with staff of programs/activities that I register my child for or for evaluation purposes, but I want my child to participate in SUN activities.

Parent/Legal Guardian Signature: **Date**

This permission is effective from **9/1/2014 until 8/31/2015** unless cancelled in writing.

Divulgación de información estudiantil de SUN Community School 2014-15

Apellido del estudiante **Primer nombre del estudiante**

Nuestra escuela SUN Community School es un esfuerzo conjunto del **[Distrito]**, el condado de Multnomah, la ciudad de Portland y muchos asociados y organismos comunitarios que se unen para apoyar el éxito de los niños en la escuela y en la vida. Esto lo hacemos mediante el trabajo conjunto para satisfacer las necesidades específicas de nuestros estudiantes y sus familias.

A fin de proporcionar a su hijo los mejores servicios y el mayor apoyo posibles, el administrador de la sede de SUN Community School necesita el permiso de usted para poder compartir información con las personas que están enseñando y prestando servicios a su hijo específicamente. Esta información puede incluir el nombre del estudiante, su número de identificación, grado escolar, puntajes de las pruebas de aprovechamiento, calificaciones de los cursos y promedios de calificaciones, asistencia, plan de educación individual, información demográfica e información sobre comportamiento y disciplina. El administrador de la sede de SUN Community School sólo compartirá esta información cuando la solicite una organización asociada o cuando represente un apoyo para el éxito de su hijo. Esta información también puede ser compartida con SUN Initiative de la ciudad o del condado y sus contratistas designados para la evaluación de los programas.

Las organizaciones que reciben información sobre su estudiante son notificadas de las disposiciones estatales y federales sobre confidencialidad. Esto incluye a los empleados y voluntarios coordinados por el administrador de la sede de SUN Community School y el personal de otros organismos asociados que proporcionan las actividades en las que participan los niños. No están autorizados a dar información a ningún organismo ni persona que no se mencione en este documento de divulgación sin el consentimiento expreso y por escrito del padre, la madre o el tutor legal.

Los niños pueden participar en las actividades de SUN sin importar si su padre, madre o tutor está de acuerdo o no con la divulgación o intercambio de información educativa con otros miembros del personal u otros organismos.

Marque la casilla Y firme abajo:

☐ **SÍ**, autorizo la divulgación e intercambio de registros estudiantiles con el personal de los programas y actividades en los que inscribo a mi hijo y para fines de evaluación.

☐ **NO**, no autorizo la divulgación e intercambio de registros estudiantiles con el personal de los programas y actividades en los que inscribo a mi hijo ni para fines de evaluación, pero sí deseo que mi hijo participe en las actividades de SUN.

Firma del padre, madre o tutor legal **Fecha**

Este permiso tiene vigencia desde el **1 de septiembre de 2014 hasta el 31 de agosto de 2015,** a menos que sea cancelado por escrito.

2014-2015 Saang Naupang' Thu leh Late SUN Community Saang pan Khahkhiatna

Saang naupang kisapnaMin Nunung **Saang naupang Min Kipat**

Kisapna Min

Ko SUN Community Saang pen [Myone-Khazaii], Multnomah County, Portland Khuapi leh Community tuamtuama nasem khawmte, agency tuamtuama nasemte kikaikhawm kipawlkhawm in, Saang Innsung leh Mihingnuntaaknate ah Naupangte' Gualzawhnading in maapangkhawm ka hi uh hi. Hicibanga Koteng' nasepkhopna bulpi in, Ka Saang naupang te leh Amau Innkuanpihte' i akician-tangsap-dongtuahnate muhpih/theihpihding ngiimna a hi hi.

Na naupang uh ahoihpenpen in piakkhiat-sepna panpihnate hongpiangkhiattheihnading lunggulhna tawh, SUN Community Saang pan Site Manegerte in, akiciansitseta na naupanguh laihilh a nasem Sia/Siamahte tungah naupangte' thu leh late(information) hawmkhiat theihnadingpen nang (Nu leh Pa) Phalna kisam hi. Hih thu leh la (information) sungah akihel-pawlkhat ahih leh Saang naupangte' Min, Saang naupangte' ID#, Tanphazah, Laivuanna azawhna matphazah,Sinna khentuamtuampan-mat muhzahte, Ataangpi-a mat ngahzah, aSaangkah hunsung, Pilnalam ah Mimal i ngiimna, Mihingte tawhkisai a neek leh dawn-miphazah-misuakzah-misizah cihbang..thute kantelnalam,leh Gamtat luheek/ thuzuihzawhna cibang thu leh la (information) te a hi hi. SUN Community Saang pan Site Maneger te in, hih thu leh late pen kikoppih-Kipawlna (ahih-kei leh) nangi Saang naupangte' gualzawhtaangtunnading domtotnadingte ah kisama hongkingetna a om leh hawmkhiatheihbek ding a hi hi. Hihding bawlding cih Geelna etkak-sittel nadinga, City/County a thuneihte, SUN makaih na leh amaute sittelmi micial (contractor) tetungahzong hih thu leh la (information) te kisapleh-kihawmkhia theih kha ding hi.

Nangi Saang naupangtawhkisai thu leh la (information) angah Kipawlnatuamtuamte' minpen Pyine(State) leh Pyithausuh (Federal) thuneitetung ah mailamah avanzattheihdingin muanna-thusim khat in ki theihsak hamtangding hi. Tuatesung ah na naupangte kihelna gamtatna-sinnatuamtuamte ah SUN Community Saang a Site Maneger te vaihawmgeelna tawh anasemte leh akipiakhia (voluntary)anasemte, adang kikoppih agency tuamtuam pan akipiakhia Sia/Siamahte min leh puam te a hi hi. Amau'te thu tawh thu leh la (information) te Nu leh Pa / Phalna'ngah khatpeuhte'i Kiciantaka- thukimna-lai omlopi in, hih thu khahkhiatna lai sungah apalo mikhatpeuh (ahih-keileh) adang agency khatpeuhte tung ah (information) khah-khiat-theihna thuneina omlo ding uh hi.

Nu leh Pa / Phalna'ngah khatpeuhte'in hih khahkhiatna lai thukimna leh thukimlohna tawhkisai in,adang agency tuamtuamte (ahih-keileh) Sia/Siammahte tung ah Pilnatawhkisai thu leh la ki-kheektuahnate, No nathukim in nathukimtakeiphial uhlehzong SUN i gamtat-sinnatuamtuamte ah na naupang uh kiheltheihveve ding uh a hi hi.

<u>Anuaia kuangneu te amaan pia in la Signthuh in</u>

[] Hi mah hi, Saang min piakna a om mah bang in,bangciangtungta cih etkak-sittelnading ngiimna tawh Sia/Siammahte'i hihding-bawlding cih geelnate/gamtatsinnadingte ah Ka Saang naupangi ciaptehnate ki-kheektuahna leh khahkhiatnadingte ah Kei mah in thuneihna Kapia hi.
[] Hi lo hi, Saang min piakna a om mah bang in,bangciang tungta cih etkak-sittelnading ngiimna tawh Sia/Siammah te'i hihding-bawlding cih geelnate/gamtatsinnadingte ah Ka Saangnaupangi ciaptehnate ki-kheektuahna leh khahkhiatnadingte ah Kei mah in thuneihna Kapia kei hi. Ahizongin SUN i gamtatsinnatuamtuamte ah Ka naupang kiheltheihnading ka deih hi.

Nu leh Pa / Phalna'ngah Khatpeuh Signthuhna: Kha, Ni leh Kum

ZOMi

Hih Phalna pen laitawh cancel na a om mahsiah 9/1/2014 pan 8/31/2015 dong kimanna om ding hi.

Mẫu chia sẻ Thông tin Học sinh 2014-15 của Trường Cộng đồng SUN

Họ Học sinh **Tên Học sinh**

Trường Cộng đồng SUN của chúng tôi là trường hợp tác của **[Học khu]**, Hạt Multnomah, Thành phố Portland và nhiều đối tác cộng đồng và cơ quan nhằm cùng nhau hỗ trợ cho sự thành công của học sinh trên ghế nhà trường và trong cuộc sống. Chúng tôi thực hiện việc này bằng cách hợp tác làm việc để đáp ứng các nhu cầu cụ thể của học sinh của chúng tôi và gia đình các em.

Để cung cấp dịch vụ và hỗ trợ tốt nhất có thể cho con quý vị, Quản lý Trang web Trường Cộng đồng SUN cần được quý vị cho phép để có thể chia sẻ thông tin với những người đang dạy và cung cấp dịch vụ cho con quý vị. Thông tin này có thể bao gồm tên học sinh, số ID học sinh, cấp lớp, điểm số thành tích kiểm tra, điểm khóa học và điểm trung bình, chuyên cần, Kế hoạch Giáo dục Cá nhân, số liệu nhân khẩu, và thông tin hành vi/kỷ luật. Quản lý Trang web Trường Cộng đồng SUN sẽ chỉ chia sẻ thông tin này khi được một tổ chức đối tác yêu cầu hoặc để hỗ trợ cho thành công của học sinh. Thông tin này cũng có thể được chia sẻ với Ban Xúc tiến SUN của Thành phố/Hạt và các nhà thầu đánh giá của họ để đánh giá chương trình.

Các tổ chức tiếp nhận thông tin về con quý vị được thông báo về các quy định bảo mật của tiểu bang và liên bang. Việc này bao gồm các nhân viên và tình nguyện viên do quản lý trang web Trường Cộng đồng SUN quản lý và nhân viên của các cơ quan đối tác khác cung cấp các hoạt động mà con quý vị tham gia. Họ không được phép chia sẻ thông tin cho bất kỳ cơ quan hoặc cá nhân nào không được liệt kê trong mẫu chia sẻ này mà không có văn bản cho phép cụ thể của phụ huynh/người giám hộ hợp pháp.

Học sinh có thể tham gia vào các hoạt động của SUN dù Phụ huynh/Người giám hộ của họ có đồng ý chia sẻ hoặc trao đổi thông tin giáo dục với nhân viên hoặc cơ quan khác hay không.

Chọn ô VÀ ký tên bên dưới:

☐ **CÓ**, tôi cho phép chia sẻ và trao đổi hồ sơ học sinh với nhân viên của các chương trình/hoạt động mà tôi đăng ký cho con tôi và vì mục đích đánh giá.

☐ **KHÔNG**, tôi KHÔNG cho phép chia sẻ và trao đổi hồ sơ học sinh với nhân viên của các chương trình/hoạt động mà tôi đăng ký cho con tôi hoặc vì mục đích đánh giá, nhưng tôi muốn con tôi được tham gia vào các hoạt động của SUN.

Chữ ký của Phụ huynh/Người giám hộ Hợp pháp: **Ngày**

Sự cho phép này có hiệu lực từ **1/9/2014 đến 31/8/2015** trừ khi có văn bản hủy bỏ.

Vietnamese

Tukuange atu 'o e Fakamatala Fekau'aki mo e Tokotaha Ako Mei He 'Apiako Faka-Komiunitii SUN ki he ta'u 2014-2015

Fakaiku 'o e Tokotaha Ako **Hingoa 'Uluaki 'o e Tokotaha Ako**

Ko e 'apiako Faka-Komiunitii SUN ko hono fakatahataha'i mai ia 'o e ngaahi **[Feitu'u]**, Vahenga Multnomah, Kolo 'o Pootileni mo e mo e ngaahi 'u komiunitii fengaue'aki ka e pehee ki he 'u kautaha 'oku nau fakatahataha mai ke tokonia 'a e lava me'a 'a e longa'i fanau 'I 'apiako mo e mo'ui foki. 'Oku mau fakahoko eni 'aki 'emau ngaue fakataha, ke feau 'a e ngaahi 'u fiema'u tefito 'a 'emau fanauako pea mo honau ngaahi famili.

Ke malava hano 'oatu ki ho'o tama 'a e ngaahi sevesi lelei taha pea mo e tokoni 'e ala lava ke fakahoko, 'oku fiema'u 'e he Pule 'o e 'Apiako Faka-Komiunitii SUN ke ke fakangofua mai mu'a ke vahevahe atu 'a e 'u fakamatala ki he kakai ko ia 'oku nau faiako mo fai fatongia hangatonu ko ho'o tama. Ko e fakamatala ko eni 'e kau ai 'a e hingoa 'o e tokotaha ako, fika ID 'o e tokotaha ako, tu'unga 'o 'ene ako, 'u maaka kuo ne ma'u he sivi, fakatu'utu'unga 'o 'ene koosi mo e 'u poini faka'avalisi fakatu'utu'unga, ma'u ako, Palani Faka-Ako Faka-fo'ituitui, fakamatala fakatemokalafi pea pehee ki he tu'unga faka'ulungaanga/akonekina. 'E toki vahevahe atu pe 'e he pule 'o e 'Apiako Faka-Komiunitii SUN 'a e 'u fakamatala ko eni 'I ha taimi 'oku fiema'u mai ai 'e ha kautaha 'oku fengaue'aki fakataha mai pe ko e tokoni ki he lava me'a 'a e tokotaha ako. Ko e fakamatala ko eni 'e ala lava ke vahevahe atu ia ki he ngaahi polokalama fo'ou 'a e Kolo/Vahenga SUN pea mo 'enau kau konituleki ki hono vakai'i koia 'o e 'u polokalama.

Ko e 'u Potungaue ko ia 'oku nau ma'u 'a e fakamatala fekau'aki mo ho'o tama ako 'oku 'osi fai hono fakaha kia kinautolu 'a e ngaahi tu'unga faka-siteiti mo fetulolo ki he molumalu hono tauhi 'a e me'a koia. 'Oku kau kiai foki mo e kau ngaue ka e pehee ki he kau ngaue'ofa 'oku pule'i 'e he pule 'a e 'Apiako Faka-Komiunitii SUN pea mo e kau ngaue foki 'o e 'u kautaha 'oku fengaue'aki mo fakahoko 'a e ngaahi polokalama 'oku kau kiai ho'o tama. 'Oku 'ikai foki ke fakamafai'i kinautolu ke nau tukuange atu 'a e fakamtala ki ha to e potungaue pe ko ha taha 'oku 'ikai lisi 'I he tohi 'oku tukuatu ni, ta'ema'u ha tohi fakangofua mei he matu'a/tauhi fakalao.

'E ala lava ke kau pe 'a e fanau ia ki he 'u polokalama 'a e SUN 'o tatau aipe pe 'oku loto pe ta'eloto 'a e Matu'a/Tokotaha Tauhi Fakalao ke tukuatu pe fakafetongi 'a e ngaahi fakamatala fakaako ki he kau ngaue kehe pe ko e 'u potungaue.

<u>Faka'ilonga'i 'a e puha PEA ke fakamo'oni 'I lalo:</u>

☐ **'IO**, 'Oku ou fakangofua 'a e tukuatu mo fakafetongi 'o e 'u lekooti 'a e tokotaha ako ki he kau ngaue 'o e 'u polokalama/ouau 'oku ou lesisita 'eku tama kiai pea pehee ki he 'u ngaue ki hono sivi'i pe vakai'i 'o e polokalama.

☐ **'IKAI**, 'Oku 'ikai ke u fakamafai'i 'a hono tukuatu pe fakafetongi 'a e 'u lekooti 'o e tokotaha ako ki he kau ngaue 'o e 'u polokalama/ouau 'oku ou lesisita ki ai 'eku tama pe ko e 'u ngaue ko ia ki hono sivi'i pe vakai' 'o e polokalama, ka 'oku ou fiema'u pe 'eku tama ke kau ki he 'u polokalama 'a e SUN.

Fakamo'oni 'a e Matu'a/Tauhi Fakalao: **'Aho**

'Oku 'aonga 'a e tohi Fakangofua ko eni mei he 'aho **9/1/2014 'o a'u ki he 8/31/2015** kehe 'o kapau 'e kaniseli mai 'I ha faitohi.

Tongan

2014-15 年度 SUN 社區學校學生信息披露

學生的姓氏　　學生的名字

我們的 SUN 社區學校是 Multnomah 縣 [行政區]、 Portland 市和許多社區合作夥伴和機構合作開辦的，這些合作夥伴和機構攜手合作，共同支持學生在學校和生活中的成功。我們通過攜手合作，滿足學生及他們的家庭的特定需求，如此來支持學生在學校和生活中的成功。

為了給您的孩子提供最佳服務和支持， SUN 社區學校現場管理員需要您的許可才能向那些專門對您的孩子實施教學和服務的人士透露信息。此信息可能包括學生姓名、學生 ID, 號、所在年級、成績測驗得分、課程等級和年級平均成績、出勤率、 個別教育計劃以及人口統計信息和行為 / 紀律表現信息。
只有當某合作夥伴組織提出要求或者為了支持您的子女的成功時， SUN 社區學校現場管理員才會透露此信息。此信息也可以和市 / 縣 SUN Initiative 以及它們的評估承包商分享，以便實施課程評估。

對於接收關於您的子女的信息的組織，我們將向其通告州和聯邦保密條例。這包括 SUN 社區學校現場管理員所管理的員工和自願者，以及提供我的子女參與的活動的其他合作夥伴機構的工作人員所管理的員工和自願者。未經家長 / 監護人特別書面許可， 他們無權向沒有在本信息發布稿列出的任何機構或個人披露信息。

不論家長 / 監護人是否同意向其他工作人員或機構披露或交流教育信息，學生均可參加 SUN 的活動。

請勾選方框並在下面簽字：

☐ 是，本人同意向本人為子女註冊的計劃 / 活動的工作人員披露和交流學生記錄，並用於評估目的。

☐ 否，本人不同意向本人為子女註冊的計劃 / 活動的工作人員披露和交流學生記錄，
也不同意以評估為目的向本人為子女註冊的計劃 / 活動的工作人員披露和交流學生記錄，
但本人希望本人的子女參加 SUN 的活動。

家長 / 監護人簽名：　　日期

除非以書面方式取消，本許可的有效期為 2014 年 9 月 1 日至 2015 年 8 月 31 日 。

tChinese

Ruhusa ya Kutolewa kwa Maelezo ya Wanafunzi wa Shule ya Jumuia ya SUN 2014-15

Jina la Mwisho la Mwanafunzi **Jina la Kwanza la Mwanafunzi**

Shule yetu ya Jumuia ya SUN inashirikiana na **[District]**, Jimbo la Multnomah, Jimbo la Portland na mashirika na wakala wengi wa jumuia ambao wamekuja pamoja kuunga mkono ufanisi wa watoto shuleni na maishani. Sisi hufanya hivi kwa kufanya kazi kwa pamoja ili kufikia mahitaji maalum ya wanafunzi wetu na familia zao.

Ndiposa kumpa mtoto wako huduma na msaada bora unaowezekana, Msimamizi wa Shule ya Jumuia ya SUN anahitaji kibali chako ili aweze kushiriki maelezo na watu ambao wanafunza na kuhudumia mtoto wako. Maelezo haya huenda yakajumuisha jina la mwanafunzi, nambari ya kitambulisho cha mwanafunzi, kiwango cha gredi, alama za mtihani wa mafanikio, gredi za kozi na makadirio ya alama za gredi, uhudhuriaji, Mpango wa Elimu wa Kila mwanafunzi, Demografia, na maelezo ya tabia/nidhamu. Msimamizi wa Shule ya Jumuia ya SUN atasimamia tu maelezo haya wakati yanahitajika na shirika ubia au yanasaidia ufanisi wa mwanafunzi wako. Maelezo haya yanaweza pia kushirikiwa na Uvumbuzi wa Mji/Jimbo la SUN na makontrakta wao wa utathmini wa utathmini wa programu.

Mashirika yanayopokea maelezo kuhusu mwanafunzi wako hufahamishwa kuhusu matoleo ya siri ya jimbo na serikali. Hii hujumuisha wafanyakazi na wanaojitolea wanaosimamiwa na msimamizi wa Shule ya Jumui ya SUN na wafanyakazi wa mashirika mengine wabia yanayotoa shughuli ambazo mtoto wangu anahusika. Hawaruhusiwi kutoa maelezo kwa shirika au mtu yeyote asiyeorodheshwa katika toleo hili bila kibali maalum kilichoandikwa cha mzazi/mlezi wa kisheria.

Watoto wanaweza kuhusika katika shughuli za SUN iwe Mzazi/Mlezi wake anakubali au hatakubali kutoa au kubadilisha maelezo ya kielimu kwa wafanyakazi au mashirika mengine.

Weka alama kwenye kisanduku NA uweke saini hapa chini:

☐ **NDIYO**, ninaidhinisha kutolewa na kubadilishwa kwa rekodi za wanafunzi na wafanyakazi wa mpango/shughuli ambazo ninasajili mtoto wangu na kwa malengo ya utathmini.

☐ **HAPANA**, SIIDHINISHI kutolewa na kubadilishwa kwa rekodi za wanafunzi na wafanyakazi wa mpango/shughuli ambazo ninasajili mtoto wangu au kwa malengo ya utathmini, lakini ninataka mtoto wangu kuhusika katika shughuli za SUN.

Saini ya Mzazi/Mlezi wa Kisheria: **Tarehe**

Kibali hiki kitaanza kutumika kuanzia tarehe ***9/1/2014 hadi 8/31/2015*** *isipokuwa imeghairiwa kwa kuandikwa.*

Swahili

Macluumaadka Sii Deynta Ardayda ee Dugsiga Bulshadda SUN 2014-15

Magaca Dambe ee Ardayga **Magaca Hore ee Ardayga**

Dugsigeena Bulshadda ee SUN wuxuu xiriir la leeyahay **[Degmada],** Gobolka Multnomah, Magaaladda Portland iyo iskaashiyo bulsho iyo shirkado kuwaasoo si wadajir ah isugu yimid inay ka taageeraan caruurta guulaha iyo nolosha dugsiga. Tani waxaan u sameynaa wada shaqeyn si loola kumo baahida qaaska ah ee ardaydeena iyo qoysaskooda.

Si aad u siiso ilmahaaga hawlgalka ugu wanaagsan iyo taageero suurto gal ah, Maamulaha Barta Dugsiga Bulshadda ee SUN wuxuu u baahan yahay ruqsadaada oo u awoodeysa inuu macluumaad la wadaago dadka kuwa wax baraaya una adeegaaya qaas ahaan cunugaaga. Macluumaadkan waxaa laga yaabaa inuu ka mid yahay ardayga magaciisa, nambarka aqoonsiga ardayga, heerka fasal, dhibcaha uu helay tijaabada, heerarka maadooyinka iyo heerka iskucelcelinta dhibcaha, imaatinka, Qorshaha Waxbarasho Shaqsiyeedka, faahfaahintiisa guud, iyo dabci/macluumaadka anshax. Maamulaha Barta Dugsiga Bulshadda ee SUN macluumaadka wuxuu la wadaagayaa oo keliya marka ay u baahdaan ururka iskaashiga ama guulaha ardaydalagu taageerayo. Macluumaadkan xittaa waxaa laga yaabaa in lala wadaago Magaalada/Gobolka Halabuurayaasha iyo qiimeynta hawl bixiyayaashooda ee qiimeynta mashruuca.

Ururradda helaayo macluumaadka ku saabsan ardaygaaga waxaa lagu war gelinayaa hawlwadeenadda dowladda iyo federaalka qarsoodi ahaan. Tani waxaa ka mid ah shaqaalaha iyo mutadawiciinta uu maamulo maamulaha Barta Dugsiga Bulshadda ee SUN iyo shaqaalaha ee wakaaladaha iskaashiga kale ee bixinaaya waxqabadyadda ee uu ka qeyb qaadanaayo cunugeyga. Ma jiro ammarro lagu bixinaayo macluumaad wakaalad kasta ama qof aan ka mid aheyn sii deyntaan ruqsad la'aanta qoraal qaas ah ee waalid/Illaaliye sharci ah.

Caruurta laga yaabee inay ka qeyb qaataan waxqabadyadda SUN haddii ay ogol yihiin iyo haddii kaleba Waalid/Ilaalo sii deynta ama la wadaagga macluumaad waxbarasho ee shaqaale kale ama wakaalado.

Fiiri Godka IYO saxiix hoos:

☐ **HAA**, Waxaan u fasaxay bixinta iyo wadaagga warbixinta ardayga shaqaalaha mashaariicda/waxqabadyadda kaasoon ka diiwaan geliyay cunugeyga ujeedooyin qiimeyn.

☐ **MAYA**, MA U fasixin bixinta iyo wadaagga warbixinta ardayga shaqaalaha mashaariicda/waxqabadyadda kaasoon ka diiwaan geliyay cunugeyga ujeedooyin qiimeyn, laakiin waxaan doonayaa inuu cunugeyga ka qeyb qaato waxqabadyadda SUN.

Saxiixa Waalid/Ilaaliye sharci: **Taariikh:**

Ruqsadaan waxay dhaqan galeysaa laga bilaabo **9/1/2014 illaa 8/31/2015** Illamaa qoraal lagu joojiyo.

Somali

2014-15 年度 SUN 社区学校学生信息披露

学生的姓氏　　学生的名字

我们的 SUN 社区学校是 Multnomah 县 [行政区]、Portland 市和许多社区合作伙伴和机构合作开办的，这些合作伙伴和机构携手合作，共同支持学生在学校和生活中的成功。我们通过携手合作，满足学生及他们的家庭的特定需求，如此来支持学生在学校和生活中的成功。

为了给您的孩子提供最佳服务和支持，SUN 社区学校现场管理员需要您的许可才能向那些专门对您的孩子实施教学和服务的人士透露信息。此信息可能包括学生姓名、学生 ID 号、所在年级、成绩测验得分、课程等级和年级平均成绩、出勤率、个别教育计划以及人口统计信息和行为/纪律表现信息。只有当某合作伙伴组织提出要求或者为了支持您的子女的成功时，SUN 社区学校现场管理员才会透露此信息。此信息也可以和市/县 SUN Initiative 以及它们的评估承包商分享，以便实施课程评估。

对于接收关于您的子女的信息的组织，我们将向其通告州和联邦保密条例。这包括 SUN 社区学校现场管理员所管理的员工和自愿者，以及提供我的子女参与的活动的其他合作伙伴机构的工作人员所管理的员工和自愿者。未经家长/监护人特别书面许可，他们无权向没有在本信息发布稿列出的任何机构或个人披露信息。

不论家长/监护人是否同意向其他工作人员或机构披露或交流教育信息，学生均可参加 SUN 的活动。

请勾选方框并在下面签字：

☐ 是，本人同意向本人为子女注册的计划/活动的工作人员披露和交流学生记录，并用于评估目的。

☐ 否，本人不同意向本人为子女注册的计划/活动的工作人员披露和交流学生记录，也不同意以评估为目的向本人为子女注册的计划/活动的工作人员披露和交流学生记录，但本人希望本人的子女参加 SUN 的活动。

家长/监护人签名：　　日期

除非以书面方式取消，本许可的有效期为 2014 年 9 月 1 日至 2015 年 8 月 31 日。

Schinese

Раскрытие информации об учащихся школой SUN Community School, 2014-15 г.

Фамилия учащегося **Имя учащегося**

Наша школа SUN Community School является результатом сотрудничества **[район]**, администрации округа Малтнома, администрации города Портленд и многих партнеров из числа общественных организаций, которые объединились, чтобы поддержать детей в достижении успеха в учебе в школе и в жизни в целом. Мы достигаем это, совместными усилиями помогая удовлетворять потребности наших учащихся и их семей.

Для того, чтобы предоставить вашему ребенку самые лучшие услуги и поддержку, менеджеру отделения школы SUN Community School необходимо ваше разрешение на предоставление людям, которые будут непосредственно учить и обсуживать вашего ребенка, определенной информации. Эта информация может включать в себя имя учащегося, идентификационный номер учащегося, класс, в котором он учится, оценки за тесты на проверку уровня овладения знаниями, оценки за изучение курса и средний балл, информацию о посещаемости, Индивидуальный учебный план, демографические сведения, а также информацию о поведении и дисциплине. Менеджер отделения школы SUN Community School будет предоставлять такую информацию только в случае, если она необходима партнерской организации, или если это будет способствовать достижению учащимся успеха в обучении. Эта информация также может быть предоставлена участникам инициативы SUN Initiative на уровне города или округа и их подрядчикам в целях проведения оценки программы.

Организации, получающие информацию о вашем учащемся, ставятся в известность о требованиях по соблюдению конфиденциальности, предусмотренных федеральным законодательством и законодательством штата. Об этом информируются работники и волонтеры, которые работают под руководством менеджера отделения школы SUN Community School, а также персонал организаций-партнеров, организующих мероприятия, в которых принимает участие ваш ребенок. Они не имеют права разглашать информацию каким бы то ни было организациям или частным лицам, которые не входят в список лиц, которым разрешено предоставление этой информации, без конкретного письменного разрешения родителя/законного опекуна.

Дети могут принимать участие в мероприятиях, проводимых SUN, независимо от того, согласился ли их родитель/опекун разрешить предоставление или обмен информацией об обучении с другими сотрудниками или организациями.

Поставьте отметку в одном из приведенных ниже полей И распишитесь:

☐ **ДА**, я разрешаю предоставлять и осуществлять обмен информацией об учащемся с персоналом программ/мероприятий, для участия в которых я зарегистрирую моего ребенка, в целях их оценки.

☐ **НЕТ**, я НЕ разрешаю предоставлять и осуществлять обмен информацией об учащемся с персоналом программ/мероприятий, для участия в которых я зарегистрирую моего ребенка, в целях их оценки, но я хочу, чтобы мой ребенок принимал участие в мероприятиях SUN.

Подпись родителя/законного опекуна: **Дата**

Это разрешение действительно с **1 сентября 2014 г. по 31 августа 2015 г.,** если оно не будет отменено в письменной форме.

Russian

सन कम्यूनिटि स्कूल विद्यार्थीको विवरण आदानप्रदान वा जारी गर्ने सहमति 2014-15

विद्यार्थीको थर _____ **विद्यार्थीको नाम** _____

हाम्रो सन कम्यूनिटि स्कूल भनेको [डिस्ट्रिक्ट], मल्टनोमा काउन्टि, पोर्टल्यान्ड सहर साथै विद्यालय र जीवनको अन्य क्षेत्रमा बच्चाहरूको सफलतामा टेवा पुर्‍याउन एक साथ अगि आउने विभिन्न सामुदायिक साझेदार तथा संघ-संस्थानहरूको एउटा साझा प्रयास हो। यसका लागि हामी हाम्रा विद्यार्थीहरू र उनीहरूको परिवारहरूको विशेष आवश्यकताहरूको पूर्ति गर्न एक साथ मिलेर काम गर्छौं।

तपाईंको बच्चालाई यथा सम्भव राम्रो सेवा तथा सहयोग प्रदान गर्ने उद्देश्यले, सन कम्यूनिटि स्कूल साइट म्यानेजरलाई तपाईंको बच्चालाई विशेष रूपमा शिक्षा तथा सेवा प्रदान गर्ने विभिन्न मानिसहरूसँग जानकारीहरू जारी गर्न वा आदानप्रदान गर्न तपाईंको अनुमति चाहिएको छ। उक्त जानकारीहरूमा विद्यार्थीको नाम, विद्यार्थी ID #, कक्षा, जाँचमा प्राप्त गरेको अङ्कहरू, कोर्स ग्रेड र ग्रेड पोइन्ट एभरेज, हाजिरी, व्यक्तिगत शैक्षिक योजना, जनसाङ्ख्यिकी विवरण, तथा आचरण/अनुशासनबारे जानकारीहरू पर्दछन्। कुनै साझेदार संस्थानलाई आवश्यक पर्दा अथवा विद्यार्थीको सफलतामा सहयोगका लागि आवश्यक पर्दा मात्र सन कम्यूनिटि स्कूल साइट म्यानेजरले यी जानकारीहरू जारी वा आदानप्रदान गर्नेछन्। यी जानकारीहरू सहर/काउन्टि सन इनिसिएटिभ तथा कार्यक्रमको मूल्याङ्कन गर्ने व्यक्तिहरूसँग पनि आदानप्रदान गर्न सकिने छ।

तपाईंको बच्चा सम्बन्धी जानकारीहरू प्राप्त गर्ने संस्थानहरूलाई राज्य तथा सङ्घीय गोपनीयताका प्रावधानहरूबारे जानकारी गराइएको हुनेछ। यसमा कर्मचारीहरू र सन कम्यूनिटि स्कूल साइट म्यानेजरद्वारा सञ्चालित स्वयंसेवकहरू र बच्चाले भाग लिने कार्यक्रमहरू सञ्चालन गर्ने अन्य साझेदार संघ-संस्थानहरूका कर्मचारीहरू पनि पर्दछन्। माता-पिता/कानूनी अभिभावकको लिखित सहमति बिना यसै सहमतिमा नाम उल्लेख नभएका कुनैपनि संस्थान वा व्यक्तिलाई उनीहरूले जानकारीहरू उपलब्ध गर्ने अनुमति छैन।

माता-पिता/अभिभावकले अन्य कर्मचारी वा संघ-संस्थानहरूमा शैक्षिक जानकारीहरू जारी गर्ने वा आदानप्रदान गर्ने सहमति दिए अथवा नदिए पनि बच्चाहरूले सनका कार्यक्रमहरूमा भाग लिन पाउँछन्।

<u>उपयुक्त कोठामा ठीक चिन्ह लगाउनुहोस् र तल हस्ताक्षर गर्नुहोस्:</u>

□ **हो**, मेरो बच्चाको नाम दर्ता गरिएको कार्यक्रम/क्रियाकलापका कर्मचारीहरूलाई अथवा मूल्याङ्कन प्रयोजनका लागि विद्यार्थीको विवरण जारी गर्ने तथा आदानप्रदान गर्ने अनुमित प्रदान गर्छु।

□ **होइन,** मेरो बच्चाको नाम दर्ता गरिएको कार्यक्रम/क्रियाकलापका कर्मचारीहरूलाई अथवा मूल्याङ्कन प्रयोजनका लागि विद्यार्थीको विवरण जारी गर्ने तथा आदानप्रदान गर्ने अनुमित प्रदान गर्दिन, तर सन कार्यक्रमहरूमा मेरो बच्चालाई सहभागी गराउन चाहन्छु।

_____

माता-पिता/कानूनी अभिभावकको हस्ताक्षर: **मिति**

लिखित रूपमा रद्द नगरेसम्म, यो अनुमति 9/1/2014 देखि 8/31/2015 सम्म लागु रहनेछ

Nepali

SUN Community Schools PR Standards

(updated 1/2016)

As of September 20, 2004, the following PR standards are in place for SUN Community Schools, as agreed upon by the City of Portland and Multnomah County. Organizations acting as lead agencies for SUN CS are expected to follow these standards and to make any changes necessary to be in alignment with them in materials produced from this point forward.

For *all* outreach and marketing materials (this includes registration forms, flyers, newsletters, etc.) the following 3 logos and tagline are to be included:

Logos:

1. SUN Community Schools

2. Multnomah County

3. City of Portland Parks and Recreation
   (for the schools within the city limits)

Tagline:

SUN Community Schools are a collaboration of Multnomah County, the City of Portland, and Centennial, David Douglas, Gresham-Barlow, Portland Public, Parkrose, and Reynolds school districts and non-profits.

The County and City should also be referenced in any interviews that take place related to SUN CS.

The SUN CS logo is available in the SUN CS Toolkit. You may request other logos to be sent electronically from Wilma Goudy at Wilma.Goudy@multco.us

The SUN Service System may develop additional messages, speaking points and PR standards for services within the System. Agencies will be given time to fully implement PR standards changes as they are made.

Section 6

Special Assistance

This section contains information and documents needed to understand, plan and request special assistance for student participation.

SUN Community Schools

Activity Participation Request: Guiding Questions

The following are optional guiding questions that may be used in conjunction with the Activity Participation Request form.

GENERAL:

- What kind of support does your child need?
- Can your child participate in an environment with 1 staff to every ___ participants?
- Does your child do better with a male/female assistant?
- Does your child play with others?
- Does your child feel more comfortable with his/her peers or with adults?
- Has your child been involved in classes or camp activities? If yes, what made the activity successful?
- How does your child communicate?

FOLLOWING DIRECTIONS:

- Are simple directions followed when told the first time?
- If directions need to be repeated, how often?
- The participant can follow directions with physical or verbal assistance.
- The participant cannot follow directions – needs step-by-step assistance.

SAFETY: Does the child have a tendency to wander or run?

BEHAVIOR/PERSONALITY:

- Is your child using a specific behavior plan?
- Describe activities your child particularly likes/dislikes.
- Describe any settings or activities that might cause behavior difficulties, e.g. noisy surroundings, loud noises, flashing lights, etc.
- Describe the best way to redirect or engage your child's attention.
- Describe any behavior management techniques used by family members, school staff and others involved in the child's life?

TRANSITION NEEDS: Describe the best way to transition, or introduce new tasks.

NOTES:

SUN Community Schools
Special Assistance Request Instructions

Effective September 1, 2015

The following is a summary of how to request Multnomah County funds for special assistance in SUN Community Schools after school programs. The process and contact person for this process changed effective September 1, 2013. Please read the new instructions carefully as expenditures without approval in advance will not be reimbursed.

1. The SUN Accommodation Process and forms can be found by going to the SUN Community School Toolkit at: https://multco.us/sun/sun-community-schools/sun-cs-site-manager-toolkit Click; select the **Inclusion and Special Assistance** link**.** This will bring you to the documents you will need for the process. The documents are:

   - **Request Instructions (this form)**
   - **Guiding Questions**
   - **Request Form**

2. Following the Steps and Guiding Questions documents gather information from the parent, student and/or school as to the needs of the student. When making a request, the following information will need to be emailed to Wilma Goudy @ **wilma.goudy@multco.us.** This information needs to be submitted/re-submitted for every term you are requesting services for a given student.
   - Participation Request Form

3. Please allow 10 business days to approve the paperwork once it is submitted. When working with a family requesting service, please let them know the ten day policy. ***If the child starts the activity before the 10 working days or before approval of services SUN CS may not pay for services***

4. **The Site Manager is responsible for finding the inclusion assistant to work with the student**. Usually the assistant is someone who already works with the student in school. The wage for the assistant is negotiated with the County as part of the approval process. **The average wage is $13.** Sometimes a higher wage is paid, but approval must be given by the County.

5. After the information has been approved, you and your agency fiscal contact will receive an email from Wilma Goudy confirming that the student may start the SUN CS program.

6. For questions or additional information, you can reach Wilma Goudy, SUN Community Schools Program Specialist at (503) 988-7425 or **wilma.goudy@multco.us.**

7. If no accommodations are made during the school day, it is unlikely SUN will pay for accommodations for the extended day.

SUN Community Schools
Inclusion Services Request Form

Date: _____ this is a: □New Request □Returning Student

Student's First Name: _____ Last_____

Date of Birth_____School_____

Grade: _____ Daytime Teacher/Homeroom:_____

Parent/Guardian Name(s):_____

Daytime Phone #: _____

Does student receive special accommodations or special education services during the school day?
□ Yes □No

Educational_____

Behavioral _____

Describe the support or accommodations this student requires for successful participation in SUN activities, please be specific include any diagnosis.

_____

_____

_____

_____

_____

Describe how this accommodation meets the students IEP?

_____

_____

_____

l requests must be emailed to Wilma Goudy, SUN Community School Program Specialist, at wilma.goudy@multco.us. Please allow 10 working days for approval. If the child begins the activity before 10 working days or before approval or request, SUN CS may not pay for services.

_____

_____

_____

Name of activity/activities student is enrolled in:

_____

Dates, days & times of student's enrollment:

_____

Does your program providing bussing for this student? □Yes □No

Has an Inclusion Assistant already been identified to support this student? □Yes □No

Name of Inclusion Assistant: _____ Hourly rate of pay: _____

Name of SUN Site Manager: _____

Phone # of SUN Site Manager: _____

*****PLEASE ATTACH A COPY OF STUDENT'S SIGNED ROI FROM SUN REG FORM*****

Section 7

ServicePoint and Data

This section contains information related to ServicePoint database, the database the SUN Service System uses to track student participation and levels of service. Documents in this section include required forms to obtain access to the database, user handbooks, frequently asked questions and instructions of how to run and examples of reports used for SUN Community Schools.

For more information, go to https://multco.us/servicepoint, call the ServicePoint Hotline at (503)970-4408 or email at servicepoint@multco.us.

Department of County Human Services—
SUN Service System and Community Services

ServicePoint User Setup or Disable

This form must be completed and submitted by a **manager** or **supervisor** at your agency. Submit the form via fax to (503) 988-3710, or email the form from the manager/supervisor's email to **servicepoint@multco.us**.

Each ServicePoint user must have their own account and must attend a ServicePoint training. Send an email to **servicepoint@multco.us**, or call the ***ServicePoint Data HelpLine, (503)970-4408*** to schedule a training. Login information will be provided to the new user when they complete the ServicePoint New User Training.

Add a User

☐ This is a **Replacement** license. (Enter **User to Delete**, below.)	☐ This is an **Additional** license. *(Please contact **Data HelpLine, (503)970-4408**.)*	Date of Request
Person Making Request	Agency	
New User's Name	New User's Title	
New User's Email	New User's Telephone	

SUN Community Schools

☐ This User is at a **SUN Community School**.	Name of School

Specify Projects and Add to Service Staff Dropdown

(Please ONLY specify projects for which the user will enter data into ServicePoint; *indicates programs managed by the City of Portland, please contact the City of Portland for training on how to enter data for these programs)

	Specify Project(s)	Add to Dropdown		Specify Project(s)	Add to Dropdown
☐	Action for Prosperity – Family Unification Project (AFP – FUP)	☐	☐	Parent Child Development Services (PCDS)	☐
☐	Bienestar de la Familia (Ortiz Center)	☐	☐	Pathways Mental Health/Housing	☐
☐	Bienestar de la Familia (AOD Services)	☐	☐	Runaway Shelter Family Counseling	☐
☐	Commercial Sexual Exploitation of Children (CSEC)	☐	☐	Runaway Shelter	☐
☐	Community Healing Initiative (CHI)	☐	☐	School Housing Stabilization Fund (SHSF)*	☐
☐	Community Transitional School	☐	☐	Sexual Minority Youth Services (SMYS)	☐
☐	Family Shelter System	☐	☐	Short-Term Rent Assistance (STRA)*	☐
			☐	Short-Term Rent Assistance (STRA) – United Way*	
☐	Girls Transitional Housing	☐	☐	Social Support Services for Educational Success (SSSES)	☐
☐	Homeless Youth Continuum (HYC)	☐	☐	TLP / RHYMIS*	☐
☐	HUD Family Futures	☐	☐	Willow Tree	☐
☐	HUD HomeSafe	☐			
☐	HUD Horizons Youth	☐	☐	Youth Gang Prevention Services (YGPS)	☐
☐	Homeless Family System of Care (HFSC) & Mobile Housing Team (MHT)	☐			
☐	Multnomah Stability Initiative (MSI)	☐	☐	Youth Prevention Services	☐

Delete a User

☐ **Delete a ServicePoint User**	Name of User
☐ Remove from Service Staff Drop-down.	Effective Date

Authorization

Signature	Phone	Date

SUN COMMUNITY SCHOOLS

ServicePoint Handbook

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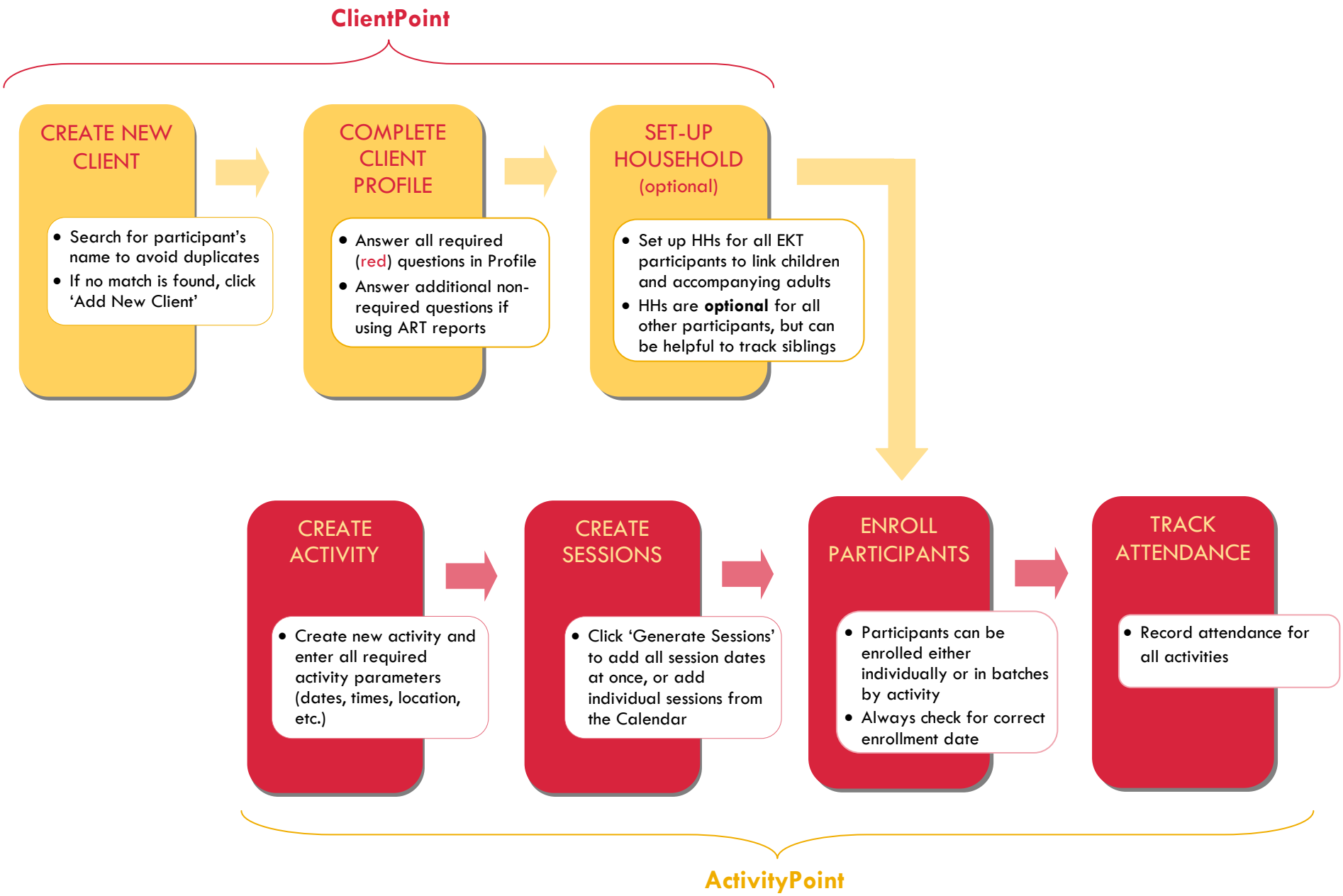
Questions? Contact the ServicePoint Helpline at 503.970.4408 or servicepoint@multco.us
http://multco.us/servicepoint

Revised 3.24.16

SUN Community Schools ServicePoint Handbook - Revision History

- **Revised August 2015 -** Updated ART Report section with changes made for 2015-16 school year, added section on ReportWriter
- **Revised March 2016** - Program Entries are no longer required. All Required Data Elements are located in the Client Profile. Households are optional, except for EKT participants.

SUN COMMUNITY SCHOOLS DATA MILESTONES



Revised 3.24.16

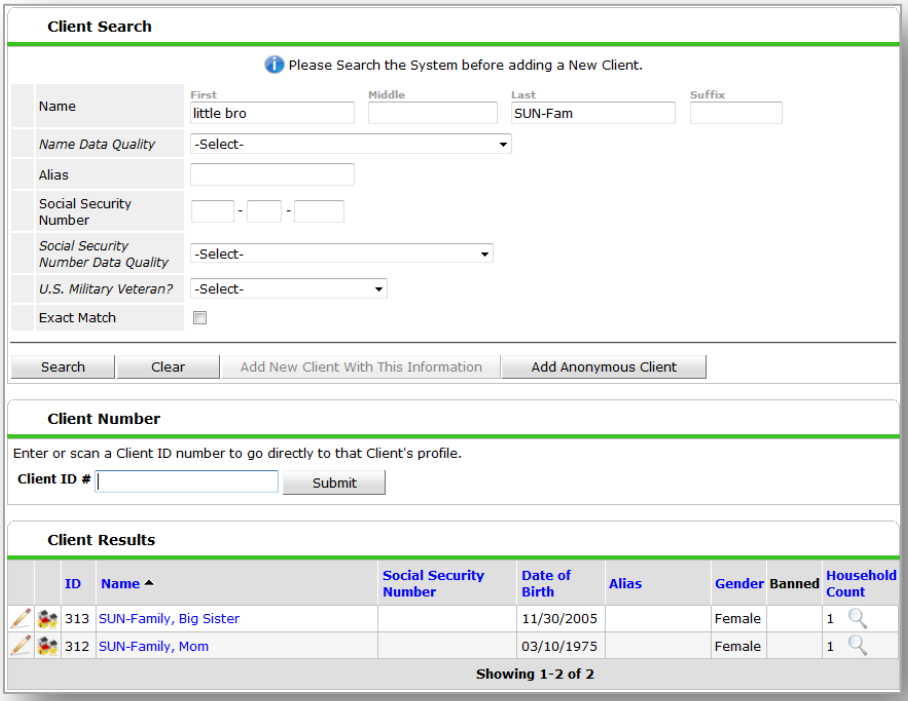
CREATING A NEW CLIENT IN CLIENTPOINT

Every student and adult participating in enrolled activities in a SUN Community School should be entered in ServicePoint.

SEARCHING FOR A CLIENT

- Always search for a participant's name before adding them as a new client. Participants may already be in ServicePoint if they (or their family) have been served in other programs.
- Search by first name, last name, or a portion of either name.
- If a name match is found, check that the DOB also matches. If no match is found, click 'Add New Client with This Information.'

In this example, you've found mom and big sister, but little brother isn't in ServicePoint yet. You'll need to add him as a new client.



COMPLETING THE CLIENT PROFILE

Answer All Required Questions (in red):

For ALL Participants:

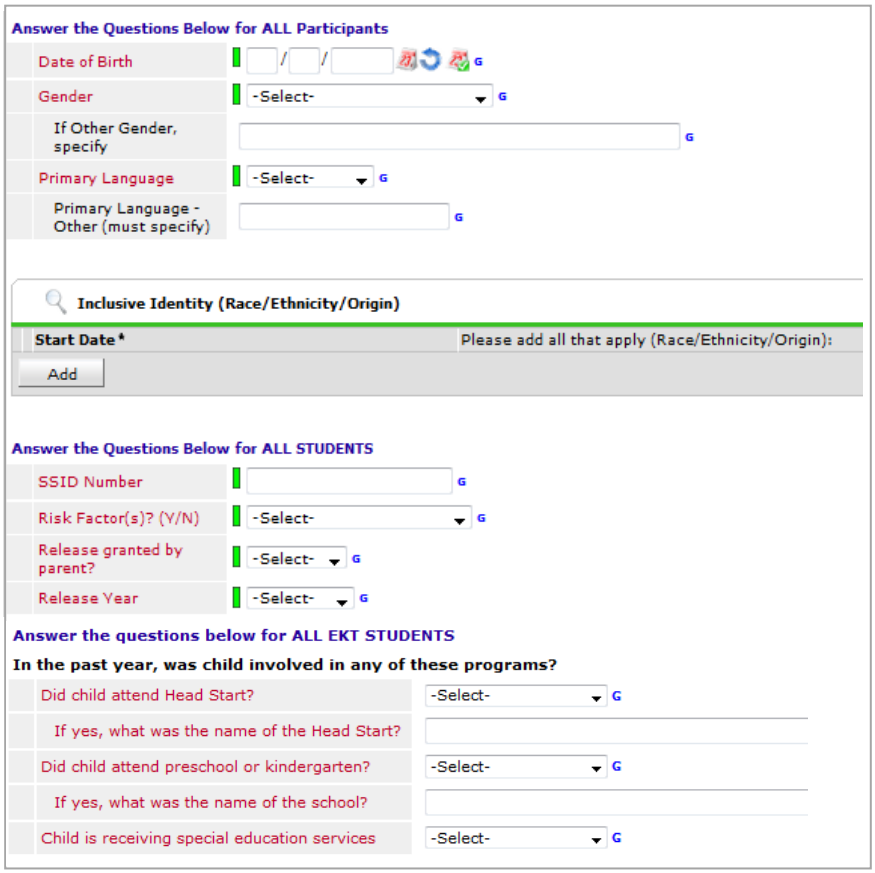
- **DOB**
- **Gender**
- **Primary Language:** If 'Other,' specify below
- **Inclusive Identity:** Click 'Add' and choose all that apply

For All STUDENTS:

- **SSID Number**
- **Risk Factors (Y/N)** *See List Below
- **Release Granted by Parent?**
- **Release Year**

For All Early Kindergarten Transition (EKT) Students:

- **Did child attend Head Start?:** If yes, provide name
- **Did child attend preschool or kindergarten?:** If yes, provide name
- **Child is receiving SPED services?**



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***Student Risk Factors Include:**

- Behavioral Issues
- Delinquent Behavior
- English not Primary Language
- Family Issues: Alcohol & Drugs
- Family Issues: Criminality
- Family Issues: Discord
- Family Issues: Domestic Violence
- Family Issues: Mental Health
- Foster Care
- Gang Involvement (or Risk of)
- Homelessness
- Individualized Education Plan (IEP)
- Mental Health
- Poor Academic Performance
- Poor Class Attendance
- Poverty
- Substance Abuse
- Suspension/Expulsion
- Teen Pregnancy

All other questions are OPTIONAL, but they're very helpful if using ART reports. Be sure to update questions for returning students.

The Questions Below are OPTIONAL, but can Greatly Enhance SUN School Reports

Additional Client Identification

Parent 1	
Parent 2	
Photo Release?	-Select-
Agency Client ID	

School Information

Enrollment Status	-Select-
Current Grade Level	-Select-
Teacher/Counselor	
Other	

Contact Information

Primary Contact Name	
Primary Contact Phone	
Primary Contact Phone Desc	
Email Address	
Street Address	
Street Address (Additional)	
City	
State	-Select-
Zip Code	

Contact Phone Numbers

Contact Name	Phone Number	Phone Desc	Start Date *

Add

Contacts (Emergency and Other)

Emergency Contact	Contact's Name	Contact ROI Expiration	Contact's City	Phone Number	Second Phone Number	Relationship to Client

Add

Transportation Information

Primary Method of Transportation	-Select-
Secondary Method of Transportation	-Select-
Bus Number	
Bus Stop	
Authorized Pick-Up	

Special Considerations

Medical Notes	
Other Issues	

OPTIONAL Risk Factor Details

Risk Factor Type

Entry Date *	Risk Factor

Add

Print Assessment | Save | Cancel

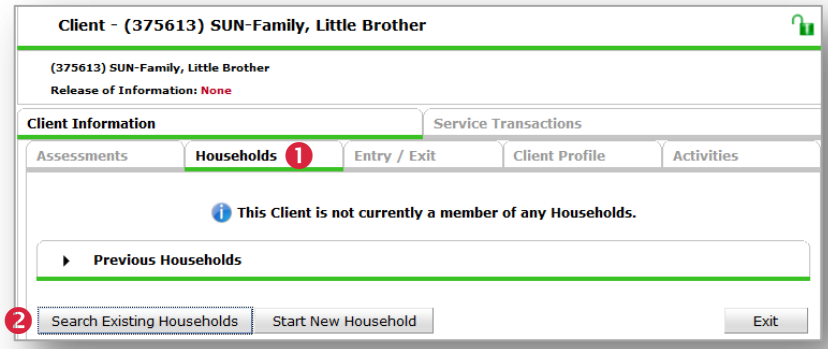
Revised 3.24.16

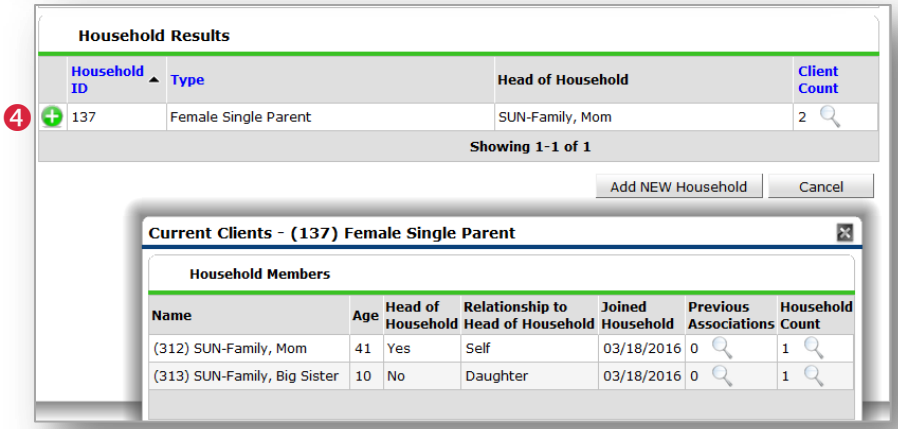
SETTING UP A HOUSEHOLD

Households are required for all child and adult participants in Early Kindergarten Transition (EKT) activities. Beyond that, setting up households in ServicePoint is *OPTIONAL*. Setting up households can be helpful, particularly at elementary and K-8 sites, to track siblings and coordinate their enrollment.

ADDING TO AN EXISTING HOUSEHOLD

1. Once inside of the client's record, click on the Households tab
2. Click 'Search Existing Households' and search for the other household members
3. Click the magnifying glass under client count to see the names of household members
4. If you find a matching family, click the green plus sign to add the new family member

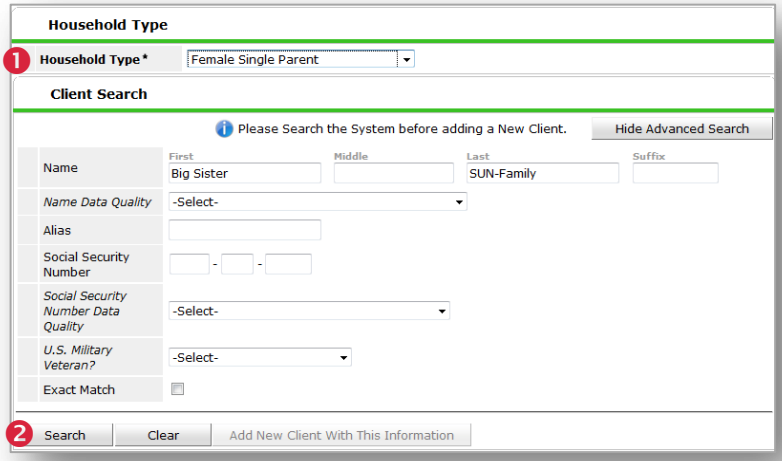


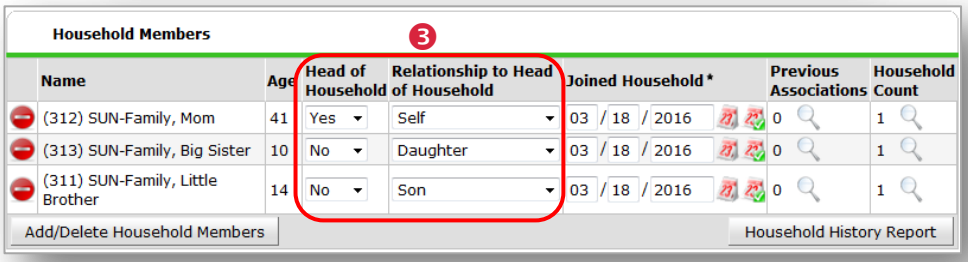


STARTING A NEW HOUSEHOLD

If you didn't find a matching household, click 'Start New Household'

1. Choose the Household Type
2. Search for/add any additional household members.
3. Choose 1 Head of Household and add specify the Relationship of all members
4. Click 'Save & Exit'

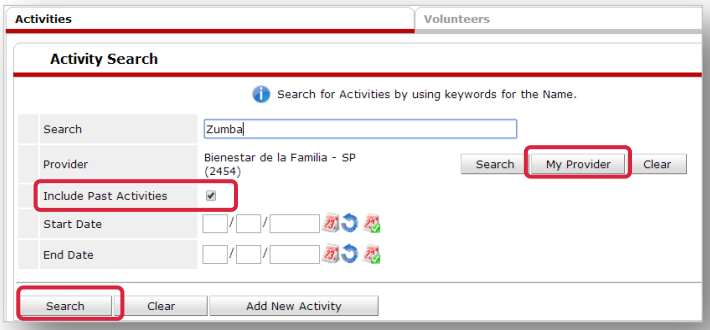




Revised 3.24.16

CREATING ACTIVITIES IN ACTIVITYPOINT

- **Enrolled Activities** are groups that meet regularly with consistent attendees (ex: *15-16 Soccer League, Fall 1st - 2nd Grade Arts & Crafts*, etc.)
- **Non-enrolled Activities** are open events where you only want to track the total number of attendees (ex: SUN Showcase, Back-to-School Fair, etc.)
- **Before creating a new activity, always search for the activity name.** Click 'My Provider' to search only within your own program. Always click 'Include Past if the activity has ended.



ACTIVITY INFO

❶ Choose an activity name that clearly describes the class, ex: '2015-16 Book Club' or 'Summer 2016 Adult ESL'

❷ *Activity Type* is always 'Local'

❸ Set all activity parameters.

❹ For enrolled activities, leave *Enrollment Type* as 'Open'

❺ Set Max enrollment

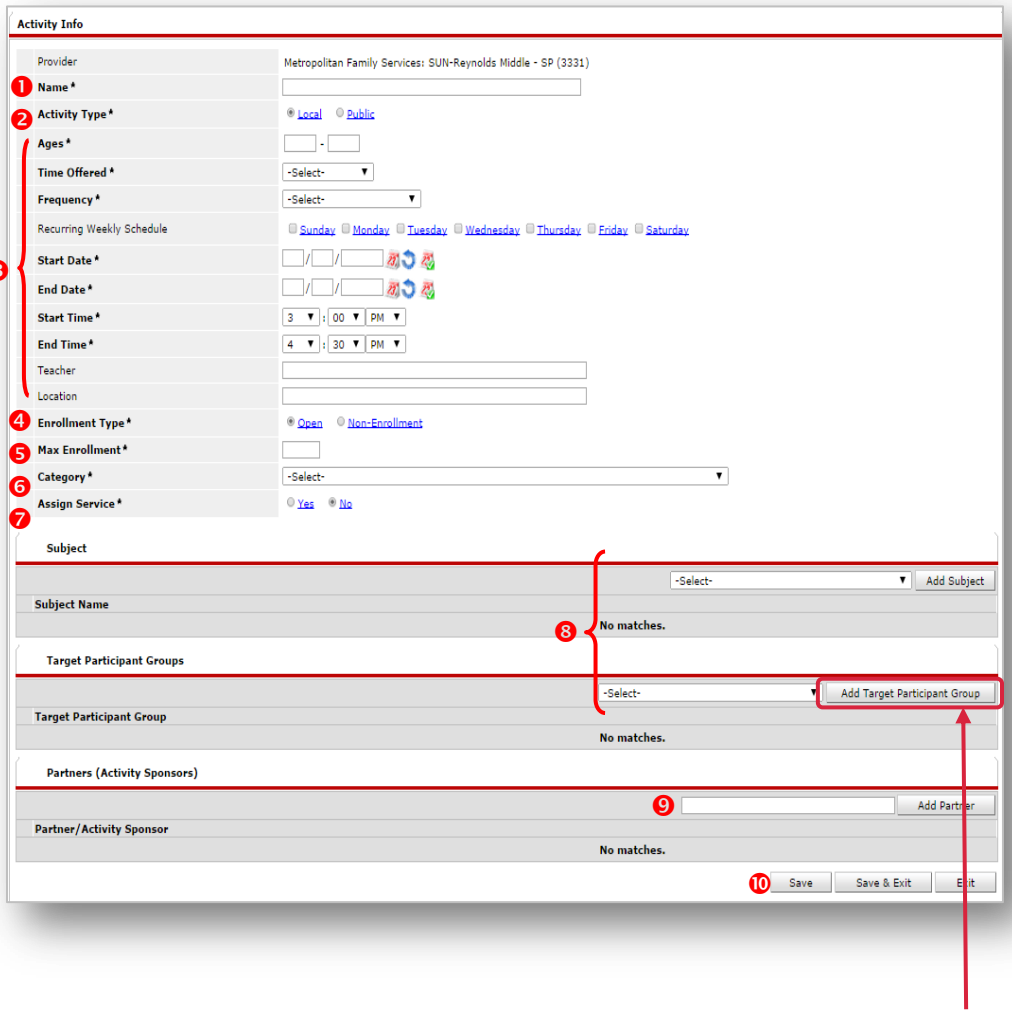
❻ Choose the most appropriate category. Only select from the options that begin with 'SUN.'

❼ Always leave *Assign Service* as 'No'

❽ Select the appropriate *Subject* and *Target Participant Group* and click 'Add.' Add all that apply from the options that begin with 'SUN.'

❾ If applicable, write in any activity partners and click 'Add.' Add as many as apply.

❿ Click 'Save' then continue on to the 'Sessions' tab (see following page)



IMPORTANT: Always add a Target Participant Group. Many ART reports rely on this field to pull the correct participants. See pgs 10-15 for details.

Revised 3.24.16

CREATING SESSIONS FOR ENROLLED ACTIVITIES

Activities must have session dates in order to appear in ART reports.

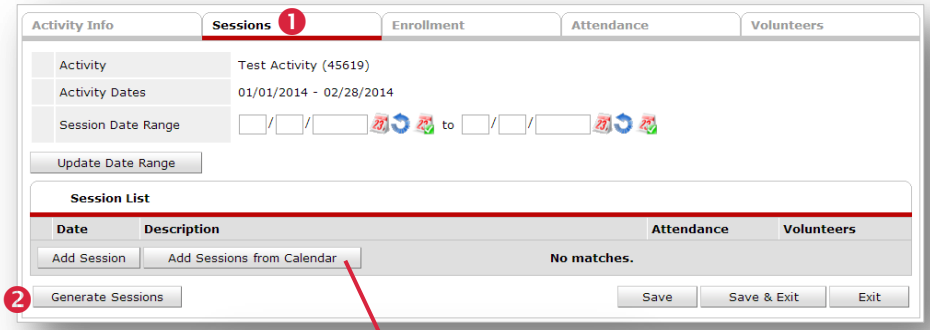
❶ Click on the Sessions tab

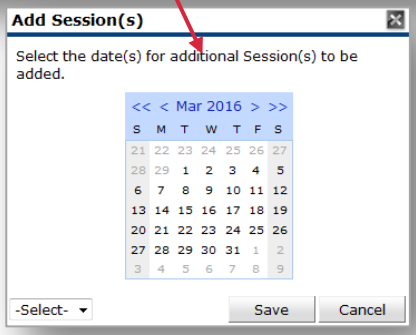
❷ Click 'Generate Sessions' to create a full list of session dates based on the date range and days you selected in the Activity Info tab

or…

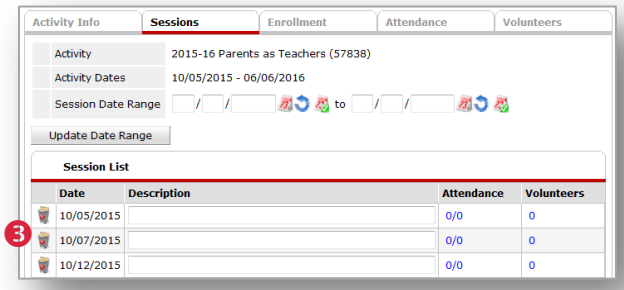
to add individual session dates, click 'Add Sessions from Calendar' and click only the days you want.

This feature can be useful for activities with irregular session dates or, for instance, to add a Saturday field trip to an activity that normally meets Mon/Wed.





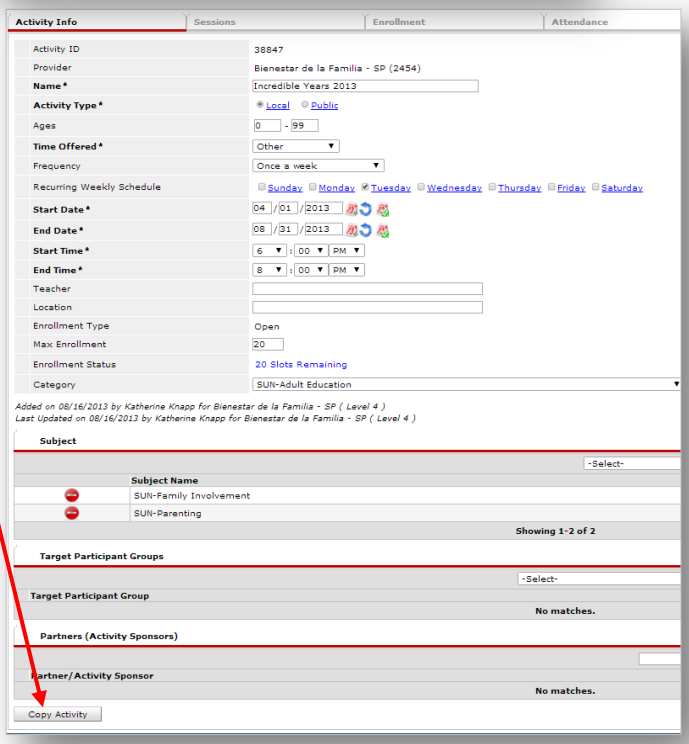
❸ To delete unwanted sessions (holidays, snow days, etc.) click the garbage can next to that session date



COPYING AN ACTIVITY

After adding activity info and clicking 'Save,' you have the option to create another activity with the same activity parameters by clicking 'Copy Activity' **Be sure to give the newly-generated activity a different name and re-enter the date range.**

NOTE: Remember to generate sessions and enroll participants on the copied activity. Sessions and enrollment in the original activity DO NOT carry over.



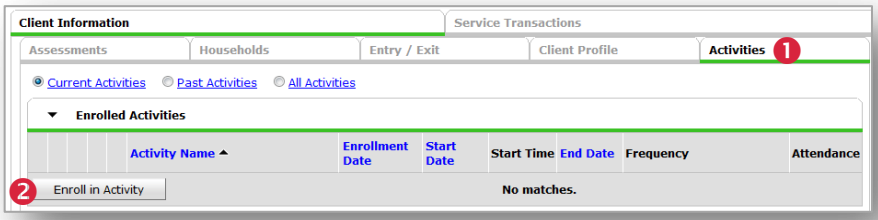
ENROLLING PARTICIPANTS IN AN ACTIVITY

Participants can be enrolled in activities in two different ways:

Option 1: by *Participant* (in ClientPoint)

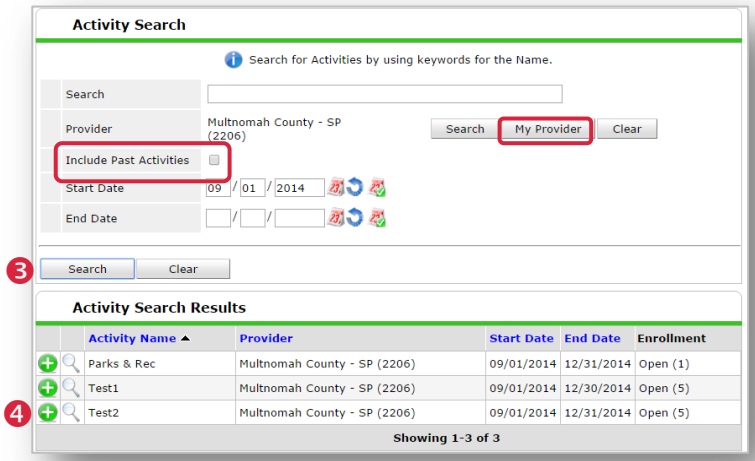
❶ Click on the Activities tab in the participant's record

❷ Click 'Enroll in Activities'



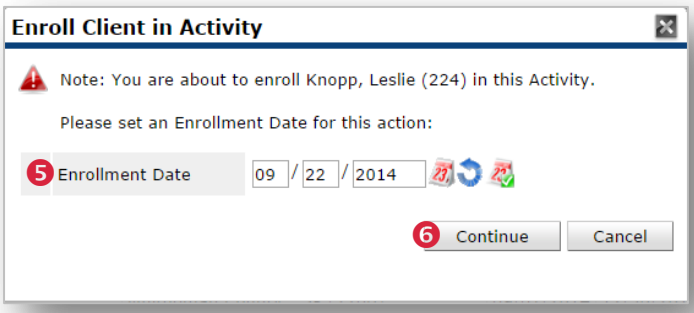
❸ Search for the activity you'd like to enroll that participant in. Click 'My Provider' to look only at activities at *your* school. Remember to click '**Include Past Activities**' if the activity has ended already.

❹ Click the green plus sign to enroll the participant



❺ Set the Enrollment Date on or before the first day that the participant attended/will attend

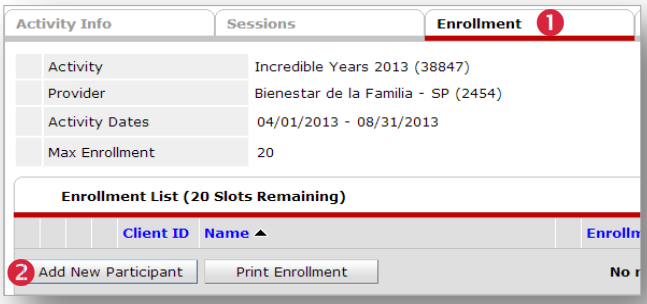
❻ Click 'Continue'



Option 2: by *Activity* (in ActivityPoint)

❶ In ActivityPoint, open up the activity and click on the Enrollment tab

❷ Click 'Add New Participant'



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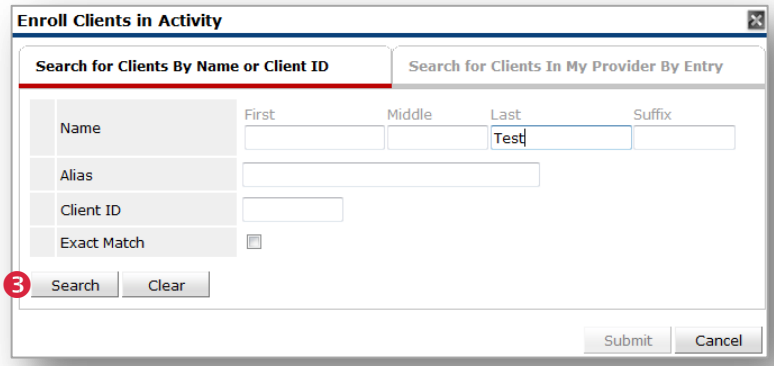
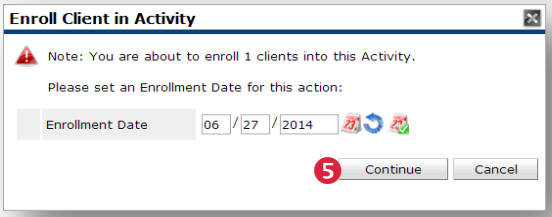
❸ Search for participants by name. Participants will only appear if they have a profile in ClientPoint.

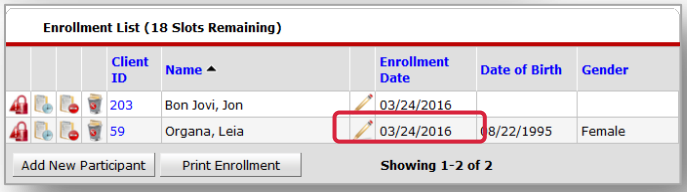


❹ Continue searching for and checking off all of the names of the participants you'd like to enroll. Just click 'Submit' once when you're finished.

❺ Set the 'Enrollment Date' to on or before the first day that the participant attended the activity and click 'Continue.'

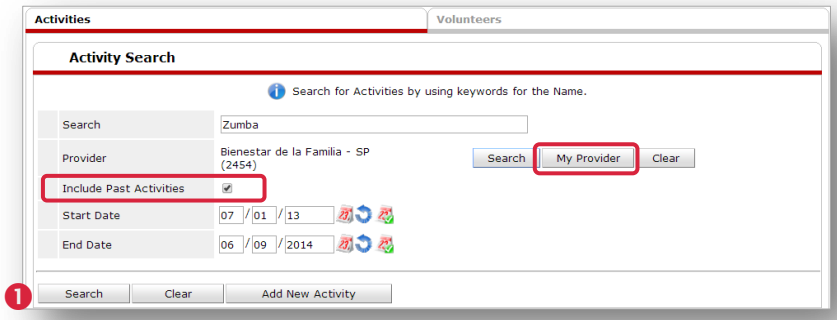


Note: If you checked off a whole batch of names at once, they'll all get the same enrollment date. To change one participant's enrollment date, click the pencil next to their date and overwrite it.



ENTERING ATTENDANCE

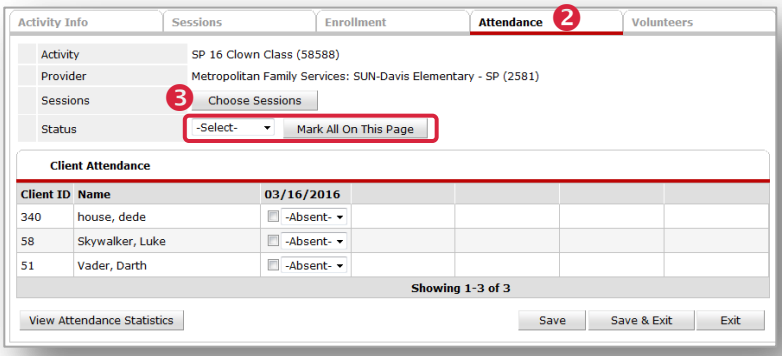
❶ In ActivityPoint, search for the class you want to enter attendance for - either by class title or by date range. Click 'My Provider' to search only within your own school. Remember to click 'Include Past Activities' if the activity has ended already.



❷ Click on the Attendance tab

❸ Click 'Choose Sessions.' You can enter attendance for up to 5 sessions at once.

TIP: Change Status to 'Attended' and click 'Mark All on this Page,' then uncheck any absent participants

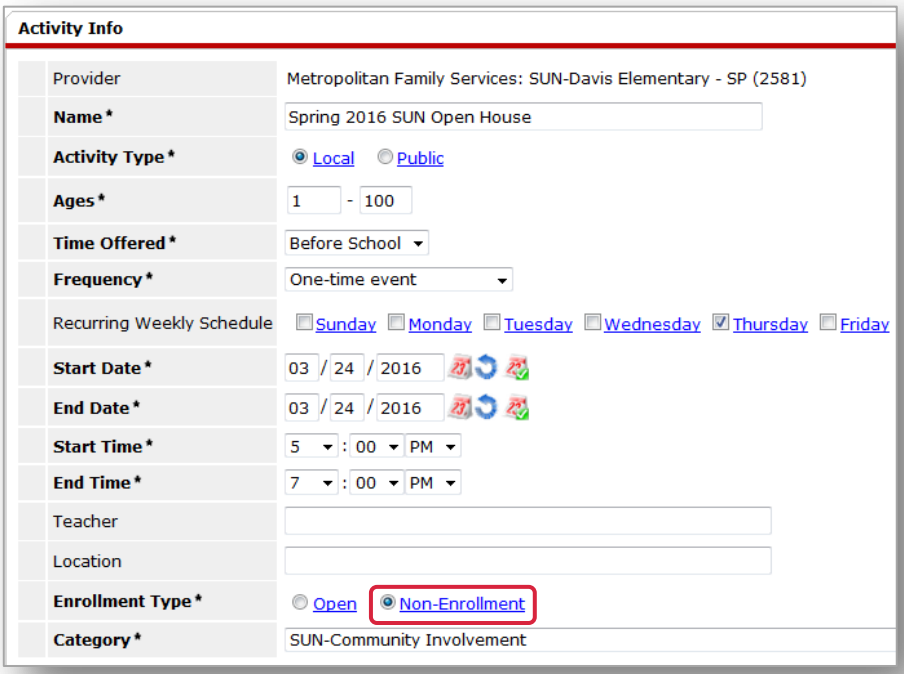


Revised 3.24.16

CREATING NON-ENROLLED ACTIVITIES

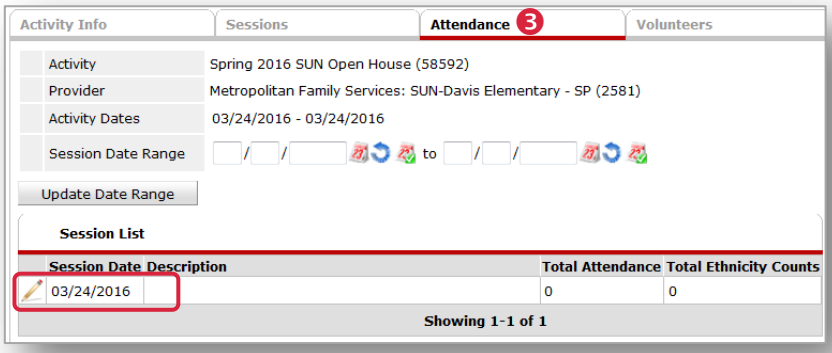
❶ Follow the same steps as creating an enrolled activity, except **for Enrollment Type, click 'Non-enrollment'** (see pg. 5)

❷ Create session(s) following the same steps as for an enrolled activity (see pg. 6)



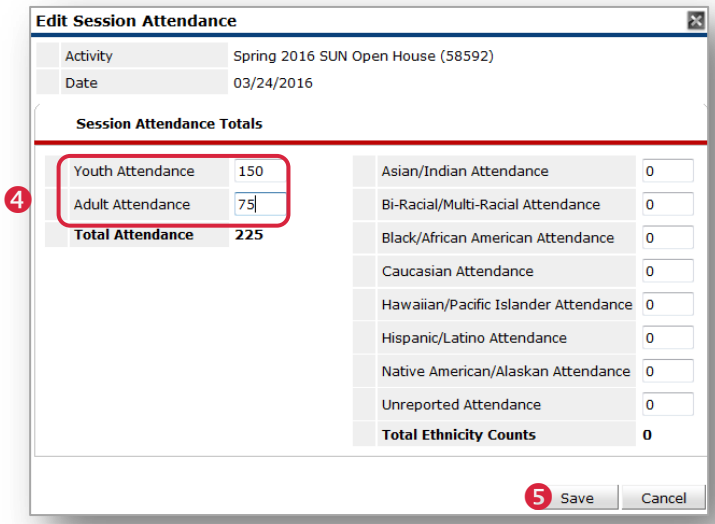
RECORDING ATTENDANCE FOR NON-ENROLLED ACTIVITIES

❸ Go to the Attendance tab and click the pencil next to the session date



❹ Enter the total youth and adult participants (race/ethnicity is optional)

❺ Click 'Save' to exit



SUN COMMUNITY SCHOOL ART REPORTS

Report Name	Content and Purpose	Report Prompts	Trouble-Shooting
ATTENDANCE HISTORY	**TABS:** • **Overview:** All attendees and their attendance rate and # of sessions attended/enrolled/excused/unexcused/absent or not recorded • **By Activity:** All activities that were offered in the report range, including the daily attendance status of each participant • **By Participant:** All attendees and their # of sessions attended/enrolled/excused/unexcused/absent or not recorded broken down by activity • **Average Daily Attendance:** All activities offered in the session with the average # of participants who attended per day **PURPOSE:** • Track absenteeism, reward high attendance rates, track who has met 30 days of attendance (and who's close to meeting) • Use By Activity tab to find gaps in attendance data entry	• Run as either Excel or PDF • Set Start and End dates as the **whole date range (+1 day)** that you want to see in your report	• Only pulls activities where **sessions** have been created • This report has trouble accurately counting sessions enrolled when a participant has enrolled, dropped, then re-enrolled in an activity. If a participant's attendance rate on the Overview tab is incorrect (<0% or >100%) check the By Participant tab to see which activity is generating the error.
ATTENDANCE SHEETS	**TABS:** • **Attendance Sheets by Activity**: Activity name, start time, days offered, location, all enrolled participants and their ServicePoint ID, grade, photo release (Y/N), primary transportation, and authorized pick-up • **Attendance Sheets by Day**: one list of all students enrolled that day - useful for centralized 'check-in' or daily meal tracking. Includes: all enrolled participants and their ServicePoint ID, grade, photo release (Y/N), primary transportation, and authorized pick-up, and first and last activities of the day **PURPOSE:** • Tracking daily attendance in extended-day activities	• If run as PDF - max of **5 session dates** per page • If run as Excel - **unlimited** session dates	• Only pulls activities where **sessions** have been created and participants have been **enrolled** • Only pulls participants whose **Activity Enrollment Date** is on or before the report start date

Report Name	Content and Purpose	Report Prompts	Trouble-Shooting
CONFIRMATION LETTERS	**TABS:** • **For Families:** Prints 1 pg/student with: name, teacher, grade, primary contact name & phone, primary transportation, authorized pick-up, bus stop, and weekly class schedule with: activity name, time, date range, and location. Also flags any students who do not have a current release year. (Does NOT flag current release year w/ 'No' response.) Prints grouped by classroom teacher name for easy distribution. Is bilingual Spanish/English. • **For Teachers:** Prints a list for each teacher of which of their students are enrolled in SUN each day, including: activity name, time, and date range • **For Admin:** Master list of all enrolled students, including: student name, grade, primary contact name & phone, primary transportation, and weekly schedule with: activity names, days, location, and date range • **Mini Student Schedule:** A simpler version of the "For Families" tab. Includes just student's name and weekly class schedule with: activity name, time, date range, and location. **PURPOSE:** • Distribute prior to session start date to inform all parties of enrollment	• Run as PDF only • Set Start and End dates to include **only 1 full week (+1 day)**	• Only pulls activities where **Target Participant Group = Students/Youth** • Only pulls activities where **sessions** have been created • Only pulls participants whose **Activity Enrollment Date** is on or before the report start date • Teacher names come from the 'Teacher' field in the Client Profile. Spelling and capitalization must match. For instance, ART will recognize "Brown", "brown" and "Mr. Brown" as 3 different teachers and they'll each get their own confirmation letter.
CONTACT INFO	**TABS:** • **Contact Information:** For each enrolled students: (1) **primary** contact name, primary phone #, phone description, and email (2) **contact** name, phone and phone type, and (3) **emergency** contact, relationship to student, 1st phone, 2nd phone • **Addresses:** For all enrolled students: street address, address (additional), city, state, zip • **Email List:** a list of email addresses of all enrolled students - easy to copy and paste **PURPOSE:** • Quick access to contact info for clipboards, field trips, staff without Synergy access, etc.	• Run as either Excel or PDF • Set Start and End dates to include **at least 1 full week (+1 day)**	• Only pulls students enrolled in activities where **Target Participant Group = Students/Youth** • Only pulls participants whose **Activity Enrollment Date** is on or before the report start date

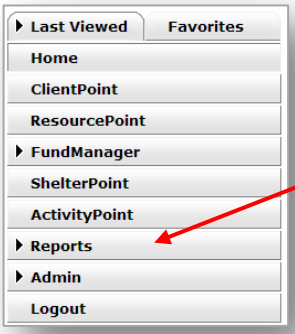
Report Name	Content and Purpose	Report Prompts	Trouble-Shooting
DAILY COUNT for NUTRITION DEPT.	**TABS:** • **Daily Student Count:** a day-by-day list of all students who attended **PURPOSE:** • Send to District Nutrition Dept. for attendance verification	• Run as either Excel or PDF • Set Start and End dates as the **whole date range (+1 day)** that you want to see in your report	• Only counts attendance for **afternoon** activities where **Target Participant Group = Students/Youth** • Only pulls activities where **sessions** have been created and **attendance** has been entered
DAILY DISMISSAL	**TABS:** • **Daily Sign-Out (pick-ups):** Lists all enrolled students whose primary (or secondary) transportation = Parent or Authorized Person, including their: name, grade, first and last activities of the day, primary contact, primary phone, primary and secondary transportation, authorized pick-up, and a space to sign and date. Prints one section for each day in report range. • **Bus Roster:** Lists all enrolled students whose primary (or secondary) transportation = Activity Bus, including their: name, grade, primary contact, primary phone, last activity of the day, bus #, and bus stop. Prints one section for each day in report range. • **Other (Walking, Trimet, etc.):** Lists all enrolled students whose primary (or secondary) transportation = Student's Discretion, Walking, or Tri-Met including their: name, grade, primary and secondary transportation, primary contact, primary phone, last activity of the day, and authorized pick-up. **PURPOSE:** • Facilitates end-of-day dismissal routines	• Run as either Excel or PDF • Set Start and End dates to include **at least 1 full week (+1 day)**	• Only pulls activities where **Target Participant Group = Students/Youth** • Only pulls activities where **sessions** have been created and students have been **enrolled** • Only pulls participants whose **Activity Enrollment Date** is on or before the report start date

Report Name	Content and Purpose	Report Prompts	Trouble-Shooting
GENERIC PARTNER REPORT	**TABS:** • **Youth Activities**: A spreadsheet of all activities where 'Target Participant Group' = Students/Youth, including: all attendees and their SvcPt ID, SSID#, school, grade, DOB, age, primary language, photo release (Y/N), street address, primary contact, primary phone, Inclusive Identity, total # of session attended and daily breakdown of attendance. This tab is filtered to only display data for youth with a **current 'Yes' Parental Release** • **All Activities - UNFILTERED:** The same data points listed above, but with *ALL* data displayed, regardless of Target Participant Group and Parental Release **PURPOSE:** Share basic participant demographics and attendance with partners for all participants with current Releases of Information	• Run as Excel • Set Start and End dates as the **whole date range (+1 day)** that you want to see in your report	• Only pulls activities where **sessions** have been created and **attendance** has been entered • 'Youth Activities' tab only displays info for students who have a '**Yes**' Parental Release for the **current** school year • Activities with *no* Target Participant Group will only appear on the unfiltered tab. To make them appear on the Youth Activities tab with ROI filters, add the Students/Youth Target Participant Group, wait for the system refresh, then re-run the report.
MASTER SITE ROSTER AKA the *Master Blaster*	**TABS:** • **Youth Activities**: A spreadsheet of all enrolled students including: SvcPt ID, SSID#, Synergy #, name, alias, age, gender, primary language, language (other), risk factor (Y/N), grade, teacher, weekly schedule of AM and PM activities (M-F), primary contact name & phone, email, photo release, parental release, release year, medical notes, primary and secondary transportation, authorized pick-up, and inclusive identity • **All Activities (Unfiltered)**: The same data points listed above, but with *ALL* activities included, regardless of Target Participant Group **PURPOSE:** • A raw data set for folks who prefer to use excel spreadsheets to track data and build program tools. • Apply filters to activity columns to find any errors in enrollment, such as students enrolled in 2nd period activities but not in 1st or students enrolled in 2 activities with the same start time	• Run as Excel only • Set Start and End dates to include **only 1 full week (+1 day)**	• 'Youth Activities' tab only pulls activities where **Target Participant Group = Students/Youth** • Only pulls activities where **sessions** have been created and students have been **enrolled** • Only pulls **one morning** activity and the **first and last afternoon** activities. If a participant is enrolled in 3 or more activities in the *same afternoon*, this report will not display all of them.

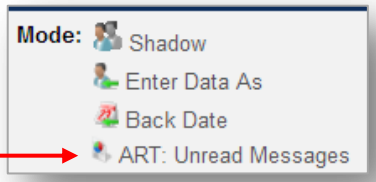
Report Name	Content and Purpose	Report Prompts	Trouble-Shooting
MISSING DATA REPORT	**TABS:** • **MISSING Data**: a list of all required data elements (RDEs) for attendees with flags where fields are missing. If fields are unanswered because they're not required (e.g. an adult with no SSID #) this report will display 'N/A' instead of 'MISSING.' RDEs include: SSID#, DOB, gender, primary language, language - other (only required if primary language = 'other'), risk factors (Y/N), parental release, release year, and inclusive identity. SSIDs are also flagged as "Fishy" if they are 6 digits or less. • **EKT Data:** Flags any missing data, missing households, or errors in enrollment for participants who have attended Early Kindergarten Transition. **This tab only applies to sites who offer EKT.** • **Multi-Site Summary:** gives a list of % missing data for multiple schools in a format that is convenient for sorting/filtering **PURPOSE:** • Facilitates quick data clean-up by flagging all missing data	• Run as Excel only • Set Start and End dates as the **whole date range (+1 day)** that you want to see in your report	• Only pulls activities where **sessions** have been created and **attendance** has been entered • Only pulls participants who have a **attended** an activity within the report date range. • For fields that are only required for students, this report is wired to look for ages **5-20 yrs old.** • To do data clean-up on participants who are enrolled, but do not have attendance entered, use the Master Site Roster and filter RDE columns for blanks. (RDE column headers are in **red**.) • The EKT Data tab only finds participants who have **attended** and activity with **"EKT"** in the activity title.
NAME TAGS	**TABS:** • **Avery 5395 (Adhesive)**: Name tags for all enrolled students with: name, Mon-Thur afternoon activities, teacher, primary transportation • **Avery 5390 (Lanyard Inserts)**: Same as above, just formatted for a different template style • **5 Days (Avery 5390):** Same as above, but Mon-Fri **PURPOSE:** • Distribute on 1st week of activities so that staff can help students find their activities and follow dismissal routines	• Run as either Excel or PDF • Set Start and End dates to include **only 1 full week (+1 day)**	• Only pulls **afternoon** activities where **Target Participant Group = Students/Youth** • Only pulls activities where **sessions** have been created and students have been **enrolled** • Only pulls participants whose **Activity Enrollment Date** is on or before the report start date

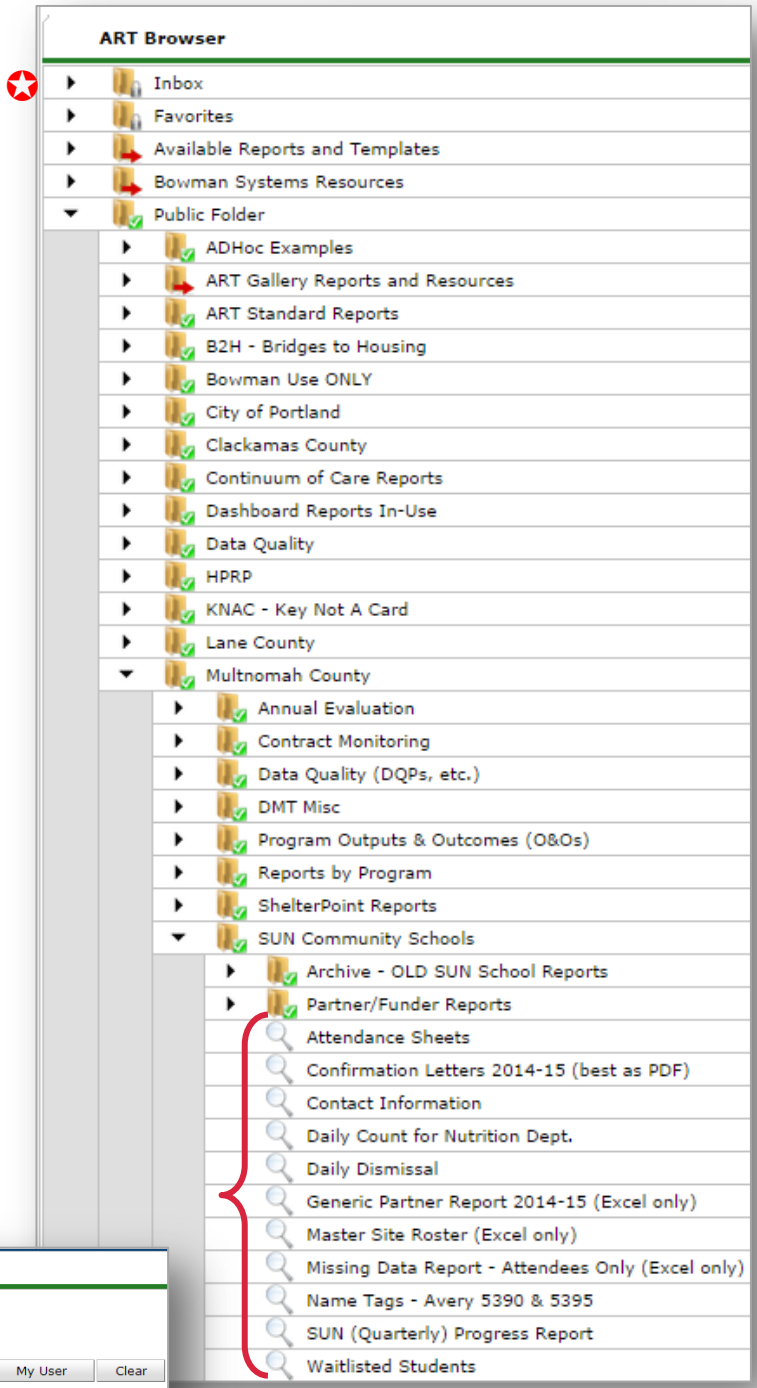
Report Name	Content and Purpose	Report Prompts	Trouble-Shooting
SUN COMMUNITY SCHOOL PROGRESS REPORT	**TABS:** • **Site-by-Site Report:** An overview of program outputs, including: # activities offered, youth served, repeat attendees, adults served, and demographic breakdown of participants. If more than 1 site is included in the report, this tab breaks down 1 pg/site • **Multi-Site Report:** Same as above, but cumulative totals for all sites included in the report • **Participant Detail:** Individual level detail that backs up the 1st 2 tabs • **Activity Detail:** lists all activities in the reporting period and their dates, times, category, target participant group(s), and total # of adult and student attendees **PURPOSE:** • Use to monitor progress towards contractual targets	• Run as either Excel or PDF • Set Start and End dates as the **whole date range (+1 day)** that you want to see in your report	• Only pulls activities where **sessions** have been created and **attendance** has been entered • For measures that differentiate between students and adults, students = ages 0-20 yrs old, adults = 21+ • Only ServicePoint users with multi-site access should run this report for multiple schools at once. **Note: it's not advised to pull more than 5-7 schools into this report at once. Results can become less accurate if the report is processing too much data.** Call the ServicePoint Helpline for assistance with large-scale reports.
WAIT-LISTED STUDENTS	**TABS:** • **Wait-Listed Students:** A list of all waitlisted students including: SvcPt ID, date waitlisted, name, grade, teacher, activity name, activity dates, primary contact, and primary phone **PURPOSE:** • Use to track how long students have been waiting to be enrolled in certain classes and contact families when a spot becomes available	• Run as Excel • Set Start and End dates as the **whole date range (+1 day)** that you want to see in your report	• Only pulls activities where **sessions** have been created and students have been **wait-listed**

GENERATING ART REPORTS



To get into ART, click on the Reports tab on the left hand menu, or click the quick link in the top right corner of your screen





Finding the Reports You Need

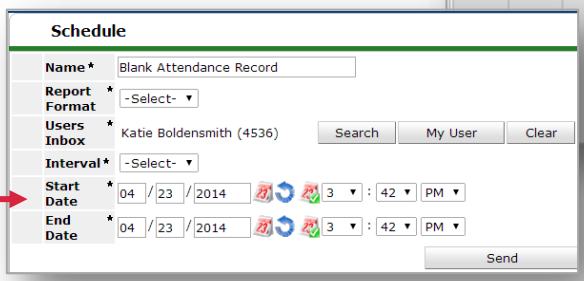
To open a folder, click on the triangle next to the folder name. All SUN School reports can be found by opening the following folders:

Public > Multnomah County > **SUN Community Schools**

Scheduling ART Reports

❶ Click the magnifying glass to the left of the report name
❷ Click 'Schedule Report'
❸ Enter Report Prompts: Prompts can vary, but typically include:
EDA Provider: If you have multi-site access, enter the school you're looking for. Otherwise, leave blank.
School: Click 'School' then click 'Select.' Choose your program (same program as above).
Begin Date: Set as the beginning of the time period you want to look at.
End Date: Set as the day after the end of your reporting period. Otherwise, your last day of data will not be included.
Effective Date: Change to tomorrow's date – this tells ART how current you want your data to be.
❹ Click 'Next'
❺ Select Report Format (either excel or PDF)
❻ Select Interval (either once or repeated)
❼ Click 'Send' and report will appear in your ART inbox in several minutes

Start and End Dates here refer to how long you want your report to keep showing up in your inbox



Revised 3.24.16

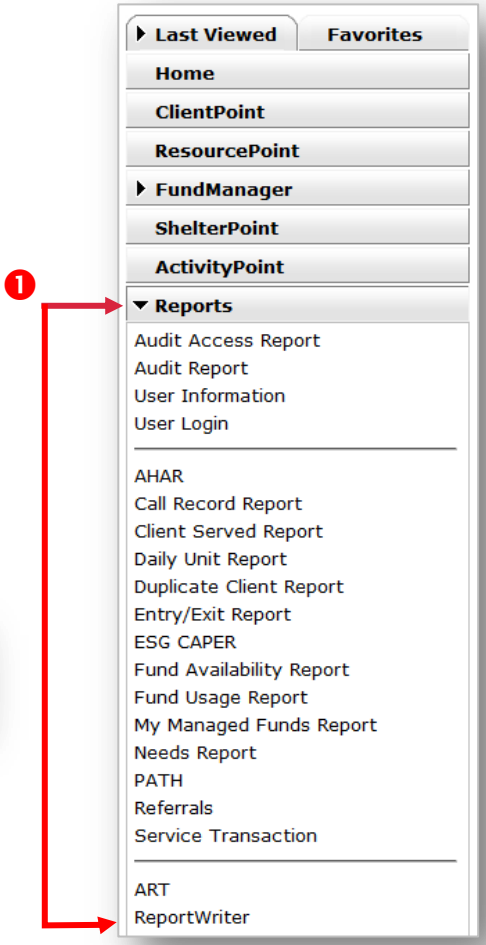
USING REPORTWRITER FOR NON-ENROLLED EVENTS

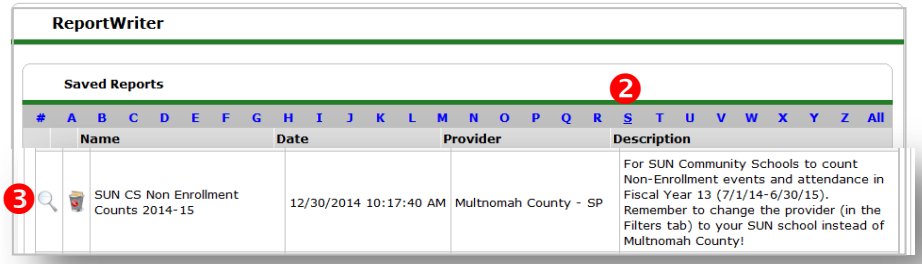
Follow the steps below to pulls a report of non-enrolled activities:

❶ Click the drop-down triangle to open the Reports menu, then click 'ReportWriter'

❷ Navigate to the 'S' section

❸ Click the magnifying glass next to the current year's SUN CS Non Enrollment Counts report





The report is set to default to a generic 'Multnomah County' provider. You need to CHANGE that provider to your school's provider.

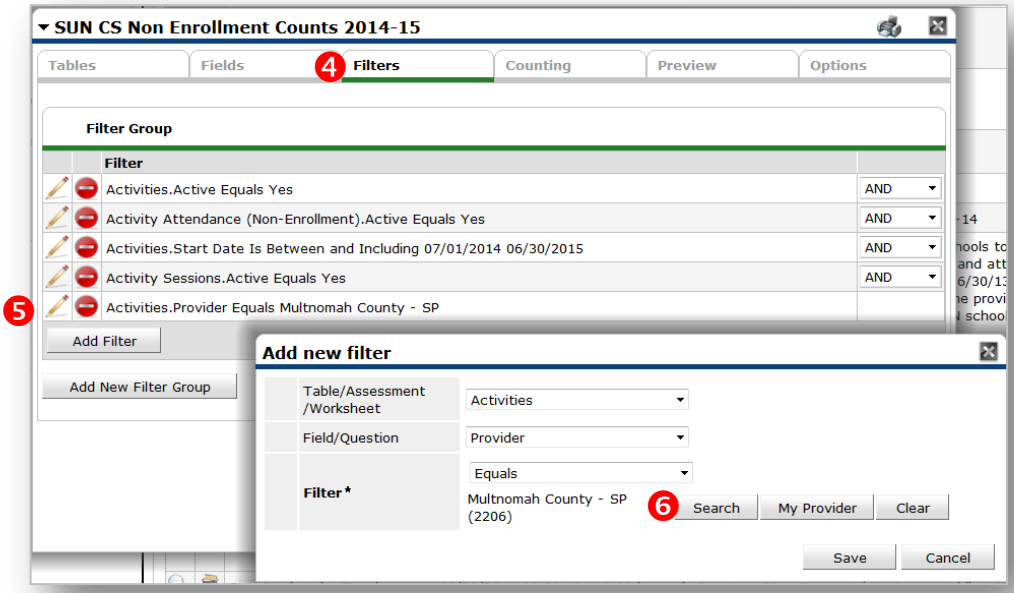
❹ Click the Filters tab

❺ Click the pencil next to 'Activities.Provider Equals Multnomah County - SP'

❻ Click the search button to find your school

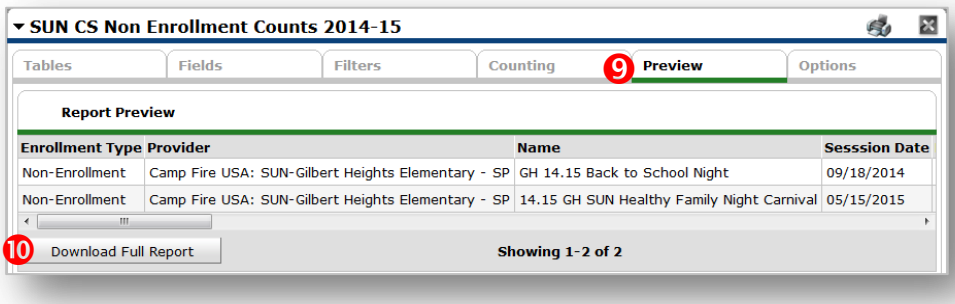
❼ In the window that pops up, choose your school by clicking the green plus sign

❽ Click 'Save' in the prompt screen



❾ Click the Preview tab

❿ Click 'Download Full Report'



ATTENDANCE HISTORY – 4 TABS (Overview, By Activity, By Participant, Avg Daily Attendance)

OVERVIEW

Neighborhood House: SUN-Peninsula Elementary - SP(2852)

Report Date Range: 5/11/15 - 5/16/15 **Report Run on: 8/25/15**

SvcPt ID	Name	Attendance Rate	Sessions Enrolled	Sessions Attended	Sessions Excused	Sessions Unexcused	Absent/ Not Recorded
173954	Bon Jovi, John	100%	2	2	0	0	0
173960	Skywalker, Luke	0%	0	0	0	0	0
390043	Agassi, Andre	100%	2	2	0	0	0
582034	Timberlake, Justin	100%	2	2	0	0	0
592903	Neuman, Alfred E.	100%	1	1	0	0	0

BY ACTIVITY

Neighborhood House: SUN-Peninsula Elementary - SP(2852)

Report Date Range: 5/11/15 - 5/16/15 **Report Run on: 8/25/15**

2014 Zumba

	5/12/2015
Bon Jovi, Jon (SvcPt ID: 605580)	*Absent/ Not Recorded*
Skywalker, Luke (SvcPt ID: 623033)	*Absent/ Not Recorded*
Agassi, Andre (SvcPt ID: 633101)	*Absent/ Not Recorded*
Timberlake, Justin (SvcPt ID: 454747)	*Absent/ Not Recorded*
Neuman, Alfred E. (SvcPt ID: 553828)	*Absent/ Not Recorded*

BY PARTICIPANT

Neighborhood House: SUN-Peninsula Elementary - SP(2852)

Simpson, Lisa (SvcPt ID: 173954)

	Sessions Enrolled	Sessions Attended	Sessions Excused	Sessions Unexcused	Absent/ Not Recorded
F14 W15 S15 Mon/Wed Camp Fire	0	0	0	0	0
S15 Thu Volleyball 7-8	2	2	0	0	0

AVG DAILY ATTENDANCE

Neighborhood House: SUN-Peninsula Elementary - SP(2852)				
Activity Uid	Activity Name	Average Daily Attendance	Start Date	End Date
46781	F14 W15 S15 Mon/Wed Camp Fire	11	9/29/2014	5/20/2015
47746	2014 Zumba	4	10/7/2014	6/9/2015
51379	S15 Mon African Drumming	7	4/6/2015	5/18/2015
51387	S15 Mon Girls Inc Chemistry	5	4/6/2015	5/18/2015

ATTENDANCE SHEETS – 2 TABS (Attendance Sheets by Activity, Attendance Sheets by Date)

ATTENDANCE SHEETS BY ACTIVITY

03:00 PM Spring 2015 Group A Reading AKA Lego

Days: M,Tu,W,Th **Location: Highland**

	NAME	Grade	Photo Release	Transport	Authorized Person	4/6/15	4/7/15	4/8/15	4/9/15
1	Banner, Bruce	3rd	Yes	Activity Bus					
2	Brown, Charlie	4th	No	Activity Bus					
3	Cat, Garfield	3rd	Yes	Activity Bus					
4	Client, Silly	4th	Yes	Activity Bus					
5	Drew, Nancy	4th	Yes						
6	Ellington, Duke	2nd	Yes	Activity Bus					
7	Gardner, Emily	5th	Yes	Activity Bus					
8	Keller, Helen	3rd	Yes	Activity Bus					
9	Knotts, Don	4th	Yes	Activity Bus					
10	Kong, Donkey	5th	Yes	Parent	Mario and Luigi				
11	Marin, Cheech	5th	Yes	Parent, Walking	Chong Marin				
12	Marley, Ziggy	3rd	Yes	Activity Bus					
13	Pan, Peter	3rd	Yes	Walking					
14	Parker, Peter	3rd	Yes	Activity Bus					
15	Simon, Paul	3rd	Yes	Parent					

ATTENDANCE SHEETS BY DATE

Attendance for: Monday, 04/06/2015

	NAME	Grade	Photo Release	Transport	Authorized Pick-up	First Activity
44	Marley, Robert	2nd	No	Parent	Frank	03:00 PM Spring 2015 Group E AKA Math
45	Stardust, Ziggy	1st	Yes	Parent	Brian, Mitch	03:00 PM Spring 2015 Group F Math Garden
46	Wonka, Willy	3rd	Yes	Activity Bus		Group A Reading AKA

CONFIRMATION LETTERS – 4 TABS (For Families, For Teachers, For Admin, Mini Student Schedule)

FOR FAMILIES

SUN Community School Confirmation Letter
Carta de Confirmación de la Escuela Comunitaria SUN

BERNIE SANDERS
Teacher: 7/8
Grade: 8th

Days Días	Activities Actividades	Times Horas	Location Lugar	Dates Fechas
Tuesday/Martes	2014-2015 Campfire 7/8 Tue	03:00 PM - 05:30 PM		10/6/14-6/4/15
Thursday/Jueves	2014-2015 Campfire 7/8 Thur	03:00 PM - 05:30 PM		10/6/14-6/4/15

Student Information/Datos del Estudiante

Please contact the SUN Site Manager if any of the information below is incorrect:

Por favor contacta con el/la Coordinador(a) del Programa SUN si la información abajo no es correcta:

Primary Contact/Contacto Principal:

Phone/Teléfono:

Transportation/Transporte: Walking

NOTE: We do not have a current Release of Information form for your student. Please contact your SUN Site Manager for more information.

NOTE: No tenemos un Formulario de Divulgación de Información corriente para su estudiante. Por favor contacta con el/la Coordinador(a) del Programa SUN para más información.

FOR TEACHERS

SUN Participants by Teacher

GARDNER

MONDAY

Students	Activities	Times	Dates
Sallie Mae	S15 Little Scientists 1/2 Mon	03:00 PM - 05:30 PM	4/6/15-5/28/15

Total: 1

TUESDAY

Students	Activities	Times	Dates
Sallie Mae	S15 Story Stretchers 1/2 Tue	03:00 PM - 05:30 PM	4/6/15-5/28/15
Alfred E. Neuman	S15 Story Stretchers 1/2 Tue	03:00 PM - 05:30 PM	4/6/15-5/28/15
Nancy Sinatra	S15 Story Stretchers 1/2 Tue	03:00 PM - 05:30 PM	4/6/15-5/28/15
Ziggy Stardust	S15 Story Stretchers 1/2 Tue	03:00 PM - 05:30 PM	4/6/15-5/28/15

Total: 4

WEDNESDAY

Students	Activities	Times	Dates
Rosie Riveter	S15 Jr Geometry 1/2 Wed	03:00 PM - 05:30 PM	4/6/15-5/28/15
Michael Jackson	S15 Computer Lab 1/3 Wed	03:00 PM - 05:30 PM	4/6/15-5/28/15

Total: 2

THURSDAY

Students	Activities	Times	Dates
Alfred E. Neuman	S15 Computer Lab 1/6 Thur	03:00 PM - 05:30 PM	4/6/15-5/28/15
Fred Flintstone	S15 Cooking up Concoctions 1/3 Thur	03:00 PM - 05:30 PM	4/6/15-5/28/15
Barney Rubble	S15 Computer Lab 1/6 Thur	03:00 PM - 05:30 PM	4/6/15-5/28/15
Sandra Dee	S15 Computer Lab 1/6 Thur	03:00 PM - 05:30 PM	4/6/15-5/28/15

Total: 4

FOR ADMIN

SUN Participants Master List

Agassi, Andre - 7th

Contact: ;
Transport: Parent

Days	Activities	Location	Dates
Tuesday	03:00 PM 2014-2015 Campfire 7/8 Tue		10/6/14-6/4/15
Thursday	03:00 PM 2014-2015 Campfire 7/8 Thur		10/6/14-6/4/15

Bear, Theodore - 5th

Contact: ;
Transport: Authorized Person

Days	Activities	Location	Dates
Monday	03:00 PM S15 Reader's Theater 4/6 Mon		4/6/15-5/28/15
Tuesday	03:00 PM 2015 Girls on the Run 3/5 Tue		3/3/15-6/1/15
Wednesday	03:00 PM S15 AKA Science 4/6 Wed		4/6/15-5/28/15
Thursday	03:00 PM 2014-2015 Math 4/5 Thur		1/10/15-6/10/15
Thursday	03:00 PM 2015 Girls on the Run 3/5 Thur		3/3/15-6/1/15

MINI STUDENT SCHEDULE

Marysville Elementary SUN Community School

Student Schedule

Feingold, Russell

Days	Activities	Times	Location	Dates
Friday	2014/2015 Breakfast Club	09:00 AM - 10:30 AM		1/23/15-6/30/15

CONTACT INFORMATION – 3 TABS (Contact Information, Addresses, Email List)

CONTACT INFORMATION

Ruth, Babe - 5th

Primary Contact	Primary Phone	Phone Desc.	Email Address
Mom & Pop Ruth	503.123.1212	Home	

Contact Name	Phone #	Phone Type
Alfred E. Neuman	503.321>2121	cell

Emergency Contact	Relationship to Student	1st Phone #	2nd Phone #
Daisy Duke	neighbor	503.789-0909	

ADDRESSES

Last Name	First Name	Street Address	Address (Additional)	City	State	Zip Code
Klein	Calvin	204 SE 188th Ave. #21		Portland	OR	97233
Parker	Peter	232 SE 188th Ave Apt. #138		Portland	OR	97233
Reagan	Nancy	128 SE 191st Pl.		Portland	OR	97233

EMAIL LIST

Last Name	First Name	Primary Contact	Email Address
Klein	Calvin	Mama Klein	ck1@yahoo.com
Parker	Peter	Ben & May Parker	bmparker@aol.com
Reagan	Nancy	Ronald Reagan	reaganorbust@gmail.com

DAILY COUNT FOR NUTRITION DEPT. – 1 TAB (Daily Student Count)

Davis Elementary

Monday, May 11, 2015

Total Attended: 99

1	Brown, Bobby
2	Goodwitch, Glenda
3	Lane, Lois
4	Piper, Roddy
5	Wayne, Bruce

DAILY DISMISSAL – 3 TABS (Daily Sign-Out(pick-ups), Bus Roster, Other (walking, TriMet, etc.)

DAILY SIGN-OUT (PICK-UPS)

Daily Sign-out: MONDAY **Date: _____**

Last, First & Grade	Primary Contact	First Activity of the Day	Last Activity of the Day	Transport	Authorized to Pick-Up	Signed Out
Ant, Adam 3rd	Mom & Dad	03:00 PM 3rd Reading Intervention Norquist S15	04:30 PM 2-3 Beginning Spanish S15	Authorized Person	Mom, Dad	X
Devoe, Bell Biv 3rd	Mom	03:00 PM 3rd Reading Intervention Norquist S15		Authorized Person	Mom only	X
Hagar, Sammy 1st	Aunt Sue 503.820.9414	03:00 PM Learn and Play Monday S15	04:30 PM K-1 Fun with Clifford S15	Authorized Person	Aunt Sue, Uncle Bob	X

BUS ROSTER

MONDAY Bus Roster

Bus Riders	Last Activity of the Day	Primary Contact	Bus #	Bus Stop
Dee, Sandra	04:30 PM 2-3 Beginning Spanish S15	Mom	4	N Albina and N Fremont

OTHER (WALKING, TRIMET, ETC.)

Other (Walking, TriMet, etc.): MONDAY

Last, First & Grade	Primary Contact	First Activity of the Day	Last Activity of the Day	Transport	Authorized to Pick-Up
Hagar, Sammy 5th	Tina Hagar 503.755.1212	03:00 PM Brain Builders 5 Monday S15		Walking	
Mark, Marky 5th	Mr. Mark 503 333-0109	03:00 PM Brain Builders 5 Monday S15		Walking	Mic

GENERIC PARTNER REPORT – 2 TABS (Youth Activities, All Activities – UNFILTERED)

YOUTH ACTIVITIES

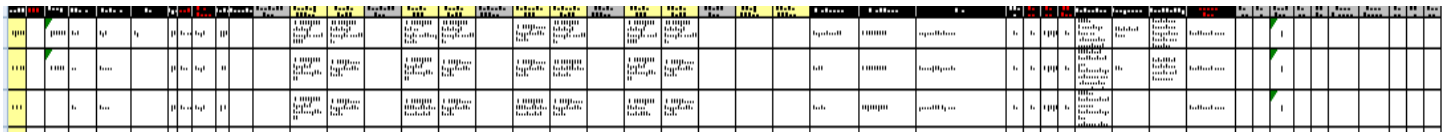
Columns included are: *ServicePoint ID, SSID, School Name, Last Name, First Name, Grade, DOB, Age, Gender, Primary Language, Photo Release, Street Address, City, State, Zip, Primary Contact, Primary Phone, Inclusive Identity breakdown, Sessions Attended and Attendance breakdown*

The Youth Activities tab shows "No Release" in red text if the student doesn't have a current release in ServicePoint. This tab only shows activities that have "Students/Youth" as the Target Participant Group

The All Activities – UNFILTERED tab shows all activities and all student information, regardless of whether or not there is a current release in ServicePoint, and regardless of which Target Participant Group is identified.

MASTER SITE ROSTER – 2 TABS (Youth Activities, All Activities (Unfiltered)

YOUTH ACTIVITIES



Columns include are: *ServicePoint ID, SSID, Synergy #, First Name, Last Name, Alias, Age, Gender, Primary Language, Grade, Teacher, Every activity by day of the week, Primary Contact, Primary Phone, Email, Photo Release, Parental Release, Release Year, Risk Factors, Medical Notes, Transporation, Authorized Pick-Up, and Inclusive Identity*

The Youth Activities tab only shows activities that have "Students/Youth" as the Target Participant Group

The All Activities (Unfiltered) tab shows all activities and all student information, regardless of whether or not there is a current release in ServicePoint, and regardless of which Target Participant Group is identified.

MISSING DATA REPORT – 4 TABS (Summary, MISSING Data, EKT Data, Multi-Site Summary)

SUMMARY

Portland Parks and Recreation: SUN-Grout Elementary - SP(2600)

Report Period: 7/1/14 - 7/1/15

		# MISSING	% MISSING
Required for ALL PARTICIPANTS Total Served = 246	Date of Birth	0	0.0%
	Gender	0	0.0%
	Inclusive Identity	1	0.4%
	Primary Language	0	0.0%
	Primary Language (if Other)	0	0.0%
Required for STUDENTS ONLY (up to age 20) Students Served = 246	Risk Factors (Y/N)	0	0.0%
	Parental Release	0	0.0%
	Release Year (missing OR outdated)	246	100.0%
	SSID #	7	2.8%
	Fishy SSIDs (look like Synergy #s)	0	0.0%
	# of Participants MISSING a Program Entry		1
	# of DUPLICATE Entries		2

MISSING DATA

School	SvcPt ID	SSID #	Last Name	First Name	DOB	Gender	Primary Language	Language if 'Other'	Inclusive Identity	Risk Factors (Y/N)	Release granted by	Release Year
Portland Parks and Recreation: SUN-Grout Elementary - SP(2600)	317950	14838060	Gardner	Emily	6/14/06	Female	Somali	N/A	African,	Yes	Yes	OUTDATED
Portland Parks and Recreation: SUN-Grout Elementary - SP(2600)	592393	17550068	Boldensmith	Katie	6/5/06	Male	English	N/A	White,	No	Yes	OUTDATED
Portland Parks and Recreation: SUN-Grout Elementary - SP(2600)	592394	17549736	Preble	Anna	4/26/05	Male	English	N/A	White,	No	Yes	OUTDATED
Portland Parks and Recreation: SUN-Grout Elementary - SP(2600)	389384	15642720	Knapp	Kathy	5/13/06	Female	Other	Karen	Asian,	Yes	Yes	OUTDATED

EKT DATA

This report finds any clients who attended an activity with "EKT" in the title:

School	SvcPt ID	Last Name	First Name	Current Age	Household ID	Household Participation (red = adult w/o child)	Did child attend Head Start?	If yes, what is the name of the Head Start?	Did child attend preschool or kindergarten?	If yes, what was the name of the school?	Is child is receiving special education
Grout Elementary	123456	Gardner	Emily	5	123456	Not Accompanied by HH Member	No		Yes	Bee Babies	No

MULTI-SITE SUMMARY

Activity Provider	% Missing DOB	% Missing Gender	% Missing Inclusive Identity	% Missing Primary Language	% Missing Primary Language - Other	% Missing Risk Factors (Y/N)	% Missing Parental Release	% Missing / Outdated Release Year	% Missing SSID	% Fishy SSID
Portland Parks and Recreation: SUN-Grout Elementary - SP(2600)			0.4%					10.0%	2.8%	

NAMETAGS – 3 TABS (Avery 5395 (adhesive), Avery 5390 (lanyard inserts), NEW 5-Days (Avery 5390))

AVERY 5395 (ADHESIVE)

Olivia Newton-John

Transport: Parent Teacher: Baker

MONDAY	TUESDAY
2014_2015 Mon PAST&E	2014_2015 Tu Wed Th PAST&E
WEDNESDAY	**THURSDAY**
2014_2015 Tu Wed Th PAST&E	2014_2015 Tu Wed Th PAST&E

Olivia Newton-John

Transport: Parent Teacher: Baker

MONDAY	TUESDAY
2014_2015 Mon PAST&E	2014_2015 Tu Wed Th PAST&E
WEDNESDAY	**THURSDAY**
2014_2015 Tu Wed Th PAST&E	2014_2015 Tu Wed Th PAST&E

John Travolta

Transport: Parent Teacher: Baker

MONDAY	TUESDAY
	s15 Tu Knitting 2-3
WEDNESDAY	**THURSDAY**
s15 Wed Playground Games 2-3	

John Travolta

Transport: Parent Teacher: Baker

MONDAY	TUESDAY
	s15 Tu Knitting 2-3
WEDNESDAY	**THURSDAY**
s15 Wed Playground Games 2-3	

AVERY 5390 (LANYARD INSERTS)

Olivia Newton-John

Transport: Parent Teacher: Baker

MONDAY	TUESDAY
2014_2015 Mon PAST&E	2014_2015 Tu Wed Th PAST&E
WEDNESDAY	**THURSDAY**
2014_2015 Tu Wed Th PAST&E	2014_2015 Tu Wed Th PAST&E

Olivia Newton-John

Transport: Parent Teacher: Baker

MONDAY	TUESDAY
2014_2015 Mon PAST&E	2014_2015 Tu Wed Th PAST&E
WEDNESDAY	**THURSDAY**
2014_2015 Tu Wed Th PAST&E	2014_2015 Tu Wed Th PAST&E

John Travolta

Transport: Parent Teacher: Baker

MONDAY	TUESDAY
	s15 Tu Knitting 2-3
WEDNESDAY	**THURSDAY**
s15 Wed Playground Games 2-3	

John Travolta

Transport: Parent Teacher: Baker

MONDAY	TUESDAY
	s15 Tu Knitting 2-3
WEDNESDAY	**THURSDAY**
s15 Wed Playground Games 2-3	

NEW 5-DAYS (AVERY 5390)

Olivia Newton-John

Transport: Parent Teacher: Baker

	1st Period	2nd Period
M	2014_2015 Mon PAST&E	
T	2014_2015 Tu Wed Th PAST&E	
W	2014_2015 Tu Wed Th PAST&E	
Th	2014_2015 Tu Wed Th PAST&E	
F		

Olivia Newton-John

Transport: Parent Teacher: Baker

	1st Period	2nd Period
M	2014_2015 Mon PAST&E	
T	2014_2015 Tu Wed Th PAST&E	
W	2014_2015 Tu Wed Th PAST&E	
Th	2014_2015 Tu Wed Th PAST&E	
F		

SUN COMMUNITY SCHOOL PROGRESS REPORT – 4 TABS (Site-by-Site Report, Multi-Site Report, Participant Detail, Activity Detail)

SITE-BY-SITE REPORT & MULTI-SITE REPORT

Gilbert Heights Elementary SUN Community School

PROGRESS REPORT Report Period: 7/1/14 - 7/1/15 Report Run On: 8/25/15

Extended-Day Activities

Total Enrolled Activities Offered:	46
Activities for Students/Youth:*	41
Activities for Families:*	6
Activities for Community/Neighborhood:	1
Activities for School Staff/Teachers:*	0
Total Served in Enrolled Activities:	279
(Participants served w/ no DOB:)	0

Students/Youth Served (Ages 0-20)

Total Students Served in Enrolled Activities:	211
Total Repeat Attendees (30+ Days):	102
Repeat Attendees (Students of Color):	80
% Students whose Primary Language is Not English:	36%
% Students of Color (includes Slavic):	70%
% Students with Identified Risk Factors:	91%

Non-Enrolled Events

Total Non-Enrolled Events Offered:	Not in ART
Students/Youth Served in Non-Enrolled Event	Not in ART
Adults Served in Non-Enrolled Events:	Not in ART

Adults Served (Ages 21+)

Total Adults Served in Enrolled Activities:	68
% Adults whose Primary Language is Not English:	29%
% Adults Identifying as Persons of Color (includes Slavic):	54%

Student/Youth Demographics**	African	Asian	Black/ African American	Latino/ Hispanic	Middle Eastern	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	Slavic	White	Declined to Answer	(Missing)
Total # Served	9	44	39	54	0	5	4	3	97	2	0
% Served	4.3%	20.9%	18.5%	25.6%	0.0%	2.4%	1.9%	1.4%	46.0%	0.9%	0.0%
# Repeat Attendees	5	28	26	21	0	3	3	1	40	1	0
% Repeat Attendees	4.9%	27.5%	25.5%	20.6%	0.0%	2.9%	2.9%	1.0%	39.2%	1.0%	0.0%

Adult Demographics**	African	Asian	Black/ African American	Latino/ Hispanic	Middle Eastern	Native American/ Alaska Native	Native Hawaiian/ Pacific Islander	Slavic	White	Declined to Answer	(Missing)
Total # Served	1	6	11	16	2	1	1	1	32	2	0
% Served	1.5%	8.8%	16.2%	23.5%	2.9%	1.5%	1.5%	1.5%	47.1%	2.9%	0.0%

*Activities with multiple Target Participant Groups will be counted in each category.
**Demographic counts are duplicated. Clients identifying as multiple races/ethnicities will appear in each column.

PARTICIPANT DETAIL

SunPI ID	School	SSID #	Last Name	First Name	DOB	Population	Grade	Gender	Inclusive Identity	Language	Parental Release	Release Year	Risk Factors	Sessions Attended	African	Asian	Black/African American	Latino/Hispanic	Middle Eastern	Native American/Alaska Native	Native Hawaiian/Pacific Islander	Slavic	White	Declined
614252	Camp Fire USA: SUN-Gilbert Heights Elementary - SP[2857]	16184949	Tona	Charlie	1/13/2007	Student	2nd	Female	Latino/Hispanic,	Spanish	Yes	2014-15	Yes	22				1						
582914	Camp Fire USA: SUN-Gilbert Heights Elementary - SP[2857]	14658866	Cal	Garfield	9/6/2004	Student	4th	Male	Latino/Hispanic, White,	Spanish	Yes	2014-15	Yes	44				1					1	
589889	Camp Fire USA: SUN-Gilbert Heights Elementary - SP[2857]	17689915	Dog	Odie	8/22/2009	Student	K	Female	Black/African American,	English	Yes	2014-15	Yes	22			1							

Columns included are: *ServicePoint ID, School, SSID #, Last Name, First name, DOB, Population, Grade, Gender, Inclusive Identity, Language, Parental Release, Release Year, Risk Factors, Sessions Attended, Inclusive Identity breakdown.*

ACTIVITY DETAIL

Activity Provider	Activity Name	Activity Date Range	Activity Times	Activity Category	Target Participant Group (multiple answers will cause a duplicated row)	Student Attendees	Adult Attendees
Camp Fire USA: SUN-Gilbert Heights Elementary - SP(2857)	14.15 GH Art with Right Brain Initiative	10/7/14 - 11/4/14	03:15 PM - 05:30 PM	SUN-Youth Leadership	SUN-Students/Youth	10	0
Camp Fire USA: SUN-Gilbert Heights Elementary - SP(2857)	14.15 GH Basketball Practice	1/12/15 - 3/12/15	03:15 PM - 05:30 PM	SUN-Recreational Activities	SUN-Students/Youth	4	0
Camp Fire USA: SUN-Gilbert Heights Elementary - SP(2857)	14.15 GH Battle of the Books	1/12/15 - 3/15/15	03:15 PM - 05:30 PM	SUN-Academic Enrichment	SUN-Students/Youth	15	0

Columns include are: *Activity Provider, Activity Name, Activity Date Range, Activity Times, Activity Category, Target Participant Group, Student Attendees, Adult Attendees.*

WAITLISTED STUDENTS – 1 TAB

Waitlisted Students:

SvcPt ID	Date Waitlisted	Name	Grade	Teacher	Activity Name	Activity Dates	Primary Contact	Primary Phone
123456	1/10/2014	Lee, Bruce	2nd	Lloyd	14Winter Circus Project	1/16/14 - 3/6/14	Betty Lee	503-123-1234
654321	1/10/2014	Rousey, Ronda	3rd		14Winter Circus Project	1/16/14 - 3/6/14		
987654	1/10/2014	Jones, Jon	1st	Flinn	14Winter Circus Project	1/16/14 - 3/6/14	Jenny Jones	503-321-4321

SERVICEPOINT DATA ELEMENTS in SUN SCHOOL ART REPORTS

1. Attendance History
2. Attendance Sheets
3. Confirmation Letters
4. Contact Information
5. Daily Count for Nutrition
6. Daily Dismissal
7. Generic Partner Report
8. Master Site Roster
9. Missing Data Report
10. Name Tags
11. SUN CS Progress Report
12. Waitlisted Students

CLIENT PROFILE

Answer the Questions Below for ALL Participants

Date of Birth	/ /	7, 8, 9, 11
Gender	-Select-	7, 8, 9, 11
If Other Gender, specify		7, 8, 9, 11
Primary Language	-Select-	7, 8, 9, 11
Primary Language - Other (must specify)		7, 8, 9, 11

Inclusive Identity (Race/Ethnicity/Origin) — 7, 8, 9, 11

Start Date*	Please add all that apply (Race/Ethnicity/Origin):

Add

Answer the Questions Below for ALL STUDENTS

SSID Number		7, 8, 9, 11
Risk Factor(s)? (Y/N)	-Select-	8, 9, 11
Release granted by parent?	-Select-	3, 7, 8, 9, 11
Release Year	-Select-	3, 7, 8, 9, 11

Answer the Questions Below for All EKT STUDENTS

In the past year, was child involved in any of these programs?

Did child attend Head Start?	-Select-	9 (and other EKT-specific reports)
If yes, what was the name of the Head Start?		9 (and other EKT-specific reports)
Did child attend preschool or kindergarten?	-Select-	9 (and other EKT-specific reports)
If yes, what was the name of the school?		9 (and other EKT-specific reports)
Child is receiving special education services	-Select-	9 (and other EKT-specific reports)

The questions below are OPTIONAL, but can greatly enhance SUN School reports

Additional Client Identification

Parent 1		
Parent 2		
Photo Release?	-Select-	2, 7, 8
Agency Client ID		Certain custom reports for agencies
Synergy Number (For optional use only)		8

School Information

Enrollment Status	-Select-	9
Current Grade Level	-Select-	2, 3, 4, 6, 7, 8, 11, 12
Teacher/Counselor		3, 8, 10, 12
Other		

Contact Information

Primary Contact Name		3, 4, 6, 7, 8, 12
Primary Contact Phone		3, 4, 6, 7, 8, 12
Primary Contact Phone Desc		4
Email Address		4, 8
Street Address		4, 7
Street Address (Additional)		4, 7
City		4, 7
State	-Select-	4, 7
Zip Code		4, 7

Contact Phone Numbers 4

Contact Name	Phone Number	Phone Desc	Start Date*

Add

Contacts (Emergency and Other) 4

Emergency Contact	Contact's Name	Contact ROI Expiration	Contact's City	Phone Number	Second Phone Number	Relationship to Client

Add

Transportation Information

Primary Method of Transportation	-Select-	2, 3, 6, 8, 10
Secondary Method of Transportation	-Select-	2, 3, 6, 8
Bus Number		6
Bus Stop		6
Authorized Pick-Up		2, 3, 6, 8

Special Considerations

Medical Notes 8	
Other Issues 8, 9	

OPTIONAL Risk Factor Details

Risk Factor Type

Entry Date*	Risk Factor

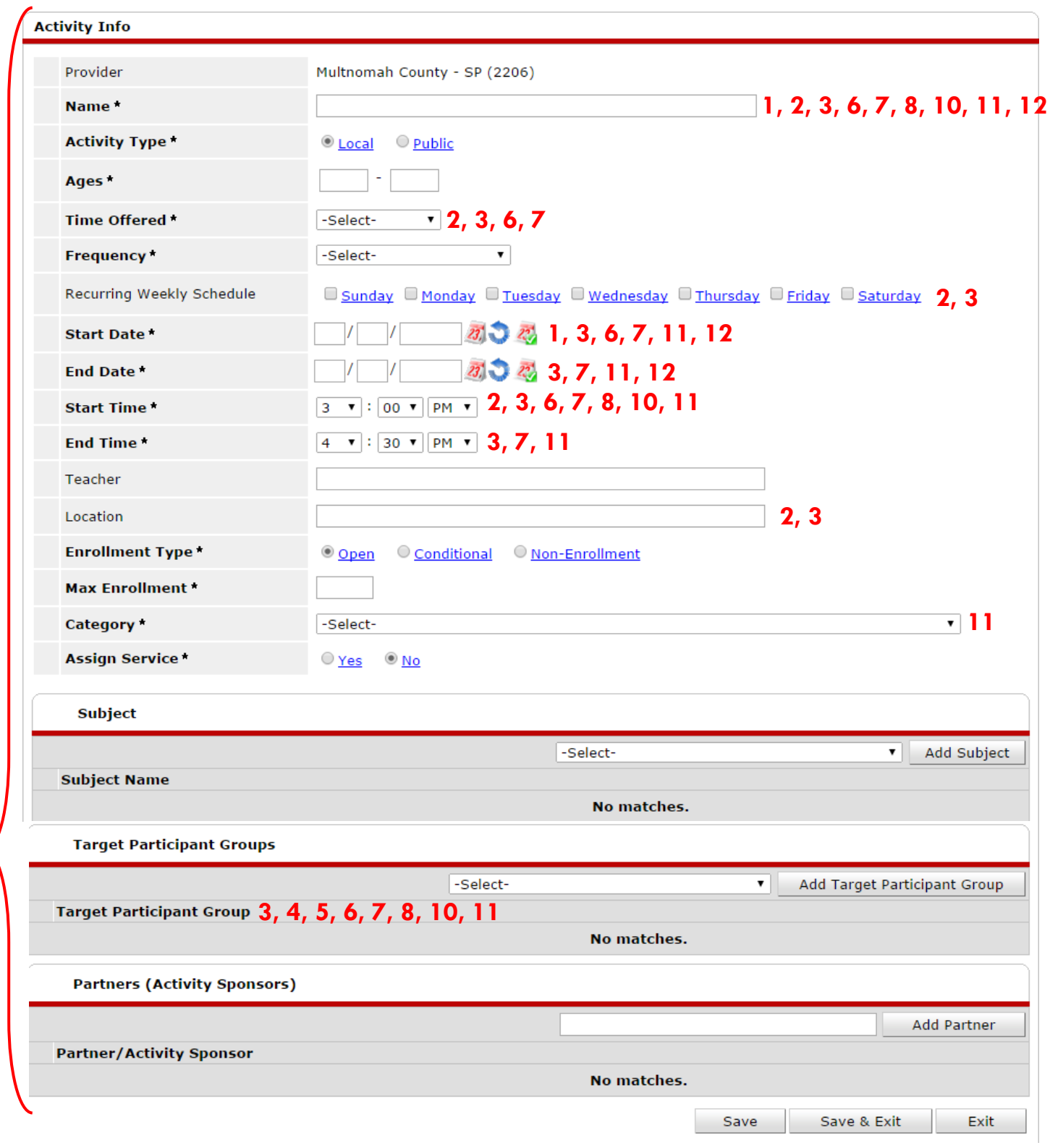
Add

Updated 3.25.16

ACTIVITYPOINT DATA ELEMENTS in SUN SCHOOL ART REPORTS

1. Attendance History
2. Attendance Sheets
3. Confirmation Letters
4. Contact Information
5. Daily Count for Nutrition
6. Daily Dismissal
7. Generic Partner Report
8. Master Site Roster
9. Missing Data Report
10. Name Tags
11. SUN CS Progress Report
12. Waitlisted Students

ACTIVITYPOINT

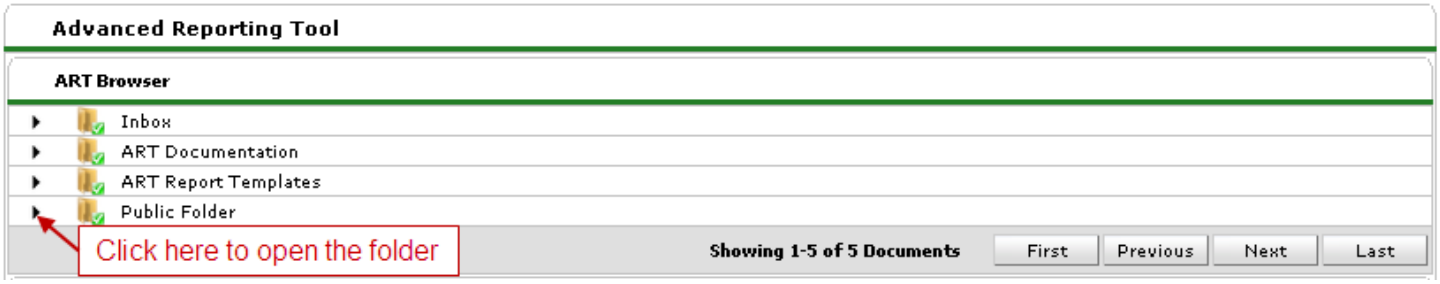


Updated 3.25.16

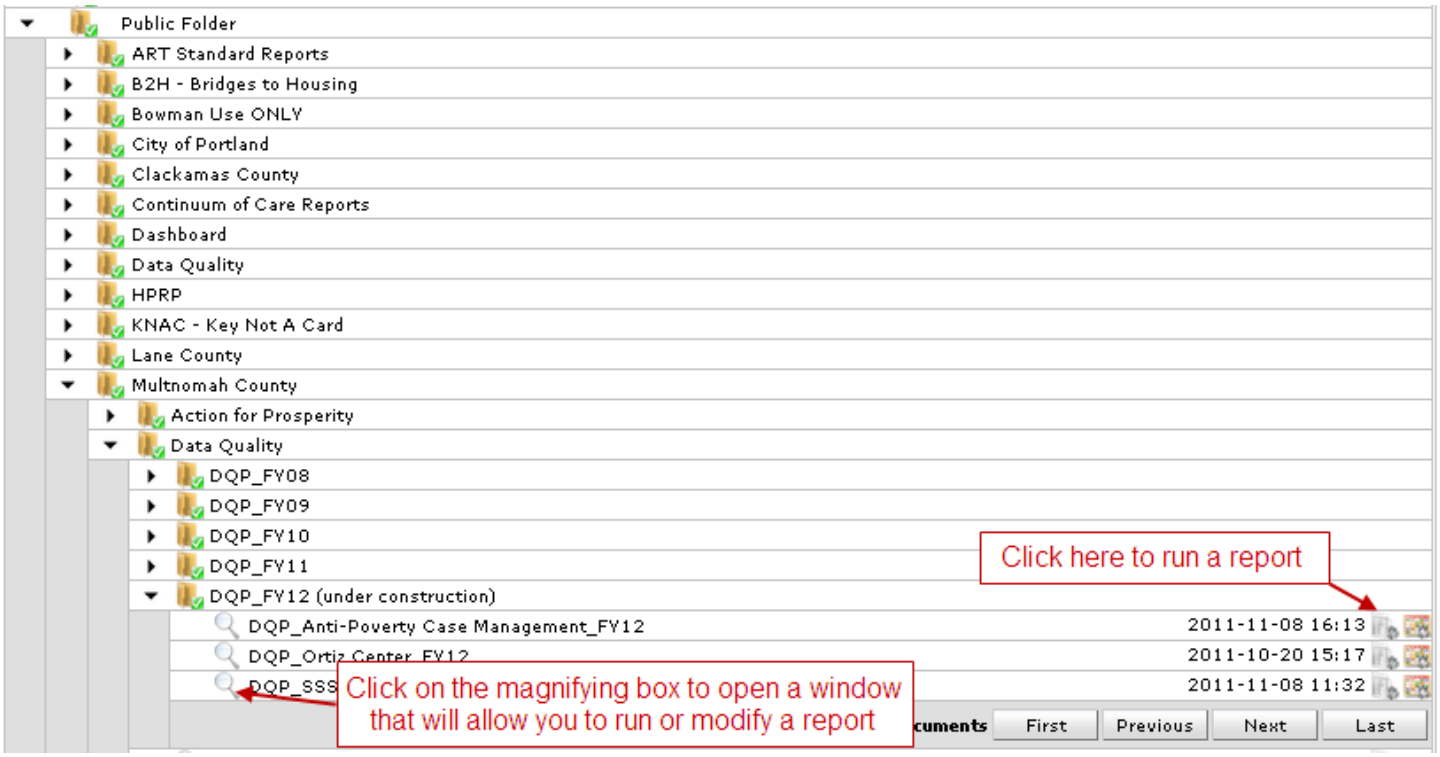
ART Reference Guide

Click on ART: Connected to open ART. ART will open directly in ServicePoint.

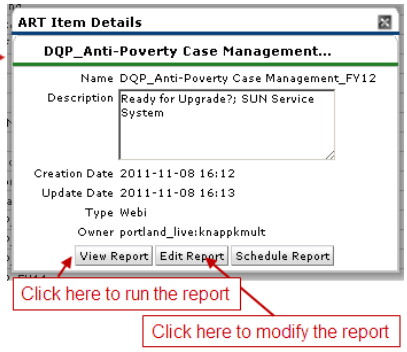
All reports can be found in different folders within the Multnomah County folder under Public Folder.
To open a folder, click on the triangle next to the folder name.



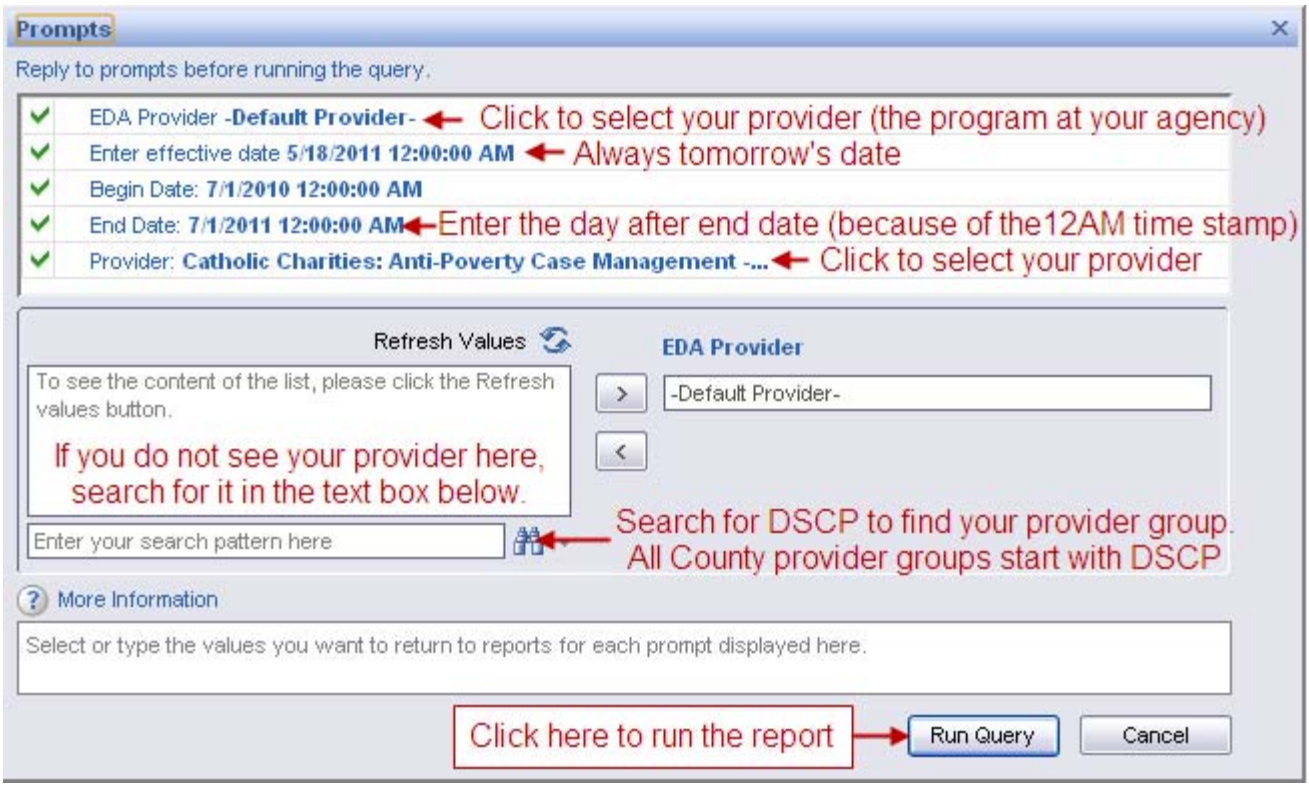
To run a report, click the icon at the far right hand of the report name and a prompt window will open up. You can also click the magnifying glass to the left of the report name. An ART Items Detail window will pop up. Click View Report to run a report. Click Edit Report to modify a report.



This window will pop up if you click the magnifying glass next to a report name. Click Run Report or Modify Report

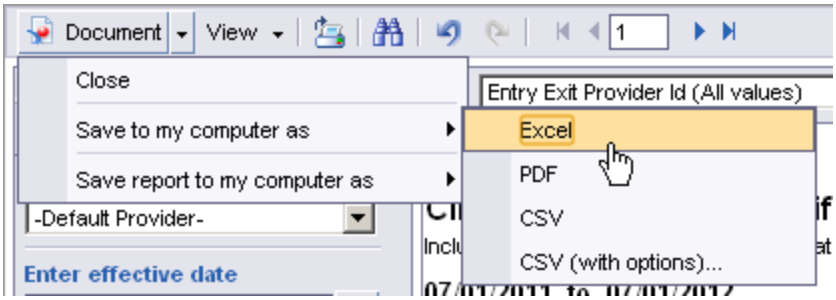


All reports open to a prompt before the report runs. The prompts determine what data is reported.. Different reports have different prompts, but you will always be prompted for EDA provider and effective date.



- EDA Provider: The provider that you want to see data for in the report. The provider is the program at your agency (e.g. Catholic Charities: Anti-Poverty Case Management or Impact Northwest: SUN-Buckman). If you have access to multiple providers and do not change your EDA Provider then you will not have accurate data in your report.
- Effective Date: Today's date. The effective date should always be the day after the day you run the report, i.e. tomorrow. This tells the report that you want to use the most up to date data. If you enter a date prior to tomorrow's date, you will not have the most up to date data in your report.
- Begin Date: The first day you want to report on.
- End Date: The day **after** the last day you want to report on. The End Date includes a 12AM time stamp, which means that the date you enter in this field will not be reported on. Make sure you enter the day after the last day you want to report on or you will not have accurate data in your report.
- Provider: The provider or provider group that you want to see data for in the report. If you do not see your provider in the list of values, you can search for your provider or provider group. You provider group is simply your program (e.g. SSSES or PCDS). To search for you provider group simply enter 'DSCP' in the search box that says Enter your search pattern here. Click on the binocular icon to search for your group.
- School: The school that you are reporting on.

Once a report is run, you may notice that a report may have more than one tab. Each tab is like its own mini-report.



After a report is run, you can save the report to your computer in Excel or PDF format. Select Excel or PDF under Document, in the Save to my computer as section. Save report to my computer as will only save the specific tab that you are in. Save to my computer as will save all tabs to your computer.

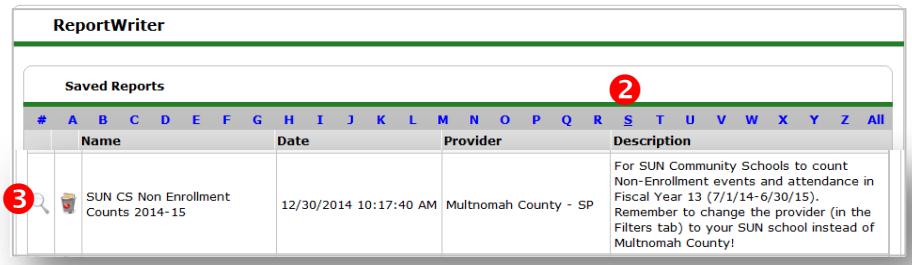
USING REPORT WRITER FOR NON-ENROLLED EVENTS

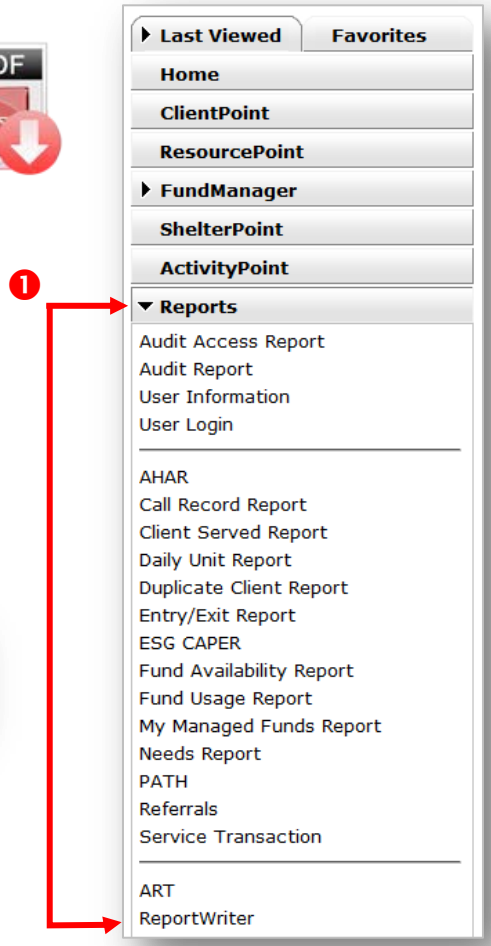
Follow the steps below to pulls a report of non-enrolled activities:

❶ Click the drop-down triangle to open the Reports menu, then click 'ReportWriter'

❷ Navigate to the 'S' section

❸ Click the magnifying glass next to the current year's SUN CS Non Enrollment Counts report





The report is set to default to a generic 'Multnomah County' provider. You need to CHANGE that provider to your school's provider.

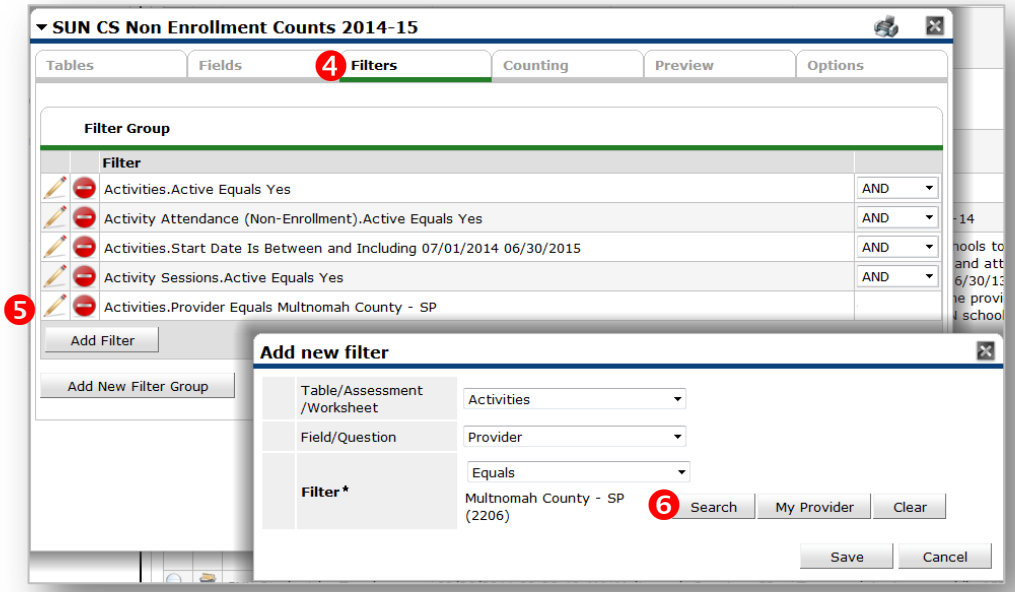
❹ Click the Filters tab

❺ Click the pencil next to 'Activities.Provider Equals Multnomah County - SP'

❻ Click the search button to find your school

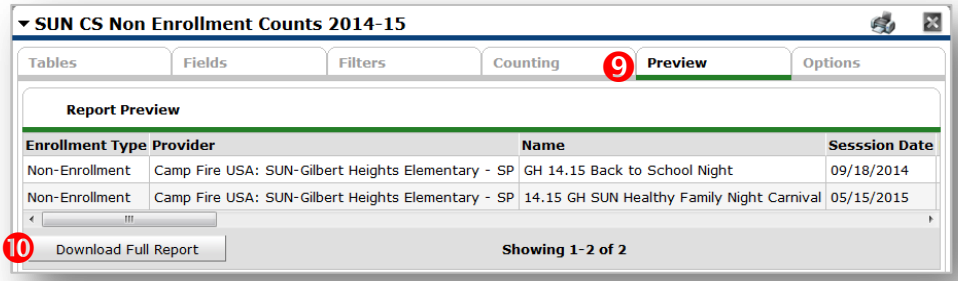
❼ In the window that pops up, choose your school by clicking the green plus sign

❽ Click 'Save' in the prompt screen



❾ Click the Preview tab

❿ Click 'Download Full Report'



Multnomah County

Department of County Human Services
SUN Service System & Community Services

SUN Community Schools New User Training

Revised 3/28/2016

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What is ServicePoint?

ServicePoint is a web-based data collection tool that contains client demographic and activity information for SUN Community schools, as well as many other programs.

The web address is: **portland.servicept.com**

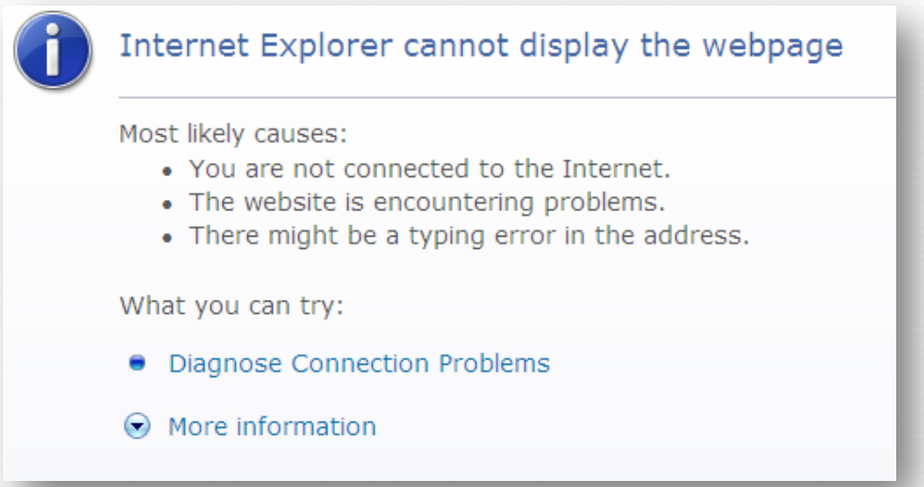
System Requirements

- **Processor**
  - Dual-Core processor recommended
- **Physical Memory**
  - 2 Gigabytes of RAM for XP (1G minimum)
  - 4 Gigabytes of RAM for Vista/Windows 7 (2G minimum)
- **ServicePoint can be used with the following Browsers:**
  - Google Chrome
  - Firefox 3+
  - Internet Explorer 8 (slowest)

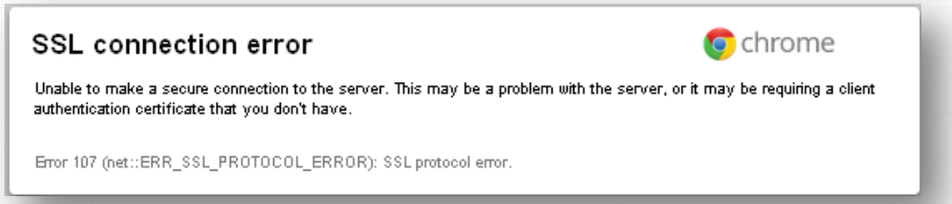
Security Certificate (PKI)

Your computer will not connect to ServicePoint unless it has a **security certificate (PKI)** installed. Without it, you will only see one of the screens below, depending on your browser:

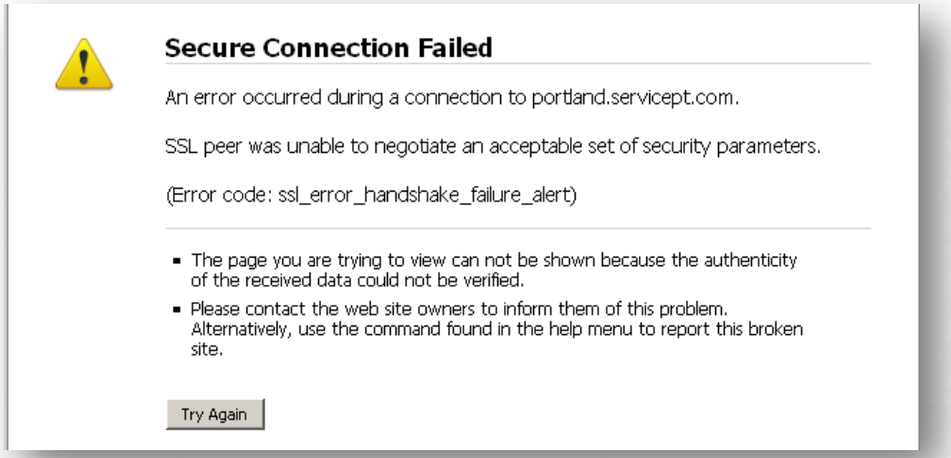
Internet Explorer



Google Chrome



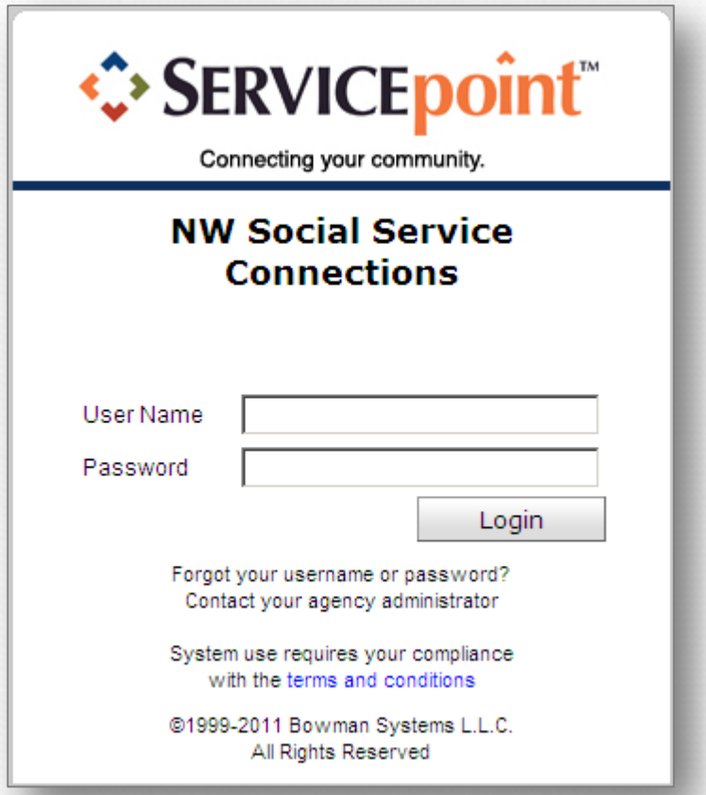
Mozilla Firefox



If you see one of these screens, contact us and we will send you a PKI file with instructions for installation.

Logging On

- Your User Name and a temporary password will be issued during this training, once you've signed a confidentiality and security agreement.
- Because **ServicePoint** contains sensitive client data, all data added, edited, and deleted can be tracked by your User Name.
- If you attempt to log in more than three times without success, your account will be inactivated.



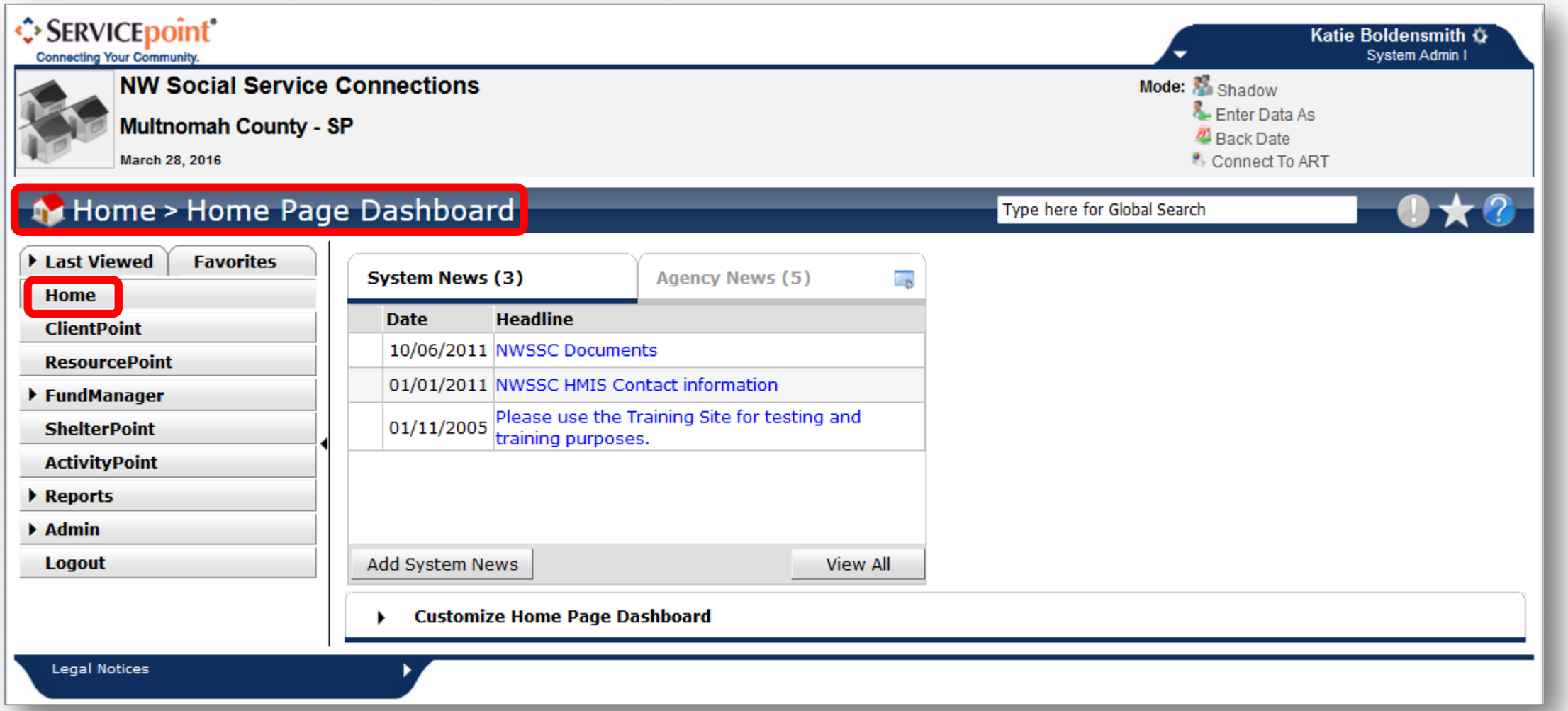
Contact the **ServicePoint Helpline** at 503-240-4408 to have your account reactivated.

Passwords

- You will have to change your password the first time you log in.
- Passwords must be at least 8 characters long, and include two numbers or symbols.
- Your password will expire every 45 days, and you will be asked to create a new one.
- If you are locked out at any time, the ServicePoint Team will issue you a temporary password. You will be asked to change it when you attempt to log in again.

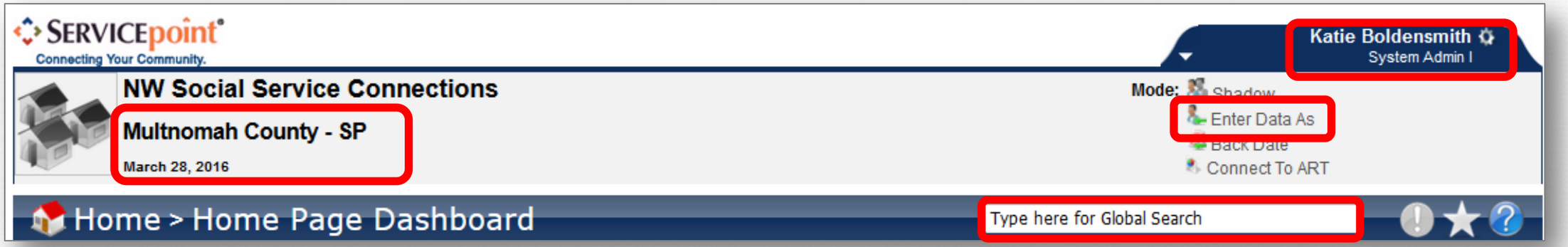
Navigating **ServicePoint**

ServicePoint Home Screen



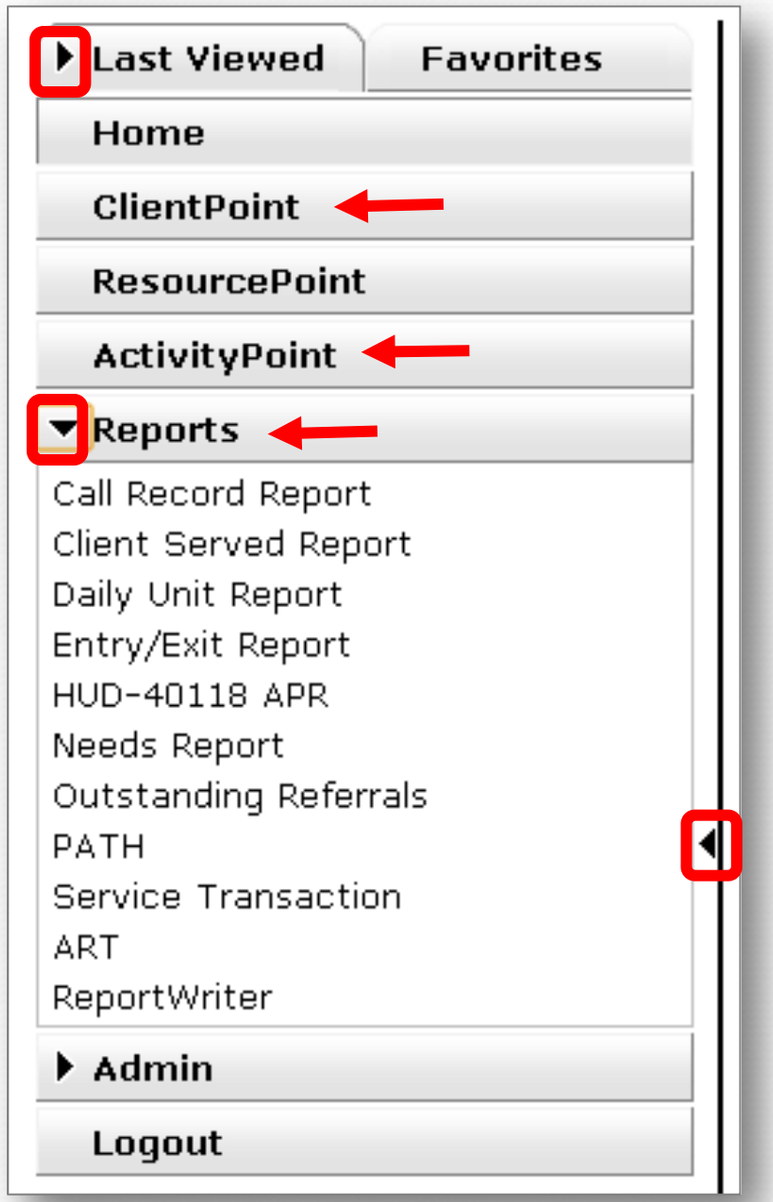
The next few slides discuss general features of all **ServicePoint** screens….

Top Banner



- Your **Default Provider** and **Today's Date** are on the left side of the screen. "Providers" in ServicePoint are a combination of your agency and project name.
- Your name and access level are in the upper right corner
- **Enter Data As** is under your name next to **Mode.** (This is important if you enter data for multiple programs.).
- **Global Search**: Type in a name to search in various modules of ServicePoint (e.g. ClientPoint or ActivityPoint)

Module Navigation



"**Modules**" are the primary components of ServicePoint, and are located in a menu on the left side of the screen.

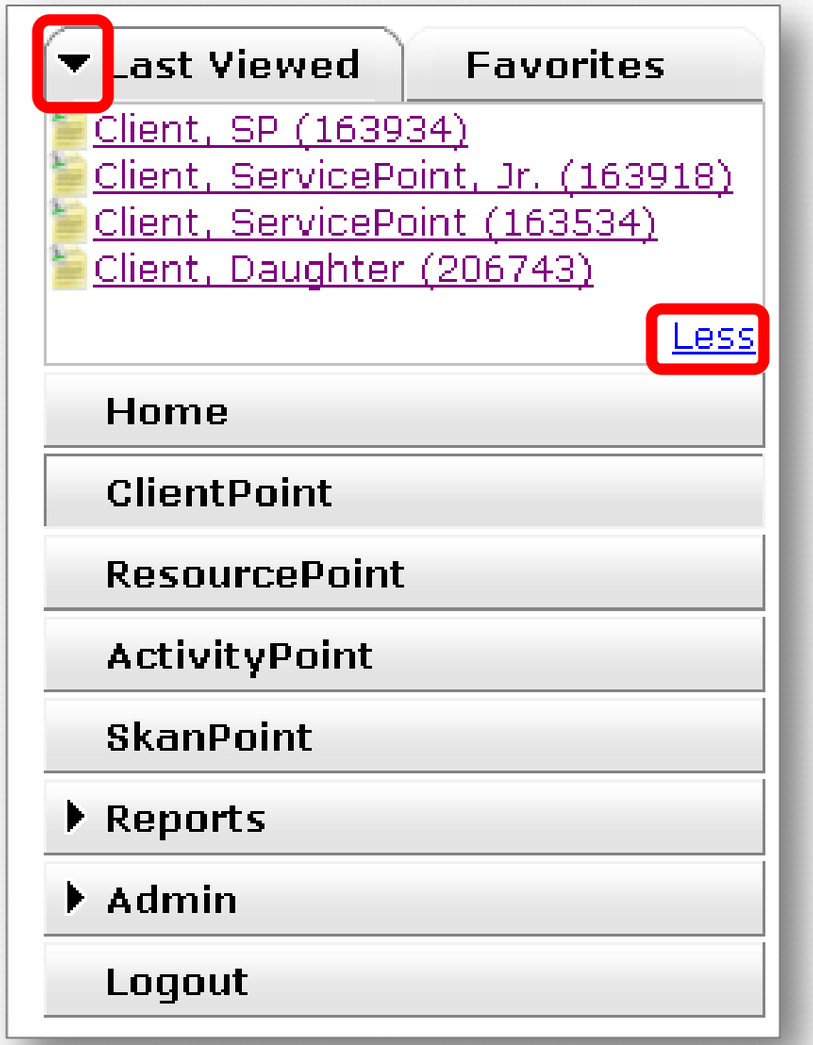
- **ClientPoint** is where all client data is entered (except bed nights.)
- **ActivityPoint** is where activity and attendance data is collected.
- **Reports** is where all data reports are located.
- Arrows (◀) indicate areas that can be collapsed or expanded.

Client Navigation

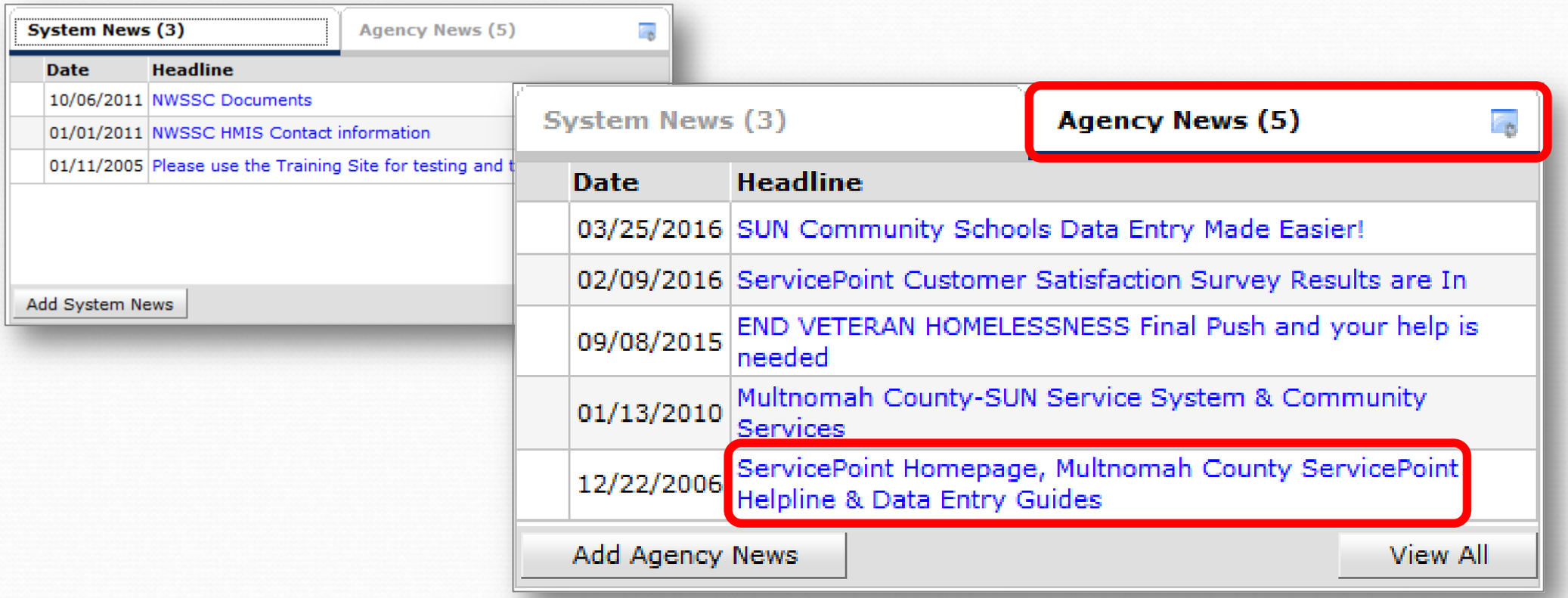
Last Viewed – Hyperlinks allow you to quickly select the last **10** client records accessed in the current session.

- Clients display with Last Name, First Name, and Client ID

- Less and More allow you to collapse to the most recent 5 clients, or expand to see the whole list



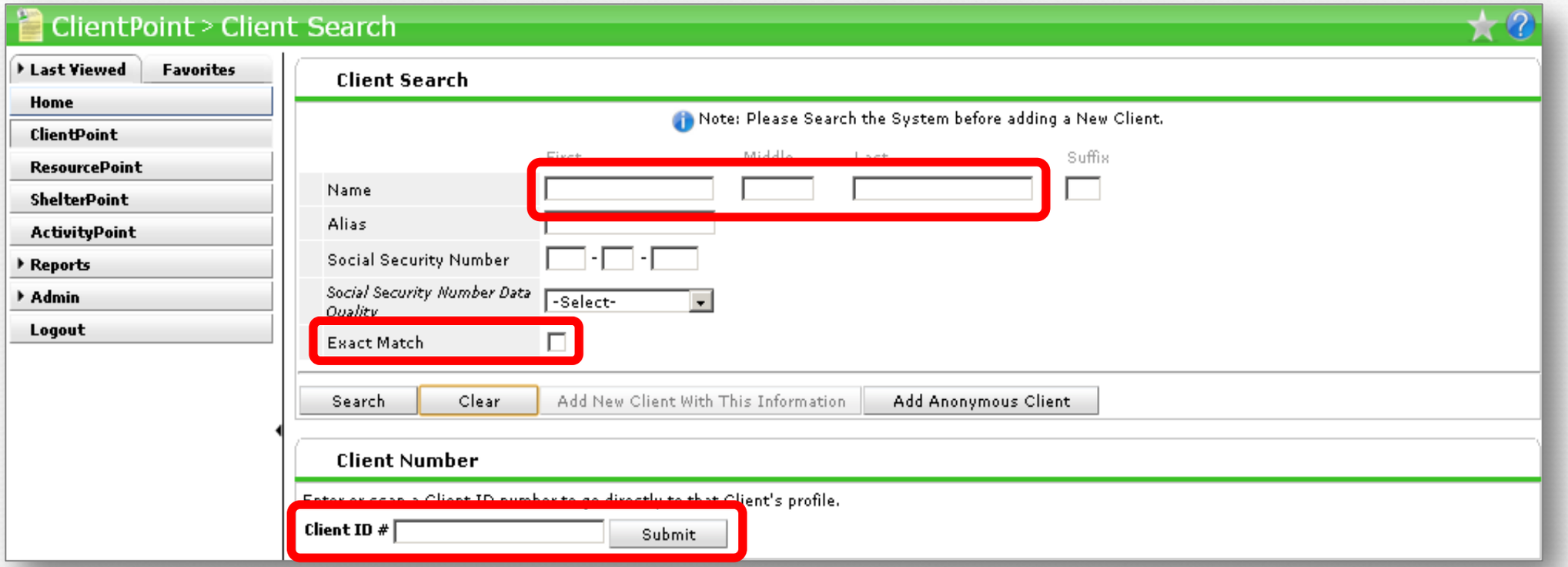
System and Agency News



- System and Agency News overlap. Click the **Agency News** tab for alerts most relevant to the SUN Service System.
- Click a news item hyperlink to open and view it.
- The **ServicePoint Helpline** contact info and links to user **training materials** can be found here.

Navigating **ClientPoint**

Searching for Clients



- For existing clients, we strongly recommend searching by **Client ID** to avoid accidental duplication.
- Searches by name are based on how they sound, not just how they're spelled (unless you check **Exact Match**.)
- You'll get the best results by searching for the most unique part of a client's name (**First** or **Last**).

Client Search Results

Client Results

		ID	Name ▲	Social Security Number	Date of Birth	Alias	Gender	Banned	Household Count
		109	client, brother						1
		107	client, child						1
		108	client, mom						1
		310	Client, Sample						0
		122	client, test a	111-11-1112	05/18/1959		Male		1

Showing 1-5 of 5

- Click the pencil icon on the left to view a client's record.
- Check the **Client ID**, **Date of Birth**, and **Gender** to be sure you're selecting the correct client!

What the Icons Mean

	Edit or View
	Client created by current provider

Adding a New Client

ClientPoint > Client Search

Last Viewed | Favorites

Home
ClientPoint
ResourcePoint
ActivityPoint
Reports
Call Record Report
Client Served Report
Daily Unit Report
Entry/Exit Report
HUD-40118 APR
Needs Report
Outstanding Referrals
PATH
Service Transaction
ART
ReportWriter
Admin
Logout

Client Search

Please Search the System before adding a New Client.

	First	Middle	Last	Suffix
Name	ServicePoint		Client	
Alias				
Social Security Number	- -			
Social Security Number Data Quality	-Select-			
Exact Match	☑			

Search | Clear | Add New Client With This Information | Add Anonymous Client

Client Number

Enter or scan a Client ID number to go directly to that Client's profile.

Client ID # Submit

Client Results

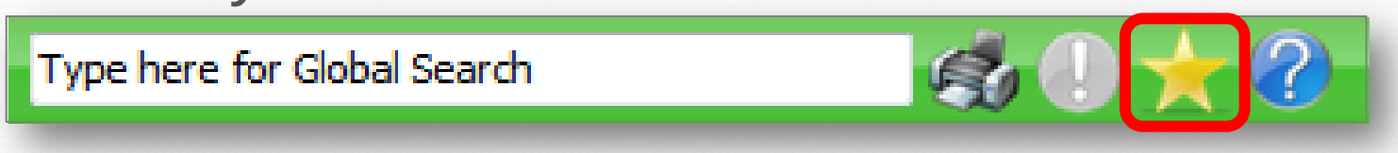
ID	Name	Social Security Number	Date of Birth	Alias	Gender	Banned
No matches.						

If the client you're looking for doesn't appear in the search results, just complete the full **First** and **Last Name**, and click **Add Client With This Information**.

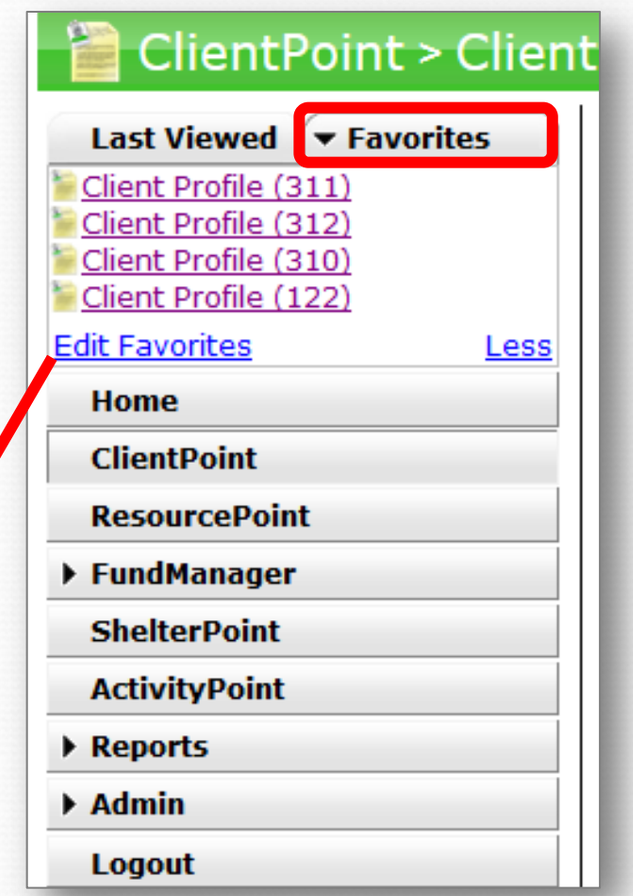
Favorites List

Users can create up to **10** client hyperlinks by adding them to their **Favorites List**

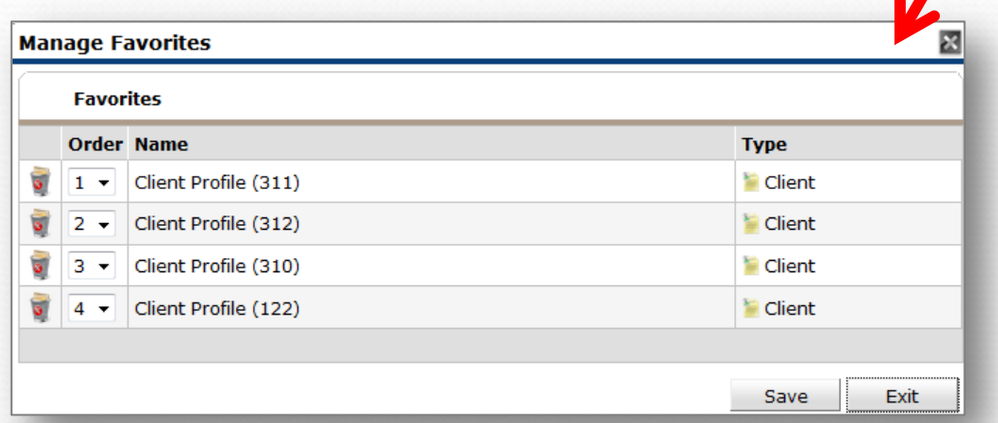
- Inside of a client's record, click the yellow star in the top right corner to add to your **Favorites** list



- To view your Favorites List, click the Favorites tab in the main menu and hover over a Client ID to see their name

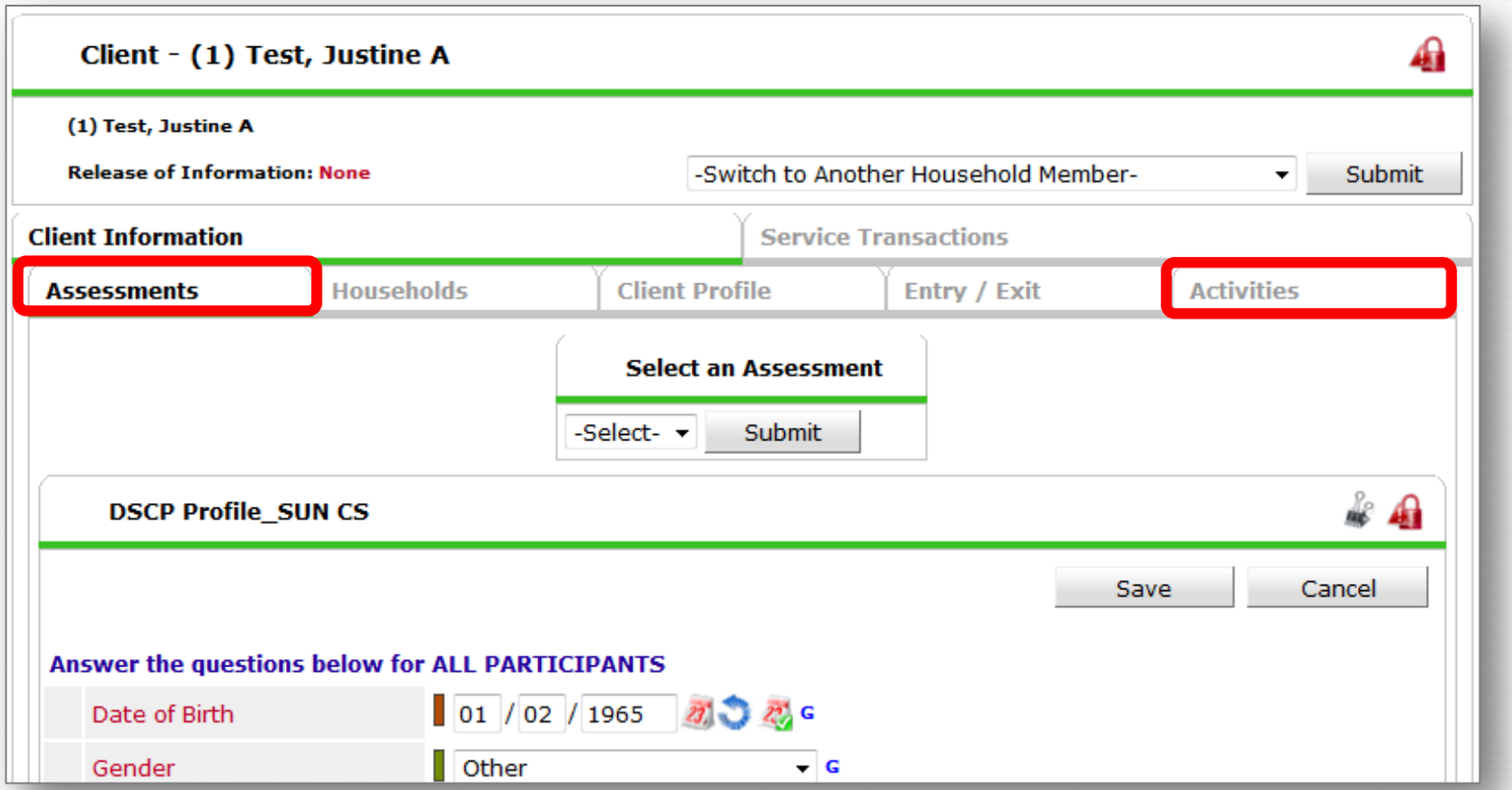


- Edit Favorites link allows users to change the order or delete **Favorites** from the list



Client Records

Two main tabs allow you to view, enter, and edit all client data:



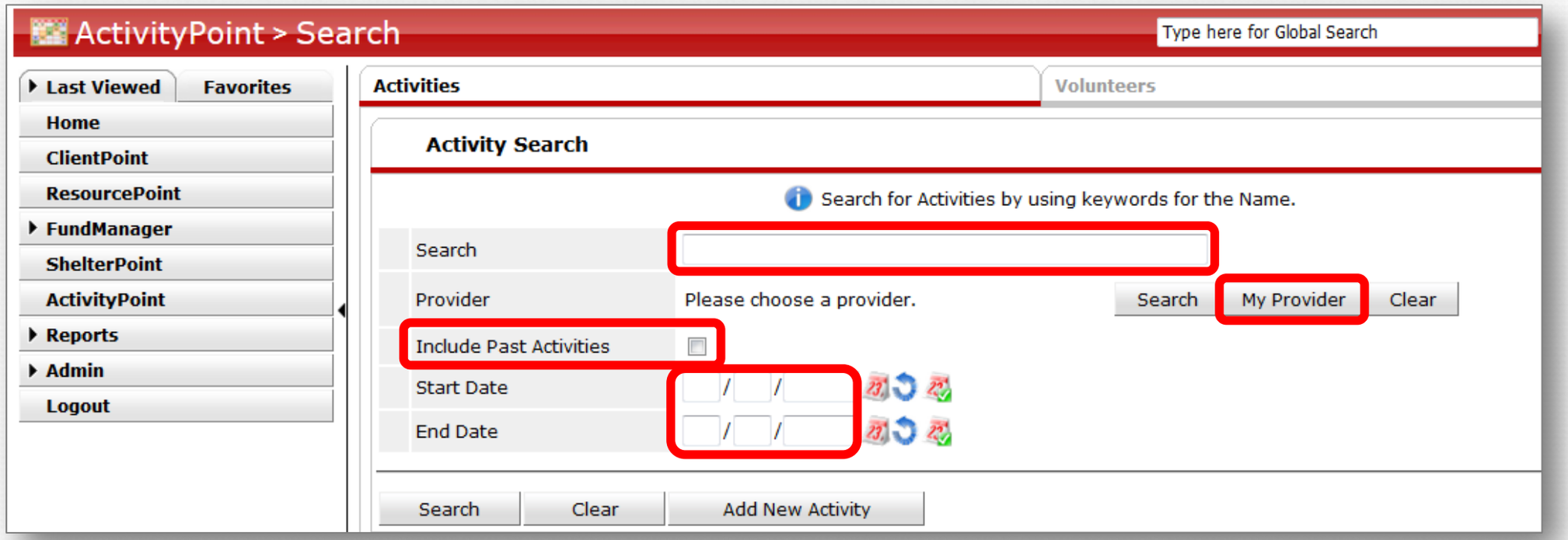
- **Assessments** tab: contains all *required* and *optional* client data points (demographics, parental release, teacher/grade, contact info, transportation, etc.)
- **Activities** tab: allows you to enroll clients in activities and see all *current* and *past* activities

Less Frequently Used Tabs:

- **Households** tab: allows you to link household members (only required for EKT)
- **Client Profile** tab: only used for editing a client's name
- **Entry/Exit** tab: displays enrollment in other projects (if user visibility settings allow)

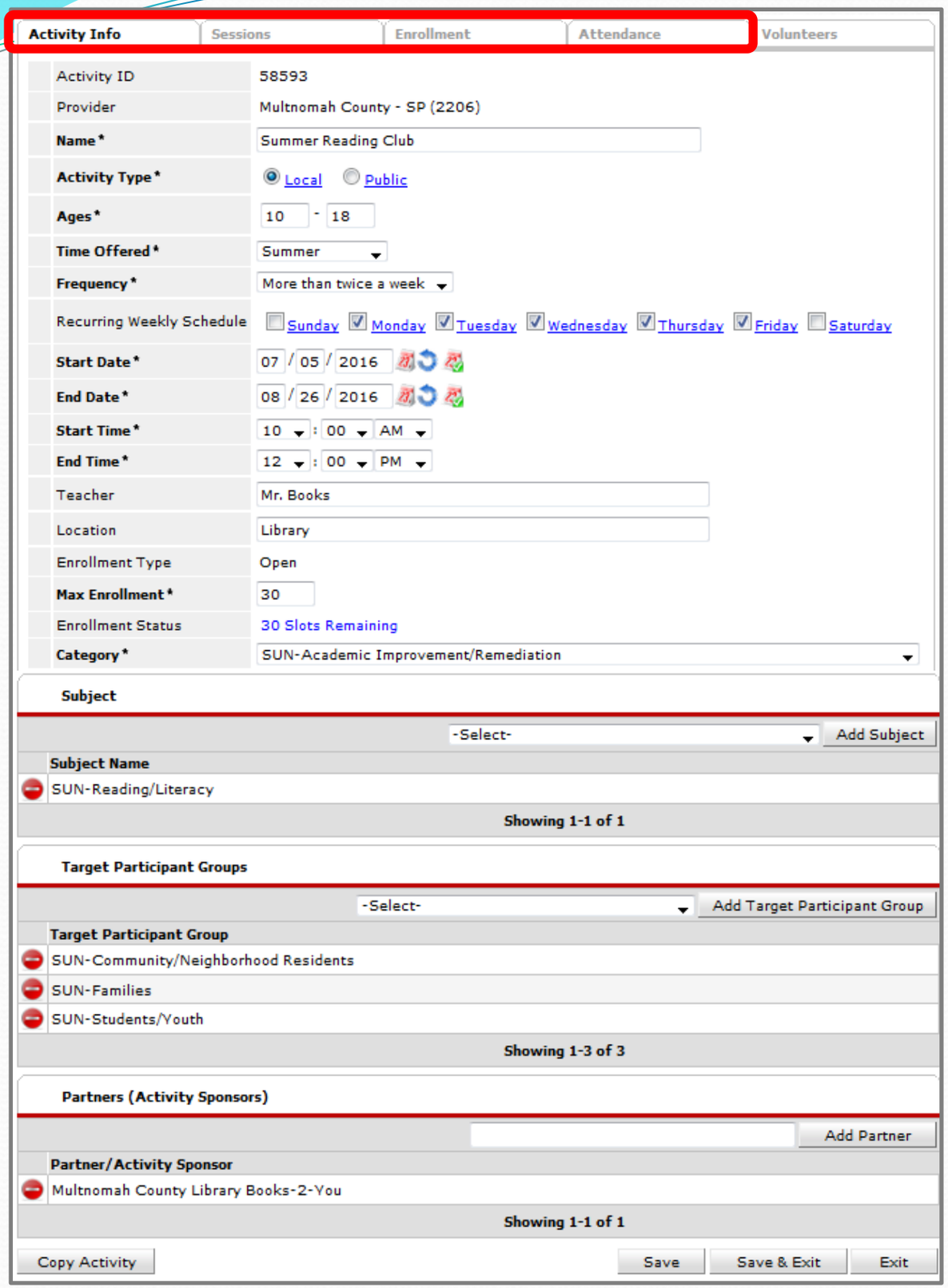
Navigating **ActivityPoint**

Activity Search



Searching for an activity by **keywords** may give you too many/few results. Improve your search by adding the following prompts:

- Check **Include Past Activities** to find activities that have ended already
- Add a **Start and End Dates** to filter down to activities in a certain timeframe
- If you have access to multiple 'Providers' (schools), remember to '*Enter Data As'* and click **My Provider** to find a list of activities at *that* school



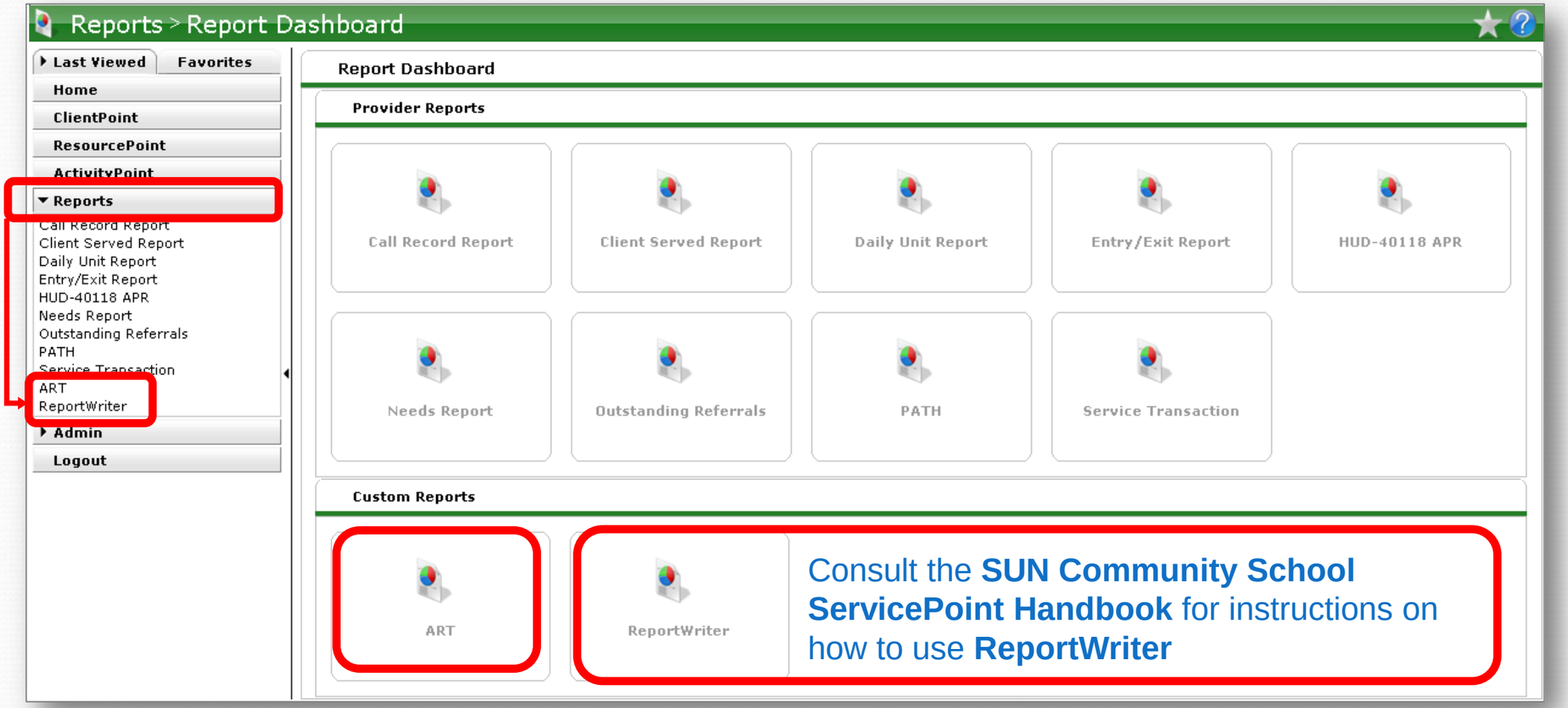
Activity Information

Four main tabs contain all activity data:

- **Activity Info:** all key activity details (name, dates, times, subjects, target participant groups, etc.),
- **Sessions:** a list of each particular *date* that an activity takes place on
- **Enrollment:** a list of all clients enrolled in the activity
- **Attendance:** tracks attendance of each client (from Enrollment tab) for every day (from Sessions tab)
- The **Volunteers** tab has the ability to track all volunteers at your site and their involvement in particular activities. However, there are currently NO REPORTS available for this data.

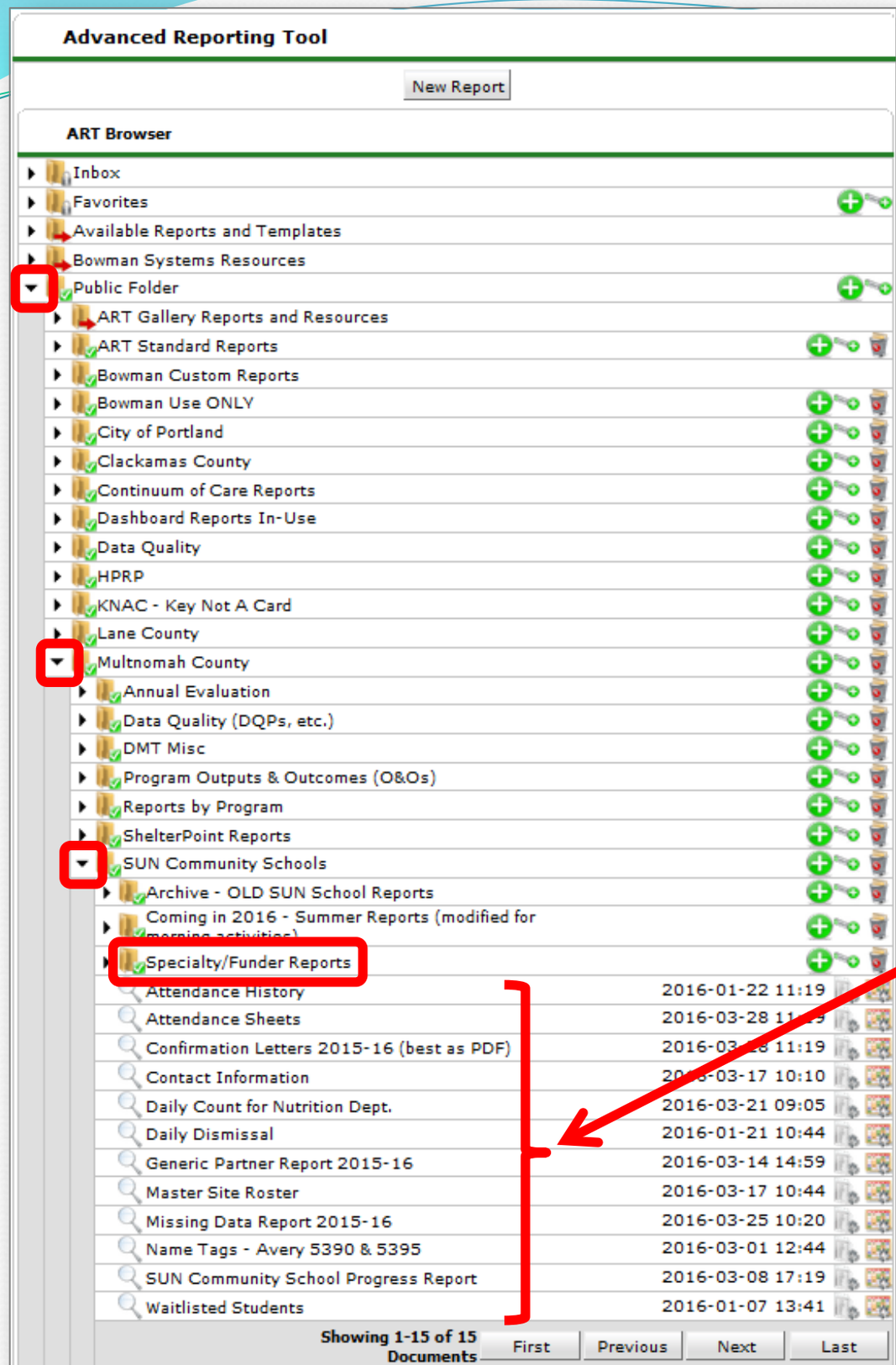
Navigating **ART**
(Advanced Reporting Tool)

Reports Dashboard



ART and ReportWriter reports can be located either in the Reports menu on the left of the screen, or by clicking the icons at the bottom of the Report Dashboard

SUN School ART Reports



All ART reports for SUN Schools can be found by following this folder path:

Public Folder >
Multnomah County >
SUN Community Schools

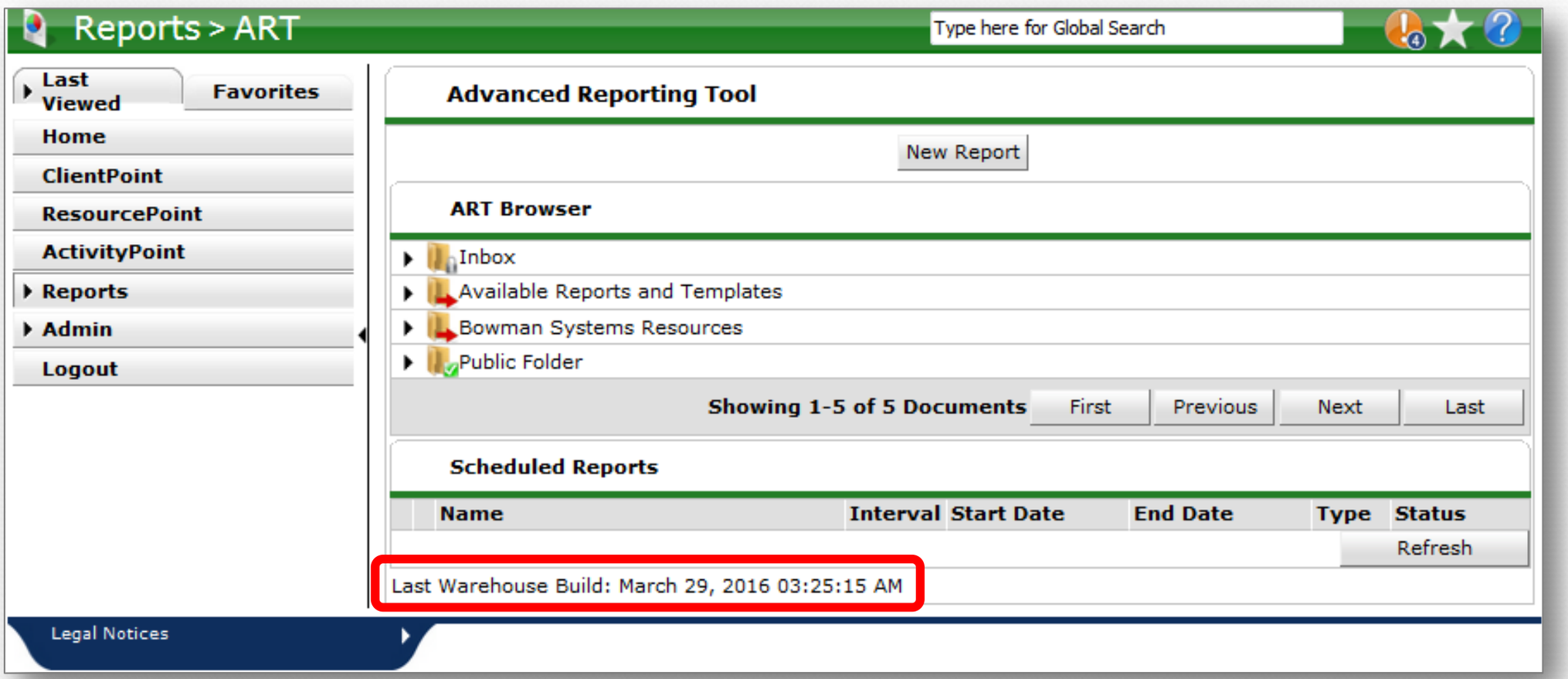
The core set of SUN School reports are located here

The **Specialty/ Funder Reports** subfolder contains specialized reports for particular funders, custom agency reports, etc.

System Refresh

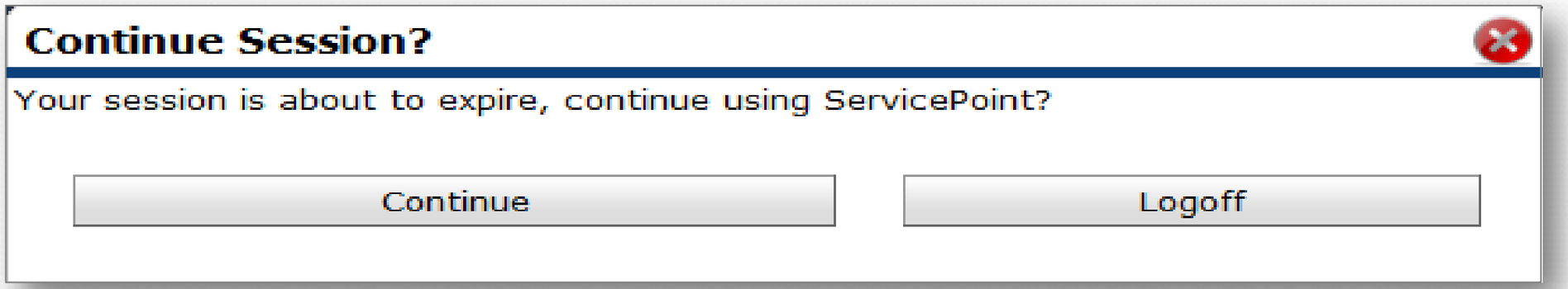
NOTE: ART is NOT a live reporting tool. The data entered in ServicePoint syncs up with ART **twice daily** when the system refreshes (typically around 3:00am and 3:00pm).

The time of the last system refresh is displayed at the bottom of the ART screen:



Timing Out

A message warns you before timing out and allows you to continue your current session



- Click **Continue** to add another 30 minutes to your session
- Click **Logoff** to return to the login screen

Section 8

Starting a New SUN Community School

This section provides guidance and report templates for schools that have recently been selected as a new SUN Community School. This section does not apply to schools who have switched providers but were previously designated a SUN CS or sites who have experienced staff turnover, whether it be a principal or SUN site manager.

The tools provided are geared toward providing a successful start to the partnership and introduction to the school community. The mid-year report is unique to new SUN schools but the same annual plan is to be used as an established SUN CS.

Also included in this section are tips and suggestions for how best to orient to a school and the work as well as for managing and prioritizing the work.

SUN Community School New Site
Fall Implementation Process

Desired Outcomes for Fall

- Engage the community broadly and develop a shared vision for the SUN Community School.
- The school community shares a common understanding of what a SUN Community School is: A school where the school community and partners from across the broader community come together to educate and support kids creating a collective impact. The entire school is considered the SUN Community School.
- Develop strong relationships with school staff and key partners.
- Conduct a multi-part needs assessment process and engage with partners to align to community school's goals/priorities.
- Develop a SUN Advisory Committee and hold two meetings in Fall. Attendance Partnership sites begin developing Family Leadership Team.
- Develop the Annual Plan for SUN that is aligned with the SIP or CAP – including targeted strategies that focus on specific populations facing disparities. Due end of January.
- Identification or development of a process and tools to identify specific students for outreach and support.
- Participation of the SUN CS Site Manager in key school teams (Data Teams, Attendance Team, Student Staffing Committee, Equity Team, and Leadership Team and/or Site Council)
- Development of extended day activities (content and materials/curriculum) and recruitment of adults to lead/teach activities beginning winter term.

SEPTEMBER - DECEMBER ACTIVITIES

Engagement & Relationship Building

- Broad outreach and relationship building particularly with school staff, parents and youth
- Principal and SUN lead agency supervisor or site manager present at an early staff meeting about SUN and gather input from teachers about what piece they'd like to play.
- Incorporate information sharing about being a SUN Community School into Back to School Night and other family and community events
- Key Interviews
    - Identify folks who are key influencers in the school and the community (with representatives across stakeholder groups) – who can provide key information, assist with inviting folks to larger meetings/events, and possibly be advisory committee or Family Leadership Team members.
    - Site Manager has 1:1 "kitchen table" conversations with interviewees to gather input into key questions
- Community Visioning Sessions
    - Convene at least 2 meetings of a broad array of stakeholders to identify the community's bigger vision for the community school and priorities for actions in the first year.

Needs Assessment & Annual Planning

- Identify who should be part of Needs Assessment process in addition to the Principal and Site Manager.
- Conduct surveys and focus groups.
- Collect and consider key data (SIP/CAP, attendance/chronic absence, academic results, input from community meetings, surveys, etc.)
- Assess partners and services – both current and needed.
- Determine goals for the year and what services and activities are needed.
- Meet with partners to discuss how they align with community school goals and priorities.
- Develop SUN Annual Plan.

Development of SUN Advisory Committee

- Form a SUN Advisory Committee and meet twice in Fall – to inform family and community engagement process and Annual Plan. Attendance Partnership sites begin to develop Family Leadership Team.

Identifying Specific Students & Coordinating Supports

- Ensure an identification and referral system for school staff and partners to communicate about students and families and connect them to services.
- SUN Site Manager joins teams to identify specific students and families needing support (Data Teams, Building Screening Committees, Attendance Response Teams, etc.) and determine follow up actions with families
- SUN Site Manager works with teachers and other school staff to communicate with students and families about available support and activities and recruit them (Back to School Night, parent/teacher conferences.)

Development of Extended-Day Activities

- Using needs assessment and feedback from engagement efforts, design extended-day activities for Winter that reflect the needs assessment and community priorities, are aligned with the school day, and include activities targeting students who are Historically Underserved (using ODE's definition).

Information removed. For complete model, please see model online.

NEW SITES

New sites are to comply with all SUN Community School expectations, with the following additions or exceptions:

- Full extended-day programming begins winter term
- Fall term is to include broad community engagement, vision setting, needs assessment, and operational inclusion of Lead Agency and staff as follows:
  - Host a SUN presentation, jointly with the principal, for staff, and distribute SUN information at school events
  - Hold individual meetings with key school and community members
  - Hold two (2) meetings or events focused on the vision of SUN Community Schools and gather input from a broad group of stakeholders, paying particular attention to families historically disconnected from school
  - Establish the site's Family Leadership Team and meet two (2) times during fall term
  - Conduct a needs assessment and develop the site's Annual Plan with the school, including focus area targets aligned with the School Improvement Plan (SIP) or Comprehensive Achievement Plan (CAP) and targeted strategies that focus on specific populations facing disparities
  - Establish a referral system for school staff and partners to communicate about students and families and connect them to services

Note: The manner in which providers for new sites will be selected is outlined in the "Contracted Services, SUN Community Schools" section on page ***Error! Bookmark not defined.****.*

Information removed. For complete model, please see model online.

SUN COMMUNITY SCHOOL ANNUAL OUTPUTS AND OUTCOMES

TABLE 5
SUN Community School Annual Outputs and Outcomes

Output or Outcome	100% funding level	75% funding level	New Sites (first year)	Source
# of hours per week the school is open to the community to provide service beyond school class time	15	12	15 in winter and spring	Half-Yearly Narrative Report
# of weeks of summer programming	4	4	0	Half-Yearly Narrative Report
# of children/youth served in enrolled extended-day activities or individual, group and family support	200	150	167	ServicePoint
# of students involved with SUN Community School who participate regularly (30 days or more)	100	75	67	ServicePoint
# of students who are at risk of academic failure	100	75	67	ServicePoint
# of extended-day non-enrollment family programs or community events	3	3	3	ServicePoint
# of adults (parents and community members) who participate in enrolled adult education	50	35	35	ServicePoint
% reduction in chronic absence rate for all regularly attending students—across grades—as well as for youth in the following, specific grade levels: • Kindergarten • 6th grade • 9th grade	Chronic absence rate of 10% or less OR 10% reduction in chronic absence rate from previous year	Chronic absence rate of 10% or less OR 10% reduction in chronic absence rate from previous year	Chronic absence rate of 10% or less OR 10% reduction in chronic absence rate from previous year	SUN Service System (SUN SS) from MESD
% of regularly attending students scoring at Level 3 (i.e., benchmark) or higher on Smarter Balanced language arts and math tests	TBD	TBD	TBD	SUN SS from MESD
% of regularly attending 9th graders who earn at least 6 credits	80%	80%	80%	SUN SS from MESD
% of regularly attending students who have an average of 6 course credits per year of high school accrued (6, 12, 18 and 24 credits for 9th, 10th, 11th, and 12th graders, respectively)	85%	85%	85%	SUN SS from MESD

Output or Outcome	100% funding level	75% funding level	New Sites (first year)	Source
% of regularly attending students who experience fewer suspensions and/or expulsions than in the previous year, or who have experienced no disciplinary action in the current year	85%	85%	85%	SUN SS from MESD
% of regularly attending students who show improvement in at least one developmental and interim academic indicator, including: • Turning in homework on time • Homework completion to teacher's satisfaction • School attachment/engagement • Participation in class • Attentiveness in class • Classroom academic performance • Positive self-identity/confidence • Behavior • Working well with others/relational skills	75%	75%	75%	Teacher Survey
% of regularly attending students who indicate having or increasing/ strengthening each of the following (youth survey being piloted in FY16, items may change): • Social support during SUN • Sense of academic (school) belonging • Academic perseverance • Growth mindset • Academic identity • Academic self-efficacy	TBD	TBD	TBD	Youth Pre/Post Survey
Early Kindergarten Transition Programming				
# of children who participate in each EKT classroom	20	N/A	N/A	ServicePoint
% of children who have parents/ caregivers participating in the parent engagement components	75%	N/A	N/A	ServicePoint
% of participating children who have no preschool experience	90%	N/A	N/A	SUN SS from MESD
Hunger Relief Services				

Output or Outcome	100% funding level	75% funding level	New Sites (first year)	Source
Emergency Food Pantry: # of households served per pantry distribution	40	N/A	40	SUN SS from Oregon Food Bank
Harvest Share: # of households served per distribution	60	N/A	50	SUN SS from Oregon Food Bank
Extended Summer Meals: # of children 1-18 served per day during extended summer service weeks	50	N/A	50	SUN SS from school districts

Information removed. For complete model, please see model online.

SUN Early Engagement & Site Orientation Checklist

Things to do, people to meet, and answers to seek in your first few weeks

Learn your Way Around…	First day	First week	First month
Ask for a school tour and a list of teachers and their classroom(s). Sit in for a bit if you can!	✓		
Request interior and exterior keys for your school right away; later, you might also need keys for other spaces SUN will be using (gym, P.E. closet, locker rooms, etc.).	✓		
Locate the staff restroom and make sure you get a key for it if required.	✓		
Locate your staff mailbox and label it with your name & "SUN."	✓		
Find the staff lunch room and make sure you know where to store your food.	✓		
Ask about the protocol for emergencies like fires & lock-downs. Be sure to get a copy of the emergency procedures packet so you can share information with SUN staff.		✓	
Find out when school picture day is and how to get a school ID badge. (You'll probably want to ask about ID badges for your temporary staff at some point as well.)		✓	
Get a copy of this year's school calendar and the daily class/lunch schedule. Note dates of conferences, school vacations, holidays, and late start or early release days.		✓	
Check out a student planner or ask about school policies (dress code, phones, gum, etc).		✓	
Find out when Back to School Night is. Ask your Principal what family events your school currently hosts, and talk to him/her about collaborating on events this year.		✓	
Inquire about the school staff's preferred method of communication and ask your Principal about the email "group" or listserv you can use to send all-staff messages.		✓	
Research ways to share information with students & families (mailed/electronic bulletin, PA announcements, via homeroom teachers, auto-call to all homes?). If you'll be using the intercom for SUN announcements, get a quick tutorial from the Secretary.		✓	
Ask the Secretary for a report showing the demographic information of your student population. Find out what your school's ethnic breakdown and free & reduced lunch percentages are, what languages are spoken, etc. so you'll "know your audience."		✓	
Are all SUN supplies and equipment in your office, or are some things stored elsewhere?		✓	
Compose a brief letter of introduction and post it in the staff lunch room; put a copy in each staff member's mail box or on their desks/chairs. Keep it to one page, max!		✓	
Ask your Principal for a list of building and community "stakeholders," including current school partners, leaders on staff, involved parents, and nearby businesses, churches, etc.			✓
Secure a bulletin board for SUN in a prominent location so you can advertise events.			✓
Request training in the system of strategies, incentives, and consequences that your school/District utilizes to support positive behavior (e.g. PBIS or the equivalent).			✓
Learn about office paperwork you might need to use— school letterhead, Incident Report forms, behavior incentive or consequence slips—and learn to use the copier and printer!			✓
See if there's a Walkie Talkie you can use during Extended Day to communicate with custodians and the Campus Monitor—or check in about your school's preferred system.			✓

Who to Meet with ASAP (and what to discuss!)…*	First day	First week	First month
Secretaries: Find out what each person's role is (front office, attendance, health records, etc.) and when the best time is to ask them for help. One thing to learn early on: what's the easiest way for you to locate a student during the school day or get a note to him/her? Familiarize yourself with the hall pass (or equivalent) system.	✓		
Principals: Schedule recurring weekly/biweekly meetings; have a discussion about the direction of SUN this year, the Principal's vision for the school, biggest needs, school goals, etc. Ask what school funding might be available to support SUN classes and events!		✓	

* Additional tips for how and when to engage stakeholders are on page 4.

Who to Meet (continued…)	**First day**	**First week**	**First month**
Custodians: You'll need to communicate constantly about space use, locking doors, messes in the bathroom, etc., so find out what they need from you *and* how they can help (Example: Will they set up for family events and SUN dinner if you draw up a layout map?)		✓	
Someone who knows the way things were done in the past—what was the SUN schedule like, who helped out at snack/dinner, what was the check-in/check-out procedure for students, what were the basic rules during Extended Day, and so on…? You'll probably do some things differently, but a lead SUN instructor can paint the general picture for you.		✓	
School Counselors: Find out how they support students, how you can make a referral, and how they can help you target students who would be great candidates for SUN.		✓	✓
Students: Be around at lunch and recess, walk the halls, and chat up students outside before and after school. Is there an athletic event you can attend? Can you visit classrooms to share about SUN with students new to your school? Start engaging now!		✓	
Teachers, Assistants, and Paraprofessionals: Get on the agenda for one of the first staff meetings of the year; introduce SUN and the ways school staff can get involved (teach a class, attend family events, share expertise, share their rooms, refer students, etc). Be sure to share about what your agency does, too! Listen to teachers' input, hopes, and concerns; beginning building rapport with staff and inviting some of them to teach SUN classes.		✓	✓
Kitchen staff & cooks: What are the expectations for use of the kitchen space? Who will serve the SUN snack/dinner? Make sure to share your SUN term schedule with them.			✓
School Nurse: When is he/she on-site and what basic information or training should you have if something comes up on your watch (e.g. asthma, allergies, CPR, First Aid)? How will health information about high-risk SUN students be shared with you? Where's the ice?			✓
Campus Monitor(s)/Security and School Officers: Who's around to help secure the building during Extended Day, and are there specific safety issues to be aware of?			✓
The existing SUN Advisory committee (if there is one), the PTA, and/or the Site Council: what does each group do in the school, and how will each group support the SUN CS?			✓
Find out who's on the PBIS, attendance, administration, and other student staffing teams… and talk to your Principal about the importance of your being included in these meetings so you can bring your knowledge of partners and students/families and improve consistency between the regular & extended day.			✓
Activity Bus drivers: Learn their names and ask them how you can help make their job easier; ask for a copy of the routes they drive, and share the SUN schedule with them.			✓
District Liaison: How will he/she support you, when will you meet, and are there District-wide initiatives that you should keep in mind when planning for SUN?			✓
Find the Point Person for…	**First day**	**First week**	**First month**
Tech issues-- setting up printers, getting a code for the copier, District email, Internet access, Synergy/eSIS/your school's student information system, and trouble-shooting	✓		
Reserving gym space (is there an Athletic Director?); find out what sports happen at your school and when, and reserve space as soon as possible for your activities. Ask your P.E. teacher(s) about sharing equipment and find out where things are stored.		✓	
Nutrition Services: ask about a Food Handler's card, any training required for serving the meal, submitting monthly reports, etc. Are there other SUN staff needing training?		✓	
Issues with buses or bus drivers; scheduling Activity Buses/transportation for SUN			✓
Setting up the bell schedule for Extended Day.			✓
Rules regarding the administration of medicine/inhalers?			✓
Using the school library and computer lab—what are the expectations for each space?			✓

Learn these Common School Terms & Acronyms…	First day	First week	First month
Certified vs. classified staff; IA's or EA's (Instructional/Educational Assistants)		✓	
SIP (School Improvement Plan)—you should go over this with your Principal and align your SUN Annual Plan with the school's goals; carve out some time to discuss this!		✓	
Mandatory Reporting of suspected child abuse (make sure you're trained!)		✓	
IEP's (Individualized Educational Plans), 504's (supporting students with disabilities), and BSP's (Behavior Support Plans)… find out how school staff share information with you regarding modifications in place for certain students during the school day; start thinking about how SUN can implement some of these supports during Extended Day (hint: the County's Inclusion Services can help you support SUN students with special needs!).			✓
MOU's (Memorandums of Understanding): who does your school or agency already have a contract/ partnership with? Are you in charge of drafting MOU's for new collaborations?			✓
Title I… and if your school receives these funds, can you access some for SUN?			✓
Read 180, System 44, IXL or other curriculum-based software used in classes and for homework: can you offer students access to these programs during Extended Day?			✓
Tile X; who is the person in the District that may have resources for homeless families?			✓
ESL/ELD/ELL/LIP (all acronyms relating to students whose first language is not English); what supports are in place for English-language learners at your site? How can SUN help?			✓
STEM (Science/Technology/Engineering/Math)—what are your school's goals for these subject areas and how can SUN support and challenge students in STEM in Extended Day?			✓
Common Core—what does it look like at your school, and how will SUN align with it?			✓
OAKS or Smarter Balanced… what standardized test do students take? What can SUN do to support students in improving their scores? What are the school's score goals?			✓

Agency-specific questions to ask your supervisor about:	First day	First week	First month
What phone do you use for work (your own or agency provided)?	✓		
Time sheets: how and when to complete & submit, who signs them, when you're paid!		✓	
Protocol for hiring temporary staff or volunteers, including all paperwork required and background check procedure—is there a Human Resources training you need to attend?		✓	
Who to contact in the Payroll or Finance department regarding tracking your staff's hours and paying them (time sheets, specific software you need to use, deadlines…)		✓	
Accessing your agency's "Intranet" or online system containing forms and information.		✓	
How to purchase supplies for your program (agency credit card? reimbursement?)		✓	
What's your program budget, and how do you track it?		✓	
What are the required agency and County meetings, and when are they scheduled?		✓	
What are your requirements or program instructions regarding number of students and adults served, events per year, and hours per week/weeks per year of programming?		✓	
Does your site charge for any activities? If so, what's the policy on handling money?		✓	
Are you reimbursed for mileage? How and when do you submit that request?		✓	
Report deadlines you need to keep track of (and to whom do you submit reports?).			✓
What's your agency's policy for reporting incidents like student injuries?			✓
How does your agency handle Special Assistance (Inclusion) Services billing?			✓
Use of agency vehicles, for field trips and outings with students, and procedure for reserving them, if applicable; what's your agency's insurance policy for these situations?			✓
Invoicing your agency for partners who provide services/programs at your site			✓
What does your agency want you to do over Winter and Spring break and on other school holidays? What's the policy on flex time, working from home, etc.?			✓

Some Additional Tips for Early Engagement:
How to Connect with Key Stakeholders

1. **Present a snapshot of SUN**
   - Get on the calendar during an early staff meeting
     - Co-present with your principal
     - Offer a brief but concise snapshot of SUN & provide opportunities for people to learn more
     - A template PowerPoint for introducing SUN to school staff is in the SUN CS Site Manager Toolkit
   - Get on the agenda for the first ALL School assembly
     - Introduce yourself and present SUN to school
     - Provide flyers for kids & families
     - Engage them with an activity or giveaways

2. **Make time for 1:1 meetings with folks who have a large impact on your school or community**
   - You will engage a wide range of folks early on (see checklist above). In addition, you will want to identify key informants for your site (formal and informal leaders, historians, etc.) and sit down to have a focused conversation about what they know about your school and families. A *Guidance on Engaging Key Informants* resource is available in the SUN CS Site Manager Toolkit

3. **Share about your lead agency**
   - Help the staff, parents and community understand the agency's role and the assets your bring to the collaboration
   - Some items to share specifically
     - Who are we and what do we do?
     - How we can be of help!
     - Show a video about your agency
     - Send home basic introduction to all parents/students

4. **Engaging teachers**
   - Catch them at times that are convenient for them.
     - Stand and chat with them while they are on lunch or recess duty
     - Walk the halls after school and drop in to see if they have a few minutes
   - Some additional topics of conversation
     - Find out what <u>BUGS/BOTHERS</u> the teachers the most- Don't do those things!
     - Ask teacher what concerns they have about programs after school. Take note of concerns and from what teacher
     - Ask if there are great projects or lessons they don't have time to teach any more during the day. These can be great extended-day classes or activities. They may also have curriculum, materials or book sets that aren't currently being used
     - Ask what they hear or notice are the reasons that students are late, absent or inattentive during class (haven't eaten, sick, taking care of siblings, etc.)

5. **Getting a picture of your student population**
   - Get a list of EVERY student and grade in the school. (SUN Site Managers are designated as "school officials" under FERPA and can access/receive student data just like a school employee)
     - Use this information to learn about the school's population and "know your audience"
     - Provide programs and services that meet the school's specific needs

Getting Ready for Your New SUN Community School

Principal action items for Summer & September of implementation year

❶ Principal championship of partnership in school and community

- ☐ Provide adequate space for community school office and programs (set expectation of use of classrooms, cafeteria, library, gyms early)
- ☐ Communicate with custodians & secretarial staff as early as possible
- ☐ Introduce SUN CS in back to school packets, website, etc.
- ☐ Integrate SUN Community School Site Manager into fabric of school - staff meetings, mailboxes, email, site council, trainings, etc.
- ☐ Make time at August staff retreat(s) and/or early staff meeting for presentation and planning for community school
- ☐ Introduce your SUN Community School Site Manager to other key stakeholders – parent groups, Rotary, business partners, etc.

❶ Get to know your Lead Agency by building a relationship with the SUN CS Supervisor at the agency and participating in hiring your SUN CS Site Manager.

❶ Build your understanding of SUN vision, model, expectations and best practices. Once your site manager is hired this is a good place to start conversation as you two with the support of your Lead Agency will lead the development of a shared vision at your school over the next year.

❶ Survey key staff before school starts about existing and needs and partners

❶ Determine initial set of key academic goals within School Improvement Plan/Comprehensive Achievement Plan that community partners can help with. As possible, identify actions involving community partners that are strategic and specific (such as out of school time academic support, family involvement efforts, etc.)

August 2015

SUN Community Schools Roles

Role of the Principal

The principal at each SUN Community Schools champions and participates in creation of school-community collaboration to achieve educational and developmental goals for students. The principal:

- Works closely and collaboratively with the SUN CS Site Manager, including meeting regularly.
- Participates actively in efforts to engage families and community members in meaningful and culturally responsive ways.
- Thinks strategically about how to use and blend resources both during and outside the school day.
- Jointly manages the collaboration with the Lead Agency and Site Manager
    - Provides leadership in selecting the SUN CS site manager
    - Participates in community school needs assessment and links it to assessment of student achievement and the ODE key areas of effectiveness (technical and adaptive leadership, educator effectiveness, teaching and learning, district and school culture, and family and community involvement)
    - Participates in ensuring key operational structures are in place: advisory body, communication & referral system, and student support/screening groups
    - Participates on SUN Advisory Body
    - Participates in development of an Annual Plan for the SUN CS collaboration
    - Provides leadership in linking school day and extended day practices
    - Plays leadership role in engaging additional partners, resources, community
- Incorporates strategies that engage community partners (SUN) in the School Improvement Plan or Comprehensive Achievement Plan.
- Provides access to space needed for extended programs and services.
- Schedules time at beginning of year with school staff to introduce SUN CS.
- Includes SUN CS Site Manager as part of staff (e-mail, etc.).
- Provides leadership in developing structures for identification and recruitment of students who need additional learning time.

Role of the SUN Community School Site Manager

The SUN Community School Site Manager facilitates and provides leadership for the development of the collaboration between the school and community and a continuum of services for children, families and community members within a school neighborhood. The Site Manager is responsible for developing and supporting an infrastructure that acts as an "umbrella" to coordinate the individual elements of this continuum. The Site Manager:

Management

- Provides leadership for and directs planning, developing and implementing functions and services that are school-based or school-linked within a specific school community
    - Coordinates specific (or identifies existing) needs assessment/self-study. Partners with other community groups around regional/neighborhood efforts.
    - Develops annual plan in collaboration with principal, lead agency and advisory committee to address identified issues. Annual plan is aligned with the School Improvement Plan.
- Recommends, recruits and supports site advisory committee(s) that includes members of the neighborhood or Family Leadership Teams at Attendance Partnership schools.
- Manages scheduling, oversight, and evaluation of extended-day programs, services & staff.
    - Builds relationships and mechanisms to effectively link the school-day with extended day activities and programs.
- Prepares additional proposals (with lead agency) for supplemental funding.
- Promotes the initiative and specific school programs to the public, government and schools.
    - Prepares and presents written and oral reports and outreach materials.
- Assists with designing and managing volunteer systems within the school.

Collaboration/Partnership

- Participates as part of the school's leadership and planning structures, including data teams, site council and other groups that support their role in coordinating partners, supporting the school's academic initiatives, and linking individual students to the specific services they need.
- Facilitates alliances and partnerships with state, county, city and non-profit agencies to establish a continuum of services delivered at or linked to the school site. The aim is to provide the greatest level of access and integration to the community.
    - Collaborates with key community and school leaders and other people to maximize existing resources and obtain new programs in alignment with SUN annual plan. Gains school, family and community acceptance.
- Plans and coordinates efforts to engage youth, families and community at the school.
    - Introduces the initiative to students, school staff, families and community.
    - Gains school, family and community acceptance.
    - Builds a sense of community, promoting principles of community empowerment, engagement and capacity building.
- Establishes linkages with local businesses to promote their involvement in the school.

Role of the Lead Agency

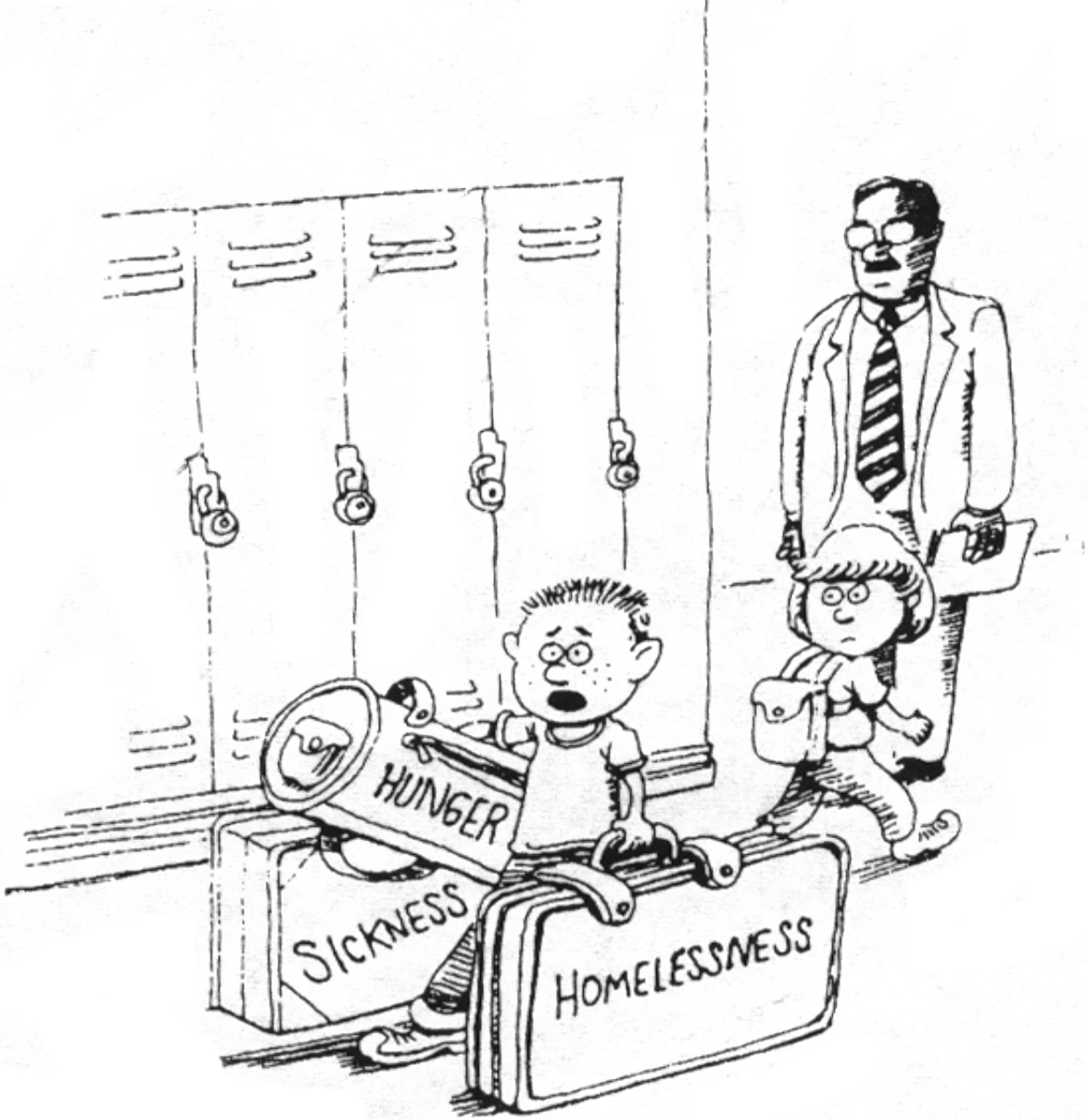
The Lead Agency provides supervision and linkage for the SUN Community School. The Lead Agency co-manages the SUN Community School development with the School Principal. The Lead Agency:

- Hires the SUN Community School Site Manager jointly with the Principal.
- Supervises and supports the work of the SUN Community School Site Manager.
- Participates in operational planning and problem-solving as part of a team with the Principal and Site Manager.
- Provides input and guidance into the annual plan for each SUN Community School.
- Provides leadership for resource development and business partnership work.
- Links the SUN Community School with services and resources of that agency (such as anti-poverty services, parent-child development services, mentoring, etc.)
- Shares best practice information and expertise on youth development, promoting school success, self-sufficiency, community building and other areas to the Site Managers and schools.

XX SUN Community School

Building a Common Understanding and Vision

SCHOOLS UNITING NEIGHBORHOODS



"Could someone help me with these? I'm late for math class."

SUN Service System

An aligned system of care, providing the social and support services to youth, and families, that lead to educational success and self-sufficiency.

SCHOOLS UNITING NEIGHBORHOODS

SUN Vision & Mission

Vision

A community that effectively engages and supports all children and families so they are healthy, educated and prosperous.

Mission

Collaborate to create an efficient system of supports that provides equitable opportunities for every child and family to thrive.

SCHOOLS UNITING NEIGHBORHOODS

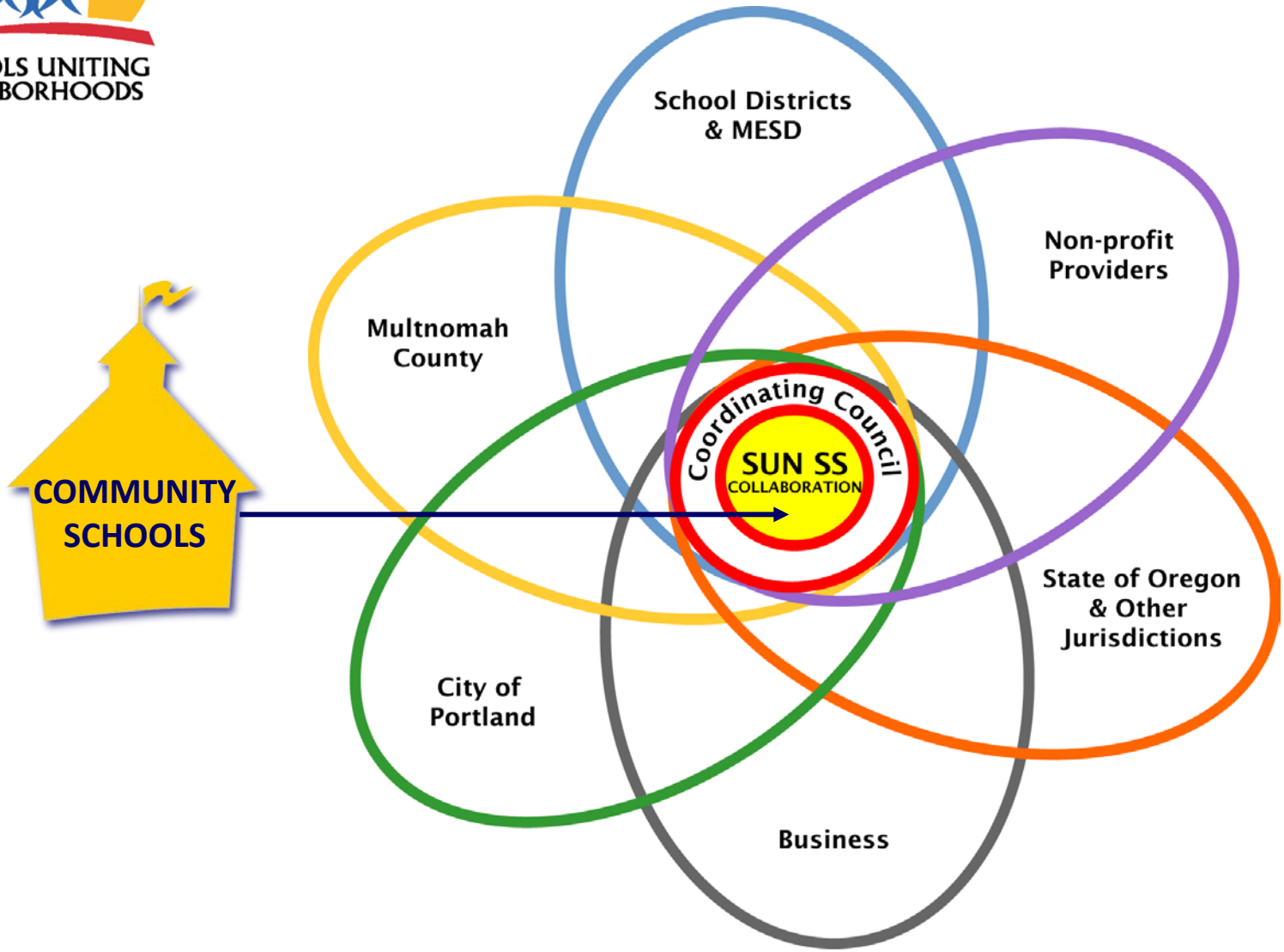
SUN Aligned Services

- Academic Support & Skill Development
- Early Childhood Programs
- Parent & Family Education & Involvement
- Anti-Poverty Programs
  - Basic Needs
  - Rent Assistance
  - Housing
  - Life Skills Development
- Health Services
- Mental Health & Addictions Services
- Library Services
- Links to & assistance with access to other government & community programs

SCHOOLS UNITING NEIGHBORHOODS

SCHOOLS UNITING NEIGHBORHOODS

SUN Service System Collaboration



What does it mean to be a SUN Community School?

SCHOOLS UNITING NEIGHBORHOODS

SUN Community Schools

A Strategy Not a Program

SCHOOLS UNITING NEIGHBORHOODS

A Community School is…

A school **where the school community and partners** from across the broader community **come together** to educate and support kids creating a collective impact

SCHOOLS UNITING NEIGHBORHOODS

And where…

- Community resources are **strategically organized** to support student success
- There is a **focus on the whole child**, integrating academics, services, supports and opportunities

SCHOOLS UNITING NEIGHBORHOODS

Key Ingredients

- Education First
- An array of services for youth and adults from 3 domains:
  - Academics & skill development
  - Social, health and mental health services
  - Enrichment & recreation
- Youth, family & community engagement
- District & school championship
- Shared leadership & accountability
- Site Coordination

SCHOOLS UNITING NEIGHBORHOODS

Activities & Services

- Strong Core Instructional Program
- Educational Support and Skill Development for Youth and Adults
- Enrichment and Recreation Activities
- Family Involvement and Support
- Social, Health and Mental Health Resources
- Family and Community Events
- Service Integration

SCHOOLS UNITING NEIGHBORHOODS

Top of the Iceberg: What Most People See

Top of the Iceberg Looks Like…

Top of the Iceberg: What Most People See

- After School Activities
- Family and Community Events

At the Water Line: What's Less Visible

At the Water's Surface: What's Less Visible

- Adult Classes & Workshops (GED, ESL, Zumba, Yoga, etc.)
- Food Pantry
- Summer Meals
- Family strengthening
- Early Kindergarten Transition Program

SCHOOLS UNITING NEIGHBORHOODS

Top of the Iceberg: What Most People See

- After School Activities
- Family and Community Events

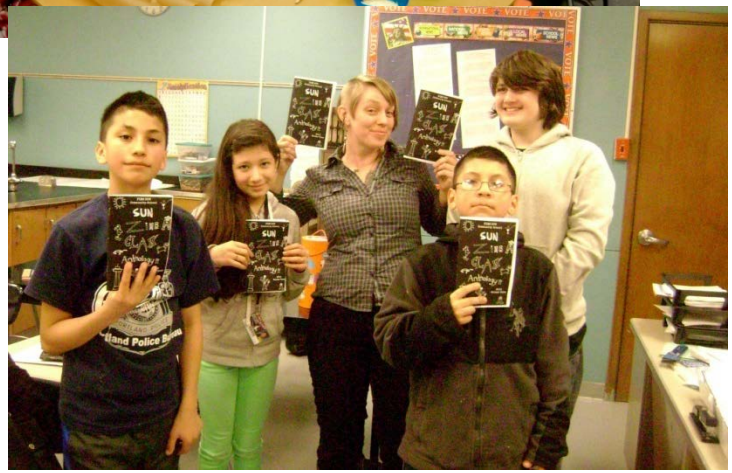
At the Water Line: What's Less Evident

- Adult Classes & Workshops (GED, ESL, etc.)
- Family strengthening activities
- Parenting support
- Food Pantry
- Summer Meals
- Kindergarten Transition Activities

Below the Water Line: What Most Don't See

- Targeted services - knowing students by name and addressing individual needs
- Connections to health, mental health and social services in the community (priority referrals within SUN Service System)
- Rent, energy and emergency assistance
- Establishing authentic relationships with youth, families and community members
- Community building

How community partners contribute to SUN Schools



- Lead extended-day academic, enrichment, and skill-building class
- Teach adult education and support classes
- Offer services and resources
- Donate food, supplies, and employee time
- Participate in leadership and governance roles (SUN Advisory Board, etc.)
- Offer family workshops

SCHOOLS UNITING NEIGHBORHOODS

How is this coordinated at our school?

Lead Agency

- The non-profit partner that supports the development of the SUN Community School collaboration & brings expertise and connections to resources in the community and within the lead agency.
- Our lead agency is _____ (who knows!?)

Site Manager

- Hired by the Lead Agency to co-manage the development of the SUN Community School with the school staff.
- Acts as the “glue” to bring the partners and pieces together (both in the school & in community).

SCHOOLS UNITING NEIGHBORHOODS

Roles School Staff Play in SUN

- Provide referrals and communicate about students
- Provide input and leadership in planning and development
- Teach a class before school, during extended day, or in the summer
- Participate in other activities and projects (Family nights, SUN Showcases, home visits, gardens, etc.)
- Help with efforts to create a welcoming environment for parents
- Offer expertise (lesson plans, materials, curriculum, teaching strategies)

SCHOOLS UNITING NEIGHBORHOODS

What Collaboration Looks Like in SUN

SCHOOLS UNITING NEIGHBORHOODS

Dragon Boats

SCHOOLS UNITING NEIGHBORHOODS

Co-location to Collaboration

Co-location

- Shared space
- Limited interaction
- Individual goals
- Increased potential of duplication
- Decreased effectiveness

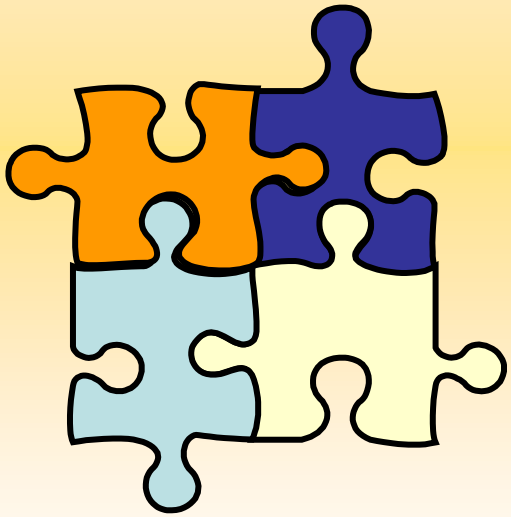
Partnership

- Common goals
- Both parties benefit
- Third parties benefit
- Whole is greater than the sum of its parts
- Internal champions on both sides

Collaboration

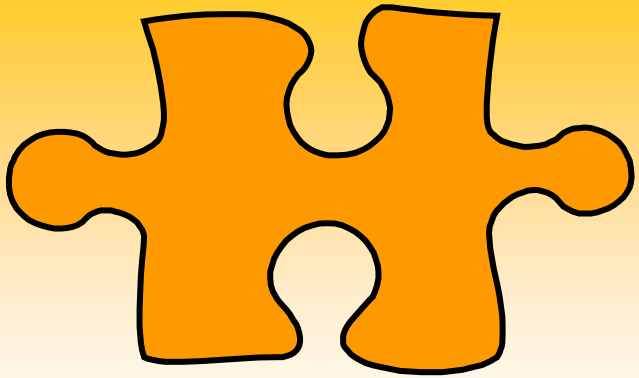
- Mutual goals
- Shared resources
- Parity between entities
- Shared responsibility
- Shared accountability
- Shared results& rewards

Everyone has a piece in this



SCHOOLS UNITING NEIGHBORHOODS

What is your piece this year?



SCHOOLS UNITING NEIGHBORHOODS

Let’s work together to have a great year!

SCHOOLS UNITING NEIGHBORHOODS

SUN Community Schools
Needs Assessment & Continuous Improvement REFORM Model

(2014-2015 suggested time line)

R = Review Data and Set Goals (Sept-Nov)

(Steps 1 and 2 can happen simultaneously with different teams)

1. **Evaluate**
   - Current program priorities and activity effectiveness
     - Are outcomes meeting needs/goals/stated priorities?
     - Review data on academic, cultural, opportunity benchmarks.
2. **Gather and Review Data and Input**
   - Analyze existing data sets (see *Data + Stakeholder Checklist*)
   - Obtain stakeholder input
     - Stakeholders: students , teachers, parents, school advisors and staff, community members.
     - Methods: key informant interviews, community visioning or input sessions, surveys, focus groups.
   - Review data and input at first SUN Advisory Committee meeting.
3. **Identify Gaps**
   - Based on data and stakeholder input, what are gaps/opportunities/risks?
4. **Prioritize (or Reprioritize if you are existing site)**
   - What priorities are currently identified? Establish new/additional priorities based on data analysis, stakeholder input and identified gaps.
5. **Develop Year 1 Goals**
   - Based on input on needs and priorities, identify your key shared goals and specific outcome targets for each.

E = Engage Partners (Sept-Nov)

1. **Partner Asset Map – As informed by Stage 1**
   - **Identify -** What partners are currently filling identified priority area need/function in the school? (see *Partner Planning Tool*)
   - **Outreach/Network –** build/nurture relationships with potential partners
   - **Bring in new partners and develop MOU's** – create new partnerships based on clear roles, functions and expectations (see *Aligning Partners with Goals)*
   - **Create Partner Matrix -** reflecting function/role and which agencies are fulfilling those specific functions/goals (see *Partner Matrix Template*)

Adapted from Cincinnati Public Schools Community Learning Centers Manual.

F = Focus on individual students (Oct-Dec)

1. Identify individual students and specific needs
    - Who is/are the key service population(s)?
    - Identify individual students and families for engagement and targeted support using Student Staffing/Data/Attendance teams, teachers, counselors, parents, and partner agencies.
    - Determine who among the partners will reach out and engage student or family and who will serve them.
    - Monitor student and family participation and progress.

O = Offer support (on-going)

1. Provide tools to partners, staff, administration, parents and community to support success of program: effective and communication, training/orientation, materials, organizational chart, partner meetings, etc.

R = Reset (mid-year)

1. Have midway point meeting with partner agencies and school staff to assess progress and address challenge areas and identify potential changes.
2. Conduct focus groups with students, staff, and other stake holders to gain feedback on stated priorities, goals and activities.
3. Share information and input with SUN Advisory Committee and engage them in deciding what changes are needed.
4. Decide on changes and implement them!

M = Measure Impact (year end)

1. Analyze academic data and feedback from students and stakeholders regarding program activities and their impact on your shared goals and outcome measures.

Data and Stakeholder Checklist: New Sites SUN Community Schools

In order to best understand the conditions that are most impacting student achievement in your school, one must gather information to make a thorough assessment and know where to best focus your resources.

The checklists below include the key elements that SUN recommends that site managers and principals review and share with advisory members and the community as part of needs assessment process when launching a new SUN Community School site.

KEY DATA SETS

- ☐ School Improvement Plan or Comprehensive Achievement Plan
- ☐ Oregon Department of Education Report: http://www.ode.state.or.us/data/reportcard/reports.aspx. *Choose school district and then scroll for your school and click on Rating Detail Sheet.*
  **NOTE: For 2014-15, the final state reports may not be available until late September. Principals have preliminary results from the past year that can be used until official reports are available*
- ☐ Formative assessment data (such as DIBELS, IRLA, DRA, Running Records, IXL)
- ☐ Chronic absence data (what was the school's overall chronic absence rate last year? What does data look like when disaggregated by grade? By race/ethnicity?)
- ☐ Behavior data including information on disproportionate discipline (SWIS is one database that many districts use to manage behavior data)
- ☐ District-wide initiatives
- ☐ Existing information from parent or community input sessions and the input you will generate through your 2 Community Listening sessions
- ☐ Community & Neighborhood health data (see SUN Community Data Resources for available resources to consider)

PARTNER PLANNING TOOL

- ☐ Complete the tool to capture what partners are already in place in your school

KEY STAKEHOLDERS INFORMATION

Data is one picture of a school. Another very important source of information to explore is hearing from those who are involved with your community school. Key stakeholders include:

- ☐ Students
- ☐ Parents and parent groups
- ☐ Teachers/Counselors
- ☐ Principals
- ☐ School Partners
- ☐ Advisory and leadership teams
- ☐ Community members
- ☐ Other: _____

As a new site, you will be gathering this information in Fall 2014 through the following mechanisms:

- ☐ Key informant interviews
- ☐ Surveys and Focus groups
- ☐ Community Visioning sessions

Partner Planning Tool: New Sites

SUN Community Schools

1. List all of your SUN + school partners

SCHOOL PARTNER	PARTNER FOCUS/MANDATE Why are they in the school?	WHAT THEY PROVIDE What do they do in the school?	HOW IS THE WORK FUNDED?

Add or subtract rows based on your available school partners.

2. What are your key shared goals for your school and community for the coming year?

- o
- o
- o

Add or subtract rows based on the number of key goals. These goals will be determined by the SUN Advisory with leadership of the SUN Site Manager and principal after reviewing data and key stakeholder input (key informants, surveys, focus groups and community visioning).

3. Assess your partners' alignment to your goals and needed services

TARGETED ACADEMIC INTERVENTIONS	ENRICHMENT AND RECREATION	FAMILY ENGAGEMENT	BASIC NEEDS	HEALTH AND MENTAL HEALTH	OTHER

Change or Add Goal Areas and list partners who are assisting with that goal

3. What goals do you have where you could use additional partners?

4. Who are the potential partners to approach?

Aligning Partners with Goals at SUN Community Schools

8/2014

The SUN Site Manager and school administration should identify at least 3 shared goals and establish regular bi-weekly or monthly meetings to frame, outline, implement and evaluate goals. During implementation both administrator/s and SUN Site Manager will be involved in the selection of the partners that are best suited to serve that site's community. The Partner Planning Tool and Partner Matrix support mapping and tracking partners' contributions to your specific goals.

EXAMPLE GOALS AND ACTIONS:

1. **Improve Reading scores for 3rd-5th grade students who are below grade level, with a focus on African American and Pacific Islanders who have identified disparities**
    a. Provide targeted interventions for students taught by teachers or extended-day staff who are trained by the Reading Specialist
    b. Offer supported reading practice for students
    c. Provide 1:1 or small group homework support and/or tutoring
    d. Send books home and/or ensure students have library cards.

2. **Reduce Chronic Absence by at least 5%**
    a. Develop a set of universal strategies for creating a culture of attendance and recognizing good or improved attendance
    b. Engage families both in large events and individually about the importance of attendance
    c. Conduct 1:1 outreach to families with students who are chronically absent and offer parenting and basic needs support

3. **Improve engagement of parents**
    a. Do focused outreach to communities who the school has been less engaged with in the past.
    b. Provide language support
    c. Host family events for specific groups (Latino Family night)

IDENTIFYING THE RIGHT PARTNER:

- ☐ Focus on the aspects that the organization/partner has to offer
- ☐ Have a clear understanding of each party's role
- ☐ Be clear on the level of support that you will provide: recruitment, check-ins, space, supplies, etc.
- ☐ Have clear communication expectations: what methods are preferred (email, calls, text); timelines (e.g. folks agree to respond or make notifications of absences or additional support needed at least 24 hours in advance); and who will receive and respond to these communications
- ☐ Schedule an in-person meeting and include key people: school administration or school staff, supervisor, etc. Ask the following questions:
    - What are the goals of your program/organization?

- What type of results is your program designed to achieve (addressing barriers to learning, behavior change, skill mastery, increased academic comprehension, family stability)?
- How will you track or demonstrate results, how and what type of data will you use?
- Which of our school's specific goals does (or could) your organization or program address?
- How will your program address the goal(s) and engage youth or families?

☐ Follow up with an email after initial meeting to confirm or clarify any details such as schedules, dates, times, targeted population, etc.

☐ Develop a clear comprehensive memorandum of understanding (MOU) with goals they are addressing, timelines, expectations, responsibilities, roles and, if monies are involved, attach a clear budget breakdown.

Partner Matrix
XX Community School

SUN Community Schools
2014-15

Key Goals for 2014-15

- o
- o
- o

Add rows based on the number of key goals. These goals will be determined by the SUN Advisory with leadership of the SUN Site Manager and principal after reviewing data and key stakeholder input (key informants, surveys, focus groups and community visioning).

TARGETED ACADEMIC INTERVENTIONS	ENRICHMENT AND RECREATION	FAMILY ENGAGEMENT	BASIC NEEDS	HEALTH AND MENTAL HEALTH	OTHER
• Teachers in academic interventions • University of Portland tutors •	• Aka Science • Chess for Success • Ethos	• Portland Parent Union • Black Parent Initiative	• SEI Anti-Poverty Services	• Providence • Multnomah County Environmental Health	

Change or Add Goal Areas and list partners who are assisting with that goal

Dear SUN school parent,

As you may know, a SUN school will be coming to your school this fall. SUN school is a local effort to build our schools into community centers, and key features of SUN schools include afterschool programming, adult activities, community events and linkage to services and resources.

At INSERT SUN school name, the INSERT contractor agency name will run the SUN school. We are excited to bring SUN to your school, and we want your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey and to share your ideas.

At my school, I'd like to see the following activities for my child:

- ☐ Math tutoring
- ☐ Reading tutoring
- ☐ Homework help
- ☐ Science. Please tell us more about what kind of science _____
- ☐ Sports/recreation. Please tell us more about what kind:_____
- ☐ Visual arts (painting, ceramics, drawing). Please tell us more about what kind: _____
- ☐ Performance arts (e.g. dance, theater, music). Please tell us more about what kind:_____
- ☐ Environmental science
- ☐ Gardening
- ☐ Cooking
- ☐ Chess Club
- ☐ Leadership/Service Learning/Volunteerism—Please tell us more about what kind_____
- ☐ Cultural club – for example, Asian Club
- ☐ Girls group
- ☐ Boys group
- ☐ Other—Please tell us more: _____

_____

_____

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

- ☐ Adult English classes
- ☐ Adult recreation classes. Please tell us more:_____
- ☐ Adult health or cooking classes
- ☐ Other—Please specify: _____

SUN will also connect families to varied services and resources. Please tell us about what services/resources SUN should connect to:

- ☐ Rent assistance or help purchasing a home
- ☐ Employment services
- ☐ Income support (for example, Temporary Assistance for Needy Families (TANF))
- ☐ Hunger relief
- ☐ Health or mental health services
- ☐ Basic needs such as diapers, hygiene products, clothing
- ☐ Assistance to create a safer neighborhood environment (for example, to increase pedestrian safety, reduce crime)

SCHOOLS UNITING NEIGHBORHOODS

MULTNOMAH COUNTY

PORTLAND PARKS & RECREATION
Healthy Parks, Healthy Portland

PPS

Tagline:

SUN Community Schools are a collaboration of Multnomah County Department of County Human Services, the City of Portland Parks and Recreation, and Centennial, David Douglas, Gresham-Barlow, Portland Public, and Reynolds school districts

Here comes The SUN!

SUN stands for Schools Uniting Neighborhoods. SUN Community Schools are the school-based delivery sites for a comprehensive set of services including educational, enrichment, recreational, social and health services. This nationally recognized system of care works to ensure families are healthy so they can champion and support their children. The SUN Service System collaboration is managed by Multnomah County http://web.multco.us/sun/sun-community-schools and this site is funded by Portland Children's Levy and delivered by Impact NW www.impactnw.org

SUN Community Schools are not a program, but rather **a place** and **support hub** where schools and communities work together to support the success of children and families and provide a comprehensive array of services. They serve as the vehicle to **link** a school with community institutions, such as libraries, parks, community centers, neighborhood health clinics and area churches and businesses.

WHAT DOES THAT MEAN FOR FRANKLIN STUDENTS AND FAMILIES?

Impact NW SUN staff will have an office at Franklin in order to coordinate:

- Before & After school activities (including academic support, enrichment & recreational activities)
- Adult educational opportunities
- Family and community outreach events
- Social service referrals and resources
- On-site support staff to help students and parents/guardians navigate school and community arenas

Examples of SUN opportunities: Homework Help, College Prep Mentoring, College Campus Visits, Free Adult English as a Second Language (ESL) Classes, Apparel Design Business Class, SMASH (Students Making Ads for Social Health), Break Dancing, Alternative Sports Leagues, Knitting Club, Counseling & Support Groups, Family Harvest Festival, Family Winter Craft Night, Spring Bike Fix-It Fair…

Franklin SUN Partners include: Space Craft, Urban Opportunities, Warner Pacific College, Portland State University, Imago Dei Community, Oregon Partnership, Mt. Scott Community Center, Open Meadow Step Up…

***Say hello to your SUN staff*!**

Site Supervisor
Amber McGill
amcgill@impactnw.org
971-570-1384

Activities Coordinator
Jeremiah Johnson
jjohnson@impactnw.org

WE WANT TO HEAR FROM YOU

In order to provide the best possible activities and services, please let us know what you think…

1. What kinds of student opportunities does Franklin need? (Please check all that apply)

- ☐ Study Hall/Tutoring
- ☐ Pick-up/club sports
- ☐ Green/Environment Club
- ☐ Creative/Arts Club
- ☐ Anime/Sci-Fi Club
- ☐ College campus visits
- ☐ Senior college prep nights
- ☐ SAT prep classes
- ☐ Volunteer Opportunities
- ☐ Dance _____
- ☐ Other:
  _____
  _____
  _____
  _____

2. What kinds of adult/parent opportunities does Franklin need? (Please check all that apply)

Family events:

- ☐ Fall Harvest Festival
- ☐ College/Financial Aid Night
- ☐ Family Winter Craft Night
- ☐ Sports _____
- ☐ Bike Fix-It Fair
- ☐ Community Dinners
- ☐ Parent-Principal Breakfasts
- ☐ Other:_____
- ☐ _____

Adult Education Classes:

- ☐ Adult ESL
- ☐ Computer literacy
- ☐ Yoga/Exercise/Relaxation
- ☐ Other:_____
  _____

3. What kinds of community partnerships would be beneficial?

4. What is something SUN staff should know about Franklin and its community?

5. Who should SUN staff be sure to collaborate with?

6. What is the best way to let staff know about what is happening at Franklin?

7. Are you interested in volunteering or teaching with SUN?

Name: _____ Phone:_____ Email: _____

Area(s) of interest: _____

THANK YOU!

Impact Northwest's SUN Community Schools are a collaboration of Multnomah County, the City of Portland Parks and Recreation and Portland Public Schools.

MULTNOMAH COUNTY

Investing in our future portland children's levy

SCHOOLS UNITING NEIGHBORHOODS

IMPACT NORTHWEST

21st Century Community Learning Centers
Soaring Beyond Expectations

PPS

PORTLAND PARKS & RECREATION
Healthy Parks, Healthy Portland

SUN Community School
Focus Group Instructions

Updated 8/2014

These instructions are designed to provide SUN Community School Site Managers with reliable and valuable information as you establish the community school. It is important to note the focus groups you will be facilitating are not research focused and are not expected to be used for anything other than providing you and the school with information to determine appropriate services, coordination and engagement as you start this work. As a result, there are fewer instructions and areas where you are required to act or speak exactly as scripted. However, there will still be items required you say or activities required in an effort to ensure a positive and productive meeting for everyone. Thank you for commitment to ensuring every voice is valued.

<u>Getting Started</u>

What you need:

A person to record information
A way to capture the feedback provided by participants (e.g. markers, flip charts, computer projection, white board, etc.)
A set of 3x5 cards with pens or pencils
Posted list of ground rules
Focus Group Sign in

To begin the meeting, welcome everyone for coming and introduce yourself. Before moving on, take a moment to ensure everyone is able to understand or hear what is being said. This is particularly true if there is language translation happening but also relates to volume and environment.

Once everyone can hear, cover the following:

1. Thank everyone for coming
2. Explain where the restroom and/or food is located
3. Remind everyone to sign in on the sign in sheet
4. Introduce yourself again and explain the purpose of the gathering

   Sample

   Tonight's meeting is designed for me to learn about the community and the school to better understand our strengths, areas we can improve and how we think about our students, school and community.
5. Explain that to ensure a safe environment for everyone and ensure an effective use of everyone's time, there are some rules everyone is expected to follow. Read them aloud.
   - Talk one at a time.

- Say what is true for you.
- Do not use names of students, teachers or parents
- Respect others' opinions
- Stop us if what we have written does not accurately reflect your comments
- We will not record your name with what you say
- We cannot promise confidentiality
- If you want to share what someone has said outside of this meeting using their name, you must first ask their permission.
- We won't be able to hear from everyone on every question, but we may call on individuals to try and hear from everyone.
- You don't have to answer any question if you don't want to

Note: This list must be posted for people to see and read, preferably in languages present.

When you have read the list, please explain how to appropriately disagree with anothers' opinion.

Sample language:

You may find you disagree with another person's opinion. Sometimes you might strongly disagree. That is OK. If you do disagree and are interested in sharing your perspective, please do so in a respectful and polite way.

In order to allow for everyone to participate, a focus group should not be larger than 15 people. If the group is large, break into smaller groups ranging in size from 5-15. Encourage individuals to sit with those they know and are comfortable.

Gathering Information

Explain you or the recorder(s) will be asking a series of questions. Remind them someone will be writing down their answers and feedback. If someone prefers not to say their comment, they can write their comment on one of the 5x7 cards available and turn it in to the recorder. If they need to use the restroom or move around, they are welcome to take care of themselves as they need.

Begin asking questions and gathering feedback. Please note the questions with asterisks (1-12) are required. The remaining questions (13-19) are optional. The first two questions will actually have been gathered at the sign in table, but they are designed for people in the group to get to know a little about each other. This is to say, spend time on it but keep it moving to allow time for the other questions.

- When you ask a question of the group, allow for discussion with only minimal interruption.
- Be careful to not steer conversations to answers you want to hear
- Allow periods of silence as it provides important space for processing, even when uncomfortable.
- Don't let strong personalities dominate the discussion. Ask directly for input from individuals who have not spoken.

Closing

Thank them for their time and their input. Explain this information will be compiled and shared with the SUN Advisory Committee to help decide what SUN might offer and focus on in the coming year. Note to the participants they may not see an immediate outcome of their input, but assure them it will be considered when setting priorities.

Remind people that if they want to share what someone said with their name, they need to ask that individual's permission. Thank them again and invite them to come and introduce themselves. If no one comes up to introduce themselves, reach out to people you don't know.

It is critically important you end early or on time.

Follow up

Compile the information into a useful document or format. Share the input and feedback with the Principal. Once it has been shared with the Principal, this information will become some of the information you reference or review with your Advisory Committee and will serve as documentation for focus group and needs assessment when being monitored.

SUN Community School
Focus Group Questions

Questions with an asterisk (*) are required as part of new site implementation. Others are offered as ideas for additional questions. You can also add questions of your own.

1. *How long have you been at this school?

2. *Do you live in the neighborhood? How long?

3. *What are some things you like about the school?

4. *What are some things you like about the community?

5. *What do you remember about school? Did you like it? How do you think it's different today or here than what you're used to?

6. *Are there things that make it hard to help your child do well in school? What?

7. *Are there needs you recognize people have in the school and/or community?

8. *Do you have any concerns about the school, staff, community?

9. *Are there things that make it hard to give your child the kind of childhood you would want for him/her? What?

10. *Are there resources or places you or those you know find helpful in the area?

11. *Do you feel welcome at the school? Specifically, what do you notice that helps you feel welcome? Is there anything you notice or experience that makes it less welcoming?

12. *Who at the school have you contacted with questions or when something has come up?

13. What do you hope or want for your child?

14. If activities were offered before or after school, when would it be most helpful to you/your family?

15. If something was offered for you or your friends/neighbors, when would it be easiest for you to attend?

16. What type of activities would you/your child be most interested in?

17. Are there any activities, classes, or information that you would be interested in participating in or better understanding?

18. When would it be best for those (adult) activities/information to be offered for you to attend?

19. How do you get information from the school? How would you like to get it?

SUN Community School Focus Group Sign in Sheet

Name	Affiliation w/school (e.g. parent, grandparent, community member, etc.)	# of years at school	# of years in neighborhood	Contact info (email and/or phone #)

Schools Uniting Neighborhoods

New Sites Only

Half Yearly Progress Report FY _____

Lead Agency _____ School _____

Reporting Period July 20XX through December 20XX

I. ACTIVITIES AND OUTCOMES

A. For each area, indicate the strategies you employed in the first half of the year (July – December) and your overall assessment of how the efforts went.

I. Needs Assessment

Describe who was involved in the process, tools used to gather input, data reviewed, and what decisions were informed by the assessment.

II. Engage the Community Broadly

Describe actions this reporting period to engage the community including one-on-one meetings with key community members, community events the SUN site manager participated in, ways SUN was introduced, and/or engagement strategies used with school staff.

III. Community Visioning

Describe the two visioning sessions held in fall and any additional sessions planned. Include who presented, outreach efforts, attendance, and any outcomes from the meetings.

IV. Annual Plan Development

Describe how the Annual Plan was informed by the needs assessment and how it supports the School Improvement Plan (SIP) or Comprehensive Achievement Plan (CAP). Include description of Advisory Committee's process and input.

V. Advisory Council Development

Describe recruitment process and membership. Include names, their affiliation, meeting dates and anticipated plans.

VI. Development of Extended-day Activities

Describe any activities held to date, partners established for programming, and how activities meet the Core Service Categories of Academic Support and Skill Development and Family Engagement/Involvement.

VII. Collaboration and Service Integration

a.) Collaboration Development - Describe strategies used to build or deepen collaboration between school staff, lead agency, partners & community members.

b.) Referral process- Describe the tools or process used to identify specific students for outreach and support.

c.) Student Support Meetings - Describe the student support structure at your school, the number of times it met this period and the number of times you participated.
d.) Partner Coordination – Describe SUN's work with partners.

B. Transitions

I. Describe current or planned activities targeting transition support.

C. Chronic Absence

I. What activities or strategies did you engage in to plan for or address chronic absence?

D. Wellness Guidelines

I. Please describe how you have worked to ensure alignment with the Wellness Guidelines

II. STORIES/MATERIALS

Share any great stories you have from this reporting period. Include electronic copies of the following materials: needs assessments, visioning handouts, presentation materials/slides for visioning, advisory committee, and staff presentations, winter registration and activity form(s), advisory committee agendas.

Please also provide the following information for the period:

A. Total number of volunteers:

B. Total number of volunteer hours:

C. Total resources raised or leveraged this year:

- Cash
- In-kind

Section 9

Visioning and Collaboration

This section provides tools and presentations designed to facilitate working together. Included is the SUN CS Compliance Checklist which provides school and lead agency staff with a snapshot assessment of development for their SUN Community School. A scoring rubric is provided to assist in the site's determination of where the school is in terms of developing their SUN Community School.

In addition, there is an example Memorandum of Understanding (MOU) agreement a school might utilize in partnering with other organizations. It is recommended the lead agency enter into an MOU with programming partners to ensure clear expectations and responsibilities.

Also included is a sample SUN Collaborative Agreement that is reviewed and signed by principals, district liaisons and SUN Service Staff each fall.

SUN Community Schools Collaborative Agreement

Compliance Checklist

This checklist is meant to serve as a planning and assessment tool and should be filled out together by the Site Manager and Principal of the SUN Community School (SUN CS).

Rank each item using the following scale: **1** = Low **2** = Nearly Meets **3** = Meeting **4** = Exceeding

Scale (1-4)	STRATEGY/ACTIVITY
	Vision
	1. The **school community** shares a common understanding and vision of what a Community School is: a place and a set of partnerships between the school and community resources. The community school strategy integrates academics, health and social services, youth and community development, and civic engagement during and out of school time to improve student learning and to develop stronger families and healthier communities.
	2. SUN Community School is not considered a program within the school; the entire school is considered the SUN Community School.
	Operational Structures
	3. The SUN CS has an advisory structure established to solicit input from a broad array of stakeholders (including families, youth and community members) to guide the SUN CS development and work. Input is solicited at least four times a year.
	4. The SUN CS has a communication and referral system among partners to ensure the linkage of students and families to a range of services.
	5. The SUN CS Site Manager is connected with existing groups of school staff and/or service providers (such as Student Success Meetings) in order to support collaboration and integration of services for specific students and families.
	6. The SUN CS Site Manager connects with all school-based and school-linked service and program partners in the school for coordination and information sharing purposes.
	7. The SUN CS Site Manager provides a wide range of social, mental and health services and/or links students and families with resources such as School-Based Health Clinics, Immunizations and Regional Service Centers that can provide these services.
	Leadership and Integration
	8. The Principal is a champion of creating a community school that is a true collaboration, composed of quality partnerships between the school and community resources.
	9. The Principal and Site Manager have clearly defined their roles in the joint management of the collaboration.
	10. The Principal uses SUN CS strategies to support school-day academics.
	11. The SUN CS vision and strategies are integrated into the school vision and school improvement plan.
	12. There is access to the school site and space necessary to perform SUN CS work.
	13. School administrators and teachers assist with the recruitment of low achieving and at-risk students.
	Communication
	14. The Principal and Site Manager have a regularly scheduled meeting time to plan and discuss issues.
	15. The SUN CS Site Manager is included in school communications, including written and email communications related to school business.
	16. The SUN CS Site Manager attends school staff meetings on a regular basis and has opportunities at those meetings to introduce themself, their programs and the referral process.

SUN Community School Compliance Checklist – Scoring Rubric

February 11, 2014

Guidance for SUN Community School (SUN CS) Principals, Site Managers and Lead Agency Supervisors when filling out the Compliance Checklist.

VISION			1 - Low	2 – Nearly Meets	3 – Meeting	4 - Exceeding
Self Assessment:	**#1** **The school community shares a common understanding and vision of what a Community School is: a place and a set of partnerships between the school and the community resources. The community school strategy integrates academics, health and social services, youth and community development, and civic engagement during and out of school time to improve student learning and to develop stronger families and healthier communities.**	**Guiding Questions:** • **Is the SUN CS vision shared by the school and agency, as well as key stakeholders including parents, youth and community members?** • **Are SUN CS stakeholders able to articulate the vision for the SUN CS?** • **How often is the vision shared and reviewed?** • **Are programs and services aligned with this vision?**	The SUN CS vision is rarely shared or reviewed. There may be a lack of understanding by SUN CS staff, partners and other stakeholders as to what it means to be a SUN CS.	Principal, SUN CS Site Manager and SUN CS Supervisor communicate the SUN CS vision and the elements that make the school a SUN CS. The vision is communicated primarily to school and Agency staff (e.g. teachers, support staff, SUN CS program staff). Most SUN CS and Agency staff identify the school as a SUN CS and are able to articulate the vision.	Principal, SUN CS Site Manager and SUN CS Supervisor, along with most school and SUN CS staff, communicate the SUN CS vision and the elements that make the school a SUN CS. The vision is communicated to other stakeholders (e.g. students, parents, community partners). Most of these other stakeholders identify the school as a SUN CS and are able to articulate the vision. The SUN CS vision is reviewed among key stakeholder groups and aligned with SUN CS programs and services.	A broad array of SUN CS stakeholders demonstrate shared ownership of the SUN CS vision and communicate and can articulate both the vision and the elements that make the school a SUN CS. It is widely known within the community that this is a SUN CS.
Self Assessment:	**#2** **SUN Community School is not considered a program within the school; the entire school is considered a SUN Community School.**	**Guiding Questions:** • **How do the members of the collaboration (the Principal, school staff, SUN CS staff, community partners) think about the SUN CS work, as a program in the school or as a partnership they are all part of?** • **Do the SUN CS and/or school speak as if the SUN CS were external to the regular school day?**	Both school and SUN CS staff consider the school day and SUN CS efforts to be complementary, but separate.	Many members of the collaboration consider the entire school to be a SUN Community School. They may still refer to SUN as a "program" at the school and speak as if SUN is external to the school.	The majority of members of the SUN CS collaboration consider the entire school to be a SUN Community School. They see and talk about themselves as a collaborative, as opposed to being co-located in the same building.	All members of the collaboration, including many parents and community members, consider the school in its entirety to be a SUN Community School. They see themselves as part of the SUN collaboration and talk about it as "we," "our efforts," or "our school/SUN CS."

OPERATIONAL STRUCTURES			1 - Low	2 – Nearly Meets	3 – Meeting	4 - Exceeding
Self Assessment:	**#3** **The SUN CS has an advisory structure established to solicit input from a broad array of stakeholders (including families, youth and community members) to guide the SUN CS development and work. Input is solicited at least four times a year.** (The structure can be through one group or multiple modes)	**Guiding Questions:** • **Do you have an advisory structure established to guide your work?** • **How often do you meet?** • **How is the advisory structure used to make decisions?** • **Who are the members?**	The Principal and SUN CS Site Manager are mainly the ones that do the SUN planning.	An advisory structure has been established and gains input from some but not all stakeholders. (ex. The advisory function happens through site council meetings only with limited parent, student or community input mechanisms)	An advisory structure is in place and solicits input from a broad array of stakeholders at least 4 times a year. It makes decisions and plans based on the needs of the school. The Principal helps establish the advisory structure.	An advisory structure is in place and solicits input from multiple stakeholders, including community partners, at least 4 times a year. The advisory structure allows for collaborative decision-making. The Principal participates regularly in the meetings.
Self Assessment:	**#4** **The SUN CS has a communication and referral system among partners to ensure the linkage of students and families to a range of services.**	**Guiding Questions:** • **What communication and referral system is in place for linking students and families to the specific services they need?**	The Principal and SUN CS Site Manager are talking about how to connect students and families to services.	Several key school staff members know the services and programs available and informally communicate with the SUN CS Site Manager to get help for students and families.	A clearly articulated system is in place to communicate about students and families and connect them to services. The majority of school staff and partners know the system and use it.	A system and referral form is in place to communicate about students and families and connect them to the appropriate services. There is a method for tracking or follow up. School staff and partners know the system and use it regularly.
Self Assessment:	**#5** **The SUN CS Site Manager is connected with existing groups of school staff and/or service providers (such as Student Success Meetings, data teams) in order to support collaboration and integration of services for specific students and families.**	**Guiding Questions:** • **Are there established groups or teams that look at data or staffing individual students?** • **Is SUNCS a part of these teams?**	The SUN CS Site Manager is not connected to an existing group(s) or staffing committee(s). Strategies are mainly passive and involve little face-to-face contact.	The SUN CS Site Manager connects to the staff to recruit targeted student population, e.g., having teachers refer low-achieving students. An existing group or data team exists, but the SUN CS Site Manager is not a regular participant.	Specific strategies have been developed for recruiting students and families. A staffing or data team or teams exist and SUN Site Manager participates.	SUN Site Manager is a regular participant in highly functioning data team(s) with clear protocols for response actions. Team often identifies student-specific interventions delivered outside of the school day by SUN CS staff and community partners.

OPERATIONAL STRUCTURES, CONT.			1 - Low	2 – Nearly Meets	3 – Meeting	4 - Exceeding
Self Assessment:	**#6** **The SUN CS Site Manager connects with all school-based and school-linked service and program partners in the school for coordination and information sharing purposes.**	**Guiding Questions:** • **What role does the SUN CS Site Manager play in coordinating partners?** • **What approaches are used for coordinating partners?**	The SUN CS Site Manager acts as coordinator of many services, but there are no specific structures for sharing information or coordinating among partners.	The SUN CS Site Manager communicates with partners but it may not be regular. The SUN CS Site Manager may not act in the overarching role of coordinating partners outside the school day.	The SUN CS Site Manager communicates regularly with partners for service integration, planning and info sharing. S/he plays an overarching role coordinating partners and managing building use outside the school day.	A high functioning system for service integration and support for individual students exists among the school and partners, facilitated by the SUN CS Site Manager.
Self Assessment:	**#7** **The SUN CS Site Manager provides a wide range of social, mental and health services and/or links students and families with resources such as School-Based Health Clinics, Immunizations and Regional Service Centers that can provide these services.**	**Guiding Questions:** • **What services are provided or linked to in order to address the specific needs of your students and community?**	The school has after school activities in place, but a limited number of other services are provided or linked to.	Many services are available, but partners/services may be less developed or available in one area. Needs assessment may not have been done recently or services may not yet fully align with specific community needs.	The SUN CS Site Manager provides a wide range of social, mental and health services and/or links students and families with resources. Services are based on a needs assessment process and tailored to the specific community needs.	The SUN CS Site Manager works closely with other providers such as the Regional Service Center and acts as an advocate for families to access services as easily as possible. SUN and school staff help families make crisis plans when services are not available.
LEADERSHIP & INTEGRATION			**1 - Low**	**2 – Nearly Meets**	**3 – Meeting**	**4 - Exceeding**
Self Assessment:	**#8** **The Principal is a champion of creating a community school that is a true collaboration composed of quality partnerships between the school and community resources.**	**Guiding Questions:** • **What role does the Principal play in supporting the development of the SUN CS?**	The Principal is learning about how community schools work.	The Principal is very positive about and supportive of the SUN CS collaboration.	The Principal provides significant leadership in creating a community school that is a true collaboration. S/he communicates about SUN's vision and purpose in staff meetings. The Principal helps establish a SUN CS Advisory body. The Principal provides leadership in linking the school day with the extended day. The Principal participates in the development of partnerships with businesses.	The Principal goes above and beyond to be involved with the partnerships between the school and community.

LEADERSHIP & INTEGRATION, CONT.			1 - Low	2 – Nearly Meets	3 – Meeting	4 - Exceeding
Self Assessment:	**#9** **The Principal and Site Manager have clearly defined their roles in the joint management of the collaboration.**	**Guiding Questions:** • **Are the roles clearly defined between the Principal and Site Manager?** • **Who makes the decisions about the SUN CS?**	The Principal and SUN CS Site Manager do not share management or leadership of the SUN CS.	The Principal and Site Manager work together to make decisions, though roles are not clearly defined. They do not collaborate on discipline or other issues that cross over between the school day and out of school time.	The Principal and SUN CS Site Manager work closely to jointly manage SUN collaboration, activities and partners. Roles are clearly defined and the two partner to have continuity between the school day and out of school time (behavior/ discipline, teaching methods, etc.) The Principal participates in the ongoing SUN operational functions.	The Principal and Site Manager are truly collaborative in all their roles in the joint management of the SUN CS program.
Self Assessment:	**#10** **The Principal uses SUN CS strategies to support school-day academics.**	**Guiding Questions:** • **Does the Principal encourage the use of SUN CS strategies to support school-day academics?**	The Principal has ideas about how to use SUN CS strategies.	The Principal and SUN CS Site Manager have put into place several activities that incorporate school-day academics.	The Principal provides significant leadership in using SUN CS strategies to support school-day academics. The Principal collaborates with the Site Manager to develop a SUN CS annual plan that is aligned with the school improvement plan. Explicit strategies exist to connect partners to support academic achievement. Family Engagement activities and/or strategies are in place to support student learning. At least one focus area for SUN efforts for the year has been developed.	The Principal and SUN CS Site Manager work closely together to support school-day academics in SUN CS extended-day programming .
Self Assessment:	**#11** **The SUN CS vision and strategies are integrated into the school vision and school improvement plan (SIP) or CAP**	**Guiding Questions:** • **Are the SUN vision and strategies incorporated into the school improvement plan?** • **Does the school budget reflect resources aligned to the SUN CS strategies?**	The Principal has not incorporated SUN CS into the vision or school improvement plan (SIP).	The Principal has started to integrate the SUN CS vision and strategies into the school vision and SIP. One or two strategies using partners or out of school time are part of the SIP.	The Principal provides significant leadership in integrating SUN CS into the vision and school improvement plan. At least 3 specific strategies using community partners and/or out of school time are present in the SIP. School Improvement Plan strategies are supported in the budget.	The SUN CS vision and strategies are totally integrated in the School Improvement Plan strategies and budget. Funds and efforts are aligned and blended to achieve the shared goals.

LEADERSHIP & INTEGRATION, CONT.			1 - Low	2 – Nearly Meets	3 – Meeting	4 - Exceeding
Self Assessment:	**#12** **There is access to the school site facilities and space necessary to perform SUN CS work.**	**Guiding Questions:** • **Is there access to the school site for SUNCS?** • **Is there adequate space allocated to the SUNCS program to reach the targeted populations?**	The Principal has provided limited access to school for the SUN CS program. No classroom space is made available.	The Principal acknowledges the importance of sharing school space with the SUN CS program. The SUN office may be a remote location. Using classrooms or the gym may be difficult at times.	The Principal provides access to the school site and space necessary for SUN CS to perform their work. There is adequate space in a good location for the SUN CS office, storage, and programs (classrooms, gyms and fields)	The Principal advocates so that most or all of the school space is used in a collaborative way to support student learning and targeted efforts.
Self Assessment:	**#13** **School administrators and teachers assist with the recruitment of low achieving and at-risk students.**	**Guiding Questions:** • **Do the Principal and teachers contribute to the recruitment of appropriate students for the SUN CS program?**	Participation is driven by first come first served registration process with limited targeted recruitment.	Administrators and teachers refer and encourage students who need assistance informally.	The Principal and teachers collaborate with SUN CS on recruitment of students so that students in need of assistance are referred to appropriate services and encouraged to attend. A structure is in place for teachers to identify specific students and share their needs. SUN and school staff collaboratively recruit, serve and monitor their progress. SUN Site Manager has Synergy access to view student records.	There is a strong collaborative system for recruitment, ongoing communication between school staff and SUN staff, and monitoring of support and student progress. SUN CS Site Manager is trained by the district to use Synergy for tracking students' academic performance.
COMMUNICATION			**1 - Low**	**2 – Nearly Meets**	**3 – Meeting**	**4 - Exceeding**
Self Assessment:	**#14** **The Principal and Site Manager have a regularly scheduled meeting time to plan and discuss issues.**	**Guiding Questions:** • **Do the Principal and Site Manager meet to discuss and plan the SUNCS efforts?**	The Principal and Site Manager meet infrequently and on an ad hoc basis.	The Principal and Site Manager meet once a month and discuss issues related to the SUN CS collaboration.	The Principal and Site Manager have a regularly scheduled meeting more than once a month to discuss and plan. They have a way to reach each other outside of school hours.	The Principal and Site Manager have a regularly scheduled weekly meeting to discuss issues and plan. They regularly use other communication methods (email, phone texting).

COMMUNICATION, CONT.			1 - Low	2 – Nearly Meets	3 – Meeting	4 - Exceeding
Self Assessment:	**#15** **The SUN CS Site Manager is included in school communications, including written and email communications related to school business.**	**Guiding Questions:** • **Is the SUN CS Site Manger included in school communications?**	The SUN CS Site Manager has limited access to school communication and business.	The SUN CS Site Manager has some access to school communication and business.	The SUN CS Site Manager is included in the school email list and all written communication.	The SUN CS Site Manager is included in all school communication and has input into school communications. S/he participates in **school** communication efforts with families and community.
Self Assessment:	**#16** **The SUN CS Site Manager attends school staff meetings on a regular basis and has opportunities at those meetings to introduce themselves, their programs and the referral process.**	**Guiding Questions:** • **Does the SUN CS Site Manager attend staff meetings and have time on the agenda, as needed?**	The SUN CS Site Manager does not attend staff meetings.	The SUN CS Site Manager attends staff meetings occasionally.	The SUN CS Site Manager attends staff meetings on a regular basis and provides pertinent information about SUN CS. At the beginning of the year, there is time with staff to present about SUN, the vision and planning.	The SUN CS Site Manager attends all staff meetings on a regular basis and has input into the agendas to provide pertinent information about the SUN CS operations.

SUN Service System/SUN Community School Collaboration Agreement
Fall 2014

Multnomah County Department of County Human Services, SUN Service System Division ("County"), _____- and _____ hereby enter into a one-year collaboration agreement to fulfill a shared vision for services delivered at the school as part of the SUN Service System. These services include SUN Community Schools.

SUN Service System is a system of relationships that links academic and enrichment programs and social services so that all students, families and individuals succeed and the community is strengthened. The vision for SUN is that every child has access to services that support educational success. The success of SUN hinges upon strong partnership and collaboration among school districts, governments, nonprofits, community organizations and businesses. To this end, the Parties are committed to creating and supporting a shared vision, common goals, and a clear communication structure.

This agreement is in effect September 1, 2014 through August 31, 2015.

This agreement references SUN Community Schools which is defined as follows (further definition can be found in the SUN Service System Program Model or from County staff):

SUN Community Schools (SUN CS): SUN Community Schools transform schools into full-service community centers that help youth and families succeed. The SUN CS model aims to retain and support students and their families by opening the school as a community center and service delivery site before and after school, evenings and weekends. SUN CS accomplishes this through community building at youth, family and neighborhood levels. SUN CS core service categories include: Academic Support and Skill Development (for youth and adults)

- Family Engagement/Involvement
- Social, Health and Mental Health Services
- Community and Business Involvement
- Service Integration
- Site Management

The SUN CS Site Manager coordinates a system to ensure access for students, families and community members to County-funded and community health and human services. All SUN CS services are to be linked with the school day and are planned and delivered in close collaboration with the school principal and staff.

SUN CS outcomes include:

- Improve school attendance
- Improve academic performance
- Improve behavior and pro-social skills
- Increase developmental assets (including engagement in school)

AGREEMENTS

The Principal agrees to:

1. Champion and provide significant leadership in:
    - Creating a community school that is a true collaboration, comprised of quality partnerships between the school and community resources
    - Using SUN CS strategies to support school-day academics
    - Integrating SUN CS into the school vision and school improvement (or other) plan

2. Jointly manage the provision of SUN CS services with the SUN CS Lead Agency. The Lead Agency is a non-school agency (non-profit or the City of Portland) that delivers the SUN CS Services at a given SUN CS school site.

   Joint management includes participation of the Principal in the following:
   - Providing leadership in linking the school day with the extended day
   - Selection process for the SUN site manager
   - Establishing a SUN CS advisory body
   - Collaboratively developing a SUN CS annual plan aligned with the school improvement plan
   - Ongoing operational functions
   - Developing partnerships with businesses

3. Provide access to the school site and space necessary for SUN CS to perform their work.

4. Inform SUN CS staff of relevant school and district policies and procedures.

5. Include SUN CS site managers in school communications, including written and email communications related to school business. This includes providing a school mailbox for staff.

6. Assist with recruitment of low achieving and at-risk students. Schools will collaborate with SUN CS on general recruitment of students in a manner that ensures that students in need of assistance are referred to appropriate services and encouraged to attend. This collaboration also includes identifying specific low achieving and at-risk students and providing data necessary for the lead agency staff to recruit them, serve them and monitor their progress when a parental Release of Information is in place and on file with the School.

7. Take the lead in defining a referral and monitoring system within the school for student and family access to services and include SUN CS in that system.

8. Provide access to demographic and academic data on individual students when a parental Release of Information is in place and on file with the School. Specific data items are listed in the SUN CS release of information form.

9. Actively participate at the school level in SUN Service System evaluation, cooperating in the collection and distribution of information related to assessment as specified in the Intergovernmental Agreement between the County and the District.

10. Schedule time at an early staff meeting for the SUN CS site manager to introduce themselves, their programs and the referral process. It is recommended that SUN CS site managers attend staff meetings on a regular basis.

11. Be available, or have a designee available, to meet individually with SUN CS to address specific students and/or issues when the need arises.

12. Bring issues or concerns directly to the school-based staff first for resolution. The lead agency (in the case of SUN CS) and District liaison to the County will be included in these conversations if issues cannot be resolved between the employee and the principal directly. The County and District should be informed of any continuing concerns around SUN CS Lead Agency issues as well. The contact at the County for SUN CS is Diana Hall.

13. When speaking about the SUN Service System or doing press interviews, acknowledge the County and City of Portland as partners and funders in the SUN Service System.

Note:
The principal holds final decision-making power regarding services provided at the school and will make their decisions based upon knowledge of the budget allocations for SUN CS and how they relate to the annual plan.

The County agrees to:

1. Ensure that SUN CS Lead Agencies activities and expenditures are in compliance with the SUN CS Program Instructions (included) and this agreement. The Program Instructions include that the County will:
    - Require that Lead Agencies collect and maintain the District-approved Release of Information from parents/guardians for all enrolled students involved in SUN CS extended-day activities.
    - Require that Lead Agencies comply with District criminal background check and fingerprinting policy.
    - Require that Lead Agencies follow the district Community Use of Buildings guidelines when requesting building use and inform the District of activity scheduling that affects major janitorial projects.
    - Require that Lead Agencies develop SUN CS annual plans collaboratively with the school principal and advisory bodies. Annual plans are to be aligned to district and school building improvement plans.
    - Adopt and implement behavioral expectations and discipline protocols that represent best practice and are in alignment with the school's practices.
    - Require that Lead Agencies provide the following information to School Principals:
        - Lists of students registered for classes and their class schedules
        - List of instructors indicating whether they are paid, district staff and/or have cleared a background check
        - Copies of Releases of Information for students participating in extended-day activities

      Information will be shared in a timeline and manner agreed upon by both parties.
2. Make all reasonable efforts to reduce the burden of data collection on school staff. A minimum of one-month notice will be given for any change in evaluation collection from standard.
3. Provide additional information or data on schools as needed to satisfy other reporting requirements and/or District needs.
4. Work cooperatively with the School and District to resolve performance issues and/or remove from Schools those subcontractors or staff identified as unsatisfactory or non-compliant with the goals of the District, and/or the SUN Service System.

The Lead Agency agrees to:

1. Adhere to the SUN CS Program Instructions (included) and to jointly manage the development of the SUN CS collaboration and provision of services with the Principal in the manner described in this document.

Principal signature & date _____

District Liaison signature & date _____

SUN CS Site Manager signature & date _____

SUN CS Lead Agency Supervisor signature & date _____

SUN Service System Manager signature & date _____

Vision Statement Exercise

NOTE: This visioning exercise when used in its entirety can be used to generate a formal vision statement for a community school. The input section can also be used separately to generate ideas and then the actual drafting of the vision statement can happen in a separate process. The tools for the entire exercise are included here.

Materials:

- sticky notes (10 per participant)
- pens
- large board/wall space
- laptop with projector or flip chart and markers

Process:

GENERATING THE GROUP'S VISION & DREAMS

1. Introduction: Imagine it is 5 years in the future, and you have the most successful SUN Community School in the country. You are getting national attention.
    - What are the headlines?
    - Statistics?
    - Quotes?
    - Oprah's intro?
    - What do kids say about your SUN School?
    - What do parents say?
    - Who is involved? How?
    - What change have you accomplished?
    - What makes your program different from others?

2. Ask participants to write one headline/statistic, etc on each sticky note and hold it up when they are done.
3. Facilitator collect and read sticky notes as participants hold them up, post them on the wall/board.
4. Begin to group stickies around themes.
5. Once all participants are finished, feed back the themes you have identified.

DRAFTING VISION STATEMENT (IN THE LARGE GROUP)

6. Give each person the following writing prompts:

- Our vision is to create _____
- By _____, _____, and _____, we hope to _____
- Utilizing _____ we will _____

7. Individual writing, share with partner, 2 pairs share, etc. until you have 2 groups

8. Have each group agree on a common vision statement, write on flip chart.
9. Work towards one statement. Check for agreement. Ask if anything is missing. Check to see that you have everything incorporated from your stickies and themes from the first exercise.

Facilitation Tips:

1. Make sure all are participating, and collect at least one note from each person.
2. Check for agreement around themes.

SHARE THE VISION

Work with kids to make the vision statement real for kids:

- Build writing assignments, art projects, songs/spoken word around the vision.
- Do personal/group vision statements with kids.
- Post your vision statement visibly in your school

Vision Statement Writing Prompts

Our vision is to create _____

_____

By _____, _____,

and _____, *we hope to*

_____

Utilizing _____ *we will*

_____

Elements of Collaboration
SUN Community Schools

8/28/09

Collaboration *involves a* ***process*** *in which organizations exchange information, alter activities, share resources, and enhance each others capacity for mutual benefit and a common purpose by sharing risks, responsibilities and rewards***.** *In collaboration, there is a* ***commitment*** *to sharing mission, values, strategies and funding.*

Elements of Collaboration

Know Where You Are Going (shared vision, goals and objectives)

- Take time to work together creating a common vision and goals – this helps ground everyone's expectations and makes it easier to prioritize activities. A clear vision makes it easier to get partners, school staff and community members to buy in to the community school concept. Look for "mission match" with others.
- Create a comprehensive plan for your partnership.

Share Leadership and Governance

- Invite others to share decision-making, resources, expertise and accountability.
- Clarify roles (particularly between the Principal and SUN CS site manager) and set clear expectations.

Share Resources, Results and Rewards

- Blend resources to achieve shared goals.
- Build a sense of joint ownership and credit.
- Identify the best partner(s) to pursue additional resources.
- Acknowledge partners and celebrate successes.

Develop well-defined communication channels

- Determine the mechanisms/methods that work best for different partners and establish communication channels.
- Communicate clearly and frequently between partners.

Stay on Course

- Engage in partnerships that are demonstrably aligned with your school's vision, goals and objectives.
- Pursue new resources that are targeted toward your plan.

Specific to principals:

Champion Your Community School Collaboration

- Play a leadership role in engaging additional partners, resources and the community.

- Challenge conventional thinking and practice to support change within the school and community.

(see reverse side)

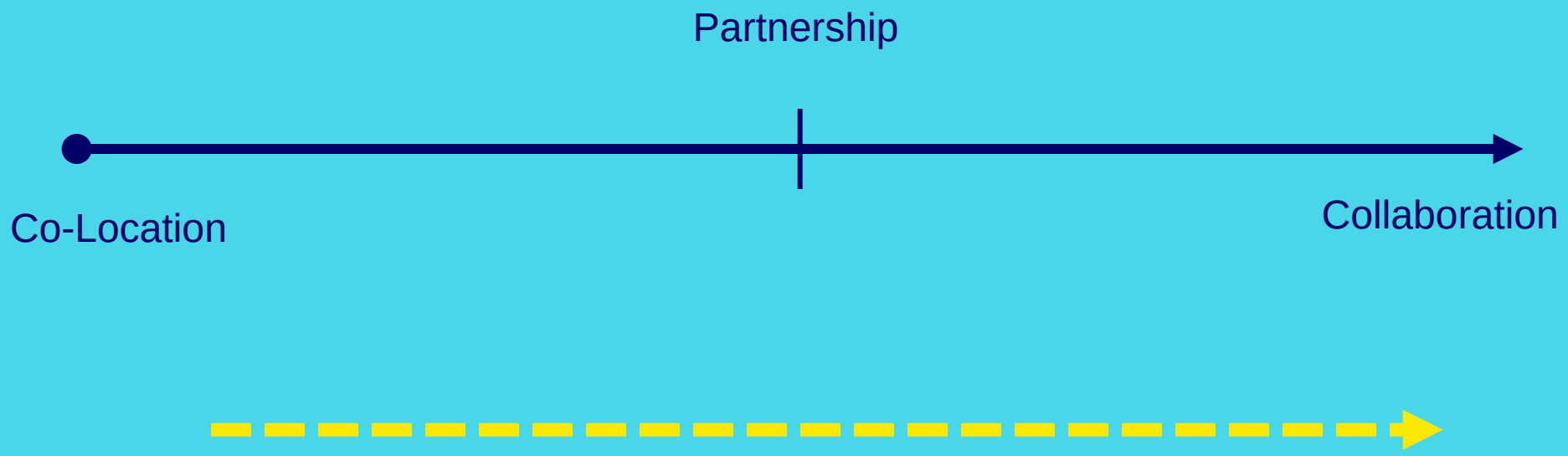
Champion Your Community School Collaboration, cont.

- Set tone for the rest of the staff by integrating SUN into fabric of the school and collaborating with SUN site manager.
- Support sharing of space through clear expectations and negotiation.
- Encourage teachers to:
    - Share knowledge of students' needs and performance
    - Advocate for student participation in SUN services
    - Link school day content, teaching methods and behavior strategies with extended day programs.

Co-Location to Collaboration

Dunya Minoo

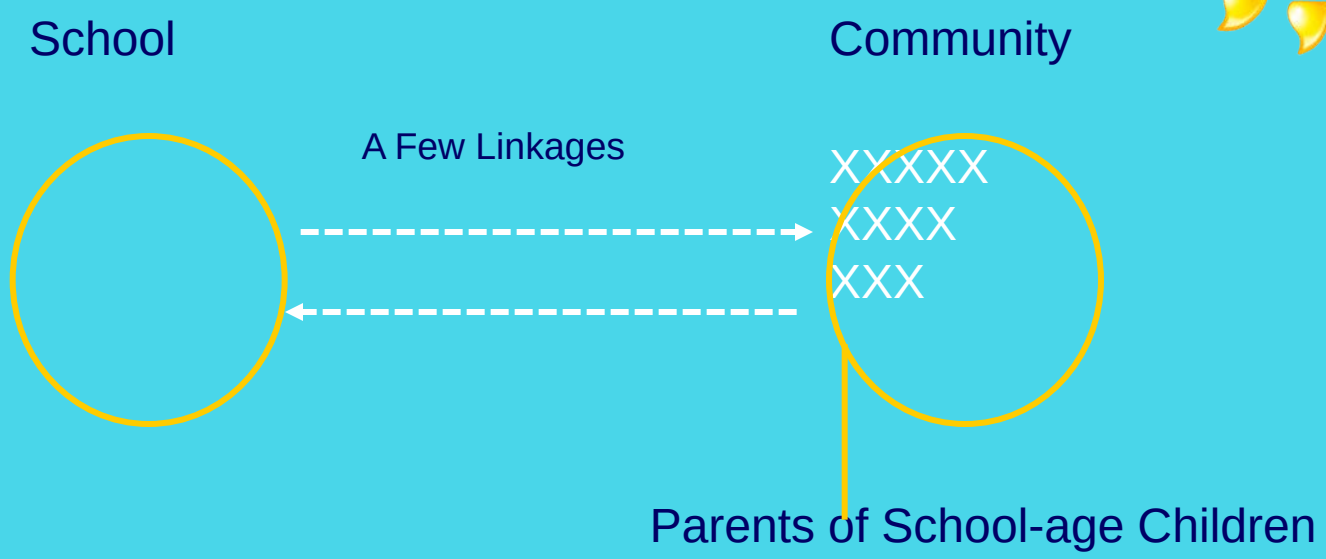
Portland Public Schools


Partnership
Co-Location
Collaboration

Co-Location

To locate or be located jointly or together, as two or more groups; share or designate to share the same place.

Co-Location

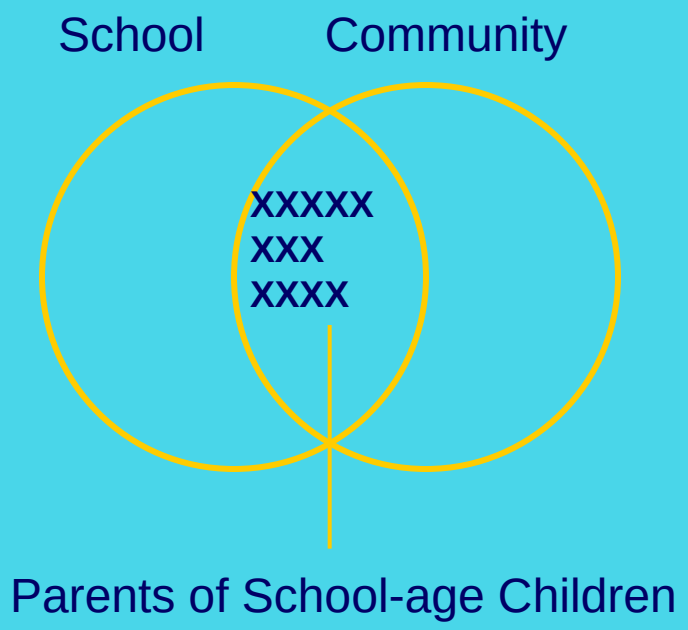


(Adelman, A.S. & Taylor, L., 2006)

Partnership

The state or condition of being a partner. A contractual relationship between two or more persons carrying on a joint business venture;an arrangement where parties agree to cooperate to advance their common interests.

Partnership

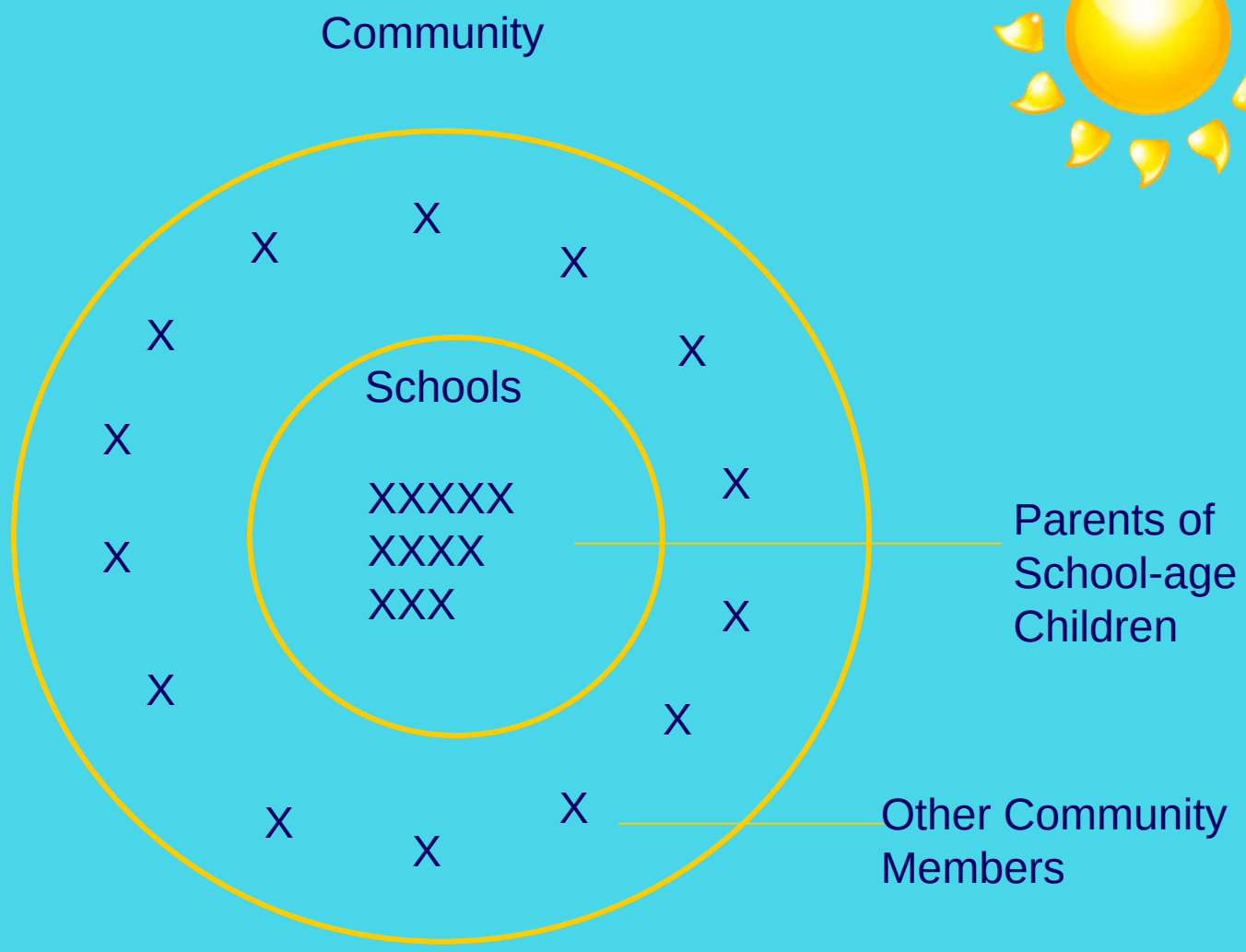


(Adelman, A.S. & Taylor, L., 2006)

Collaboration

A process where two or more people or organizations work together to realize mutual goals; this is more than the intersection of common goals seen in co-operative ventures, but a deep, collective determination to reach an identical objective —by sharing knowledge, learning and building consensus.

Collaboration



(Adelman, A.S. & Taylor, L., 2006)

Co-Location

1.Shared space
2.Limited interaction
3.Individual goals
4.Increased potential of duplication
5.Decreased effectiveness

Partnership

1.Common Goals
2.Both parties benefit
3.Third parties benefit
4.The whole is greater than the sum of its parts
5.Internal champions on both sides

Collaboration

1.Mutual goals
2.Shared resources
3.Parity between entities
4.Shared responsibility
5.Shared accountability

How many members of a collaborative does it take to change a lightbulb?

How many members of a collaborative does it take to change a lightbulb?

1. Four- to share similar experiences of changing lightbulbs and how the lightbulb could have been changed differently.
2. Seven- to caution about the dangers of changing lightbulbs.
3. Twenty-seven- to point out spelling or grammar errors in postings about changing lightbulbs.
4. Fifty-three- to flame the spelling and grammar critics
5. Three- to correct the spelling and grammar in the spelling-grammar flames.
6. Six- to argue whether it's 'light-bulb' or 'lightbulb.'

Moral: It's easy to get distracted from the task at hand. Working collaboratively takes strong leadership to get the job done. (Adelman, A.S. & Taylor, L., 2006)

Thank you for your participation and all your good work!

Resources:
1. Adelman, Howard S. & Taylor, Linda. 2006. The School Leader's Guide to Student Learning Supports,
2. Wikipedia
3. Dictionary.com

Co-Location to Collaboration

Co-Location

- Shared space
- Limited interaction
- Individual goals
- Increased potential of duplication
- Decreased effectiveness

Partnership

- Common Goals
- Both parties benefit
- Third parties benefit
- The whole is greater than the sum of its parts
- Internal champions on both sides

Collaboration

- Mutual goals
- Shared resources
- Parity between entities
- Shared responsibility
- Shared accountability

Reflection Exercise: Where do you (School/SUN) fall on the collaboration continuum? Please put corresponding number on continuum where you feel these "key areas" fall.

1. Planning- Development of SUN annual plan, inclusion of SUN in school improvement plan.
2. Use of extended day as an academic intervention- Certified teachers teaching classes, curriculum development etc.
3. Family engagement- Curriculum nights, workshops and classes.
4. Social service support and referral- Anti-poverty, housing etc.
5. Program improvement

Sample MOU/Template

_____ SUN Community School

MEMORANDUM OF UNDERSTANDING

For the program service year 2005-2006

BETWEEN

_____ SUN Community School **and** **Community Partner Name**

School Address **Address**

City, State, Zip **City, State, Zip**

Recitals:

1. The parties have established a partnership with the Schools Uniting Neighborhoods (SUN) Community School at _____ School.

2. The purpose of this partnership is to _____ (i.e. implement two after school programs, continue support for after school programs at Shaver Elementary School.)

3. This partnership agreement refers to the following program:

   - Details (i.e. name of SUN CS, dates)
   -

4. Each party understands that either party may terminate this partnership with one-month notice if it is determined that the partnership is no longer mutually beneficial. Both parties agree to make reasonable attempts to problem-solve before terminating the agreement.

5. This partnership agreement is valid until _____/

6. The parties desire this partnership specific to the agreements below:

Agreed:

A. *In accordance with the terms of this partnership, name of community partner and its respective staff will:*

1. Display enthusiasm for its after-school program and the name of SUN CS, a spirit of collaboration, and a willingness to conduct ongoing assessment of the program and name of SUN CS, in general, to meet the needs of the _____ School community.
2. Share data, without violating confidentiality.
3. Provide one trained and qualified instructor who is also skilled in classroom management for the class or activity for every 15-20 students in a class.
4. Ensure adequate supervision of students at all times during a class or activity session.
5. Furnish proof of criminal background checks on all instructors and volunteers.
6. Follow all policies and procedures outlined in the name of SUN CS Extended-Day Staff and Volunteer Handbook and sign a confirmation form stating that the partner agency staff member agrees to abide by the policies and procedures stated in the handbook.
7. Hold classes within the same calendar as the name of SUN CS (exceptions may be made depending on the circumstances of the partner agency's program or activity).
8. Hold classes within the same calendar as the name of SUN CS (exceptions may be made depending on the circumstances of the partner agency's program or activity).
9. When appropriate (ex. SMART GIRLS), take attendance using the form provided by SUN for each activity session.
10. Take an active role in providing quality student management at the classroom level.

11. Accompany all students in the class as a group to the activity areas in _____ School during activity session. Prepare for each class.
12. Contact the SUN Office with no less than 24 hours notice for a class cancellation or change of class day.
13. Provide a qualified substitute from its organization, when possible, to avoid all class cancellation.
14. Contact the parent of students when a class is canceled or the class day changes.
15. Provide one primary contact with whom the SUN Site Manager will coordinate services. The primary contact must make every reasonable attempt to return voicemail and email messages within two working days.
16. Attend monthly partner meetings that will take place on the first Tuesday of each month and any additional meetings that deal with name of SUN CS.
17. Take responsibility for materials that are lost, stolen, or damaged in the areas being used by the program facilitator and attendees, directly before, during, or after scheduled program hours. It is understood that program instructors will ensure that classroom space that is

used is left at a level of cleanliness and orderliness comparable to that state it was in prior to the beginning of class.

18. Provide information and materials to aid in the recruitment, promotion, marketing and registration of the program to _____ School 's students and their families.
19. Assist in planning and supervision of evening events in which their students will participate. This would include _____.
20. When appropriate, collaborate with parent involvement through making phone calls to parents conducting presentations, assisting with planning of orientation meetings for parents on how to support their children, identifying parent leaders, etc.
21. Other examples include:
    - **a.** Take attendance using the form provided by SUN for each activity session
    - **b.** Supply own materials as needed for classes and workshops unless prior arrangements are made

B. *In accordance with the terms of this partnership, name of SUN CS and its respective staff will:*

1. Display enthusiasm for the partner agency program, a spirit of collaboration, and a willingness to conduct ongoing assessment of the program and the name of SUN CS, in general, to meet the needs of the name of SUN CS.
2. Coordinate all aspects of the extended-day program. This includes maintaining strong communication among SUN, its staff members, and all partner agencies.
3. Share data, without violating confidentiality, including but not limited to copies of name of SUN CS registration forms, information releases, and academic information.
4. Conduct criminal background checks on volunteers when a partner agency is unavailable to so do.
5. Provide one primary contact (SUN Site Manager) with whom the partner agency's primary contact will coordinate services. The SUN site manager will make every reasonable effort to return email and voicemail messages within two working days.
6. Contact students of class cancelation or change of class day with a minimum of 24 hours of advance warning.
7. Allocate class space in which to conduct class sessions
8. Mondays through Thursday, SUN will ensure that at least one SUN CS administrator is present during extended-day hours. The SUN CS administrator could be the SUN Site Manager, the SUN program assistant, a SUN Program Manager, or a qualified and trained member of the Shaver ES staff. The SUN CS administrator will act as the evening-equivalent of a student management specialist in the event that a student has misbehaved to the pint that an activity instructor much send students from his class.
9. Maintain a secure and safe environment for extended-day activities by having staff members and volunteers present at all times during the extended-day hours to monitor halls, handle serious incidents, and student management.
10. Provide two-way radios to all SUN partner agency staff during extended-day hours with the goal of maintaining strong communication among all partners and staff in building.

11. Give logistical support to our partner agencies such as opening locked doors, opening outside doors, contacting custodial staff, and organizing space allocation.
12. Supply equipment and materials such as TV/VCR/DVD, CD player, paper, pencils, markers, etc. Notify SUN office one week in advance to reserve equipment.
13. Provide one bus ticket/student/day to students using Tri-met as their primary means of transportation.
14. Promote and recruit students for programs through the SUN Activity Guide, flyers, lunchtime activity fairs, and SES newsletters.
15. Register all students in the name of SUN CS using a registration form with all necessary contact and emergency information and releases.
16. Limit class enrollment to a maximum of 15 students (exceptions made if partners believe that they have a capacity to handle more than 15 students).
17. Coordinate and facilitate monthly partner meetings and trainings as needed, for partner agency staff.
18. Organize evening events for name of SUN CS students and their families, including three SUN showcase evenings.
19. Develop parent involvement at name of SUN CS through a variety of avenues including making phone class to parents, and conducting presentations, assisting with planning of orientation meetings for parents on how to support their children, identifying parent leaders, etc.

Other

This partnership agreement enters into effect this _____ day of _____ 20___ and can be revised at any time, with the joint approval of the parties.

Name of community partner	Name of community partner
_____	_____
Signature	Signature
_____	_____
Printed Name	Printed Name
SUN Program Coordinator	Program Manager
Title	Title
_____	_____
Date	Date

Building Relationships in SUN Community Schools

Building relationships with your school community and other stakeholders will be an ongoing process and critical to the success of your program. Taking the time to build quality relationships in the beginning will make program implementation easier and produce better outcomes.

Solicit Input

Encourage the school to take ownership of the program by soliciting their input and letting them know about the different ways they can participate.

- Schedule to meet with teachers one-on-one in your first weeks to introduce yourself, answer questions about the program, and learn about what they're doing in the classroom. Ask them know the program can best support their students and align with class curriculum. Utilize this opportunity to find out about their hobbies and interests, successful parent engagement strategies, and the school climate and culture.
- Meet with custodial staff to respond to any concerns about building usage, and tap into their expertise about the school when creating a safety plan, staff handbooks, and other resources that address protocols of working in the school building. Ask them about their expectations of the program and let them know how critical they are to the SUN Community School team.
- Classified staff are often in contact with students and parents all day and can provide a unique perspective. Include them in your communication plan and work with them to develop strategies for integrating the program into their roles (i.e. registrar gives out SUN information to every new student, attendance secretary refers to students to SUN and Touchstone services, etc.).
- Ask for a calendar of school events, including parent/teacher conferences, band/choir concerts, and parent organization meetings. Set up a table to distribute information about the program or ask to be included on the agenda to present . These are opportunities to introduce yourself, distribute and collect surveys to assess needs and interests, and provide program visibility.

Be Visible and Engaged

Build trust and visibility by taking an active role in the school and making the most of opportunities to learn about your school community.

- Attend staff meetings to learn about what's happening in the school and identity ways that your program may link to current priorities.
- Volunteer in teacher classrooms. This is a great way to interact with students, provide assistance to teachers, and learn about what students are doing in the classroom and how your program can support curriculu7m.
- Have lunch in the staff lounge and school cafeteria. Listen to what students and staff are talking about to learn more about the school culture and how your program can build upon its strengths.
- Be outside and greet parents and students as they drop off or pick up their students. Introduce yourself, distribute program information, or set up a complimentary coffee stand.
- Schedule meetings with community businesses and organizations. Get to know the assets that exist in your community and develop strategies to utilize those assets to enhance your programs.

Principles for Successful Partnerships

Every partnership has unique goals, approaches, and membership. Yet the experiences of existing partnerships and their public- and private-sector leaders point to some key principles for success. These ten principles provide a useful framework for establishing successful public-private partnerships.

Principle 1: Successful Partnerships Have Clear Goals
Successful partnerships engage in a thoughtful process to define a vision or mission and clear short- and long-term goals. They also take time to ensure agreement and understanding among all the partners. The objective is to achieve consensus, so all partners are enthusiastic about the work that lies ahead. Collectively defining the goals gives all partners ownership of the partnership. This increases the likelihood that partners will stay committed. Goal agreement serves both as the glue that holds a partnership together and as a rudder that steers its actions. If all partners are committed to the same goals, they are better equipped to negotiate the inevitable differences of opinion that will arise as they work together.

When the goals are held firm, a partnership can be flexible in how they are accomplished. Flexibility is essential to accommodate political, economic, leadership, or other changes. Clear goals also help guide the partnership as it evolves.

Principle 2: Successful Partnerships Focus on Results and Measure Progress
Defining benchmarks and achieving specific outcomes or results—a criterion of success that the business sector has long held as important and that the public sector is striving to embrace—is an effective way to assess progress. Successful partnerships use indicators and performance measures to regularly monitor whether their efforts are productive and funds are well spent. Measuring progress toward goals establishes accountability in both the public and the private sectors, showing that limited resources are being used effectively.

This bottom-line emphasis on results is particularly useful for managing a partnership with shared authority and multiple interests. As a management tool, the process of regularly measuring progress and results can provide partnerships with critical information about what is and what is not working and what changes can help accomplish the partnership's goals. Stakeholder groups then create strategies to address each indicator, and public and private funders can tie allocations to actual results.

Principle 3: Successful Partnerships Involve Youth and Families in Developing Programs
Youth and their families are the ultimate consumers of the programs and services supported by youth program partnerships. Partnerships are more likely to establish programs and services that achieve their purpose when youth and families are involved in planning and evaluating those programs and services. Consumer involvement can also ensure that a partnership's programs and services are culturally and linguistically appropriate for the target populations.

Engaging youth and families means giving them the tools and information they need to be equal partners. It also means recognizing that funding may be needed to support leadership development training. The Iowa Collaborative for Youth Development facilitates youth participation in the State of Iowa Youth Action Committee, a group of young people who seek to bring the youth voice to public policymaking. The collaborative provides support by allocating staff time, accessing leveraged funding and other resources, and designating mentors from state agencies for each involved youth.

Principle 4: Successful Partnerships Involve Diverse Stakeholders from the Start
Partnerships are most effective when they draw on a wide range of expertise, resources, and perspectives. By involving diverse stakeholders—such as school districts, senior citizens, law enforcement agencies, youth-serving organizations, businesses and chambers of commerce, leaders of

the faith community, or health and mental health providers—partnerships can gain broader public and private support for their efforts through the constituencies that each partner represents and supports.
Successful partnerships must work to engage parents, citizens, providers, businesses, community groups, and other stakeholders from the start. When members join the partnership late, they miss out on establishing the partnership's vision and goals and on building the important relationships that result from such shared work. Although it is difficult to know who all the stakeholders will be in advance, taking the time early on to engage as many as possible will save time in the long run. Partners will inevitably come and go, but as new members come on board, it is important to orient them on the mission and goals and to bring them up to speed on the history and direction of the partnership.

Principle 5: Successful Partnerships Rely on Champions for Support
Success requires leaders who act as change agents by clearly communicating the goals of the partnership and building a broad base of support. Governors and other elected officials, as well as health, business, education, religious, philanthropic, and law enforcement leaders, have all been effective champions by using their own avenues to promote consensus on partnership goals and to build political will for supporting or expanding successful partnership efforts. Families and youth also are effective champions when they mobilize and speak with a unified voice.

Champions bring visibility to the partnership by securing media attention through press conferences, opinion pieces, letters to the editor, and public service announcements. They can also share information and influence decision-making at public events, such as hearings, town meetings, and meetings of related groups or organizations (e.g., local chambers of commerce). In addition, prominent organizations, such as charitable foundations, community service groups, and economic development or planning organizations, are often respected leaders.

Principle 6: Successful Partnerships Establish Clear Governance Structures
Successfully managing a partnership requires an effective governance structure. Some partnerships build on existing, respected governance structures to avoid creating organizational duplication. Other partnerships create new nonprofit entities or establish temporary blue ribbon committees, commissions, or advisory boards to guide their work. Effective governance structures define the various roles that partners will play and ensure that all partners understand and accept these roles. Many partnerships create written plans that include the roles and responsibilities of each partner or use contracts or memoranda of understanding to define roles and responsibilities. Defining partner roles and responsibilities usually occurs after the partnership embraces a shared mission and articulates its goals.

Once partners share a mission, they are more likely to see ways they can contribute to the partnership's success. Partners are also more likely to remain actively involved when they feel their role is valuable. These governance structures must include ground rules so the diverse individuals and organizations working together toward shared goals can reach agreement on difficult issues. Ground rules could address how the partners will share information, conduct meetings, make decisions, define and measure success, and communicate with one another. Such mutually agreed-upon guidelines can prevent miscommunication and establish a process in which all partners participate effectively and are respected for their unique contributions. They also provide a mechanism to resolve the unavoidable differences of opinion.

Principle 7: Successful Partnerships Adapt to Changing Conditions
Because existing public and private support for youth programming is inadequate to meet the need, partnerships must be flexible enough to take advantage of changing conditions and resources. This entrepreneurial mindset could involve adapting a partnership's scope to take advantage of new state or federal funding, creating or developing services in response to a foundation's specific guidelines, or serving a particular population (e.g., adjudicated youth) that is important to public policymakers. Similarly, entrepreneurial thinking can lead a partnership to use new resources as leverage. Successful partnership leaders consistently credit their success to serendipity or the convergence of several complementary opportunities. Yet such opportunities can lead to success only when leaders recognize and take advantage of them.

Principle 8: Successful Partnerships Enable All Partners to Benefit
Each partner operates in a unique environment, bringing different strengths, knowledge, and resources to the mix. Successful partnerships draw on the strengths of individual members while remaining sensitive to the different corporate, government, or community cultures. For example, most business leaders operate in an environment that requires rapid decisions and quick action. Public-sector partners often work in environments that require lengthier agency or legislative approval processes. Community and civic groups often prefer inclusive, consensus-building processes that are also time consuming. Successful partnerships play to the strengths of the various partners. Private-sector partners, for example, may be well positioned to lead or convene efforts requiring quick action, such as lobbying or generating financing commitments. Public-sector partners may complement these activities by providing information, convening meetings, and revamping or establishing rules that support the partnership's goals. Community and youth-serving groups can be tapped to lead visioning and goal-setting processes that require consensus among all partners. Although partners may use different approaches, their focus on the same results can unify their efforts.

Whatever their role, partners must benefit from participating in the partnership. When all partners perceive they have something to gain, they remain actively involved, even though each partner's perceived gain may be different. Yet achieving harmony in a partnership that includes diverse cultures takes work. Successful partnership leaders stress that it is essential to create a common language and understanding and to foster a culture in which diverse ideas, talents, and perspectives are valued. The most successful partnerships make room for new partners, even if they lack a background in youth programs and policies. These partnerships create effective ways to educate members about the partnership's mission, goals, and challenges and to use partners' different ideas, talents, and perspectives to find new solutions to old problems.

Principle 9: Successful Partnerships Work to Maintain Momentum and Sustain Their Efforts
The most successful partnerships take time from the start to plan how they will maintain momentum and sustain their efforts. Many celebrate even the small successes and generate media attention whenever possible. Others structure activities so partners gain a sense of accomplishment from completing interim tasks, even though the partnership's vision and goals may take many years to accomplish. It is also important to plan for financial sustainability and to recognize that dedicated staff may be needed to support the partnership both initially and over time. Partnerships have celebrated successes by holding awards luncheons and dinners, by presenting special certificates of recognition, and by hosting community events such as career fairs and youth fun runs.

Principle 10: Successful Partnerships Support Like-Minded Community Partners
The healthy development of youth and their successful transition to adulthood require the resources and support of a broad range of community groups and advocates. Effective partnership leaders introduce partners to others working to improve supports, services, and opportunities for youth. They keep other groups up to date on the partnership's work and give them support when they need help. When partners are aware of what others are doing, the partnership can use resources more efficiently. Sometimes the strategy will be to *divide and conquer*—only one group needs to invest the time to track a particular piece of legislation. Other times the strategy will be *all hands on deck*—when it comes time for the crucial vote, all partnerships can lend their support. Regardless of the strategy, youth, families, and communities will benefit from coordinated efforts.

For more information on this topic, please reference *A Guide to Successful Public-Private Partnerships for Youth Programs,* available online at http://financeproject.org/publications/PublicPrivate_PM.pdf.

Section 10

Aligning with the School Day

This section provides some specific examples of how SUN Schools have used extended-day programming to support academics efforts.

Included is a list of the indicators as listed in the Oregon's Indistar planning tool that many districts are using for school planning as well as possible strategies a school might use under many of the indicators.

Targeted Academic Interventions
Case Studies

High School

Franklin HS

Strategy

The school contracted $18,000 with the SUN Lead Agency to coordinate tutors from Reed College and track student academic progress. Funding was used to pay the school's college and career coordinator extra hours to do this work. Hiring a school staff member provided accountability for the students that carried from extended-day back into the school day. The coordinator hired was chose in part based on the fact she had established, positive relationships with students, parents and school staff. SUN also paid the college and career coordinator to serve as a liaison to Latino families. This provided a connection to parents and students who may have questions or need additional support with identified linguistic needs.

SUN held regular partner meetings with Step Up, a targeted case management and academic support program, and other services in the building (e.g. School-based Health Clinic, Master of Social Work interns, attendance staff, etc.) to coordinate service to students, determine if any additional supports were needed or if there were any issues of which the team needed to be aware.

Partners

- Reed College tutors recruited by the SUN Site Manager.
- Open Meadow's Step Up program worked with school administration and SUN to coordinate services to students.
- Five year grant to support graduation that provided case management for students missing school.

Funding

The school provided the $18,000 from their building budget and an expiring grant to contract for tutoring supports and a culturally specific liaison through the SUN Lead Agency.

Roosevelt HS

Strategy

Roosevelt SUN CS hired a lead math and science tutor. They intentionally scheduled the lead tutor to come in before the end of the school day to have time to connect with kids and teachers during the school day. He worked approximately 2.5 - 4 hours/day, four days a week. Staff highlighted the importance of building positive relationships with students while they were in school. SUN also arranged for tutoring targeting athletes, as their practice schedules were unique. Athletes would often have time between the end of the school day and practice starting. This tutoring provided a constructive time with additional academic support for the students. With the targeted athletic tutoring, staff saw a correlation between whether the sport's individual coach championed the importance of academics and completing homework. For it to be effective, the school building administration needed to support the priority and expectation. For example, the wrestling coach was engaged and maintained the expectation for his players, the participants had a 92% pass rate for classes.

Partners

- Full time AmeriCorps member in the Writing Center.
- The University of Portland provided work study positions for students to work in extended-day activities and provide tutoring.
- Approximately 45 volunteers from other UP classes requiring volunteer service.for after school programming.
- Open Meadow's Step Up program supported about 100 students, which was approximately 10% of Roosevelt's student population.

Funding

SUN dedicated approximately $12-$15,000 from its budget to employ a lead math and science tutor and hire as an athletic tutor lead. SUN leveraged additional resources by engaging with University of Portland's (UP) Morrow Center for work study positions. These positions were paid for by the University as part of their work study program for students. The partnership provided Roosevelt with 7 part time positions. The school district added an additional $10,000 from 21CCLC funding to support.

Middle School

Centennial Middle School

Strategy

Adding staff to help with homework kept the adult to student ratio at about to 1:10 and allowed for individualized support. They were intentional about finding an individual to support kids with their math homework as it was an area students needed support in. They targeted supports to the ELL students to ensure they had the support they needed. Students were targeted for the math class that started in September. The class ran two weeks and provided a review of math concepts in advance of the math placement test. As a result, 34 of the 41 of the students were placed in the advanced math class.

Partners

- Catholic Charities' El Programa Hispano provided homework support with the Latino students.

Funding

Centennial Middle SUN CS had intentional and strong core academic instruction during the school day. In extended-day, staff added an additional person to the homework club to support math as it was an area where students were struggling. The school also noted the English Language Learning (ELL) students needed additional support so invested $750 to work with ELL students. They also blended school and SUN funds ($250) to provide hold a limited-duration math class in September.

K8

Vernon

Strategy

The school administration and site manager chose an effective teacher to lead small group reading tutorials in the after school program. The teacher had three groups, two times per week. After school academics were also supported by two Educational Assistants focused on ESL students. The school identified the students for participation. The school administration and SUN site manager, with support from the Title I teacher, monitored student progress at the mid-term and end of term using Developmental Reading Assessments (DRAs) to ensure the effectiveness of the intervention(s).

Partners

- East Portland Rotary volunteers worked with students' automaticity with math facts after school.
- Partnership with Multnomah County Library to provide reading support.
- Start Making a Reader Today (SMART).

Funding

Vernon SUN CS used funding from an Oregon Department of Education targeting reading grant ($25,000) to pay for a teacher to provide small group reading tutorial and two educational assistants to support English as a Second Language (ESL) students. Academic interventions after school were also supported by about $15,000 from a 21CCLC grant.

Elementary

Rigler

Strategy

Rigler used the funds to pay teachers for targeted tutoring in small groups (1:5) during homework time. It allowed for tutoring services four days/week for 12 weeks. The funds were also used to purchase iPads for students and ELL students participated in Imagine Learning, a web-based program targeting ELL students' language development. In addition, the funds were used to pay for a reading coach who supported bridging the extended-day interventions with the school day and tracked student progress. An important context is the school had both Playworks and a Restorative Justice coordinator, which allowed the school to almost eliminate disproportionate exclusionary discipline.

Partners

- Concordia University volunteers worked in extended-day programming
- Oregon Health Science University (OHSU) volunteers worked in extended-day programming.

Funding

Rigler SUN CS used $40,000, some provided by the state to focus/priority schools targeting reading and the remaining from a 21CCLC grant.

Highland

Strategy

Funded two Educational Assistants, a Teacher on Special Assignment (TOSA), family engagement activities and Science, Technology, Engineering and Math (STEM) focused extended-day supplies ($40,000). The TOSA provided oversight for the after school reading interventions. They used the funding to bring the half-time behavior teacher up to full time to support the after school reading interventions. They intentionally kept the teacher to student ratio low (1:5). The two Educational Assistants provided support for math. Students used IXL to extend the school day and participated in additional math games. The school monitored each student's progress at mid-term and the end of term using DRAs in coordination with the Title I staff. This effort took strong leadership from the Principal to engage effective staff in extended-day interventions and design systems to ensure progress. The Principal and site manager worked with partners to align additional services.

Partners

- Multnomah County Library provided additional reading support
- Start Making A Reader Today (SMART).

Funding

Highland Elementary SUN CS used $45,000 of 21CCLC funds to support extended-day activities.

Davis

Strategy

Davis' strategy involved targeting students who scored "nearly meeting" on standardized testing. To encourage student participation, the Principal sent home a letter indicating the student needed additional support and requesting that they register for SUN extended-day. The funding paid for math, reading and writing interventions four days per week with school-day teachers being available for reading tutoring two days per week. The district provided the district instructional coach for training extended-day teachers. In addition, David SUN CS was able to leverage additional partnerships to provide additional enrichment/recreation programming including Boys and Girls Club and AC Portland.

Partners

- Boys and Girls Club provided additional staffing capacity in extended-day activities.
- AC Portland engaged students and parents in soccer and health lessons.
- Immigrant and Refugee Community Organization (IRCO) provided case management for refugee families.

Funding

Davis used a variety of funding including Title I, the ODE opportunity grants and priority school funding to support $40,000 of academic interventions in extended-day.

SUN Community Schools
Examples of Targeted Academic Efforts
May 2011

- **Alder Elementary**
  The extended day program is divided into 2 academies: Academics and Enrichment. Title I funds are used to hire 3rd, 4th and 5th grade teachers to teach targeted students not meeting benchmarks. Grade level teachers develop curriculum targeted at specific student needs. Students in need of targeted academic support stay in extended-day Academic academy with homeroom teachers (from the day) until they pass the OAKS assessment. Students then transition to the Enrichment academy. 60 to 70 students are served in Academic per term. Students also participate in 30 minutes of Physical Education each day paid for with Title 1 funds from a certified PE teacher.

- **Buckman Elementary**
  In partnership with America Reads and America Counts at PSU, targeted academic support is provided through 1:1 tutoring for students below benchmark. SUN CS staff develop curriculum for each strand in which individual students are low. Students below benchmark are identified by school staff and parents are called to notify them that their student/s is not meeting benchmarks and invite them to participate in tutoring. The % of students meeting 5th grade benchmark scores at the school increased by 16% in one year.

- **Chavez K-8**
  Targeted RTI academic interventions are offered in the extended-day and led by certified teachers and paid PSU students. Students are identified in RTI screening process using data from the last 2-3 years with particular priority on serving students who have moved between tiers. In addition, daytime teachers lead literacy and math classes in the extended-day for students who are just below benchmark. Teachers design the curriculum based on strand gaps identified in the OAKS assessment. The school met its RTI targets of 90% of Tier 1, 60% of Tier 2 and 30% of Tier 3. Teachers are paid with Title 1 funding and PSU students with City/County SUN budget dollars.

- **Earl Boyles Elementary**
  Study Island is offered before and after school and supported by Title 1 funds, staff, and curriculum. Study Island is a web-based program that allows students to practice reading, math, and test taking skills, based on their current academic needs. Classroom teachers and school specialists make referrals for the program and the SUN Site Manager contacts families and invites the student to participate. In addition, the before-school Homework Club is a teacher-referred academic support program. The coordinator of the club is a student teacher during the school day.

- **Gilbert Park Elementary**
  In response to a need posed by the fifth grade teachers at Gilbert Park, a math intervention class called Mathletes was developed to help students who had not previously passed the OAKS test. Teachers helped identify and recruit students. 20 students were served. Curriculum was developed by the fifth grade teachers and implemented by a certified teacher hired by SUN. After this class, the students took the OAKS test again, 16 improved their OAKS scores, with 11 students meeting benchmark.

- **Lane Middle**
  The SUN CS partnership approaches and plans the extended day as part of the school day. The school changed its schedule and offerings to create a deeper academically focused school day without

supplementals. In the extended day, tutoring and homework assistance provide additional academic support to identified students and students could participate in extra-curricular activities that were no longer available during the school day. The after school programs run on a semester schedule vs. trimester to align with the school schedule. The principal has sent letters home to all parents of students who were failing one or more class recommending that they attend tutoring. Athletes have "grade in progress" forms on which they gather signatures of teachers indicating whether they are turning in homework; they can't play if teachers haven't signed off. Lane is the first school in the state to come out of AYP sanctions.

- **Peninsula K-8**
  Targeted academic interventions are held in the extended day including small group classes led by daytime teachers. Study Island is used as part of this targeted time. The school has a transparent process for sharing test scores and identifies which students need to be targeted for specific skill building. Participation is through teacher special invitation which acts as an incentive. Funding to pay certified teachers to work after school is from 21CCLC grant.

- **Roosevelt High**
  The SUN Tutoring program is in its third year of operation with funding from Title I and SES. Paid Lead Tutors work closely with targeted students, facilitate credit recovery through PLATO, communicate weekly with parents and encourage students to attend nightly tutoring. They also oversee volunteer tutors from local colleges and the community. Around 75 students attend tutoring on average a night. SUN Tutoring works closely with seniors off track for graduation and juniors that are struggling to stay on track. The SUN Tutoring program has expanded in 2010-11 to include teacher tutoring support. Tuesdays and Thursdays a math, science and Spanish teacher are available to help students in tutoring.

- **Scott K-8**
  The first hour of the extended day is focused academic programming. A significant piece of the programming is grade-level reading and math groups led by daytime teachers. Students are identified by teachers and EAs looking at benchmark scores. Language and cultural support are provided through bilingual staff in Spanish, Vietnamese and Somali. Teachers are paid with 21CCLC grant funding.

- **Shaver Elementary**
  The first hour of after school programming is academic programming and school staff work with the SUN CS site manager to look at individual student needs and place them by skill needs. Students don't have a choice during the first hour of academics and then have choices during the second hour of enrichment and recreation. Four Educational Assistants work an alternative schedule (starting and ending later) and teach in the after school programming as part of their work day. In addition, a stipend is provided from school funding to support a certified person to offer expertise in creating theme-based learning environments. Efforts are funded through Title I and School Improvement funds.

- **Whitman & Woodmere Elementary**
  A 3-week Parent/Child Early Kindergarten Summer Transition program targeted entering kindergarteners who had little to no pre-k experiences and their parents. Families were identified using registration feedback and Head Start waiting lists. The program was led by a kindergarten teacher, parent engagement coordinator, and bilingual EAs. The program was primarily funded with district Title I funds ($17,000). Strong results were seen in parent engagement in their child's learning and in school readiness skills in the children.

- **Woodmere Elementary**
  Work schedules for 2 Educational Assistants are adjusted to provide before and after school targeted academic support. In the morning the EA leads small group tutoring sessions for academically at-risk students K-5. Students are identified by a team of the principal, ESL teachers and Literacy support staff.

Promoting School Success Through SUN Worksheet

Academic Activities & Tutoring

1. What is already in place?

Use the strategy scale below and empty space to reflect on what you already have in place.

Homework Club provided	Extended Day offers activities cut from traditional day due to budget/lack of time	Homework Club structured to provide individual or group tutoring, not just quiet time	Tutors are knowledgeable about current academic standards, content and teaching techniques	School District expertise & resources are leveraged to support extended-day	School Day teachers give credit for work done at SUN

Initial _____ **Developed**

2. What is the next step you'd like to take in this work?

3. What do you need to do this work? Who else could lend support?

Linkage with Regular School Day Learning Program

1. What is already in place?

Use the strategy scale below and empty space to reflect on what you already have in place.

School Day Teachers work in extended-day	Classroom teachers send assignments to homework club/tutors	SUN annual plan and school's strategic improvement plan aligned	Teachers & School Staff help design/identify curriculum for SUN	School/District staff provide training to tutors & extended-day teachers on standards & techniques	SUN & School share roles in assessment & support for academic achievement goals

Initial _____ **Developed**

2. What is the next step you'd like to take in this work?

3. What do you need to do this work? Who else could lend support?

Internal Communication and Feedback

1. What is already in place?

Use the strategy scale below and empty space to reflect on what you already have going

SUN places schedule of activities in staff mailboxes & in office	SUN regular part of staff meetings	Teachers & day staff are part of SUN advisory committee	SUN sits on site council/ CSRD Team	Teachers & day staff help define activities based on need assessment	Established homework/student progress feedback loop w/ policies & practices in place

Initial _____ **Developed**

2. What is the next step you'd like to take in this work?

3. What do you need to do this work? Who else could lend support?

Recruitment

1. What is already in place?

Use the strategy scale below and empty space to reflect on what you already have going

SUN Activity Guide & Registration distributed through classrooms	Particular grades or students are targeted for recruitment	Classroom Teachers recruit students for SUN activities & services	Parents are informed of SUN supports at parent-teacher conferences	Students and Families are contacted with referrals following joint "student staffing" assessment

Initial _____ **Developed**

2. What is the next step you'd like to take in this work?

2. What do you need to do this work? Who else could lend support?

OTHER IDEAS, RESOURCES, NEEDS

Oregon/Indistar- SUN
Comprehensive Achievement Indicator Crosswalk

Bolded indicators are ones identified as particularly suited for including strategies that take advantage of your SUN Community School collaboration

Comprehensive Achievement Indicators - District and School Structure and Culture

DSC1.1	**The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations.**
DSC1.2	**The school's mission and goals reflect high expectations and a vision for equity for meeting the needs of all stakeholders.**
DSC1.3	**The school's leadership plans for and implements professional development preparing teachers to support parents in the education of their children by providing in-classroom opportunities and at-home opportunities for parents.**
DSC1.4	**School staff identify students who need additional learning time to meet standards and provides timely and effective programs of assistance.**
DSC1.5	**School staff assist students in successful transitions, as applicable, from early childhood into elementary, elementary to middle school, middle school to high school, and high school to post-secondary.**
DSC1.6	**School staff coordinates and integrates services and programs with the aim of optimizing the entire educational program to improve student learning.**

Comprehensive Achievement Indicators - Educator Effectiveness

EE2.1	All instructional staff at the school collaboratively plan for sound instruction in a variety of instructional modes.
EE2.2	**All teachers use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.**
EE2.3	Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery.
EE2.4	Instructional teams use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies and make necessary changes.
EE2.5	All instructional staff in the school use sound classroom management practices that encourage student engagement and affect student learning.
EE2.6	Educator evaluations and support systems incorporate the elements of Oregon's framework of educator effectiveness.

Comprehensive Achievement Indicators - Family and Community Involvement

FC3.1	**School staff create and maintain a welcoming environment for all families and community members.**
FC3.2	**School staff create and maintain connections between the school community and the broader community to support student learning.**
FC3.3	**The school's key documents (minimally, the school's improvement plan, parent involvement plan, compact, and student/parent handbook) are annually reviewed for revision and disseminated to all families in the school and translated as needed.**
FC3.4	**School staff educate families and provide needed resources for supporting their children's learning.**

FC3.5	**School staff ensure families have the opportunity for meaningful involvement in the school.**
FC3.6	**School leadership includes families on all decision-making and advisory committees and ensures training for such areas as policy, curriculum, budget, school reform initiatives, and safety.**
FC3.7	School staff involves parents and students in setting student goals and preparing the student for post-secondary education and careers.
FC3.8	School staff uses a variety of tools on a regular basis to facilitate two-way communication among stakeholders.

Comprehensive Achievement Indicators - Teaching and Learning

TL4.1	All instructional staff at the school are engaged in aligning instruction and local assessments to state standards.
TL4.2	A system is in place for assessing and monitoring student achievement relative to state standards.
TL4.3	All instructional staff at the school are engaged in the analysis of student assessments that are aligned with standards.
TL4.4	All instructional staff at the school use assessment data in planning and delivering differentiated, standards based instruction.

Comprehensive Achievement Indicators - Technical and Adaptive Leadership

LDR5.1	A distributed leadership process is used to build the capacity of others in the school.
LDR5.2	School leadership ensures that classroom observations and other observations of teacher behaviors are aligned with evaluation criteria and professional development needs.
LDR5.3	School leadership has established team structures with clear and specific duties.
LDR5.4	School leadership is afforded proper authority to make necessary decisions that result in increased learning outcomes.
LDR5.5	School leaders actively promote a shared vision for equity, cultural competence, and high expectations.
LDR5.6	The principal has the skills to guide, direct, and motivate the staff toward increased student achievement.
LDR5.7	The principal ensures that all teachers are highly qualified in their assignment.
LDR5.8	School leadership has a plan to recruit and retain highly qualified staff.
LDR5.9	School leadership facilitates an annual evaluation of the implementation and results achieved by the school's improvement plan.
LDR5.10	School leadership facilitates a needs assessment based on student achievement and the key areas of effectiveness (technical and adaptive leadership, educator effectiveness, teaching and learning, district and school structure and culture, and family and community involvement).

April 21, 2015

Comprehensive Achievement Plan Sample Language

For Indicator Actions that Include the SUN Collaboration

District and School Structure and Culture (DSC)

DSC 1.1 The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations.

- Work with SUN Site Manager to organize affinity/focus groups to gather input from racial and linguistic groups for input and feedback regarding school environment, especially welcoming office and teacher communication.
- Engage families in SUN Family/School Partnership group to provide feedback, activities and perspective about school environment.
- Connect with school partners (SUN) at least four times for feedback they are hearing about the school or families' experience at school, specifically about an inclusive environment for all families.

DSC1.2 The school's mission and goals reflect high expectations and a vision for equity for meeting the needs of all stakeholders.

- Engage SUN advisory group, share attendance and academic data to identify gaps and discuss strategies for improvement.
- Target students experiencing academic and/or achievement gaps to participate in extended-day activities, serving 50 students in academic interventions per term.
- Meet with families experiencing academic and/or achievement gaps to explain the data and strategies staff are using, listen to concerns and engage in a solutions focused discussion making clear our commitment to their child's success.

DSC1.3 The school's leadership plans for and implements professional development preparing teachers to support parents in the education of their children by providing in-classroom opportunities and at-home opportunities for parents.

- Work with SUN staff to promote and design family math night to best engage parents.
- Collaborate with SUN showcase event to provide families information on reading strategies they can do at home.

DSC1.4 School staff identifies students who need additional learning time to meet standards and provides timely and effective programs of assistance.

- Work with teachers and Student Intervention Team to identify students for Reading interventions in SUN extended-da y, using ERLA and DIBELS. Target students who are at least one grade level below
- SUN Site Manager and Academic Coach review /analyze data and provide interventions for 30 students before and after school each term. Interventions include before school IXL math and phonics reading support for 3rd graders at intensive and strategic levels. Additionally, math support is offered for 4th-6th grade students after school.
- Staff SUN Summer School by certified teachers, focus on filling skill deficits in the area of writing and increasing prior knowledge of students. Serve at least 90 students, 75% of whom are in need of intervention, and lasts for at least five weeks.
- Support the Multnomah County Kindergarten Transition program in the summer through the SUN Summer School.

DSC1.5 School staff assist students in successful transitions, as applicable, from early childhood into elementary, elementary to middle school, middles school to high school and high school to post-secondary.

- Work with the Early Kindergarten Transitions program and SUN Site Manager to implement the three-week long EKT program for at least twenty students and their parents.

- Provide SUN Site Manager with list of 8th grade academic priority students in May for targeted outreach in summer programming.
- SUN Site Manager will visit all elementary schools inviting 5th graders to participate in summer programming. Will provide 5th grade teachers site manage contact information for referrals.

DSC1.6 School staff coordinates and integrates services and programs with the aim of optimizing the entire educational program to improve student learning.

- Include SUN Site Manager in student support team to provide additional information and coordination of services available.
- Assess partners, services and gaps using SUN tool to align services and identify priority needs.
- Increase the effectiveness of afterschool academics by hiring certified teachers and offering targeted reading and math classes. Plan mid-year progress check in.
- Work with SUN Site Manager and reading TOSA to recruit students for Phonics for Reading, Rosetta Stone, Reading Naturally and Zoom In. Offer IXL math for students who need extra help and were referred by parents or school staff.
- School collaborates with SUN Site Manager and shares reading, writing, and math intervention needs of participating student learning in an after school program: SUN Site Manager works with Title I, teachers and principal to identify strategic reading students, based on DIBLES scores, who need help with decoding, fluency and comprehension skills.
- School staff will coordinate a Parent Academy, and meet with SUN Site Manager and other community partners to establish school-community relationships. They will create a survey to give to parents at fall conferences. The survey will be used to determine topics which parents are interested in and the times that they would prefer to meet.
- A Latino parent meeting will be held, facilitated by the Community Liaison and the SUN Site Manager. Topics for future meetings with the Principal will be planned according to the interests expressed by families.

<u>Educator Effectiveness (EE)</u>

EE2.2 All teachers use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.

- SUN after school reading instructors use techniques such as cold calling and displaying learning targets during after-school reading classes.
- SUN will partner with the school to provide targeted interventions for students during and after school.
- Plan for Summer School, in partnership with SUN Site Manager, for summer 2015. This includes recruiting students, determining curriculum, hiring staff, scheduling, working with First Student for transportation, and providing meals.
- Implement Early Kindergarten Transition for 20 incoming Kinders as part of SUN Community School offerings. A concurrent parent involvement/education component is also offered with two options for language support.
- At least three certificated teachers will work in extended-day programming per term.
- Work with SUN Site Manager to identify three extended-day teachers to participate in reading strategy professional development before the start of school with school staff.
- Academic interventions in extended-day will be provided by someone with knowledge and skills in the subject matter and skill development.

<u>Family and Community Involvement (FC)</u>

FC3.1 School staff create and maintain a welcoming environment for all families and community members.

- Extended-day staff will reflect the diversity of our student body.
- SUN Site Manager and school staff work with school partners prior to the school year to identify areas for growth in creating a welcoming environment for all families.

- SUN Site Manager coordinates with culturally targeted providers to assess and/or provide training to staff at beginning of school year on creating welcoming environments.
- Work with SUN lead agency to create staff training on making school a welcoming place.
- Have SUN Site Manager secure trainer for early staff meeting focused on gender equity/identity and sexual orientation training for staff.

FC3.2 School staff create and maintain connections between the school community and broader community to support students learning.

- SUN Site Manager collaborates with the school community and brings in additional partners to support students learning and family support. SUN partners with Take Action Inc. to provide supplemental food on the weekends through the weekend food backpack program. SUN partners with businesses in the community, such as McDonald's to support family engagement events.
- In order to develop stronger connections with our family community, staff will be encouraged to voluntarily take part in neighborhood outreach (home visits, tabling at complexes, porch talks, and neighborhood treasure hunts); funds will be made available for staff to do this through SUN/EKT and Home Visiting Project.
- SUN Site Manager will connect with broader community to support at least two events this year.
- Will make at least one presentation to community group (e.g. Rotary, Neighborhood Assoc., Chamber of Commerce, church, etc.) regarding the school, partners and/or service connection opportunities.

FC3.3 The school's key documents (minimally, the school's improvement plan, parent involvement plan, compact, and student/parent handbook) are annually reviewed for revision and disseminated to all families in the school and translated as needed.

- Work with SUN Site Manager to engage historically underserved families to hear their input and share the school's goals, targets and expectations and invite them to connect if they have any questions or concerns.

FC3.4 School staff educated families and provide needed resources for supporting their children's learning.

- SUN Site Manager and staff connect with families to provide resources for supporting student learning by collaborating with the school for events such as Kindergarten Connect, monthly parent meetings (Breakfast Club), and Parent MindUP workshops.
- Collaborate with SUN Community School Site Manager and Americorps Family Involvement Coordinator to plan ongoing educational activities minimally including technology, parenting, English, cooking classes, Latino Parent Nights, "How To Help Your Kid With Homework" classes, and classes for new mothers.
- Continue to work with the SUN Site Manager to collaborate around offering classes of interest to parents at the school and in apartment complex community rooms. Surveys and input meetings with various stakeholder parent groups indicate that they are most interested in the following classes - financial literacy, art, music, English, citizenship, helping children with homework, and native language enrichment classes for their children.

Section 11

Extended-day Planning Tools

This section contains tools and suggestions for what to consider when planning for extended-day programming and lesson planning for effective activities.

Checklist for Planning a SUN term

5-6 weeks until programming begins (or earlier)…

☐ Assess your budget and the number of classes you would like to offer for the upcoming term.

☐ Assess the number of additional instructors you need to recruit for the upcoming term. Recruit instructors through work study fairs, other contacts, Craigslist, etc.

☐ Interview potential instructors, run background checks, hire new teachers.

☐ Investigate partner programs & establish schedules. Create MOUs and Partner Agreements.

4 weeks until programming begins…

☐ Finalize all SUN classes for the upcoming term. Confirm details with instructors.

☐ Meet with principal to confirm space assignments for classes & get a sign-off on programming.

☐ Design activity guides. Have them proofread by your supervisor and then sent to translator.

☐ Re-assess volunteer needs & continue recruitment.

☐ Invite teachers to refer at-risk students to your classes using your chosen referral method(s).

3 weeks until programming begins…

☐ Send out program updates via your school's communication network (e-newsletter, lunch announcements, etc.).

☐ Send activity guides to the district print shop (as early in the week as possible).

☐ Email teachers about the SUN registration process & collect any more referrals for classes.

☐ Prepare any special referral/nomination letters to go out with the activity guides for select students.

☐ Submit new hire paperwork to MFS (if you haven't already).

☐ Continue volunteer recruitment.

☐ Estimate your daily attendance and order snack.

2 weeks until programming begins:

☐ **Monday:** Activity guides go home. (If you send out your activity guides by classroom teacher/homeroom: check for any teacher absences & notify substitutes to insure all children receive their activity guides on the same day).

☐ **Monday:** Send another update/announcement. Remind students to register.

☐ **Ongoing throughout week:** Sort enrollment forms by day received. Begin to enroll students in classes as the week progresses.

- [ ] **Ongoing throughout week:** Flag enrollment forms that correspond to referrals you've received
- [ ] **Ongoing throughout week:** Begin to enter new students in Servicepoint & develop draft class lists.
- [ ] Prepare for SUN Instructor Orientation.
- [ ] Order Activity Bus.
- [ ] Begin purchasing any materials/supplies for first few weeks of SUN.
- [ ] Email an orientation reminder to volunteers & teachers.

1 Week until programming begins…

- [ ] Remind school/students of program start the following week.
- [ ] Hold a SUN instructor orientation (review procedures, safety plan, goals of SUN ,etc.)
- [ ] Send out confirmation letters or waitlist letters by Wednesday.
- [ ] Confirm activity bus and route.
- [ ] Confirm exact snack numbers with nutrition office.
- [ ] Finalize all data entry in ServicePoint so you can print out accurate class lists.
- [ ] Print transportation list, no photo release list.
- [ ] Send a SUN enrollment list & schedule to school secretaries and principal.
- [ ] Put together an enrollment list for teachers so they know who goes to SUN on what days.
- [ ] Send a schedule & location list of SUN classes to school custodians.
- [ ] Make nametags for all students. Make signs for SUN snack tables.
- [ ] Purchase any materials for first week of SUN activities.
- [ ] Organize SUN Fall Registration binder to have handy for emergency contact numbers.
- [ ] Double-check that all background check, W-4 paperwork has been submitted and cleared with MFS.
- [ ] Notify teacher(s) whose space you will be using and thank them in advance.

Lesson Planning Thoughtlist

1. Planning
2. Goal/Objective- what do you hope for the learners to take from the activity?
3. Focusing students' attention
4. Giving or experiencing new information
5. Checking for understanding.

---

1. **<u>Planning</u> is an essential component and often overlooked as a key to success. If a teacher is not prepared, the following will likely be happening in the class:**
   - ✓ Students not engaged
   - ✓ High frustration from activity leader
   - ✓ Short temper from teacher/ leader
   - ✓ Activity leader busy while kids not participating
   - ✓ Students left unattended
   - ✓ Short activities- free time at the end of activity
   - ✓ Activity leader allowing interruptions otherwise not appropriate
   - ✓ Inappropriate activities for age-group (Kindergarteners trying to tie bows, etc.)

2. **<u>Goal/Objective</u> is what the student will gain from the activity and can be a physical, social/emotional or an academic skill. The lesson should**:
   - ✓ Fits with the academic standards for the age group
   - ✓ Relate to the topic, what came before and what comes next
   - ✓ Look different for each age?
   - ✓ Be achievable in time allotted

3. **<u>Focusing</u> students' attention can be tricky, but is critical. Be sure to have a plan for the following problem areas:**
   - ✓ Beginning

     The students come with ideas about the information you are about to cover. Not planning for what they bring can cause numerous issues and is likely to disengage learners
   - ✓ Moving from one activity or place to another

     People often will try to meet expectations when expectations are made clear. Transitions most often are unstructured time where a person is expected to understand and complete number of "assumptions". It will help to give them a direction accompanied with an observable behavior that indicates you know they are ready for the next step (eg. When all of the scissors are put away and you are sitting quietly at your desk, we will begin.) Give no more than two or three steps at a time.

- ✓ Distraction during lesson

  Everyone has different attention levels. There are numerous ways to refocus someone without disrupting the whole group: move closer to them, make eye contact, lightly touch their shoulder, remove distraction

4. <u>Giving and/or experiencing new information-</u> this is commonly where most people focus attention yet often is reduced to teacher/leader talking. Consider the following:

- ✓ Are there more creative ways for the kids to gain new information/experience?
- ✓ Is the information broken into smaller, achievable steps?
- ✓ Would you be excited to be involved from their point of view?
- ✓ Are there enough examples?
- ✓ Is what's being asked specific or intentionally vague?
- ✓ People learn in a variety of ways, is there a balance or a mixture of methods?
- ✓ Is the climate safe to make a mistake?

5. <u>Checking for understanding</u> is simply how you will know the learners understand each step or have met the objective? Ways of checking include:

- ✓ Asking a question of the group and letting one individual answer.
- ✓ Asking a question of the group and having each individual signal their answer (e.g. thumbs up if you think it's true)?
- ✓ Asking a question of the group and each individual answers by writing the answer or coming up and whispering a response to the leader or to their neighbor?
- ✓ Letting kids practice after first step and watching to make sure students are understanding and correctly performing
- ✓ Students write the steps required or write what they know/learned from lesson
- ✓ Students can explain verbally to a friend what they accomplished/did.

Teacher Name	
Date of Lesson(s)	
Lesson Title:	
Class/Grade:	
Time:	
Materials:	• • • • • • •
Objectives:	1) 2) 3) 4)
Procedure:	

Matrix of Linkages with the Traditional School Day

Comprehensive programs that are integrated into the regular school program and other community support systems yield compounded positive results. The process of creating linkages with the school day is a developmental one. The matrix below illustrates various points in the process. Programs need to go through each step on the continuum to achieve optimal results. Sometimes progress is not continual and factors such as new staff, loss of a grant, a change in school leadership, etc. may result in some movement back to a previous state. Examine this chart to determine your program's current level of linkage.

Characteristic	Beginning	Ongoing	Advanced
Tutoring Program & Homework Help	Teachers work as tutors in the after-school program. The district shares its standards and curriculum goals with the after-school program. Time and resources are provided for students to complete their homework.	Classroom teachers send assignments to after-school staff. Classroom teachers provide tutoring activities that reinforce and enrich classroom activities. Tutors provide feedback to teachers on their tutoring experiences. After-school staff communicates with classroom teachers about difficulties that students are having with homework. Teachers and tutors develop two-way communication about homework.	Teachers and tutors meet regularly to review student progress.
Enrichment	The after-school program offers activities cut from traditional day because of budget issues (e.g., music, art).	Student activities in the after-school program are highlighted in school assemblies. Teachers suggest after-school activities that extend classroom learning.	Activities are planned to coordinate with the traditional curriculum, Students can submit work done in after-school program for extra credit in class.
Recruitment	Promotional materials for the after-school program are distributed in classrooms.	Particular grades or students are targeted for the program.	Classroom teachers recruit students for the after-school program.

Characteristic	Beginning	Ongoing	Advanced
Internal Communication & Feedback	After-school activities are highlighted in school newsletters and other communication vehicles. The after-school program offerings are displayed on school bulletin boards. Presentations about the after-school program are made at staff meetings.	After-school staff participates in in-service trainings. The after-school coordinator regularly checks in with day staff about the program.	Joint planning of activities is ongoing.
Recreational Programs	Recreational programs are coordinated with the school's existing recreational offerings.	Recreational programs are coordinated with the school's existing recreational offerings.	Recreational programs are discussed in terms of self-esteem, problem solving, character education, and other skills, in addition to physical development.
Family Involvement	After-school staff independently informs families about the after-school program. Some parents may offer programs in the after-school hours.	Day staff share information about after-school activities with parents. Day staff work with parents to recruit students for the after-school program. The after-school program offers opportunities for parents to learn about school activities and expectations.	After-school staff attend and participate in parent conferences.
Logistics	The after-school program is coordinated with custodial and security staff.	The after-school program has access to several areas of the school, including classroom space. Space is designated for an after-school staff office. The after-school program is responsible for its own transportation.	Staff of the after-school and traditional day together plan for use of school building. No space is off-limits. Transportation is considered as an area for cooperation.

Homework Guidelines

Homework consists of relevant learning experiences that are related to the school curriculum.

A well-designed homework program **should**:

- Meet the developmental and individual needs of the student.
- Reinforce and extend school experiences.
- Assist students in assuming responsibility for their own learning development.
- Develop positive attitudes towards independent study and life-long learning.
- Encourage the development of self-discipline, good work habits, and time management skills.
- Enable parents to become involved and to participate in their child's learning.
- Enable regular and on-going communication between teachers, parents and students.
- Assist students in preparing for subsequent learning activities.

A well-designed homework program **should not**:

- Be punitive.
- Place unreasonable demands on the parent(s).

Quick-list

Planning

- Materials/room prepared and ready to start

Objective/Goal

- Academic standards
- Relates
- Grade/age-level appropriate
- Time completion

Attention

- Opening activity/plan
- Plan for each change within activity/lesson
- Relevant, fun or unique
- Materials/room prepared and ready to start

Information

- Creative
- Sufficient steps to ensure success
- Age appropriate
- Engaging
- Demonstrated/Examples
- Combination of how students get the information
- Safe for mistakes

Understanding

- Student can demonstrate
- Student can explain
- Student continues to practice
- Student can teach
- Students write
- Students verbally summarize
- Student can answer questions
    - Individually
    - In group

I am ready!

SEI After School Programming
Lesson Plan Worksheet

Class:_____ Grade Level: _____ Qtr/Yr: _____ Lesson #: _____

This lesson supports the following Academic Standards:

_____

_____

This lesson supports the following Developmental Assets:

_____

_____

TOPIC	METHOD/PROCESS	TIME	MATERIALS

Self Enhancement, Inc.
After School Programming
Class Planning Summary

Class name: _____ **Level:** _____

Teacher name: _____ **Qtr/Yr:** _____

Learning Objectives: By the end of the quarter, students will build the following skills and assets:

_____

_____

_____

_____

Culminating Project: At the end of the quarter, students will present the following at the showcase. . .

_____

_____

_____

_____

Class Outline: To achieve the above learning objectives and complete the culminating project, the class will adhere to the following outline. . .

	Topic	Activities	Materials
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			

Supervisor Signature: _____ Date: _____

Section 12

Parent Engagement

This section includes a variety of tools and pieces of information to engage and share with parents. The Connecting Families and Schools assessment is a locally developed tool designed by the Educational Success Workgroup of Multnomah County, as is the parent brochure on parents' rights and discipline.

There many of the documents have been translated. Including one of the partner district's "Tips for a Successful Parent Teacher Conference."

Schools Uniting Neighborhoods (SUN)
SUN Community Schools

Family Leadership Team Overview
September 2015

SUN's mission is:

Collaborate to create an efficient system of supports that provides equitable opportunities for every child and family to thrive.

When we talk about community or full-services schools such as SUN Community Schools (CS), there is a tendency to focus on the programs and services made available to children and their families. There is, however, a broader philosophy behind how SUN CS is structured and one which best defines what makes a school a SUN Community School. Establishing schools as SUN CSs means transforming schools into new institutions – institutions that are primarily focused on educating children, but can also help strengthen entire communities.

"For community schools to be effective and long-lived, they must be developed as true collaborative partnerships from the very beginning. – partnerships that are based on common goals and shared decision-making. Planning and implementation cannot be dominated by one partner, whether it be the school, the health and human services agencies or the parents association. Maintaining a balance is critical….throughout the program's operation." *Building a Community School, The Children's Aid Society.*

Engaging families authentically in SUN CS, helps maintain this balance. It acts as a mirror of the community and increases student achievement. The Family Leadership Team is important not only for their input and feedback, but in engaging a broad array of families, especially those who have traditionally not had a voice in education. Developing family members as leaders within the school and community serves to increase engagement which will lead to better outcomes for students and families.

Required Members of the Team:

Family members of currently enrolled students, especially adult care givers
SUN CS Site Manager
Youth at the middle and high school level

Potential Members of the Team:

Principal (or designee)
Lead Agency representative

We recommend the Team be comprised of 10 individuals or less in order to be able to effectively make decisions and include everyone's perspective.

Representation in the Family Leadership Team should focus on families who have historically been underserved by schools. They are a crucial connection to community and provide the core group of individuals who will support a welcoming environment for families and building an environment of trust. It may take the group some time to develop and understand how to effectively work together. As families will come with varying familiarity of working in groups or with systems, taking the time to develop their understanding of structures, tools, strategies and current limitations is critical. As those who will be the most dramatically affected by the changes that take place and who are the primary "customer" of the programming provided, youth should be engaged so as to contribute to the community school planning effort. The Family Leadership Team is one place that youth can be given a meaningful role.

Roles of the Committee:

- Build leaders within the community
- Improve communication and engagement with families
- Engage with school to promote student success
- Work for conditions promoting positive school/family partnerships
- Help create and review SUN Annual Plan

SUN Community Schools Family Leadership Team

Frequently Asked Questions

January 2016

SUN Community Schools use a wide range of strategies to engage families and community. The Family Leadership Team is one strategy used to engage families. While the ultimate goal is to have families partner in school decision-making and creating conditions for school and family partnerships to improve student success, each school and community is unique. There are stages of development typical to forming this sort of partnership. Based on best-practice research about family engagement in schools, it is important to start where the school community is and begin to build the relationships and shared understanding so as to be authentically engaged. The Development Tool (table graphic), Family Questions Tool and this FAQ are provided to support meaningful and inclusive development of family leadership in schools. The Family Leadership Team is one tool to engage families. The SUN Community School model incorporates additional activities and strategies, as noted in the program model.

1. **What is the purpose of the Family Leadership Team?** The purpose is to increase family engagement to support student success and support families in developing leadership skills. Once the group is established and functioning, it will provide input and guide the development of the SUN Annual Plan, support student success and help create the conditions necessary for school and family partnerships.

2. **Who are we engaging?** Families who have typically not been involved or represented in school decision-making processes, with particular attention to families of color who historically have not been adequately served by schools. In middle and high schools, the team also includes youth.

3. **What's changed from the SUN Advisory Committee?** This group's focus is family engagement. It is made up of family members and students at the middle and high school level. It is designed to be one of multiple strategies to support family leadership. Its flexibility (highlighted in the Development Tool) is rooted in research that indicates families have valuable input and perspectives, but don't always have the tools, knowledge, familiarity or trust with schools or in school settings that result in meaningful engagement.

4. **What if we already have a group of individuals doing similar work?** Partners in schools often have groups of family members with similar goals or making similar efforts and

some schools are also working on this as part of their school climate or achievement plans. These groups may fulfill the function if they meet the following criteria:

a. The group, or groups, engage families with diverse perspectives, especially racial and socio-economic identities and/or experiences
b. The group provides input into the SUN Annual Plan, supports student success and is helping to create the conditions necessary for family and school partnerships, or is developing their capacity and understanding to move in that direction
c. The school administration incorporates input from the group and attends gatherings or meetings as appropriate to build positive rapport

5. **My Family Leadership Team only includes one demographic group from our school's community. Does that count as a Family Leadership Team?** It might, depending on the stage of development of the group. Schools have found it effective to perhaps start the process with affinity groups, or groups of people who share something in common. For those who have historically not been supported in developing leadership skills or engaged in schools, the commonality can be language, racial background, ability, and such. Affinity groups have been an effective way to engage families who otherwise experience isolation or disenfranchisement. It is an acceptable beginning for a Family Leadership Team. However, it is important to understand who is missing from the group and develop a plan for engaging their voices as well.

6. **Can I use the school's PTA?** Yes, if it meets the criteria outlined above. PTAs, PTSAs and other similar organizations often engage a subset of a school's community. In order for the PTA or any other group to be considered as the Family Leadership Team, it would have to meet the criteria outlined above, and develop a plan for engaging others whose voice may not be present.

7. **How often does the Family Leadership Team need to meet?** Every group will be different. We recognize in some schools or with portions of various school communities who may not have been traditionally engaged, the "group" may not meet regularly in the initial stages. There is a process of team development, outlined in the Development Tool, which begins with meeting one-on-one with individuals. Schools should experience a progression in development and be able to articulate where the group is currently in its formation and plans to move toward the next stage of development. When the Family Leadership Team is ready to meet, a good practice to build positive relationships and rapport within the group is to meet once a month.

8. **Does the Principal have to attend the Family Leadership Team?** The Principal does not need to attend every meeting or activity. The Principal should be knowledgeable about what the group is working on, incorporates group feedback and builds a positive rapport with the families involved.

9. **When is this expected?** The Family Leadership Team will replace the role of the SUN Advisory Committee in July of 2016. Attendance Partnership sites are implementing the FLT in the 2015-16 school year. Starting July, 2016 each site is expected to be working with families to develop a team with the goal to have teams functioning at the top level (Leading) of the Development Tool. Meaningful family engagement involves building individual relationships and takes time. A site just beginning development of a Family Leadership Team will assess the group's current level of development and include in their Annual Plan the steps to be taken that year to further develop the team, including activities, trainings or supports planned. An inclusive team that is meaningfully engaged is expected in three years or less.

Family-School Partnership Standards & Resources for SUN Community Schools

Family-School Partnership Standards

Developed by the National Parent Teacher Association working with leading experts on parent involvement including Karen Mapp.

Standard 1: Welcoming all families into the school community
Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2: Communicating effectively
Families and school staff engage in regular, two-way, meaningful communication about student learning.

Standard 3: Supporting student success
Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: Speaking up for every child
Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: Sharing power
Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: Collaborating with community
Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

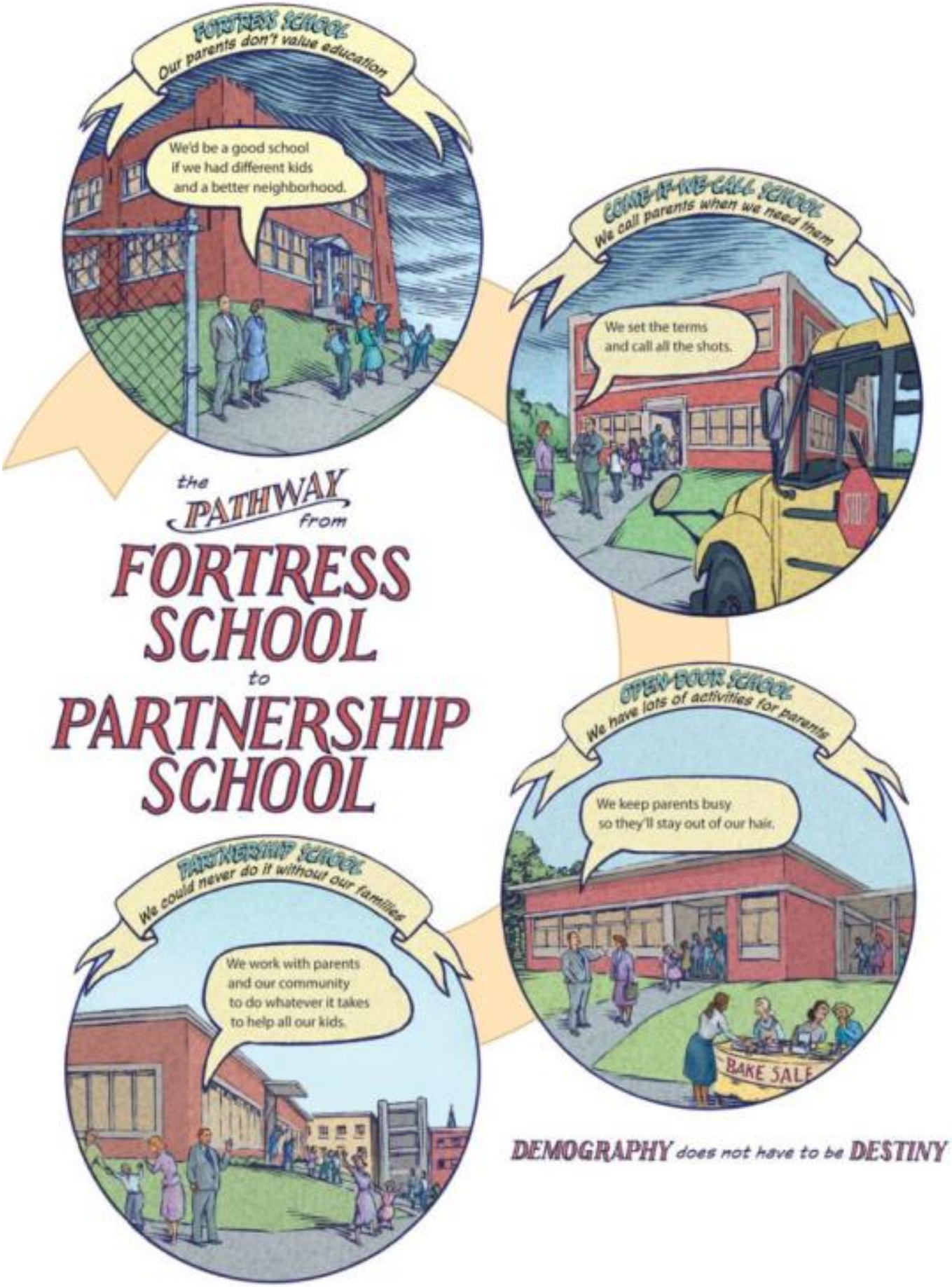
Resources

Beyond the Bake Sale: The Essential Guide to Family-School Partnerships, Karen Mapp, 2010

"Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships," 2013, a publication of SEDL in collaboration with the U.S. Department of Education.
http://www.sedl.org/pubs/framework/

Assessment Tools

- PTA tool aligned with Family-School Partnership Standards
- Beyond the Bake Sale – various assessment checklists, surveys, ideas
- Connecting Families and Schools – 2007 local assessment tool for educators working with culturally and linguistically diverse students. Available on SUN website at www.sunschools.org



DEMOGRAPHY *does not have to be* **DESTINY**

Connecting Families and Schools

An assessment tool for educators working with culturally and linguistically diverse students

The Countywide Working Group for
Latino Student Success

Serena Cruz Walsh, Multnomah County Commissioner, co-chair
Dr. Terry Kneisler, Superintendent Reynolds School District, co-chair

with School District Representives from
Portland, Reynolds, Gresham-Barlow, Centennial, Parkrose,
David Douglas, and Multnomah Educational Service District

Family involvement is crucial to the success of all students

Families whose home language is not English face larger obstacles than most in order to become involved in their child's education. This tool was developed using research based best practices on the importance of family involvement for students for whom English is not their home language.

The tool is versatile

The assessment can be completed by individual teachers or administrators or by staff working as a group. There are at least three suggested uses for the tool: as an evaluative measure, as a guide to improving family involvement, and finally and perhaps most significantly, **to promote reflection and discussion among staff.**

Connecting Families and Schools has been endorsed by the following parent and community groups:

The Asian Pacific American Network of Oregon (APANO)

The African Community Center of Oregon (ACCO)

The Latino Network and the Concilio for Latino Education (CLE)

The Slavic Coalition

The Portland Schools Alliance

Community and Parents for Public Schools (CPPS)

I. Preconditions for Family Involvement: School Staff and School Environment

	Yes		No	
	In Place	Could Improve	Could Do It	Not Possible Now
School Staff:				
1. Understand the importance of the family's role in their child's education	☐	☐	☐	☐
2. Understand the customs and cultural history of immigrant families	☐	☐	☐	☐
3. Recognize the strengths of families raising children under adverse circumstances	☐	☐	☐	☐
4. Have personal contact with parents	☐	☐	☐	☐
Creating a welcoming environment				
5. School signage is adequate, clear, and in multiple languages	☐	☐	☐	☐
6. All staff can access language interpreters in person or by phone on the spot	☐	☐	☐	☐
7. School invites new parents to visit the school before the start of the year, meet the teachers, view the classrooms etc	☐	☐	☐	☐
8. Staff is welcoming to parents and helpful in directing them where they need to go	☐	☐	☐	☐
9. Family members are actively encouraged to visit and/or volunteer in the class, especially in primary grades	☐	☐	☐	☐
10. Family members are invited to join their child for meals	☐	☐	☐	☐
11. School displays reflect the diversity and multi-culturalism of the student population	☐	☐	☐	☐

For the following items, please rate your school's engagement as either basic, advanced, or excellent:

12. Staff Trainings on Cultural Competency
    ____ ***Basic:*** Staff trainings and discussions at the start of each year during a regular staff meeting
    ____ ***Advanced:*** two or more staff trainings a year on cultural competency
    ____ ***Excellent:*** In addition to ongoing training, staff uses self-reflective tools on a regular basis to identify potential for cultural bias

13. Contact Between Teachers and Families
    ____ ***Basic:*** Families are invited in their home language to attend back-to-school night and parent teacher conferences
    ____ ***Advanced:*** Teachers have a minimum of one face to face with the family of each of their students
    ____ ***Excellent:*** Teachers have multiple in-person contacts with family members

14. Parent Notification of Important Meetings
    ____ ***Basic:*** Families are notified of important meetings in writing
    ____ ***Advanced:*** Families are notified of important meetings in writing in their home language
    ____ ***Excellent:*** In addition to written notification in their home language, parents receive a follow-up phone reminder

15. Parents as Classroom Volunteers
    ____ ***Basic:*** Family members are informed in home language of how/when they can volunteer in their child's class
    ____ ***Advanced:*** Family members are actively recruited to volunteer in their child's class
    ____ ***Excellent:*** Family members who volunteer are provided with some training and an appropriate role in the classroom

II. Familiarizing Families with the System: How Do Schools Work?

	Yes		No	
	In Place	Could Improve	Could Do It	Not Possible Now
Orienting Families on an On-Going Basis				
16. School staff develops regular community contacts to communicate important information to families, including housing complexes, stores, libraries and radio	☐	☐	☐	☐
17. Principal hosts informal gatherings and invites new and existing families	☐	☐	☐	☐
18. School holds orientation in appropriate languages at the beginning of the year and throughout, which explain:				
a. How families can access a person who speaks their language when they want to communicate	☐	☐	☐	☐
b. How and when families can communicate with teachers	☐	☐	☐	☐
c. School schedule and critical dates	☐	☐	☐	☐
d. Absence and tardy policy	☐	☐	☐	☐
e. Specifics on how to register their child for sports and other activities	☐	☐	☐	☐
f. When to expect report cards and how to interpret them	☐	☐	☐	☐
g. The role and contact information for counselors	☐	☐	☐	☐
h. Behavior policies	☐	☐	☐	☐
i. Testing	☐	☐	☐	☐
j. Dress codes	☐	☐	☐	☐
k. Vaccinations	☐	☐	☐	☐
19. New families are paired with more established families for mentoring	☐	☐	☐	☐
20. Principals make themselves available to parent meetings as requested	☐	☐	☐	☐

For the following item, please rate your school's engagement as either basic, advanced, or excellent

21. Parent/Family Orientation

_____ ***Basic:*** orientation information is in the family's home language, is mailed to each family and they are actively encouraged to attend a one-time orientation meeting

_____ ***Advanced:*** the orientation is done in person at the start and middle of the year and outreach to families is active and culturally appropriate

_____ ***Excellent:*** Orientation and informational meetings are held in appropriate language on a regular basis and outreach is active and culturally appropriate

III. Families as Partners: Involving Families in Student Learning

	Yes		No	
	In Place	Could Improve	Could Do It	Not Possible Now
Parent/Teacher Conferences				
22. Teachers arrange a family conference early in the year to learn about the child, to orient the parent to classroom policies, and to share academic information	☐	☐	☐	☐
23. Sufficient numbers of language translators (not children) are available for non-English speaking parents	☐	☐	☐	☐
24. Language appropriate childcare is available	☐	☐	☐	☐
25. Teachers establish method for families to communicate directly with teachers	☐	☐	☐	☐
26. Families participate with teacher in helping children set academic goals each year	☐	☐	☐	☐

For the following item, please rate your school's engagement as either basic, advanced, or excellent

27. Parent/teacher conferences:
    ____ ***Basic:*** conference is scheduled and a written notification in the family's home language is sent home
    ____ ***Advanced:*** Each parent receives a phone call, in the family's home language, to schedule the appointment
    ____ ***Excellent:*** If a parent does not come into the conference, the teacher either conducts a phone conference or makes a home visit with an interpreter if necessary

On-Going Family Involvement in Academics				
28. Principals and teachers regularly send home:				
a. Notes to celebrate successes	☐	☐	☐	☐
b. Folders of completed student to be reviewed regularly	☐	☐	☐	☐
c. Specifics about how to create a positive learning environment at home	☐	☐	☐	☐
29. Teachers distribute a homework log to families with instructions in the family's home language on how to help their child with homework (Family level of involvement may range from sitting with the child while he/she works to actually assisting the child)	☐	☐	☐	☐
30. Classrooms produce bilingual newsletters for families on a regular basis	☐	☐	☐	☐
31. A school representative (this may include community partners) visits the home of all new elementary students and middle and high school students who are having problems	☐	☐	☐	☐

IV. Parents as Leaders in Education: Developing Leadership Skills in Family Members

	Yes		No	
	In Place	Could Improve	Could Do It	Not Possible Now
Provide Access to Tools Families Need to Help Their Children (may involve collaboration w/ community partners)				
32. Create and promote learning opportunities for families in the school: e.g. ESL, computer, and/or in home language literacy classes	☐	☐	☐	☐
33. Offer and promote family involvement classes using evidence based curriculum such as "Parents as Partners" to increase familial knowledge of: educational systems, school expectations, social/emotional development of children, and how families can support education	☐	☐	☐	☐
Provide Leadership Opportunities and Training				
34. Offer culturally appropriate leadership training classes for family members	☐	☐	☐	☐
35. Actively recruit immigrant family members to participate in leadership roles in the school, and provide:				
a. interpretation	☐	☐	☐	☐
b. childcare	☐	☐	☐	☐
c. mentoring	☐	☐	☐	☐

Please complete the following identifying information:

The tool was completed by:

- ☐ An individual staff person
- ☐ Group of staff
- ☐ _____

Please complete the following evaluation information:

	Yes		No	
	In Place	Could Improve	Could Do It	Not Possible Now
Please review the tool and total the number of checks in the following categories:	_____	_____	_____	_____

	Basic	Advanced	Excellent
Please review the tool and total the number of checks in each of the engagement categories:	_____	_____	_____

Tips for Engaging Families & Partners from Culturally-Specific Communities

Developed in consultation with
Trent Aldridge, Self Enhancement, Inc.; Vilma Chan Vasquez, El Programa Hispano; and Lyn Tan, Immigrant and Refugee Community Organization

Create a welcoming environment for all families and partners

Consider what images and languages are posted at the school. Ensure that the front office engages with visitors in a prompt and friendly way and accesses interpretation as needed. Be aware of customer service. Ensure that you are communicating effectively in person, on the phone and in written communication. This includes families having access to language appropriate information. Ideally, at least one front office staff person would be bilingual in a language spoken by members of the community.

When organizing gatherings, parent/teacher conferences and other events, be mindful of families' availability. Many families will need some flexibility as their work schedules may be unpredictable and/or not match school hours.

Build trusting relationships

Trusting relationships are the key to successfully serving and educating all children, and such relationships begin by seeking to understand the other person. Set aside your assumptions, preconceptions and judgment. Ask respectful questions. Attempt to view families and partners in the broadest possible context: What is their environment? What is their background? What is their community? What are their values? What are their challenges? Through this approach, you can see each person as a unique individual, begin to understand their current situation and start forging the relationship necessary to be of true service.

Actively express the value of communities of color within your school community. Be intentional in following through with commitments made to all communities. Show appreciation of the work that culturally specific partners are doing in your school.

Recognize families' and partners' cultural and historical lens on schools and educators

Many people of color have had negative experiences with schools and school systems either themselves or for their children. It's important to recognize and validate experiences that people of color and immigrants still have with racism (both overt and microaggressions) and discrimination. Significant disparities in opportunity and in outcomes (academic, discipline, criminal justice involvement, etc) continue to persist. Immigrants and refugees often also bring different perspectives and expectations of the role of schools, educators and parents from their home cultures.

Find out how you are really doing

Creating opportunities to hear the voices of those families whom have historically been absent is key to assessing how our schools are doing. Families and partners initially may be reluctant to tell

you about their experiences if they have been negative. Establishing a relationship and creating opportunities for families and partners to share their experiences without fear of repercussions for their children or families can allow you to get authentic feedback. Create a space for families to share feedback in their own language with a trusted facilitator. Ensure to the best of your ability that interpreters are available at all meetings with families. Consider hosting culturally specific events for ESL population in their home language. Be transparent about how feedback will be used, and what capacity the school has to make changes.

Be open and responsive to feedback

When parents or partners trust you enough to share their feedback it's important to validate their experience and feelings. If the feedback is about feeling unwelcome or other negative experiences, recognize their feelings and the impact and respond to address the issue or mediate as necessary. School staff likely did not intend to hurt the student, parent or partner but that doesn't lessen the impact. Only make promises about changes or actions that can be kept.

Educate yourself and school staff

Offer professional development for all school staff on partnering with families and community organizations. Information on how to work well cross-culturally, as well as learning more about the specific communities in your neighborhood is useful. Before displaying items from home cultures (flags, etc.) be sure you have the correct items for the populations in your community and check historical significance and dynamics.

Notes about the conference

Follow-up plans

Teacher contact information

This publication was produced by the Portland Public Schools Office of School and Family Patnerships. The office provides support to schools to improve family engagement, to ensure that our schools are welcoming and family friendly, and to encourage family participation in student achievement. For information, please visit our webpage:
www.pps.net/departments/school-family-partnerships

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"Tips for a Successful Parent-Teacher Conference" is based on information from the State of Washington Office of the Education Ombudsman.

PORTLAND PUBLIC SCHOOLS

Tips for a successful parent-teacher conference

Parent-teacher conferences are a time for parents/guardians and teachers to share information, solve problems and form relationships that will help students succeed.

You know more about your student than anyone at school. Your student's teacher (or teachers) needs to hear from you. And you need to hear from the teacher(s). Talking with the teacher about your student will help pave the way for your student to do well in class and will help you understand what is being taught in the classroom.

Classroom conferences are usually 15 to 30 minutes. Conferences for students taking multiple classes (at the high school level, where they may be in the gym or cafeteria) may be shorter. They often are the beginning of an ongoing conversation about your student. If you run out of time, you can always request and schedule a follow-up meeting.

Before the conference

- Talk with your student to understand his or her questions and concerns about school.
- Check progress reports, report cards and work your student has brought home.
- Think of questions you want to ask the teacher. (See the checklist for possible questions, and add your own.)
- Write down information about your student that the teacher should know, such as a family death, divorce, changed finances, illness or a new home. (You can use the checklist below.)
- All adults with a role in a student's education — mother, father, grandparent, guardian — are encouraged to attend the conference.
- If English is not your first language, have someone contact the school before the parent-teacher conference and request an interpreter to assist you during the meeting.
- If you can't make the scheduled appointment, arrange another time with your student's teacher.

At the conference

- Ask the teacher what your student should know by the end of the school year.
- Ask how you can support your student's learning at home.
- If you don't understand something, ask the teacher to explain.
- Find out the best way (notes, phone calls, e-mail) and the best time to communicate with the teacher. (Middle and high school families now can communicate through the EdBox Viewer — ask a teacher if you need information.) Exchange contact information with the teacher.
- Be aware that the teacher needs to talk to other families. Ask to schedule a follow-up meeting, if necessary.

After the conference

- Jot down a couple of notes about the conference. (The checklist includes space for notes.)
- Discuss with your student what the teacher told you, especially the positive comments. Talk about goals and make a plan to reach them together.
- If you are the parent of a young student, check your student's backpack daily for materials sent home from school. Read all of it. If English is not your first language, ask a relative or friend to read the school information to you in your language.
- Contact the teacher whenever you have questions. If your student is not doing well, set up a regular schedule with the teacher to monitor progress. If English is not your first language, get a friend to help you contact the teacher or to ask the school office for an interpreter.
- Send the teacher a thank-you note when something good happens in the classroom.
- Talk with your student every day about school. Attend school events and offer to help from home, volunteer in the classroom or join the parent organization.

Parent-Teacher Conference Checklist

You may want to take this form to the conference to help you make the most of your time with the teacher.

Questions for the teacher

Mark the questions that are most important to you, and add your own.

- ❑ How is my student doing? Is my student working up to his/her potential?
- ❑ Is this class appropriate for my student's ability level?
- ❑ Does my student pay attention in class?
- ❑ Does my student ask questions, volunteer answers, and participate in discussion?
- ❑ Is my student's homework completed thoroughly, accurately and on time?
- ❑ Can you show me some of my student's work?
- ❑ Is my student in class every day? Does he/she come to class on time?
- ❑ Is my student respectful and courteous?
- ❑ What are your expectations of my student?
- ❑ Do you have any advice or suggestions for me or for my student?
- ❑ Does my student finish assignments in class and turn in homework?
- ❑ Does my student join in class discussions?
- ❑ What does my student do well?
- ❑ Is my student having a difficult time in any areas?
- ❑ What resources are available at school to support my student's learning?
- ❑ What tests or big projects will happen this year?
- ❑ What is the best way to stay in touch about my student's progress through the year?
- ❑ What suggestions do you have for me to get involved with school, and to help my student succeed?
- ❑ What specific things can I do at home to help my student learn?
- ❑ How is my student's culture reflected in the classroom learning time?
- ❑ Other questions _____

Things to tell the teacher

- ❑ How my student learns best.
- ❑ Any big changes in the family — a new home, new people in the home, death or divorce.
- ❑ Medical conditions that affect my student.
- ❑ What has helped my student learn successfully in the past.
- ❑ What my student enjoys about school and the classroom.
- ❑ What is most challenging for my student in this class.
- ❑ Other _____

Notas sobre la conferencia

Planes de seguimiento

Información de contacto del maestro

Está publicación fue producida por la Oficina de Involucración de Familias de las Escuelas Públicas de Portland. La oficina proporciona apoyo a las escuelas para mejorar la involucración de las familias, para asegurar que nuestras escuelas sean acogedoras y aptas para toda la familia, y para animar la participación de la familia en el rendimiento de los estudiantes. Para más información, por favor visite nuestra página web: ***www.pps.net/departments/school-family-partnerships.***

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PORTLAND PUBLIC SCHOOLS

Consejos para una Conferencia Exitosa de Padres y Maestros

Las conferencias de padres y maestros es un momento para que los padres/tutores y maestros compartan información, resuelvan problemas y formen relaciones que ayuden a los estudiantes a triunfar.

Usted sabe más sobre su hijo que nadie en la escuela. El maestro de su hijo (o maestros) necesitan escuchar de usted. Y hay que escuchar al maestro(s). Hablar con el maestro de su hijo le ayudará a allanar el camino para que a su estudiante le vaya bien en la clase y le ayudará a entender lo que se enseña en el aula.

Conferencias en el aula son generalmente de 15 a 30 minutos. Conferencias para los estudiantes que toman clases múltiples (en el nivel de la escuela secundaria, donde pueden estar en el gimnasio o cafetería) pueden ser más cortas. A menudo son el comienzo de una larga conversación acerca de su estudiante. Si se queda sin tiempo, siempre puede solicitar y programar una reunión de seguimiento.

Antes de la conferencias

- Hable con su hijo para entender sus preguntas y preocupaciones acerca de la escuela.
- Revise las boletas de progreso, boletas de calificaciones y el trabajo que su hijo lleva a casa.
- Piense en preguntas que le quiera hacer al maestro. (Vea la lista de preguntas posibles, y añada las suyas.)
- Escriba información sobre su hijo que el maestro debe saber, como un fallecimiento en la familia, un divorcio, cambios en las finanzas, una enfermedad o un nuevo hogar. (Usted puede utilizar la siguiente lista.)
- Todos los adultos con un papel en la educación del estudiante – madre, padre, abuelo/a, tutor – son animados a asistir a las conferencia.
- Si el inglés no es su primer idioma, que alguien se comunique con la escuela antes de la conferencia de padres y maestros y solicite un intérprete para que le asista durante la reunión.
- Si usted no puede asistir a la cita programada, haga una cita con el maestro de su hijo para otro tiempo.

En la conferencia

- Pregúntele al maestro que debe saber el estudiante al final del año escolar.
- Pregunte cómo puede apoyar el aprendizaje de su hijo en casa.
- Si no entiende algo, pídale al maestro que se lo explique.
- Averigüe la mejor manera (notas, llamadas por teléfono, e-mail) y la mejor hora para comunicarse con el maestro. (Las familias de las escuelas medias y secundarias ahora pueden comunicarse por medio de EdBox Viewer — pregúntele al maestro si necesita información.) Intercambie información de contacto con el maestro.
- Sea consciente de que el maestro tiene que hablar con otras familias. Pídale hacer una reunión de seguimiento, si es necesario.

Después de la conferencia

- Anote un par de notas sobre la conferencia. (La lista incluye espacio para notas.)
- Hable con su hijo sobre lo que el maestro le dijo, sobre todo los comentarios positivos. Hable sobre metas y hagan un plan para llegar a ellos juntos
- Si usted es el padre de un estudiante joven, revise la mochila de su hijo todos los días por material enviado a casa desde la escuela. Léalo todo. Si el inglés no es su primer lenguaje, pídale a un familiar o amigo que le lea la información a la escuela en su idioma
- Póngase en contacto con el maestro cada vez que tenga preguntas. Si a su hijo no le está yendo bien, establezca un horario regular con el maestro para monitorear el progreso. Si el inglés no es su primer idioma, conseguía a un amigo que le ayude comunicarse con el maestro o pídale a la oficina de la escuela un intérprete.
- Mándele al maestro una nota de agradecimiento cuando algo bueno sucede en el aula.
- Hable con su hijo todos los días sobre la escuela. Asista a los eventos de la escuela y ofrezca ayudar desde su hogar, ser voluntario en el salón de clase o únase a la organización de padres.

Lista para la Conferencia de Padres y Maestros

Es posible que desee llevar este formulario a la conferencia para ayudar a sacar el máximo provecho de su tiempo con el maestro.

Preguntas para el maestro

Marque las preguntas que son más importantes para usted, y agregue las suyas.

- ❑ ¿Cómo le está yendo a mi estudiante? ¿Mi estudiante está trabajando a su potencial?
- ❑ ¿Está clase es apropiada para el nivel de habilidades de mi estudiante?
- ❑ ¿Mi estudiante pone atención en clase?
- ❑ ¿Mi estudiante hace preguntas, da respuestas voluntarias, y participa en las discusiones?
- ❑ ¿La tarea de mi estudiante es completada totalmente, con exactitud y a tiempo?
- ❑ ¿Usted me puede mostrar algunos trabajos de mi estudiante?
- ❑ ¿Mi estudiante está en clase todos los días? ¿Él/ella viene a clase a tiempo?
- ❑ ¿Mi estudiante es respetuoso y cortes?
- ❑ ¿Cuáles son sus expectativas de mi estudiante?
- ❑ ¿Usted tiene algún consejo o sugerencia para mí o para mi estudiante?
- ❑ ¿Mi estudiante termina los trabajos en clase y entrega la tarea?
- ❑ ¿Mi estudiante participáte en las discusiones de la clase?
- ❑ ¿Qué hace bien mi estudiante?
- ❑ ¿Mi estudiante está teniendo dificultades en algún área?
- ❑ ¿Qué recursos están disponibles en la escuela para apoyar el aprendizaje de mi estudiante?
- ❑ ¿Qué pruebas o proyectos grandes pasaran este año?
- ❑ ¿Cuál es la mejor manera de estar al tanto del progreso de mi estudiante a través del año?
- ❑ ¿Qué sugerencias tiene usted para mí para involucrarme en la escuela, y para ayudar a mi hijo ser exitoso?
- ❑ ¿Qué cosas específicas puedo hacer en casa para ayudar a mi hijo aprender?
- ❑ ¿Cómo se refleja la cultura de mi estudiante en el tiempo de aprendizaje del aula?
- ❑ Otras preguntas _____

Cosas que decirle al maestro

- ❑ Como mi estudiante aprende mejor.
- ❑ Algún cambio grande en la familia — un nuevo hogar, nuevas personas en el hogar, fallecimiento o divorcio.
- ❑ Condiciones médicas que afectan a mi estudiante.
- ❑ Lo que ha ayudado a mi hijo aprender exitosamente en el pasado.
- ❑ Lo que a mi estudiante disfruta sobre la escuela y el aula.
- ❑ Lo que es más desafiante para mi estudiante en clase.
- ❑ Otro _____

ЗАМЕТКИ О ВСТРЕЧЕ (CONFERENCE)

ПЛАНЫ НА БУДУЩЕЕ

КОНТАКТНАЯ ИНФОРМАЦИЯ УЧИТЕЛЯ

Данная публикация составлена Офисом Вовлечения Семьи в Дела Школы Портлендского государственного школьного округа. Офис предоставляет поддержку школам для того, чтобы улучшить участие семьи в делах школ, чтобы обеспечить, что наши школы приветливо настроены и поощряют участие семей, а также чтобы способствовать участию родителей в учёбе детей. За дополнительной информацией просьба посетить наш вэбсайт: ***www.pps.net/departments/school-family-partnerships.***

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PORTLAND PUBLIC SCHOOLS

Успешная встреча родителей с учителями - Советы

Встречи родителей с учителями (conferences) – это время для родителей/опекунов и учителей для того, чтобы поделиться информацией, решить проблемы и сформировать такие отношения, которые помогут учащимся достичь успехов.

Вы знаете о своём ребёнке больше, чем кто-либо в школе. Учителю вашего ребёнка (или учителям) необходимо услышать ваше мнение. И вам необходимо услышать мнение учителя(-ей). Разговор с учителем вашего ребёнка сможет «проложить дорогу» вашему школьнику для хорошей учёбы в классе, а также поможет вам разобраться в том, чему обучают в классе.

Встреча родителей с учителями обычно длится от 15 до 30 минут. Встречи для учащихся, которые проходят разные предметы (в старшей школе, где эти собрания проходят в спортзале или в столовой), возможно, займут меньше времени. Часто такие встречи служат началом разовора о вашем школьнике, который будет продолжен. Если у вас не останется больше всемени, то всегда можно попросить назначить дополнительную встречу.

ДО ВСТРЕЧИ (CONFERENCE)

- Поговорите со своим школьником, чтобы понять его вопросы и тревоги по поводу школы.
- Проверьте отчёты и табели об успеваемости и работу, которую ваш ребёнок принёс домой.
- Подумайте о вопросах, которые вам хотелось бы задать учителю. (Смотрите список возможных вопросов и добавьте ваши собственные.)
- Запишите информацию о своём школьнике, которую следует знать учителю, как например, о смерти родственника, разводе, изменившихся финансах, болезни или новом доме. (Можно воспользоваться списком, приведённом ниже.)
- Песещение встречи с учителем приветствуется всеми взрослыми, играющими роль в образовании ребёнка: матерью, отцом, бабушкой или дедушкой, опекуном.
- Если английский язык у вас не родной, попросите кого-нибудь связаться со школой до встречи с учителем и сделайте запрос на переводчика, чтобы он помог вам в течение собрания.
- Если вы не можете прийти в назначенное время, договоритесь о другом времени с учителем вашего ребёнка.

В ТЕЧЕНИЕ ВСТРЕЧИ (CONFERENCE)

- Спросите учителя о том, что должен выучить ваш ребёнок до конца учебного года.
- Спросите как вам можно поддержать своего ребёнка в обучении дома.
- Если вы что-то не понимаете, попросите учителя объяснить.
- Узнайте как лучше всего (записки, телефонные звонки, e-mail) и в какое лучше всего время связаться с учителем. (Семьи учащихся средних и старших школ теперь могут держать связь через программу EdBox Viewer — спросите учителя, если вам нужна информация.) Обменяйтесь контактной информацией с учителем.
- Учтите, что учителю нужно поговорить и с другими родителями. При необходимости попросите назначить дополнительную встречу.

ПОСЛЕ ВСТРЕЧИ (CONFERENCE)

- Сделайте пару заметок о встрече. (В списке вопросов есть место и для заметок.)
- Обсудите со своим школьником что вам сказал учитель, особенно положительные комментарии. Поговорите о целях и составьте вместе план как их достичь.
- Если вы родитель младшего школьника, ежедневно проверяйте рюкзак вашего ребёнка – там лежат материалы, присланные домой из школы. Читайте их все. Если английский язык у вас не родной, попросите родственника или знакомого читать вам школьную информацию на вашем родном языке.
- Обращайтесь к учителю с любыми вопросами. Если ваш ребёнок учится неважно, назначайте регулярные всречи с учителем, чтобы следить за успеваемостью ученика. Если английский язык у вас не родной, попросите знакомого помочь вам связаться с учителем или попросите школьный офис предоставить переводчика.
- Пошлите учителю открытку «спасибо», если в классе происходит что-то хорошее.
- Говорите с ребёнком о школе каждый день. Посещайте школьные мероприятия и предлагайте помощь из дома, поработать волонтёром в классе или вступите в родительский комитет.

Встреча родителей с учителями – список того,что следует помнить

Данный документ можно взять с собой на встречу с учителем, чтобы извлечь наибольшую пользу из этого времени с учителем.

ВОПРОСЫ ДЛЯ УЧИТЕЛЯ

Пометьте вопросы, которые наиболее всего для вас важны, и добавьте свои собственные.

- ❑ Как дела у моего ребёнка? Работает ли мой ребёнок согласно своему потенциалу?
- ❑ Подходит ли данный класс уровню способностей моего школьника?
- ❑ Внимательно ли мой ребёнок работает в классе?
- ❑ Задаёт ли мой ребёнок вопросы, предлагает ответы и участвует в дискуссиях?
- ❑ Выполняет ли мой ребёнок домашнюю работу полностью, точно и вовремя?
- ❑ Можете ли Вы показать мне некоторые из работ моего ребёнка?
- ❑ Присутствует ли мой ребёнок в классе каждый день? Приходит ли он в класс вовремя?
- ❑ Уважительно и вежливо ли он относится к другим?
- ❑ Какие у вас требования к моему ребёнку?
- ❑ Есть ли у вас какие-либо советы или пожелания для меня или для моего школьника?
- ❑ Успевает ли мой ребёнок заканчивать все задания в классе и сдаёт ли он домашнюю работу?
- ❑ Участвует ли мой ребёнок в дискуссиях класса?
- ❑ Что у моего школьника получается хорошо?
- ❑ Есть ли у моего ребёнка трудности в чём-либо?
- ❑ Какие ресурсы есть в школе, чтобы поддержать обучение моего ребёнка?
- ❑ Какие тесты или большие проекты предстоят в этом году?
- ❑ Как лучше всего получать информацию о прогрессе успеваемости ученика в течение года?
- ❑ Какие у вас есть для меня пожелания, чтобы я смог(ла) участвовать в делах школы и чтобы помочь моему ребёнку добиться успехов?
- ❑ Что конкретно я могу сделать дома, чтобы помочь моему школьнику с учёбой?
- ❑ Каким образом культура моего ребёнка отражается в классной работе?
- ❑ Другие вопросы _____

ЧТО РАССКАЗАТЬ УЧИТЕЛЮ

- ❑ Каким образом мой школьник учится лучше всего.
- ❑ О любых изменениях в семье — новый дом, новые люди дома, чья-либо смерть, развод.
- ❑ Проблемы со здоровьем, которы влияют на моего ребёнка.
- ❑ Что помогло моему школьнику успешно учиться в прошлом.
- ❑ Что моему ребёнку нравится в школе и в классе.
- ❑ Что вызывает у моего ребёнка наибольшие трудности в этом классе
- ❑ Другое _____

会议记录

后续计划

教师联系信息

本出版物由波特兰公立学校家庭参与办公室制作. 办公室向学校提供支持以促进家庭参与，以确保我们的学校受欢迎并与家庭保持友好，和鼓励家庭参与学生的学习. 有关详细信息，请访问我们的网站: ***www.pps.net/departments/school-family-partnerships.***

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PORTLAND PUBLIC SCHOOLS

成功的提示
家长–教师会议

家长–教师会议是家长/监护人和教师共享信息，解决问题和建立有助于学生们成功的关系的时间.

你比学校里的任何人都了解你的孩子. 你学生的教师（或教师们）需要听到你的意见. 和你需要听到教师（们）的意见. 与你的教师谈论你的孩子将为你孩子在课堂上表现出色铺平道路和帮助你理解在课堂上教了什么.

教室会议通常是15到30分钟. 与参加各类课程的学生们开会的时间可以更短一些（在高中年级，可以在健身房或食堂开会）. 这些会议往往是与你学生有关的继续交谈的一个开始. 如果你剩下没多少时间的话，你总是可以要求并安排一次后续会议.

开会前

- 与你的学生交谈，了解他或她的问题和对学校的关注.
- 检查进步情况报告，成绩单，和你学生已经带回家的功课.
- 想想你要问老师的问题.（查看可能提出的问题清单，并添加你自己的问题.）
- 写下教师应该知道的有关你学生的信息，例如亲人去世，离婚，经济状况改变，疾病或一个新的家庭.（你可以使用以下的清单.）
- 鼓励所有在他们的学生教育里承担一个角色的成年人— 母亲，父亲，祖父母，监护人 — 参加会议.
- 如果英语不是你的第一语言，在参加家长-教师会议之前联系学校和要求翻译人员在开会期间协助你.
- 如果你不能预约，与你孩子的教师安排另一个时间.

会议中

- 询问教师你的学生在学年结束时应该知道什么.
- 询问你如何在家里支持你孩子的学习.
- 如果你不明白某些事情，请教师解释.
- 找出最好的方法（笔记，电话，电子邮件）和与教师沟通的最佳时机.（初中和高中学校的家庭现在可以通过EdBox 浏览器沟通 — 咨询教师如果你需要信息的话.）与教师交换联系信息.
- 理解教师需要与其他家庭交谈，如果必要的话，咨询以便安排后续会议.

会议后

- 记下几个有关会议的记录.（该清单包含有作记录的空间.）
- 与你的学生讨论教师告诉了你什么，尤其是积极的提议. 讨论目标，并制作一个计划以达成共识.
- 如果你是年幼学生的家长，每天检查你学生的背包，以及从学校带回家的材料.将这些材料全部阅读. 如果英语不是你的第一语言，请亲戚或朋友用你的语言将信息传达给你.
- 当你有疑问的时候联系教师. 如果你的孩子学习不好，与教师一起建立定期时间表去监测进步情况. 如果英语不是你的第一语言，让朋友来帮助你联系教师或要求学校办公室提供翻译人员.
- 当课堂上发生了一些好事情的时候，向教师发送感谢的条子.
- 每天与你的孩子交谈有关学校的事情. 参加学校的各种活动和在家里提供帮助，在课室里做义工或参加家长组织.

家长-教师会议清单

你可以带这份表格参加会议以便帮助你尽量利用你的时间与教师在一起.

教师的问题

记下你认为最重要的问题，并添加你自己的问题.

- ❑ 我的学生表现如何？我的学生发挥他/她的潜能了吗?
- ❑ 该课程适合我学生的能力水平吗?
- ❑ 我的学生专心听课吗?
- ❑ 我的学生提问题，义工回答，并参与讨论吗?
- ❑ 我学生的家庭作业全部、准确和及时地完成了吗?
- ❑ 你能展示我学生的某些作业吗?
- ❑ 我学生每天都上课吗？他/她准时上课吗?
- ❑ 我的学生尊重和礼貌吗?
- ❑ 你对我学生的期望是什么?
- ❑ 你对我或我的学生有任何的意见或建议吗?
- ❑ 我的学生完成课堂功课和上交家庭作业了吗?
- ❑ 我的学生参加课堂讨论吗?
- ❑ 我的学生什么做得好?
- ❑ 我的学生在任何方面都有困难吗?
- ❑ 学校提供什么资源支持我学生的学习?
- ❑ 今年有什么测试或大的项目?
- ❑ 整个学年保持跟进我学生的进步最好的方式是什么?
- ❑ 对我参与到学校，和帮助我的学生成功，你有什么建议?
- ❑ 我在家里有什么具体的事情可以帮助我的学生学习?
- ❑ 我学生的文化如何体现在课堂学习时间里?
- ❑ 其他问题 _____

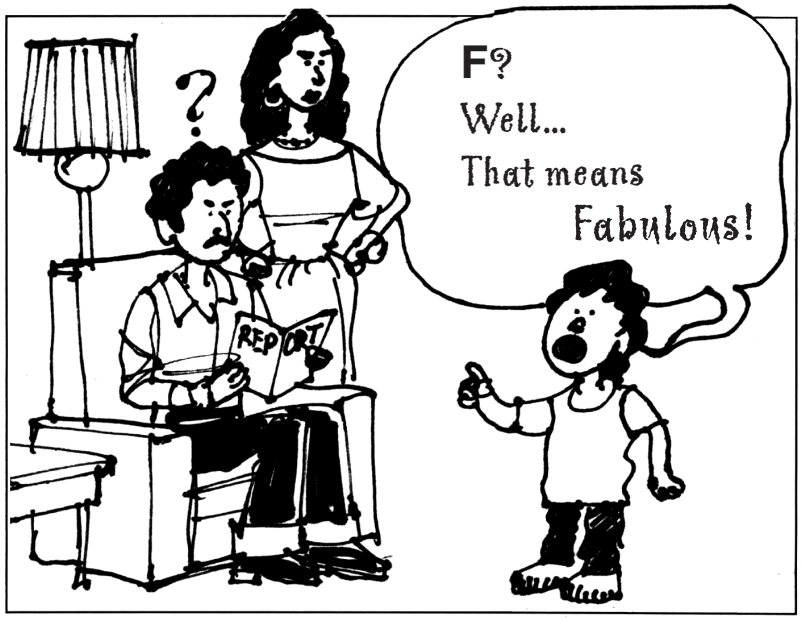
要告诉教师的事情

- ❑ 我的学生怎样才能学得最好.
- ❑ 在家庭里任何大的改变 — 一个新的家庭，家庭里新的人，去世或离婚.
- ❑ 影响我学生的医疗状况.
- ❑ 在过去什么帮助了我的学生学习成功.
- ❑ 对于学校和课堂来说，我的学生喜欢什么.
- ❑ 对于我的学生来说，在课堂里什么是最有挑战性的.
- ❑ 其他 _____

All Families have Rights!

As a parent/guardian, you have a right to:

- **Receive free, high-quality education for your children…** regardless of your children's race, gender, national origin, age or disability status.
- **Be treated with respect.** Educators are hired to work for you and your children. You have the right to be treated as an equal partner in your child's education.
- **Be involved in your children's education.**
- **Know how your children are doing in school.** This includes the things that are going well, as well as any problems or unique challenges that your children are facing and how you can work with the school staff to help your children succeed.
- **To get answers to your questions and concerns, including:**
  - School policies and rules
  - What is being taught in each grade and how it is being taught
  - Your child's attendance
  - Meeting with your teachers
  - Classroom observation & volunteering

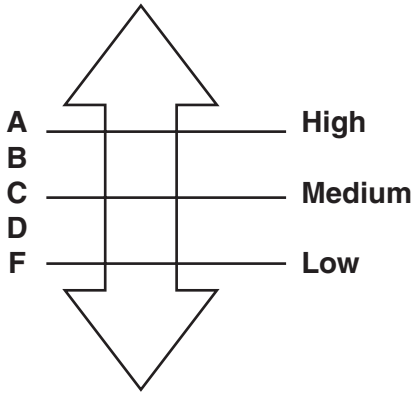


Do you want to know how your child is doing in school and help him/her to improve?

COME AND TALK TO THE TEACHER

Questions for your Conference

1. What is this class about?
2. Where is my child compared to his/her grade level?



3. How much homework should my child be doing every day for this class?
4. Is my child doing his/her homework?
5. Is my child attending classes regularly and on time?
6. How is my child's behavior in your class?
7. What kind of programs does the school offer to help my child improve?
8. How can we work together to help my child improve?
9. What is the best way to contact you?
10. The best way to contact me:

_____

Notes:

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Developed by the Educational Success Workgroup of Multnomah County.
For more information or other tools, please call 503-988-3928
or visit www.co.multnomah.or.us/dscp/

GHI CHÚ VỀ BUỔI HỘI LUẬN

CÁC KẾ HOẠCH TIẾP THEO

THÔNG TIN TIẾP XÚC VỚI GIÁO VIÊN

Ấn phẩm này được phát hành bởi Văn phòng Kết Hợp Gia Đình của Sở Học Chánh Portland. Văn phòng này cung cấp sự hỗ trợ cho các trường học để cải tiến sự tham gia của gia đình, để đảm bảo rằng trường học của chúng ta luôn được chào đón và là một gia đình thân thiện, và để khuyến khích sự tham gia của gia đình trong thành tích học tập của học sinh. Để biết thêm thông tin, xin vui lòng truy cập trang mạng điện toán của chúng tôi: ***www.pps.net/departments/school-family-partnerships.***

Portland Public Schools
501 N. Dixon St. • Portland, OR 97227 • *www.pps.k12.or.us*

PORTLAND PUBLIC SCHOOLS

Các lời khuyên hữu ích để đạt thành công trong Buổi Hội Luận Phụ Huynh-Giáo Viên

Buổi hội luận phụ huynh-giáo viên là dịp để cho phụ huynh/người giám hộ và giáo viên chia sẽ các thông tin, giải quyết các vấn đề và hình thành mối quan hệ sẽ giúp cho các em học sinh học tập thành công.

Quý vị biết rõ về con em của quý vị hơn bất cứ ai ở trường học. Giáo viên (hoặc các giáo viên) của học sinh con em quý vị cần được nghe từ chính quý vị. Và quý vị cũng cần phải nghe từ giáo viên (các giáo viên). Trao đổi với giáo viên về con em của quý vị sẽ giúp mở đường cho con em của quý vị học hành tốt trong lớp học và sẽ giúp cho quý vị hiểu được những gì hiện đang được giảng dạy trong lớp học.

Hội luận lớp học thường là từ 15 đến 30 phút. Buổi hội luận cho các em học sinh theo học tại nhiều lớp học (ở cấp trung học đệ II cấp, có thể diễn ra tại phòng tập thể dục hoặc tại phòng ăn) có thể ngắn hơn. Các cuộc hội nghị thường là bắt đầu một cuộc trò chuyện về những điều đang diễn ra của con em học sinh của quý vị. Nếu quý vị sử dụng hết thời gian quy định, lúc nào quý vị cũng có thể yêu cầu và sắp xếp một cuộc họp tiếp theo

TRƯỚC BUỔI HỘI LUẬN

- Nói chuyện với con em học sinh của quý vị để hiểu các câu hỏi và mối quan tâm của các erm về nhà trường.
- Kiểm tra thành tích biểu, học bạ và các bài làm mà con em của quý vị đã mang về nhà.
- Nghĩ ra các câu hỏi mà quý vị muốn hỏi giáo viên. (Xem bản liệt kê các câu hỏi có thể đề ra, và cộng thêm các câu hỏi của chính quý vị.)
- Ghi xuống các thông tin về con em học sinh của quý vị mà giáo viên cần nên, ví dụ như một người trong gia đình qua đời, ly dị, thay đổi về tài chánh, bệnh tật hoặc có nhà mới. (Quý vị có thể dùng bản liệt kê bên dưới.)
- Tất cả những người lớn có vai trò quan trọng đối với việc giáo dục con em của họ — mẹ, cha, ông bà, người giám hộ — đều được khuyến khích nên tham dự buổi hội luận.
- Nếu tiếng Anh không phải là ngôn ngữ đầu tiên của quý vị, hãy nhờ người nào đó liên lạc với nhà trường trước khi có buổi hội luận để yêu cầu một thông dịch viên trợ giúp cho quý vị trong buổi họp.
- Nếu quý vị không thể tham dự theo lịch trình đã hẹn, hãy sắp xếp một buổi hẹn khác với giáo viên của con em quý vị.

TẠI BUỔI HỘI LUẬN

- Hãy hỏi giáo viên về những gì con em học sinh của quý vị phải biết vào cuối niên học.
- Hãy hỏi làm thế nào để quý vị có thể hỗ trợ việc học tập của con em quý vị tại nhà.
- Nếu quý vị không thông hiểu về một điều gì, hãy yêu cầu giáo viên giải thích.
- Tìm ra phương cách tốt nhất (giấy ghi chú, gọi điện thoại, gởi điện thư) và thời gian tốt nhất để liên lạc giao tiếp với giáo viên. (Hiện nay, các gia đình học sinh bậc trung học đệ I cấp và đệ II cấp có thể liên lạc qua chương trình EdBox Viewer — hãy hỏi giáo viên nếu quý vị cần thêm thông tin). Trao đổi thông tin về liên lạc với giáo viên.
- Nên hiểu là các giáo viên còn phải tiếp chuyện với các gia đình khác. Nếu cần thiết, hãy yêu cầu sắp xếp cho một buổi họp tiếp theo.

SAU BUỔI HỘI LUẬN

- Ghi lại một vài ghi chú về buổi hội luận. (Trang liệt kê có bao gồm khoảng trống để ghi chú.)
- Thảo luận với con em học sinh của quý vị về những gì giáo viên đã nói với quý vị, đặc biệt là các ý kiến tích cực. Nói về các mục tiêu và lập ra kế hoạch để cùng nhau thực hiện các mục tiêu này.
- Nếu quý vị là cha mẹ của học sinh, hãy xem xét cặp sách của học sinh mỗi ngày để tìm các tài liệu mà nhà trường gởi về nhà. Hãy đọc tất cả các tài liệu đó. Nếu tiếng Anh không phải là ngôn ngữ đầu tiên của quý vị, hãy yêu cầu một người bà con hay bạn hữu đọc các thông tin của nhà trường cho quý vị.
- Hãy tiếp xúc với các giáo viên bất cứ khi nào quý vị có câu hỏi. Nếu con em quý vị học kém,hãy lập lịch trình thường xuyên với giáo viên để theo dõi tiến độ học tập của con em. Nếu tiếng Anh không phải là ngôn ngữ đầu tiên của quý vị, hãy nhờ một người bạn giúp quý vị tiếp xúc với giáo viên hoặc yêu cầu văn phòng nhà trường cung cấp một người thông dịch.
- Hãy gởi cho giáo viên một thiệp cám ơn khi có sự việc tốt đẹp nào đó xảy ra trong lớp học.
- Hàng ngày, hãy nói chyện với con em quý vị về trường học. Hãy tham dự các sinh hoạt của nhà trường và đề nghị làm các việc giúp đỡ nhà trường tại nhà, tình nguyện trong lớp học và tham gia hội phụ huynh học sinh.

Bản liệt kê ý kiến gợi ý cho buổi Hội luận Phụ Huynh-Giáo Viên

Quý vị có thể cần đem theo mẫu này đến buổi hội luận để giúp quý vị tận dụng tối đa thời gian hội luận của quý vị với giáo viên.

CÁC CÂU HỎI ĐỂ HỎI GIÁO VIÊN

Đánh dấu các câu hỏi quan trọng nhất đối với quý vị, và thêm các câu hỏi của chính quý vị.

- ❑ Con em của tôi học hành như thế nào? Con em của tôi có thể hiện hết khả năng không?
- ❑ Lớp học này có phù hợp với trình độ khả năng của con em học sinh của tôi không?
- ❑ Con em học sinh của tôi có chú ý trong lớp học không?
- ❑ Con em học sinh của tôi có đặt câu hỏi, tình nguyện trả lời, và tham gia trong thảo luận không?
- ❑ Con em học sinh của tôi có hoàn tất tất cả các bài tập tại nhà, chính xác và đúng thời hạn không?
- ❑ Thầy/cô có thể cho tôi xem qua các bài làm của con không?
- ❑ Con em học sinh của tôi có mặt trong lớp hàng ngày không? Có đến lớp đúng giờ không?
- ❑ Con em học sinh của tôi có thái độ tôn trọng và lịch sự không?
- ❑ Thầy/cô kỳ vọng những gì đối với con em học sinh của tôi?
- ❑ Thầy/cô có bất cứ lời khuyên hoặc đề nghị nào cho tôi về con em học sinh của tôi không?
- ❑ Con em học sinh của tôi có hoàn thành bài làm trong lớp và nộp bài tập tại nhà không?
- ❑ Con em học sinh của tôi có tham gia thảo luận của lớp học không?
- ❑ Con em học sinh của tôi đã làm tốt những việc gì?
- ❑ Con em học sinh của tôi có gặp trở ngại trong bất cứ lãnh vực nào không?
- ❑ Những nguồn hỗ trợ nào hiện có sẵn tại nhà trường để trợ giúp việc học tập của con em tôi?
- ❑ Những kỳ thi hoặc dự án lớn nào sẽ được thực hiện trong năm nay?
- ❑ Cách nào là tốt nhất để giữ mối liên lạc về tiến độ học tập của con em của tôi trong suốt niên học?
- ❑ Thầy/cô có đề nghị gì cho tôi trong việc tham gia với trường học, và để giúp đỡ con tôi thành công?
- ❑ Các việc cụ thể nào tôi có thể làm tại nhà để giúp con tôi học tập?
- ❑ Nguồn gốc văn hóa của con tôi ảnh hưởng như thế nào trong thời gian học tập tại lớp học?
- ❑ Các câu hỏi khác _____

NHỮNG ĐIỀU CẦN NÓI VỚI GIÁO VIÊN

- ❑ Con tôi học tốt nhất như thế nào.
- ❑ Bất kỳ thay đổi lớn nào trong gia đình — một ngôi nhà mới, nhà có thêm người mới, qua đời hay ly dị.
- ❑ Các điều kiện về y tế có ảnh hưởng đến con em học sinh của tôi.
- ❑ Những gì đã giúp con em tôi học tập thành công trong quá khứ.
- ❑ Những gì mà con em của tôi rất thích về nhà trường và lớp học.
- ❑ Những gì là thử thách nhất đối với con em tôi trong lớp học này.
- ❑ Các điều khác _____

Maxaad ka heshay shirka

Qorshaha mustaqbalka

Macluumaadka xidhiidhka macalinka

Qoraalkan waxaa soo saaray Dugsiyadda Guud ee Portland Xafiiska Ka Qayb Qadashadda Qoyska. Xafiisku waxa uu Cawiyaa Dugsiyadda si loo meelmariyo ka qayb qaadashadda qoyska si loo hubiyo in dugsiyadeenu ay soo dhawaynayaan islamarkaana ay saaxibo la yihiin qoyska, iyadii oo ay dhinaca kalena dhiiri gelinayaan ka qayb qaadashadda qoyska najaxa ardayda. Macluumaad dheeri ah fadlan fadlan booqo aqalkeena: ***www.pps.net/departments/school-family-partnerships.***

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PORTLAND PUBLIC SCHOOLS

Tahaba Najaxa Shirka Macalinka iyo Waalidiinta

Shirak waaldiinta iyo Macalinka waa waqtigii ay waaldiinta/hagayaasha idmani ay maclumaadka wadaagaan, xaliyaan wixii carqalado ah ee jira tan la xidhiidha ku cawinta ardayda sidii ay u najixi lahaayeen.

Waxaad in badan ka ogtahay ubadkaaga marka laguu eego qof walba ooo dugsiga ka tirsan. Macalinka ubadkaaga (ama macalimiintu) waxay danaynayaan in ay ku dhagaystaan, adiguna waxaad ubaahantahay in aad dhagaysato macalimiinta. In aad macalinka kala hadasho arimaha ubadkaaga waxay ka dhigaysaa in ubadkaagu uu si wanaagsan ugu gulaysto waxbarashadiisa, iyadii oo ay qudhaada kaa saacidaynayso sidii aad ufahmi lahayd waxa lagu baro ubadkaaga fasalka.

Shirarka fasaladda sida badan waxay qaataan 15-30 daqiiqo. Shirarka ardayda fasal ka badan dhigta (heerka dugsiyadda sare, gaadhaan ahaan garoonka kubadda ama maqaaxidda) waxaa dhici karta in ay ka yaryihiin. Sida badan waa bilowga wada hadalo taxane ah oo ku jeeda ubadkaaga. Hadii uu waqtigu ku yaryahay waxaad codsan kartaa adiga oo balan kale oo taa xigta qabsan kara.

Shirka ka hor

- La hadal ubadkaaga si aad u garato su'aalaha ama wixii cabasho ah ee uu qabo ee dugsiga la xidhiidha.
- Eeg warbixinadda dugsiga ee horumarka ubadkaaga iyo shaqadda guri ee uu aqalka keeno.
- Ka fekir su'aalaha aad doonayso in aad waydiiso macalinka (ka eeg taxanaha soo socda su'aal ay suuragal tahay in aad waydiiso.
- Qor macluumaadk ala xidhiidha ubadkaaga ee ay tahay in uu macalinku ogaado, sida hadii ay dhimasho lasoo gudboonaatay qoyska, furiin, dhaqaalihii oo is bedelay, xanuun ama aqal cusub(waxaad adeegsan kartaa taxanaha xagga hoose ku qoran)
- Dhamaan dadka waawayn ee wax un dowr ah ku leh waxbarashadda ubadka-hooyo, aabbe, awoowe ama ayeeyo, hage waxaa lagu dhiiri gelinayaa in ay kasoo qaybgalaan kulanka
- Hadii aadan luqadda Ingiriisid si wanaagsan ugu hadlin, lasoo xidhiidh dugsiga ka hor shirka waalidka iyo macalinka oo codso tarjubaan ku caawiya inta lagu jiro kulankaa.
- Hadii aysan suuragal ahayn in aad ku timaado balanta dugsiga, xili kale ka qabso balan macalinka ubadkaaga.

Xiliga shirka

- Waydii macalinka waxa ay tahay ubadkaaga in uu garanayo dhamaadka sanad dugsiyeedka.
- Waydii sida aad u caawin karto ubadkaaga xiliga barashadda aqalka
- Hadii aadan wax un ka mid ah kuwaa waydii macalinka si uu kuugu sharaxo.
- Garo tubta ugu haboon (qoraal, wicid, e-mail) iyo waqtiga ugu wanaagsan ee aad la xidhiidhi karto macalinka (Qoysaska dugsiyadda sare iyo dhexe waxay imika kala xidhiidhi karaan Eegtaha EdBox - waydii macalinka hadii aad ubaahantahay wax un macluumaad.
- Ogoow in macalinku ubaahanyahay in uu qoysaska kale la hadlo. waydii hadii aad u baahantahay in aad kulan dambe la qaadato, hadii loo baahdo.

Xiliga shirka ka dib

- Qor wixii macluumaad ah ee la xidhiidha shirka (qoraalka waxaa xagga hoose kaga xidhan qayb loo baneeyey aragtidaada.
- Kala sheekayso ardaydaada waxa macalinku kuu sheego, gaadh ahaan inta wanaagsan. kala sheekayso halka qorshuhu yahay una samee qorshe aad uwada dhantihiin
- Hadii aad tahan haysato dhalaan fadlan eeg boorsadiisa maalin walba, waxa uu macalinku ugu soo ridayaa macluumaad loogu talagalay aqalka. Akhri sida ay udhanyihiin. Hadii aadan Ingiriisda ku hadlin waydiiso qof qaraabadda ah oo kuu tarjuma.
- La xidhiidh macalinka mar walba oo aad su'aal qabto. hadii uu ubadkaagu si un uliito, Waqti isla meel dhiga macalinka si aad u illaaleeysaan horumarka ubadkaagaa, soo hel wadey wanaagsan oo kugu xidha macalinka ama soo wac xafiiska si lagugu tarjumo.
- Udir macalinka warqad mahdin ah kolka wax wanaagsan aad fasalka ka maqasho.
- Kala hadal ubadkaaga arimaha dugsi maalin walba. Utag dugsiga kol aad waqti yar joogtana, oga shaqee iskaa wax uqabso fasalka ubadkaaga ama ku biidh ururadda waalidka

Liiska Shirka Macalinka iyo Waalidka

Way hagaagsantahay in aad qaybtan u qaadato shirka si aad sida badan macalinka isula meel dhigtaan umuuraha qaar.

Su'aalaha ay tahay in aad waydiiso macalinka

Calaamee su'aalaha aad isleedahay way ugu mudanyihiin, kadibna kuwaaga ku darso.

- ❑ Sidee ubadkaygu xaalkiisu yahay? Ardaygaygu ma ku jeedaa halkii laga filayey.
- ❑ Fasalkan awooda ubadkayga ee barasahdda ma la saanqaadi karaa?
- ❑ Ubadkaygu fasalka ma danaynaya?
- ❑ Ubadkaygu su'aalo ma waydiinayaan, si tadawuc ah su'aalaha ma oga jawaabaa, doodaha maka qayb qaataa?
- ❑ Ubadkaygu shaqadda la siiyo sida ay tahay ma oga soo baxaa, isaga oo ilaalinaya waqtiga?
- ❑ Ma i tusi kartaa wax un ka mid ah shaqadda ubadkayga?
- ❑ Ubadkaygu ma yimaadaa dugsiga maalin walba? Ma yimaadaa/timaadaa fasalka waqtigii loogu talagalay?
- ❑ Ubadkaygu ma ixtraam badanyahay, danayntiisu sidee bay tahay?
- ❑ Maxaad ka filaysaa ubadkayga?
- ❑ Wax talo soo jeedin ah ma nasiin kartaa aniga iyo ubadkayga?
- ❑ Ubadkaygu ma gutaa waajibaadka fasalka mase kusoo celiyaa fasalka?
- ❑ Ubadkygu ma ka qayb qaataa dooda fasalka?
- ❑ Muxuu ubadkaygu ku wanaagsan yahay?
- ❑ Ubadkaygu wax un kuu liito ma jiraan?
- ❑ Maxaa macluumaad ah oo dugsiga laga heli karaa oo barataari kara ubadkayga?
- ❑ Maxaa imtixaanaad ama mashaariic waawayn oo la filayaa sanadkan?
- ❑ Maxay tahay dariiqadda ugu wanaagsan ee wada xidhiidh tan la xidhidha horumarka ubadkayga ee sanadka oo dhan?
- ❑ Maxaa talo soo jeedin ah oo aad igu odhan lahayd sidii aan oga qayb qaadan lahaa dugsiga, iyadii sidii aan ucaawin lahaa ubadkayga?
- ❑ Maxaa gooni ah oo aan ku samayn karaa aqalka si aan u caawiyo barashadda ubadkayga?
- ❑ Sidee dhaqanka ubadkaygu usaameeyaa waqtiga barashadda ee fasalka?
- ❑ Su'aalaha kale _____

Waxyaabaha loo sheegayo macalinka

- ❑ Sidee ugu wanaagsan oo uu ubadkaygu ubaran karaan
- ❑ Wax weyn oo iska bedelay reerka—aqal cusub, dad cusub oo idiin yimid, dhimasho ama furiin.
- ❑ Xaaladaha caafimaad ee saamayn kara ubadkayga.
- ❑ Maxaa caawiyey kol hore ubadkayga in uu wanaagsan wax u barto.
- ❑ Muxuu ubadkaygu kaga helay dugsiga iyo fasalka.
- ❑ Maxay yihiin waxa sida ugu badan ola dhinactama ubadkayga xiliga fasalka.
- ❑ Kuwa kale _____

¡Todas las Familias Tienen Derechos!

Como padre de familia, usted tiene el derecho a:

- **Recibir una educación gratuita y de alta calidad para sus hijos …** sin preocupación de la raza, genero, origen nacional, edad o discapacidades.

- **Ser tratado con respeto.**
  Los profesionales de una escuela trabajan para usted y sus hijos. Usted es un compañero igual en la educación de su hijo/a.

- **Estar involucrado con la educación de su hijo/a.**

- **Saber como va su hijo/a en la escuela.**
  Esto incluye las cosas positivas, y tambien los problemas y las luchas que tienen sus hijos. Tiene el derecho saber como ayudar para que sus hijos tengan éxito.

- **Recibir respuestas a sus preguntas sobre:**

  - Las reglas de comportamiento, de seguridad, y disciplina

  - El programa educativo de la escuela

  - La observación de maestros

  - Ser voluntario en la escuela

¿Quiere saber realmente como va su hijo(a) en la escuela y ayudarlo(a) mejorar?

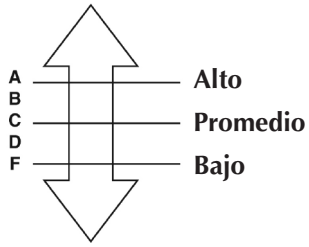
Venga a hablar con su maestro(a)

Preguntas que se pueden hacer en la Conferencia

1. ¿De qué se trata esta clase?

2. ¿Dónde se encuentra mi hijo/hija comparado al nivel de otros estudiantes?

   Nota para el maestro: Por favor, marque el nivel de cada clase.



3. ¿Cuántas tareas debe hacer mi hijo/a para esta clase?

4. ¿Está haciendo sus tareas mi hijo/hija?

5. ¿Está asistiendo a sus clases con regularidad y a tiempo?

6. ¿Cómo es el comportamiento de mi hijo/hija en la clase?

7. ¿Qué programas ofrece la escuela para ayudar a mi hijo/hija para mejorar?

8. ¿Cómo podemos trabajar juntos para ayudarle a mi hijo/hija para mejorar?

9. ¿Cuál es la mejor manera de comunicarme con Usted?

10. Esta es la mejor manera de comunicarse conmigo:

_____

Notas:

Developed by the Educational Success Workgroup of Multnomah County.
For more information or other tools, please call 503-988-3928 or visit
www.co.multnomah.or.us/dscp/

Все семьи имеют право!

Право имеют: родители/опекуны

- **Свободно получить образование для детей...**
  Не обращая внимания на рассу, национальность, возраст и инвалидность.

- **Отношения и уважения.**
  Вы имеете равноправные права для образования ребёнка. Учителя приняты учить ваших детей.

- **Интересуйтесь образованием своих детей.**

- **Знать как ваш ребёнок учится в школе.**
  Это включает такие пункты которые они делают хорошо, также любые возникшие проблемы. Как вы можете помочь детям для того, чтобы они преуспевали?

- **Получить ответы на вопросы включая:**

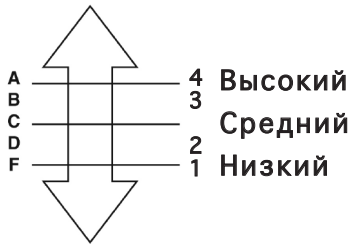
  - Инструкцию правил школы
  - Что изучают в каждом классе
  - Посещаемость вашего ребёнка
  - Посетить класс вашего ребёнка

Вы хотите узнать как ваш ребёнок учится в школе?

Вопросы для вашей Конференции

1. Что изучает мой ребёнок в этом классе?

2. Как успеваемость моего ребёнка?



3. Сколько домашних заданий должен делать мой ребёнок ежедневно для этого класса?

4. Делает ли мой ребёнок домашнее задание?

5. Присутствует ли мой ребёнок на уроке регулярно и вовремя?

6. Какое поведение моего ребёнка в классе?

7. Какие программы школа предлагает моему ребёнку для успеваемости?

8. Как мы можем работать совместно чтоб улучшить успеваемость моего ребёнка?

9. Как лучше контактировать вас?

10. Самый лучший способ контактировать меня:

_____

Записи:

_____

Developed by the Educational Success Workgroup of Multnomah County. For more information or other tools, please call 503-988-3928 or visit www.co.multnomah.or.us/dscp/

所有的家庭都有权利!

作为父母/监护人, 您有权:

- **让您的孩子接受免费、高质量的教育**…与您孩子的种族、性别、国籍、年龄和残疾身份无关。
- **被尊重相待。**
  教育家为您和您的孩子服务。您有权在您孩子的教育中以平等搭档来对待。
- **参与您孩子的教育。**
- **了解您孩子在学校的表现。**
  这包括孩子在学校好的表现，同时也涉及到问题或您孩子所面临的特殊挑战，以及您如何能协助校方帮助您的孩子成功。
- **如您有问题或担忧，想得到解答，其中包括下列方面：**
  - 学校规定和方针
  - 每个年级都教授些什么，如何教授的
  - 您孩子的出席
  - 与教师见面
  - 课堂观摩和做义工

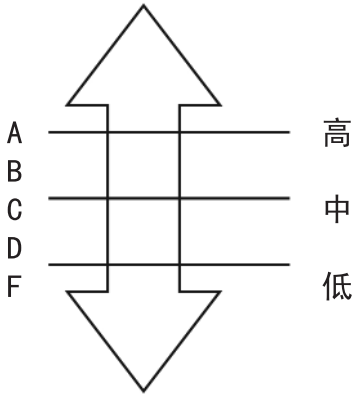
您是否想知道您的孩子在学校的表现，并且想帮助他/她改进?

请来与教师见面

家长会上要问的问题

1. 这是一节什么样的课?

2. 与他/她年级水平相比，我的孩子在什么位置?



3. 我的孩子每天为这节课要做多少作业?

4. 我的孩子有没有做他/她的作业?

5. 我的孩子是否正常上课并且准时?

6. 我的孩子在您课上表现如何?

7. 学校提供什么项目来帮助我的孩子改进?

8. 我们如何能一起帮助我的孩子改进?

9. 联络您的最好方式是什么?

10. 与我联络的最好方式是:

_____

注: _____

由摩特诺玛郡成功教育工作组撰写。需要更多资讯或其它工具，
请致电(503)988-3928
或访问网站 www.co.multnomah.or.us/dscp/

所有家庭都有權利!

作爲父母/監護人, 你有以下的權利:

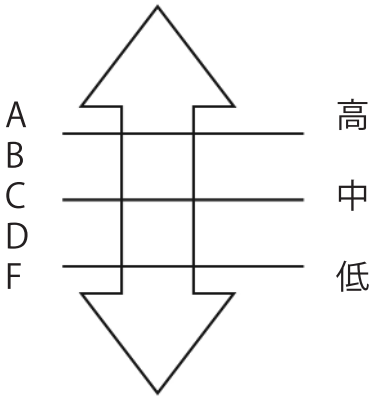
- **讓孩子接受免費的高質素教育**…不論你的孩子是屬於什麼種族、性別、國籍來源、年齡或殘疾情況。
- **受到尊重。**
  我們雇用教育人員來爲你和你的孩子服務。你有權利在教育孩子的事情上被視作平等的伙伴。
- **參與教育你的孩子。**
- **知道你的孩子在學校的表現怎樣。**
  這包括理想的情況、及你的孩子所面對的任何問題或獨特的挑戰、和你怎樣能跟學校共同努力以幫助你的孩子成功。
- **就你的問題和憂慮得到解答, 包括:**
  - 學校政策和規章
  - 每一個班級教授什麼及怎樣教授
  - 你的孩子的出席情況
  - 教師的會議
  - 觀課和義務工作

你是否想知道你的孩子在學校的表現並幫助他/她改進呢?

歡迎你來和老師談談

你在會談可以發問和問題

1. 這課堂是關於什麼?
2. 按照我的孩子的班級標準，他/她的水平是怎樣?



3. 我的孩子每天應該用多少時間做這課堂的家課?
4. 我的孩子有沒有做他/她的家課?
5. 我的孩子是否經常和按時上課?
6. 我的孩子在你的課堂的行爲表現怎樣?
7. 學校提供什麼種類的計劃以幫助我的孩子改進?
8. 我們可以怎樣共同努力以幫助我的孩子改進?
9. 聯絡你的最佳方法是什麼?
10. 聯絡我的最佳方法是:

_____

筆記:

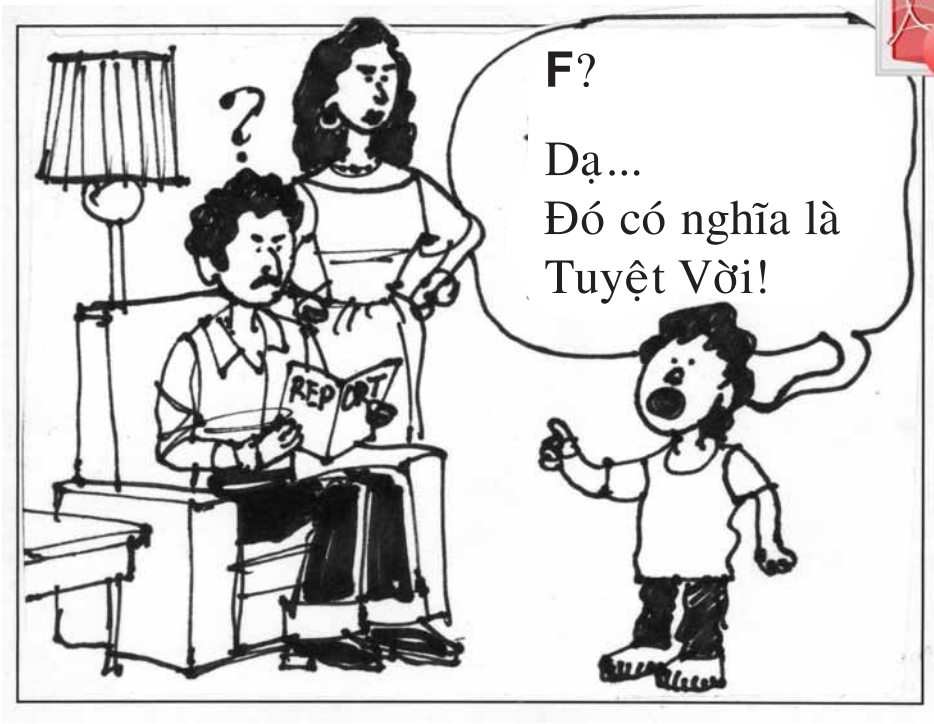
_____

由『穆絡瑪縣教育成就工作小組』製作。
假如要更多資料或其他工具，請電 (503) 988-3928或到訪
www.co.multnomah.or.us/dscp/

Tất cả các gia đình đều có quyền!

Vói tư cách là một phụ huynh/người giám hộ, quý vị có quyền để:

- **Nhận miễn phí sự giáo dục có chất lượng cao cho con em của quý vị** không phân biệt chủng tộc, giới tính, quốc gia gốc, tuổi tác và tình trạng khuyết tật của con em quý vị.
- **Được đối xử kính trọng.**
  Những nhà giáo dục được mướn để làm việc cho quý vị và con em của quý vị. Quý vị có quyền được đối xử là cộng tác viên bình đẳng trong sự giáo dục của con em quý vị.
- **Hãy tham gia vào sự giáo dục cho con em của quý vị.**
- **Biết con em của quý vị học hành như thế nào tại trường học.**
  Điều này bao gồm cả những sự việc tốt đẹp cũng như những khó khăn hoặc những thách thức riêng biệt mà con em của quý vị đang đối diện và cách thức quý vị có thể làm việc với nhân viên trường học để giúp con em của quý vị thành công.
- **Nhận được trả lời về những thắc mắc và quan tâm của quý vị, bao gồm:**
  - Chính sách và điều lệ của trường học
  - Những đề tài nào được dạy trong mỗi trình độ và đề tài được dạy như thế nào
  - Sự đến lớp học của con em quý vị
  - Họp với giáo viên
  - Quan sát lớp học và làm thiện nguyện



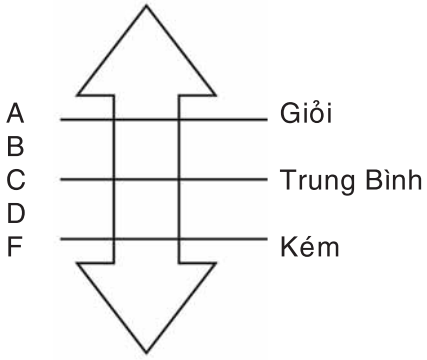
Quý vị có muốn biết sự học tập của con em quý vị tại trường học, và giúp các em tăng tiến không?

HÃY ĐẾN VÀ NÓI CHUYỆN VỚI GIÁO VIÊN

Những thắc mắc trong phiên họp của quý vị

1. Lớp học này là lớp gì?

2. Nếu so sánh với trình độ lớp học thì con em của tôi đứng vào hạng nào?



3. Lớp học này có bao nhiêu bài tập làm ở nhà mà con em của tôi phải làm mỗi ngày không?

4. Con em của tôi có làm bài tập ở nhà không?

5. Con em của tôi có đến học thường xuyên và đúng giờ không?

6. Hạnh kiểm con em của tôi trong lớp học của quý vị như thế nào?

7. Có những loại chương trình nào mà nhà trường cung cấp để giúp cho con em của tôi tăng tiến không?

8. Cách thức chúng ta có thể làm việc chung với nhau để giúp con em của tôi tăng tiến như thế nào?

9. Cách tốt nhất để liên lạc với quý vị là gì?

10. Cách tốt nhất để liên lạc với tôi:

_____

Ghi chú:

_____

Do Nhóm Công Tác Giáo Dục Thành Công thuộc Quận Hạt Multnomah
khai triển. Muốn biết thêm tin tức hoặc những phương tiện khác,
xin gọi điện thoại số (503) 988-3928
Hoặc mở trang điện toán www.co.multnomah.or.us/dscp/

Dhammaan Qoysaska Xaq Ayeey u Leeyihiin!

Maadaama aad tahay waalidka/mas'uulka, waxaad xaq u leedahay in:

- **Aad u heshid ubadkaaga waxbarasho tayadeedu sarreyso oo bilaash ah…**iyadoo aan loo eegin carruurta jinsiyaddooda, noocooda, asalka jinsiyaddooda, da'da ama itaal darrida.
- **Si qaddarin leh lagula dhaqmo.**
  Bareyaahsa waxaa loo shaqaaleeyaa in ay idinla shaqeeyaan adiga iyo ubadkaaga. Waxaad xaq u leedahay in lagula dhaqmo si caddaalad leh marka ay noqoto waxbarashada ubadkaaga.
- **Aad qayb ka qaadatid waxbarashada ubadkaaga.**
- **Aad wax ka ogaatid sida uu ubadkaaga ku yahay dugsiga.**
  Waxaa ka mid ah waxyaabaha ay ku fiican yihiin, iyo weliba dhibaatooyinka ama waxyaabaha taxaddiga ah ee ubadkaaga haysta iyo sida aad qayb ugala qaadan kartid dugsiga in ubadkaaga ay ku guuleystaan.
- **Aad jawaab u heshid su'aalahaaga iyo waxyaabaha aad ka walwal qabtid oo ay ka mid yihiin:**

  -Shuruucda iyo nidaam hawleedka dugsiga

  -Waxa fasal walba la barayo iyo sida wax loo baro

  -Xaadiritaanka ubadkaaga

  -La kulanka macallimiinta

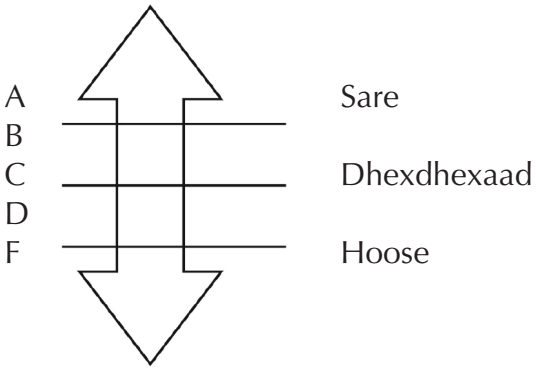
  -La socodka fasalka & hawlaha iskaa wax u qabso

Miyaad doonaysaa in aad ogaatid sida ubadkaaga ku yahay dugsiga oo aad uga caawintid in ay ku fiicnaadaan?

KAALAY OO LA HADAL MACALLINKA

Su'aalahaaga Kulanka

1. Maxaa uu fasalkan ku saabsan yahay?
2. Halkee ayuu ubadkayga kaga jiraa heerka fasalkiisa/keeda?



3. Imisa daruusta fasalka ayeey tahay in ubadkayga uu maalin kasta uga soo shaqeeyo aqalka?
4. Ubadkayga miyuu ka soo shaqeeyaa daruusta uu aqalka loo qaato?
5. Ubadkayga miyuu si joogta ah waqtigii la doonayey u tagaa fasalladiisa?
6. Waa sidee dhaqanka ubadkayga ee fasalka gudihiisa?
7. Waa maxay noocyada barnaamijyada uu dugsiga bixiyo si uu ubadkayga ugu fiicnaado?
8. Sidee ayaan uga wada shaqeyn karnaa in uu ubadkayga fiicnaado?
9. Waa maxay sida ugu fiican ee aan kugula soo xiriiri karo?
10. Sida ugu fiican ee la igula soo xiriiri karo waa:

_____

Xusuus:

_____

Waxaa soo saaray Kooxda Guusha Waxbarashada ee Degmada Multnomah.
Si aad u heshid macluumaad dheeraad ah iyo waxyaabo kale,
waxaad fadlan wacdaa 503-988-3928
ama waxad booqataa bogga internetka www.co.multnomah.or.us/dscp/

The School's Responsibilties and Rights

The School has a *responsibility* to:

- Create an environment that promotes learning and is safe for everyone
- Tell parent/guardians about serious behavior problems and discipline
- Work with parents to resolve behavior problems

The School has the *right* to have:

- rules of conduct
- discipline procedures
- dress codes

The school can discipline and even remove students who significantly interfere with others' safety and their ability to learn.

Your school has someone who can help answer your questions about discipline.

Common forms of discipline in schools:

- ***Conference:*** an informal or formal meeting of the student and the teacher, principal or other school staff.
- ***Disciplinary Assignment:*** student is put in a separate supervised environment such as a different classroom or after school detention.
- ***Suspension:*** the student is sent home temporarily and cannot attend school for a set period of time.
- ***Expulsion:*** the student is prohibited from attending the school. When a student is expelled the district provides an appropriate alternative school or program for that child.
- **Disciplinary Referral:** School staff will fill out a disciplinary referral which describes your child's behavior and any discipline that is given.

For information about your child's rights or advice (in English) call:
Juvenile Rights Project Hotline
503-232-2540, ext. 246

Do you have questions about school discipline?

Here is your guide

Parent/Family Responsibilities

Parents have *responsibilities* to:

- make sure your child attends school
- help your child do homework
- help your child understand and follow school rules
- make sure your child is supervised before and after school
- work with your child's teacher, counselor, and principal to resolve behavior issues

Whenever possible, attend meetings about your child's behavior and share your valuable insights and opinions. The school may be able to schedule meetings at times that work for you.

Parent/Family Rights

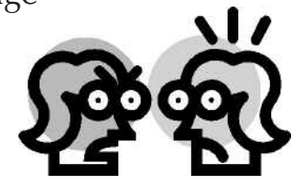
Parents have the *right* to:

- get an explanation of school discipline policies in your home language
- get a letter in your home language if your child receives serious discipline
- be told why your child is being disciplined
- ask questions about why your child is being disciplined
- attend any discipline hearings
- ask the school to have an interpreter at meetings
- bring a lawyer to hearings
- appeal disciplinary decisions
- read all your child's records

If your child has special needs and has an IEP (Individualized Education Plan), schools need to consider this when disciplining your child.

Reasons the school may discipline your child:

- Inappropriate language
- Obscenities
- Not following the dress code



- Being late to school
- Skipping school
- Gang Activity
- Theft/Dishonesty
- Tobacco, Alcohol and/or other drugs
- Weapons
- Harassment
- Vandalism
- Fighting/Assault

Developed by the Educational Success Workgroup of Multnomah County.
For more information or tools please call
503-988-4222 or visit www.co.multnomah.or.us/dscp

Derechos y Responsabilidades de la escuela

La escuela tiene la *responsabilidad* de:

- Crear y mantener un ambiente que promueve al aprendizaje y que sea seguro para todos.
- Avisar a los padres/madres/ guardianes acerca de problemas serios de comportamiento y disciplina.
- Trabajar con los padres/madres para solucionar problemas de comportamiento.

La escuela tiene el derecho instituir:

- Reglas de conducta
- Procedimientos disciplinarios
- Código de vestuario

La escuela puede disciplinar y aun despedir de la escuela aquellos estudiantes que de manera significativa interfieran con la seguridad de los demás y con su habilidad para aprender.

Su escuela tiene alguien que puede responder a sus preguntas sobre disciplina.

En la Escuela

Contacte a:

Formas comunes de disciplina en la escuela

- ***Conferencia:*** Una reunión formal o informal con el estudiante y el/la maestro/a, director o otro personal de la escuela.
- ***Asignación disciplinaria:*** El estudiante resume estudios en un lugar separado y supervisado como, por ejemplo una aula diferente o una aula de detención después de las horas escolares.
- ***Suspensión:*** El estudiante no puede regresar a la escuela por un tiempo determinado por el director y las reglas de conducta.
- ***Expulsión:*** Se prohíbe al estudiante regresar a la escuela. Cuando un estudiante es expulsado, el distrito escolar provee una escuela alternativa o un programa apropiado para este estudiante.
- ***Formulario Disciplinario:*** El personal escolar completará el formulario disciplinario que describe el comportamiento inaceptable de su hijo/a y el plan disciplinario.

Para información sobre los derechos de su hijo/a o consejo (en Inglés) llame:
Juvenile Rights Project Hotline
503-232-2540, ext. 246

¿Tiene preguntas sobre la disciplina en la escuela?

Aquí está su guía.

Responsabilidades de los padres y madres de familia:

Padres y madres tienen la responsabilidad de:

- Asegurarse de que su hijo/a asista a la escuela diariamente.
- Apoyar a su hijo/a para que haga la tarea diariamente.
- Ayudar a su hijo/a a entender y seguir las reglas de la escuela.
- Asegurarse de que su hijo/a es supervisado por alguien responsable antes y después de la escuela.
- Trabajar con los maestros, consejeros y directores de la escuela de su hijo/a para solucionar problemas de comportamiento.

Cuando sea posible asista a las reuniones sobre el comportamiento de su hijo/a y comparta su estimado opinión. La escuela podrá programar las reuniones en horas que sean convenientes para usted.

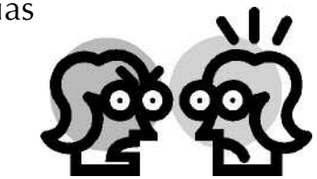
Como padre/madre, usted tiene el derecho a:

- Recibir una explicación en su propio idioma, sobre las reglas de conducta y procedimientos de disciplina de le escuela.
- Recibir oporto notificación escrita en su propio idioma, si su hijo/a ha sido disciplinado.
- Recibir una explicación sobre la razón por la cual su hijo/a ha sido disciplinado.
- Preguntar sobre las razones por las cuales su hijo/a ha sido disciplinado.
- Asistir a toda audiencia disciplinaria con su hijo/a.
- Pedir a la escuela un intérprete para la audiencia.
- Traer la representación legal de un abogado.
- Apelar la decisión disciplinaria
- Leer los archivos con información sobre su hijo/a

Si su hijo/s tiene necesidades especiales o tiene un plan educativo individual (IEP), las escuelas deben tener esto en cuenta cuando disciplinan a su hijo/a

Razones por las cuales la escuela podría disciplinar a su hijo:

- Palabras inapropiadas
- Obscenidades/groserías
- No seguir el código de vestuario



- Llegar tarde a la escuela
- Escaparse de la escuela
- Actividad en pandillas
- Robo/ deshonestidad
- Usar tabaco, alcohol y/o drogas
- Llevar armas a/ posear armas en la escuela

- Acosar a los compañeros/as
- Vandalismo
- Peleas/ asaltos

學校的責任和權利

學校有**責任**做以下事:

- 創造一個促進學習和對所有人都安全的環境
- 把嚴重的行為問題和紀律處分告訴父母/監護人
- 跟父母合作化解行為問題

學校有**權利**制定:

- 品行守則
- 紀律處分程序
- 服裝法規

學校可以紀律處分學生(甚至勒令離校)，假如該學生嚴重妨礙其他人的安全和他們的學習能力。

你的學校有專人可以協助回答你所詢問關於紀律處分的問題。

在校，請聯絡:

在校一般的紀律處分表格:

- **會議:**
包括學生、老師、校長或其他學校職員在內的非正式或正式的會議。

- **紀律性的安排:**
將學生安排在一處隔開而受到監督的環境，比如另一個教室或課後留堂。

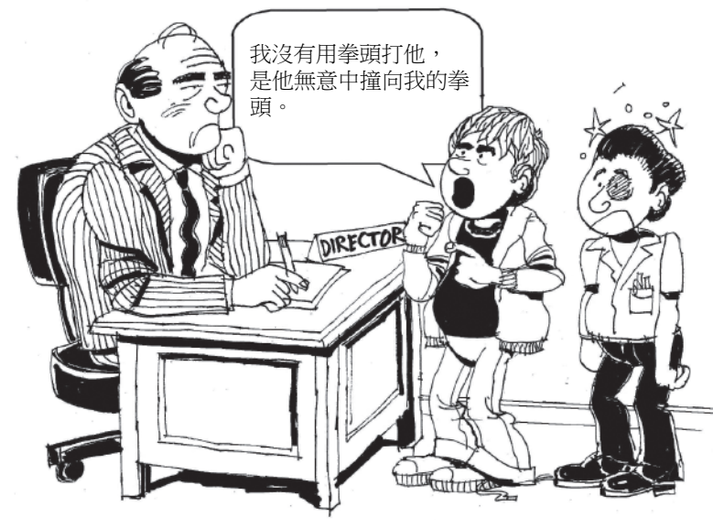
- **停學:**
吩咐學生暫時回家，並在某段時期內不能回校上課。

- **勒令離開:**
學生被禁止回校上課。當學生被逐，校區會提供適當的另類學校或計劃給該孩子。

- **紀律性專介:**
學校職員會填寫一份紀律性轉介表格，而該表格會描寫你的孩子的行為和任何的紀律處分行動。

要得到關於你的孩子的權利或建議 (英語)，請電:
『青少年的權利計劃熱線』
(Juvenile Rights Project Hotline)
503-232-2540, 內線 246

你對學校的紀律處分有沒有問題？



這兒是你的指南。

父母/家人責任

父母有**責任**做下列事情:

- 確保你的孩子上學
- 幫助你的孩子做作業
- 幫助你的孩子明白及遵守學校規則
- 確保你的孩子上學前後都受到監督
- 跟你的孩子的老師、輔導員、和校長合作化解行為問題

假若可以的話，務必出席關於你的孩子的行為的會議，並分享你的寶貴心得和意見。學校可以安排在你方便的時間舉行會議。

父母/家人的權利

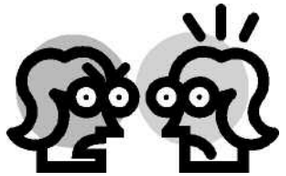
父母有以下**權利**:

- 以你的母語收到學校紀律政策的解釋
- 當你的孩子受到嚴重紀律處分時以你的母語收到信件
- 被告知為什麼你的孩子受到紀律處分
- 詢問關於『為什麼你的孩子受到紀律處分』的問題
- 出席任何紀律聽證會
- 要求學校在會議中提供傳譯員
- 帶同律師出席聽證會
- 就紀律處分的決定提出上訴
- 閱讀所有你的孩子的記錄

假如你的孩子有特別的需要和定立了 IEP (『個人教育計劃』Individualized Education Plan)，則學校紀律處分你的孩子時需要考慮這點。

學校可能紀律處分你的孩子的原因:

- 不適當語言
- 猥褻
- 不遵守服裝法規



- 遲到上學
- 沒有上學
- 群黨活動
- 盜竊/不誠實
- 煙草、酒精和/或其他毒品
- 武器

- 騷擾他人
- 摧殘破壞物件
- 打架/襲擊

Trách Nhiệm và Quyền Hạn của Trường Học

Trường học có **trách nhiệm**:

- Tạo dựng một môi trường để khuyến khích học tập và an toàn cho mọi người
- Cho phụ huynh/giám hộ biết những vấn đề về hạnh kiểm quan trọng và biện pháp kỷ luật
- Làm việc với phụ huynh để giải quyết những vấn đề về hạnh kiểm

Trường học có **quyền** ban hành:

- nội quy về hạnh kiểm
- biện pháp kỷ luật
- quy định về y phục

Trường học có thể kỷ luật và đuổi những học sinh có hành vi làm hại đến sự an toàn và khả năng học tập của những học sinh khác.

Trường học có nhân viên có thể giải đáp những thắc mắc của quý vị liên quan đến kỷ luật.

Tại trường học, xin liên lạc:

Những hình thức kỷ luật thông thường tại trường học:

- **Họp:** một buổi họp không chính thức hoặc chính thức với học sinh và giáo viên, hiệu trưởng hoặc nhân viên khác của trường học.
- **Chỉ định do kỷ luật:** học sinh được bố trí vào một môi trường riêng biệt được giám sát, như một lớp học khác hoặc phải giữ lại tại trường sau giờ học.
- **Đình chỉ:** học sinh được tạm thời cho về nhà và không được đi học trong một thời gian ấn định.
- **Đuổi học:** học sinh bị cấm không được tới trường học. Khi một học sinh bị đuổi học, khu học chánh sẽ giới thiệu một trường học hoặc chương trình thay thế khác cho đứa trẻ này.
- **Giới Thiệu Do Kỷ Luật:** Nhân viên trường học sẽ điền một bản giới thiệu do kỷ luật, bản này mô tả hạnh kiểm của con em quý vị và những hình thức kỷ luật đã áp dụng.

Muốn biết tin tức về những quyền hạn hoặc cố vấn của con em quý vị (bằng Anh ngữ) gọi điện thoại cho:
Đường Dây Điện Thoại Nóng về Dự Án Quyền Hạn của Vị Thành Niên
(Juvenile Rights Project Hotline)
503-232-2540, số máy phụ 246

Quý vị có thắc mắc về kỷ luật của học đường không?

Sau đây là bản hướng dẫn quý vị

Trách Nhiệm của Phụ Huynh/Gia Đình

Phụ Huynh có **trách nhiệm**:

- bảo đảm con em của quý vị đến trường học
- giúp đỡ con em quý vị làm bài tập ở nhà
- giúp con em quý vị hiểu và theo đúng nội quy của trường học
- bảo đảm con em của quý vị được trông nom trước và sau giờ học
- làm việc với giáo viên, khải đạo viên và hiệu trưởng của con em quý vị để giải quyết những vấn đề về hạnh kiểm

Nếu có thể được, tham dự những buổi họp về hạnh kiểm của con em quý vị và trao đổi sự thấu hiểu cũng như ý kiến có giá trị của quý vị. Trường học có thể sắp xếp buổi họp vào những ngày giờ thuận tiện cho quý vị.

Quyền hạn của Phụ Huynh/Gia Đình

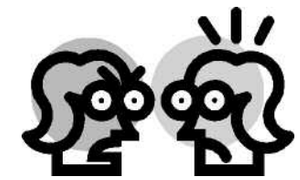
Phụ Huynh có **quyền**:

- được giải thích bằng ngôn ngữ chính của quý vị về chính sách kỷ luật của trường học
- nhận được một thư bằng ngôn ngữ chính của quý vị, nếu con em của quý vị bị kỷ luật nghiêm trọng
- được thông báo lý do tại sao con em của quý vị bị kỷ luật
- hỏi về lý do tại sao con em của quý vị bị kỷ luật
- tham dự những buổi điều trần về kỷ luật
- yêu cầu trường học cung cấp một thông dịch viên tại buổi họp
- đem theo một Luật Sư đến tham dự buổi điều trần
- Kháng cáo quyết định về kỷ luật
- đọc tất cả hồ sơ về con em của quý vị

Nếu con em của quý vị có nhu cầu đặc biệt và Chương Trình Giáo Dục Cá Nhân Riêng (IEP = Individualized Education Plan), trường học cần cứu xét những yếu tố này khi kỷ luật con em của quý vị.

Những lý do trường học có thể kỷ luật con em của quý vị:

- Dùng ngôn từ không thích hợp
- Tục tĩu (Obscenities)
- Không tuân theo quy định về y phục



- Đến học trễ
- Bỏ học
- Sinh hoạt băng đảng
- Trôm cắp/Bất lương
- Hút thuốc lá, rượu chè và/hoặc những thứ thuốc khác
- Vũ khí

- Quấy nhiễu
- Phá hoại
- Đánh lộn/Hành hung

Xuquuqda & Mas'uuliyadaha Dugsiga

Dugsiga waxaa uu ka mas'uul yahay:

- Sameynta bey'ad dhiirigelinaysa waxbarashada oo uu qof waliba ku badbaado
- In ay waalidka/maas'uuliyiinta la socodsiiyaan waxyaabaha ku saabsan dishibiliinka iyo dhibaatooyinka xagga akhalaaqda
- In ay waalidka kala shaqeeyaan xal u helidda dhibaatooyinka ku saabsan akhalaaqda

Waxaa uu dugsiga xaq u leeyahay:

- xeerarka dhaqanka
- nidaamka dishibiliinka
- xeerka labbiska

Dugsiga waxay awoodaan in ay edbiyaan iyo weliba raacdeeyaan ardayda waxyeello u geysta amniga iyo waxbarashada ardayda kale.

Dugsigaaga waxaa uu qabaa qof ku caawiya ee ka jawaaba su'aalahaaga ku saabsan wax edbinta.

Waxaad dugsiga kala soo xiriirtaa:

En la Escuela

Contacte a:

Noocyada wax edbinta caadi ahaan uu dugsiga isticmaalo:

- **Shirka:** kulan aan rasmi ahayn ama rasmi ah ee dhex mara ardayga iyo macallinka, maamulaha ama shaqaalaha kale ee dugsiga.
- **Hawlaha Wax Edbinta:** waxaa ardayga la geliyaa wacyi ka duwan oo lagu kormeero sida fasal kale ama saacadaha dugsiga kaddib oo dugsiga lagu hayo.
- **Dugsiga oo laga fadhiisiyo:** guriga ayaa ardayga si ku meel gaar ah loogu diraa mana uu tegi karo dugsiga in muddo ah.
- **Raacdeyn:** waxaa ardayga laga mamnuucaa in uu dugsiga dhigto. Marka ardayga la raacdeeyo degmada ayaa qaabilsan dugsi kale oo ku munaasib ah ama barnaamij loogu talagalay ilmahaasi.
- **Tixraaca Wax Edbinta:** Shaqaalaha dugsiga ayaa buuxinaya tixraaca wax edbinta kaasoo qeexaya akhalaaqda ilmahaaga iyo qaabka loo edbinaayo.

Si aad u heshid macluumaadka ku saabsan xuquuqda ama talooyinka (oo Ingiriis ah) ilmahaagu, waxaad wacdaa:

Mashruuca Khadka Degdegga ah ee Xuquuqda Dhallinyarada
503-232-2540, khadka. 246

Su'aalo miyaad ka qabtaa qaabka wax lagu edbiyo ee dugsiga?

Waa kani buug tilmaameedka.

Mas'uuliyadda Waalidka/Qoyska

Waalidiinta waxay ka mas'uul yihiin:

- in aad hubiso in ilmahaaga uu dugsiga tago
- in aad ilmahaaga ka caawiso sameynta daruusta guriga
- in aad ilmahaaga ka caawiso fahanka iyo dhawritaanka qaanuunada dugsiga
- in aad hubiso in ilmahaaga laga warqabo dugsiga ka hor iyo kaddib
- in aad la shaqeyso macallinka, lataliyaha, iyo maamulaha ilmahaaga si waxyaabaha akhalaaqda ku saabsan wax looga qabto

Marka ay suuragal tahay, in aad ka qayb gashid kulannada ku saabsan akhalaaqda carruurtaada adigoo la wadaagaya aragtidaada iyo ra'yigaaga qiimaha leh.

Xuquuqda Waalidka/Qoyska

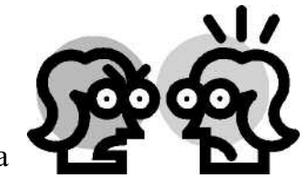
Waalidka waxay xaq u leeyihiin:

- in nidaam hawleedka edbinta dugsiga laguugu tarjumo luqaddaada
- in waraaqaha ku saabsan edbinta akhalaaqda ilmaha lagugu soo tarjumo luqaddaada
- in laguu sheego sababta ilmahaaga la edbinaayo
- in aad wax ka su'aali kartid sababta ilmahaaga loo edbinaayo
- in aad ka qayb geli kartid dhageysiyada edbinta
- in aad dugsiga ka codsan kartid in turjubaan uu kulannada joogo
- in aad qareen u soo wadan kartid dhageysiyada
- in aad rafcaan ka codsan kartid go'aannada edbinta
- in aad akhrisan kartid macluumaadka ku saabsan ilmahaaga

Haddii ilmahaaga uu leeyahay baahi gaar ah islamarkaana uu qabo IEP (Qorshaha Waxbarashada Shakhsiga), waa in ay dugsiyada tixgeliyaan arrintaan marka ay edbinayaan ilmahaaga.

Sababaha dugsiga uu ilmahaaga u edbinaayo:

- Hadal aan munaasib ahayn
- Aflagaado/fisqi
- Marka aan la raacin xeerka u dhigan labbiska



- Dugsiga oo laga soo daaho
- Goysmada dugsiga
- Dhaqannada Ciyaal Suuqa
- Xatooyo/Qiyaano
- Sigaar, Khamri iyo/ama mukhaadaraad kale
- Hubka
- Kadeed/Dhibaateyn
- Burburin
- Dagaal/Weerar

HEY do you know we're a SUN COMMUNITY SCHOOL?

SUN Community Schools are a place for everyone, a united voice, a place where parents and community members are an important part of the school, a place that is reflective and accepting of all cultures, a school with a common purpose.

WHY should I participate?

- Need help with your **HOMEWORK**?
- Want to meet new **FRIENDS**?
- Students who participate in SUN get to be part of before- and after-school **ACTIVITIES**!

WHO can participate in SUN?

SUN Community Schools are for **ALL STUDENTS**!

OYE ¿sabías que somos una SUN COMMUNITY SCHOOL?

Sun Community Schools son un lugar para todos, una voz unida, un lugar donde los padres y los miembros de la comunidad son una parte importante de la escuela, un lugar que refleja y acepta a todas las culturas, una escuela con un propósito común.

¿POR QUÉ debería participar?

- ¿Necesitas ayuda con tu **TAREA**?
- ¿Quieres conocer nuevos **AMIGOS**?
- Los estudiantes que participar en SUN pueden participar en **ACTIVIDADES** antes y después de clase

¿QUIÉN puede participar en SUN?

Sun Community Schools son para **¡TODOS LOS ESTUDIANTES!**

ЭЙ, ты знаешь, что мы – это ШКОЛА SUN COMMUNITY?

Школы SUN COMMUNITY – это место для каждого, общее мнение, где родители и общественные представители являются важной частью школы, это рефлексивное и воспринимающее все культуры место, это школа с общей целью.

ПОЧЕМУ я должен участвовать?

- **Нужна помощь с ДОМАШНИМ ЗАДАНИЕМ?**
- **Хотите встретить новых ДРУЗЕЙ?**
- **Ученики SUN вовлечены во внеклассные МЕРОПРИЯТИЯ!**

КТО может быть учеником SUN?

Школы SUN COMMUNITY – для ВСЕХ УЧЕНИКОВ!

XIN CHÀO!

Bạn có biết chúng tôi là TRƯỜNG CỘNG ĐỒNG SUN?

Trường Cộng đồng SUN là nơi dành cho mọi người, một tiếng nói thống nhất, một nơi mà phụ huynh và những thành viên cộng đồng là một phần quan trọng của trường, một nơi mà mọi nền văn hóa đều được đón nhận và thể hiện, một trường học cho mục đích chung.

VÌ SAO

tôi nên tham gia?

- Cần giúp đỡ làm **BÀI TẬP VỀ NHÀ**?
- Muốn gặp gỡ **BẠN BÈ** mới?
- Học sinh tham gia vào SUN trở thành một phần của **CÁC HOẠT ĐỘNG** trước và sau giờ học!

NHỮNG AI

có thể tham gia vào SUN?

Trường Cộng đồng **SUN** dành cho **TẤT CẢ MỌI HỌC SINH**!

HAYE mo ogtahay inaan nahay dugsiga bulshada ee SUN?

Dugsiga bulshada ee SUN waa meel loogu talo galay qof walba, waa cod midaysan, waa meel waalidiinta iyo xubnaha bulshada ay ka yihiin qayb muhiim ah dugsiga, waa meel qadarinaysa isla markaana aqbalaysa dhammaan dhaqannada oo idil, waa dugsi leh ujeedo guud.

WAA maxay sababta aan uga qayb qaadanayo?

- Miyaad u baahan tahay caawimaad shaqada guriga?
- Ma doonaysaa inaad la kulanto saaxiibo cusubs?
- Ardayda ka qayb qaadanaysa SUN waa inay qayb ka ahaadaan hawlaha hore ama dambe ee dugsiga!

Yaa ka qayb qaadan kara SUN?

Dugsiyada bulshada ee SUN waxaa loogu talo galay dhammaan ardayda oo idil!

Section 13

Wellness Resources

In this section, we provide guidance for aligning programming with the Multnomah County Wellness Guidelines as included in the SUN SS Program Model. There are multiple areas part of the Wellness Guidelines, in a addition to the physical activity requirements. For helpful perspective, read SUN Community Schools Implementation Guidance

SUN CS are expected to provide at least 60 minutes of moderate to vigorous physical activity per week for all SUN participants.

SOLICITATION ATTACHMENT I

SUN Service System

Service Delivery Model

November 6, 2015

Department of County Human Services
SUN Service System
421 SW Oak, Suite 200
Portland, Oregon 97204

Multnomah County

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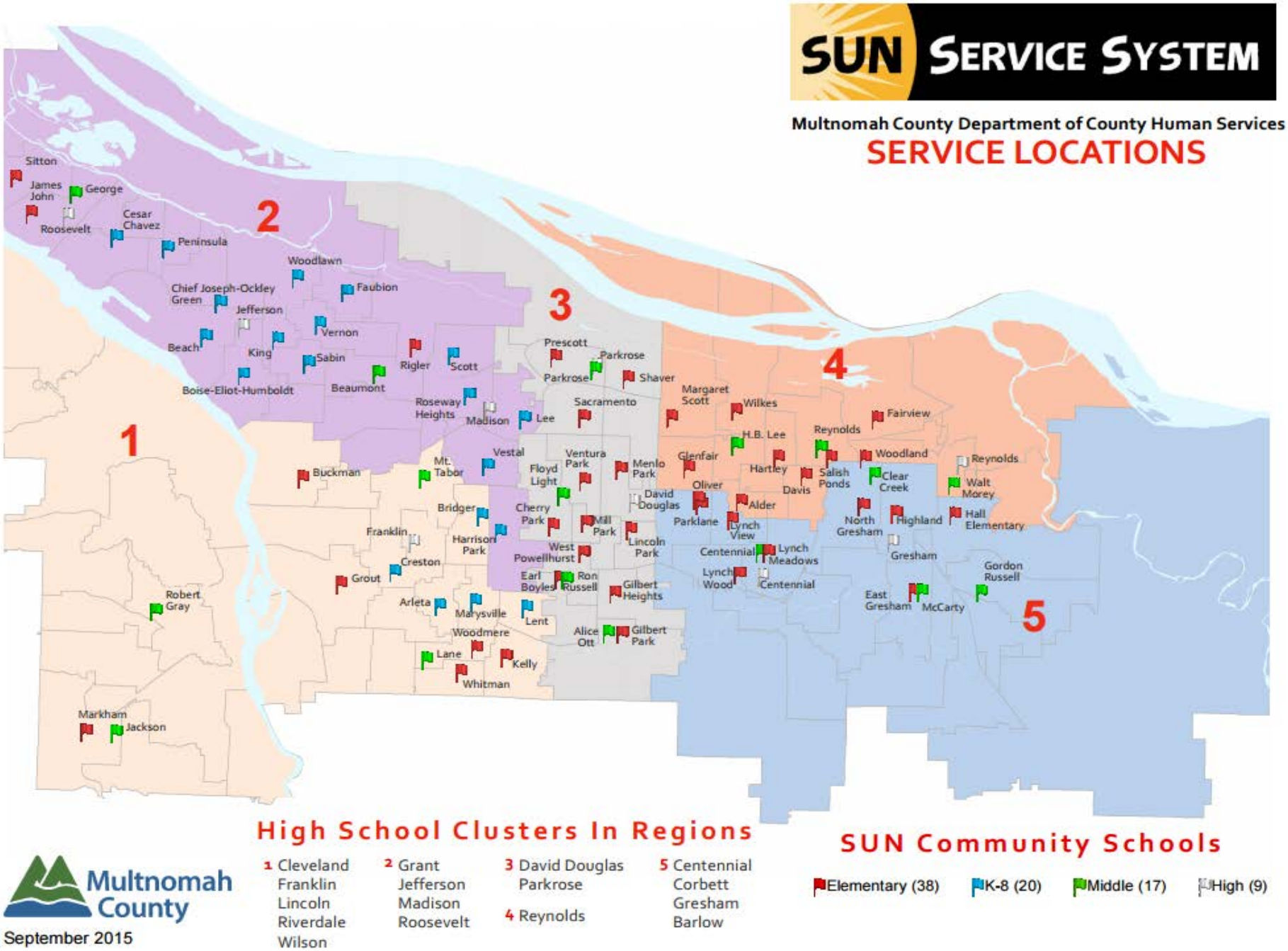
Appendix A: SUN Service System Wellness Guidelines 3

For more information, please visit our website: https://multco.us/sun

Contact: Peggy Samolinski, peggy.l.samolinski@multco.us, 503-988-7453


SUN SERVICE SYSTEM
Multnomah County Department of County Human Services
SERVICE LOCATIONS
1
2
3
4
5
Sitton
James John
George
Roosevelt
Cesar Chavez
Peninsula
Woodlawn
Faubion
Chief Joseph-Ockley Green
Jefferson
Vernon
Beach
King
Sabin
Rigler
Scott
Boise-Eliot-Humboldt
Beaumont
Roseway Heights
Madison
Lee
Prescott
Parkrose
Parkrose
Shaver
Sacramento
Margaret Scott
Wilkes
Fairview
Reynolds
H.B. Lee
Buckman
Mt. Tabor
Vestal
Ventura Park
Floyd Light
Menlo Park
Glenfair
Hartley
Salish Ponds
Davis
Woodland
Clear Creek
Reynolds
Walt Morey
Oliver
David Douglas
Alder
Bridger
Cherry Park
Mill Park
Parklane
Lynch View
North Gresham
Highland
Hall Elementary
Franklin
Harrison Park
West Powellhurst
Lincoln Park
Centennial
Lynch Meadows
Gresham
Creston
Grout
Earl Boyles
Ron Russell
Lynch Wood
Centennial
Gordon Russell
Robert Gray
Arleta
Marysville
Gilbert Heights
East Gresham
McCarty
Lent
Woodmere
Alice Ott
Gilbert Park
Lane
Kelly
Whitman
Markham
Jackson
High School Clusters In Regions
1 Cleveland
Franklin
Lincoln
Riverdale
Wilson
2 Grant
Jefferson
Madison
Roosevelt
3 David Douglas
Parkrose
4 Reynolds
5 Centennial
Corbett
Gresham
Barlow
SUN Community Schools
Elementary (38)
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Multnomah County
September 2015

Information Removed. Find complete Program Model, please see full model online.

APPENDIX A: SUN SERVICE SYSTEM WELLNESS GUIDELINES

GUIDELINES FOR SUN COMMUNITY SCHOOLS, MULTNOMAH STABILITY INITIATIVE, YOUTH ADVOCACY, AND PARENT CHILD DEVELOPMENT PROGRAMS

Information Removed. Find complete Wellness Guidelines in the full model online.

GUIDELINES FOR SUN COMMUNITY SCHOOLS

I. Align with statewide nutrition standards (Oregon Nutrition Standards, HB 2650 Oregon Law) for food and beverages served outside of the federal Afterschool Meal and Snack Program to children and youth <u>during regular programming.</u>

A. Snacks served in SUN Community Schools will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Snacks offered during all regular programming served outside of the federal Afterschool Meal and Snack Program should be based on the children's ages and other considerations (i.e., dietary restrictions and allergies) and be in alignment with Oregon Nutrition Standards.

B. Soda and other beverages that do not meet the Oregon Nutrition Standards should not be distributed.

C. Water is the preferred beverage and will be made available with all meals and snacks.

D. SUN Community School site managers and contractors will not use food or beverages as a <u>regular incentive</u> and will not withhold food or beverages as punishment.

II. Provide nutritious food and promote healthy choices at SUN Community Schools family nights, showcases and other events.

A. SUN Community Schools will make every effort to distribute healthful foods at family and group events. This includes:

- Offering fruits and vegetables, whole grains and low-fat dairy

- Incorporating foods of higher nutritional value when offering foods of lower nutritional value
- Limiting refined ("white") grains, including white bread, white rice, white pasta and white flour
- Limiting the purchase of food or products prepared by deep frying

B. Soda and other beverages that do not meet the Oregon Nutrition Standards should not be distributed.

C. Water is the preferred beverage and will be made available with all meals and snacks.

D. Foods of diverse selection shall be provided to include cultural and ethnic favorites.

III. Provide and promote opportunities for moderate to vigorous physical activity for SUN Community School youth participants.

A. The SUN Community School goal is for students to engage in at least 60 minutes of moderate to vigorous physical activity each week during non-school hours.

B. To this end, SUN Community Schools will offer and promote activities that encourage students to engage in physical activity for at least 60 minutes each week. Examples include recess, structured classes, sports teams, exercise clubs, activity incorporated into other programming, and/or promotion of physical activity at home or in the community.

C. Programming and promotional efforts should include opportunities for both structured and unstructured activities for students to release energy and relieve stress.

D. All SUN Community School participants, including students with disabilities and special health-care needs, should have access to physical activity offerings.

E. SUN Community School site managers and contractors will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, classes) as punishment.

F. Activity offerings should be reflective of and responsive to students' cultural and ethnic origins and cultural norms/values.

IV. Limit commercial advertising in SUN Community Schools.

A. SUN Community Schools, to the extent possible, shall seek to limit commercial influence and exposure to advertising as it relates to nutrition, wellness and physical activity.

V. Implement standards that limit non-educational screen time activity aligned with age-appropriate recommendations by the American Academy of Pediatrics.

A. SUN Community Schools will limit non-educational screen time in programs and activities. Computer and portable technology use in SUN Community Schools shall be homework-related or a part of a specific activity during programming.

B. The use of non-educational screen time (e.g., movies, free time on computers, etc.) as an incentive should be sporadic.

C. The use of screen time in free time should be on a limited basis.

NUTRITION STANDARDS FOR CHILDREN

Preschool Children (age 5 or under)

- **Snacks**: The types and amounts of foods served to preschool children will conform to specific program guidelines. If nutrition guidelines do not exist for the program, foods served should conform to USDA Child and Adult Care Food Program guidelines.
- **Beverages**: Allowable drinks are water, milk (or milk substitute for lactose-intolerant children), and diluted juice as follows:
  - Children under 2 years old: Serve whole milk.
  - Children 3-5 years old: Serve 1% or less milk.
  - We recommend limiting juice. If juice is served, serve 100% juice and dilute it by half with water.

School-Age Children and Youth: Oregon Nutrition Standards

- **Snacks:**
  - Set calorie limits per serving: 150 in elementary school, 180 in middle school, 200 in high school.
  - Total calories from fat may not exceed 35% (except for foods that are mainly nuts, eggs, cheese, non-fried vegetables, legumes or seeds).
  - Sugar content may not exceed 35% by weight except for fruits and vegetables.
  - Saturated fat may not exceed 10% of total calories; trans fat may not exceed 0.5 grams per serving.
- **Beverages: Elementary School**
  - Fruit or vegetable juice, individual serving size of 8 ounces or less and fewer than 120 calories (15 calories/ounce).
  - Milk or flavored milk, low-fat or fat-free, individual serving size of 8 ounces or less and fewer than 150 calories (19 calories/ounce).
  - Plain water is acceptable at every grade level.
- **Beverages: Middle School**
  - Fruit or vegetable juice, individual serving size of 10 ounces or less and fewer than 120 calories per 8 ounces (15 calories/ounce).
  - Milk or flavored milk, low-fat or fat-free, individual serving size of 10 ounces or less and fewer than 150 calories per 8 ounces (19 calories/ounce).
  - Plain water is acceptable at every grade level.
- **Beverages: High School**
  - Fruit or vegetable juice, individual serving size of 12 ounces or less and fewer than 120 calories per 8 ounces (15 calories/ounce).
  - Milk or flavored milk, low-fat or fat-free, individual serving size of 12 ounces or less and fewer than 150 calories per 8 ounces (15 calories/ounce).

- No- or low-calorie beverages, individual serving size and fewer than 10 calories per 8 ounces (1.3 calories/ounce).
- Other beverages, individual serving size of less than 12 ounces and fewer than 66 calories per 8 ounces (8 calories/ounce).
- Plain water is acceptable at every grade level.

SUN Community School Wellness Guidelines Implementation Guidance

Resources for: SUN Community School implementation and delivery of services.

Wellness

Multnomah County SUN Service System recognizes the serious public health issue that obesity presents nationally and locally. Obesity can lead to numerous and serious health problems for children, youth and adults. It can also affect behavior, self-esteem, and school attendance. The SUN Service System Wellness Guidelines will support federal, state, and local obesity prevention efforts.

This guide is to further explain the SUN Community School Wellness Guidelines with the intent to provide a deeper explanation of definitions and provide resources to support food choices and physical activity.

I. Align with statewide nutrition standards, ORS 336.423 Nutrition Standards for food and beverages served outside of the federal Afterschool Meal and Snack Program to children and youth <u>during regular programming</u>.

For Beverages: The ounce limits refer to the size of the bottle, container or cup. To obtain the number of calories for a beverage, multiply the number of calories per ounce times the number of ounces.

- The Oregon Nutrition Standards outlined on page 5 of the SUN Community Schools Wellness Guidelines are for snacks and beverages served by SUN Site Managers, contractors, and partners. These standards are not applicable for snacks that are produced and or provided by school districts. Snacks that are provided by nutrition services are already in alignment with the law and this policy.

- Each snack served should not exceed the age appropriate calorie level identified. The standards set limits by elementary, middle school and high school. Each site will follow the standards for the highest grade in the building for all students in the building. K-8 schools will follow the standards for schools with grades 6, 7, and 8. The standards do not set limits on the number of servings that can be served to students.

- However, we do not wish for students to be hungry. Children eat more or less based on individual needs. Do not prevent students from receiving additional snacks if they are available and have been requested. Snacks served should not be less than the calorie amounts.

III. Provide and promote opportunities for moderate to vigorous physical activity for SUN CS youth participants.

Definitions

- On a scale of 0 to 10, where sitting is a 0 and the highest level of activity is a 10, moderate physical activity is a 5 or 6 and vigorous physical activity is a 7 or 8.

  Students will breath harder than normal while doing moderate physical activity. An example of moderate physical activity is brisk walking. Examples of vigorous physical activity include jumping roping and running.

- Unstructured recess/play time is when students can be freely active. Encourage students to use this time to be active.

- Structured recess/play uses games and physical activities that are taught and led by trained adults. Students are more likely to participate in structured activities.

Implementation Guidance Section III

- Activities should be scheduled in a way that all students have access to and the opportunity to participate in physical activity in addition to physical activity programs. The goal is to schedule activities that allow students to participate in physical activity on the days they attend SUN programming. Not every student registers for activities that require them to be active, therefore providing physical activity as part of your regular programming will ensure that all students have equal access to an activity.

- SUN Community Schools will provide and promote opportunities for moderate to vigorous physically activity. The intent of this time is to be split up for the days that SUN offers programming. Example: 15 minutes of walking before programming begins. Each SUN Community School will implement their time differently depending upon the duration of programming, space availability, staff, etc. SUN will offer and promote at least 60 minutes of physical activity a week.

- Physical activities offered to high school students should be promoted and scheduled in a way to ensure their participation. (more information on the importance of promotion to high school students).

- Withholding physical activity or recess time for students to complete unfinished school work as a consequence for misbehavior is not acceptable.

Additional Implementation Guidance

Implementing the Wellness Guidelines is just like any other policy or guideline within the SUN Community Schools; they require planning and identification of barriers and resources. Below are some helpful things to consider when implementing the Wellness Guidelines.

Communication:

- Be prepared to discuss why the Wellness Guidelines are occurring and why they are important.

- Identify who will need to be informed about the changes. Examples might include: teachers, contractors, partners, volunteers, staff, students, facilities, parents and community partners.

- Wellness Guidelines information could be communicated by: e-mail, flyers, group meetings, etc.

Constructive Classroom Rewards:
Promoting Good Habits While Protecting Children's Health

Rewarding children in the classroom need not involve candy and other foods that can undermine children's diets and health and reinforce unhealthful eating habits. A wide variety of alternative rewards can be used to provide positive reinforcement for children's behavior and academic performance.

"It's just a little treat": the harm in using food to reward children

Schools should not only teach children how to make healthy choices and to eat to fulfill nutritional needs, but also should provide an environment that fosters healthy eating. Providing food based on performance or behavior connects food to mood. This practice can encourage children to eat treats even when they are not hungry and can instill lifetime habits of rewarding or comforting themselves with food behaviors associated with unhealthy eating or obesity. Awarding children food during class also reinforces eating outside of meal or snack times.

Since few studies have been conducted on the effect of using food rewards on children's long-term eating habits, **the best policy is not to use food to reward children for good behavior or academic performance. At minimum, children should not be rewarded using foods of poor nutritional quality.** (Note: classroom parties are covered by this policy.)

The value of rewarding children (with non-food rewards)

As teachers know, classroom rewards can be an effective way to encourage positive behavior. Children, like everyone, alter their actions based on short-term anticipated consequences. When trying to foster a new behavior, it is important to reward a child consistently each time he or she does the desired behavior. Once the behavior has become an established habit, rewards can be given every now and then to encourage the child to maintain the preferred behavior.

The ultimate goal of rewarding children is to help them internalize positive behaviors so that they will not need a reward. Eventually, self-motivation will be sufficient to induce them to perform the desired behavior, and outside reinforcement will no longer be necessary.

Physical activity and food should not be linked to punishment

Punishing children by taking away recess or physical education classes reduces their already-scarce opportunities for physical activity. Another counter-productive punishment is forcing children to do physical activity such as running laps or pushups. Children often learn to dislike things that are used as punishments. Thus, penalizing children with physical activity might lead them to avoid activities that are important for maintaining wellness and a healthy body weight. In addition, food should not be withheld as a means of punishing children. The U.S. Department of Agriculture prohibits withholding meals as a punishment for any child enrolled in a school participating in the school meal programs.[1]

Examples of beneficial (and inexpensive) rewards for children[2]

❖ Social rewards

"Social rewards," which involve attention, praise, or thanks, are often more highly valued by children than a toy or food. Simple gestures like pats on the shoulder, verbal praise (including in front of others), nods, or smiles can mean a lot. These types of social rewards affirm a child's worth as a person.

❖ Recognition

- Trophy, plaque, ribbon, or certificate in recognition of achievement or a sticker with an affirming message (*e.g.,* "Great job")
- Recognizing a child's achievement on the school-wide morning announcements and/or the school's website
- A photo recognition board in a prominent location in the school
- A phone call, email, or letter sent home to parents or guardians commending a child's accomplishment
- A note from the teacher to the student commending his or her achievement

---

[1] U.S. Department of Agriculture (USDA). *Prohibition against Denying Meals and Milk to Children as a Disciplinary Action.* Alexandria, VA: USDA, 1988.

[2] Some examples adapted from "Alternatives to Using Food as a Reward," Michigan Team Nutrition (a partnership between the Michigan Department of Education and Michigan State University Extension), 2004. Accessed at < http://www.tn.fcs.msue.msu.edu/foodrewards.pdf> on November 8, 2004.

❖ Privileges

- Going first
- Choosing a class activity
- Helping the teacher
- Having an extra few minutes of recess with a friend
- Sitting by friends or in a special seat next to or at the teacher's desk
- "No homework" pass
- Teaching the class
- Playing an educational computer or other game
- Reading to a younger class
- Making deliveries to the office
- Reading the school-wide morning announcements
- Helping in another classroom
- Eating lunch with a teacher or principal
- Listening with a headset to a book on tape or CD
- Going to the library to select a book to read
- Working at the school store
- Taking a walk with the principal or teacher
- Designing a class or hall bulletin board
- Writing or drawing on the blackboard/whiteboard
- Taking care of the class animal for a day
- Allowing a child to choose an extra recess activity for the class on his/her birthday.

❖ Rewards for a class

- Extra recess
- Eating lunch outdoors
- Going to the lunchroom first
- Reading outdoors
- Holding class outdoors
- Extra art, music, PE, or reading time
- Listening to music while working
- Dancing to music
- Playing a game or doing a puzzle together
- "Free choice" time at the end of the day
- A song, dance, or performance by the teacher or students
- A book read aloud to the class by the teacher
- A field trip

❖ School supplies

- Pencils: colored, with logos, or other decorations
- Pens
- Erasers
- Notepads/notebooks
- Boxes of crayons
- Stencils
- Stamps
- Plastic scissors
- Bookmarks
- Highlighters
- Chalk (e.g., sidewalk chalk)
- Markers
- Coloring books

- Rulers
- Glitter
- Pencil sharpeners, grips, or boxes
- Gift certificate to the school store

❖ Sports equipment and athletic gear

- Paddleballs
- Frisbees
- Water bottles
- NERF balls
- Hula hoop
- Head and wrist sweat bands
- Jump rope

❖ Toys/trinkets

- Stickers
- Yo-yos
- Rubber balls
- Finger puppets
- Stuffed animals
- Plastic or rubber figurines
- Toy cars, trucks, helicopters, or airplanes
- Plastic sliding puzzles or other puzzle games
- Slinkies
- Gliders
- Magnifying glasses
- Spinning tops
- Marbles
- Jacks
- Playing cards
- Stretchy animals
- Silly putty
- Bubble fluid with wand
- Balloons
- Capsules that become sponges/figures when placed in water
- Inflatable toys (balls, animals)
- Small dolls or action figures

❖ Fashion wear

- Temporary tattoos
- Hair accessories (barrettes, elastics, or ribbons)
- Bracelets, rings, necklaces
- Sunglasses
- Eyeglasses with nose disguise
- Hat or cap
- T-shirt
- Sneaker bumper stickers
- Shoe laces

❖ Miscellaneous

- Key chains
- Flashlights
- Cups
- Magnets
- Crazy straws
- Backscratchers
- A plant, or seeds and pot for growing a plant
- Books

- **A token or point system**, whereby children earn points that accumulate toward a bigger prize. Possible prizes include those listed above and:

  - Gift certificate to a bookstore or sporting goods store
  - Movie pass or rental gift certificate
  - Ticket to sporting event
  - Puzzle
  - Book
  - Stuffed animal
  - Magazine subscription
  - Board game
  - Step counter (pedometer)
  - Sports equipment, such as tennis racket, baseball glove, soccer ball, or basketball

  Children can be given fake money, tokens, stars, or a chart can be used to keep track of the points they have earned. Points can be exchanged for privileges or prizes when enough are accumulated.

  A point system also may be used for an entire class to earn a reward. Whenever individual children have done well, points can be added to the entire class's "account." When the class has earned a target number of points, then they receive a group reward.

For more information, visit www.cspinet.org/schoolfood/ or contact the Center for Science in the Public Interest at <nutritionpolicy@cspinet.org>.

PHYSICAL ACTIVITY PYRAMID

For your

After School Program

Cut Down on Inactivity

•Limit to 2 hours or less per day: TV, Computer, Video Games, Watching DVD's & Movies

2-3 TIMES A WEEK

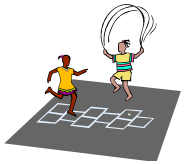
Flexibility/Strength

Flexibility & Strength

•Stretching
•Push-up/Sit-ups
•Circuit Training
•Yoga/Pilate's
•Martial Arts (Tai'Chi)

EVERYDAY 60 MINS

By Yourself or with Friends



Individuals

•Running/Jogging
•Skateboarding
•Rollerblading
•Stair Climbing
•Hula Hoop
•Jump Rope
•Hopscotch
•Dance Dance Revolution

Group Activities

•Basketball
•Volleyball
•Baseball/Softball
•Soccer
•Kickball
•Swimming
•911*
•Hide-n-Seek
•Double-Dutch
•Cultural Games
•Clean Your Room*
•Los Encantados (Freeze Tag)
•Dance – Hip Hop, Salsa, Capoeira, etc.
•Playing Musical Instruments

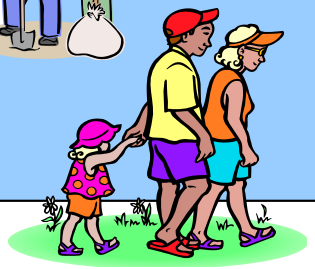
** From CANFIT's SuperManual*

Sports/Recreational Activities & Games

With Parents

CHOOSE ONE ACTIVITY with Kids Daily

•Play Frisbee or Catch at the Park
•Plant or Work in the Garden
•Walk (the dog) Together
•Family Bike Ride
•Family Hike
•Help with Chores



WHY WE NEED PHYSICAL ACTIVITY AFTER SCHOOL!

•To stay healthy, youth need at least 60 minutes of physical activity daily. There's not enough time during the school day to get it all in.

•Physical activity can teach life skills such as teamwork, patience, and motivation to help youth reach higher goals.

•Being physically active increases self-esteem and reduces anxiety, depression and stress.

CANFIT

Physical Activity!

Tips & Information

Real-life challenges…

- It gets dark too early to play outside.
- Sometimes the weather is too cold.
- We don't have enough space for physical activity.
- It's hard to make time for physical activity with everything else on our schedules.
- Some kids just don't want to participate.

…and how to overcome them

- ⇨ Offer physical activity at the start of the afterschool day.
- ⇨ Use indoor space — see the next point too.
- ⇨ Convert cafeteria or classroom areas into space for dance or fitness. Find a local park. Take a walk or jog around the block. Develop relationships with school administrators who may be able to provide additional space.
- ⇨ Make physical activity a formal part of your daily schedule.
- ⇨ Offer structured free play with a variety of physical activity stations that kids can choose from.

What is moderate activity?

Games, sports, and recreation that are equal in intensity to brisk walking:

Hopscotch	Yoga
Playground play	Gymnastics
Swinging	Ballet
Kickball	Shooting baskets
Frisbee	Swimming for fun
Walking	Volleyball
Bike-riding	Baseball, Softball

What is vigorous activity?

Games, sports, and recreation that are more intense than brisk walking:

Running games (tag)	Karate
Jogging	Tae kwon do
Jumping rope	Jumping jacks
Basketball game	Skipping
Football game	Push-ups, pull-ups
Soccer	Swimming laps
Aerobic dancing	Water basketball

Success story!

One program offered a variety of different active games and fitness activities that students could rotate through, and after a month of trying different stations, the kids voted on their favorites. The winning activities appeared more often in structured play time. Empowering children to make their own decisions is a great way to get everyone involved! The most popular stations were basketball, four-square, hula-hoop, and jump rope. Even better– the site director said that NONE of the kids sat out!

Did you know?

- Each child should get at least 1 hour of physical activity everyday. Providing at least 30 minutes of daily activity in your afterschool program is a good goal.
- Kids should get 20 minutes of **vigorous** physical activity 3 times per week.
- Many children today do not engage in enough physical activity. Physical activity tends to decline as kids enter the teen years, and inactive children may be less physically active as adults.
- Staying active protects everyone — even kids — from developing heart disease, diabetes, high blood pressure, stroke and osteoporosis. Exercise helps make bones stronger. Plus, inactive children, when compared with active children, weigh more and have higher blood pressure and lower levels of heart-protective high-density lipoproteins (HDL cholesterol). (http://www.americanheart.org/)

- Many schools have limited time for physical education and recess so children come to after school programs ready to move!
- Regular physical activity helps children focus both in and out of school.
- Recreational play, like running, jumping, and climbing on playground equipment is just as important as skill-based instruction.
- Physical activity can be broken up into periods of 10-15 minutes.

Did you know?

Kids who are active often do better in school!

Want to know more? Check out these other resources.

The National Association for Sport and Physical Education (NASPE) offers guidelines on activity for children and youth, and publish curricula for in and out of school time.

http://www.aahperd.org/naspe/

The Primary School site links to a ton of fun games that can be played indoors and outdoors. Great if you need activity ideas!

http://www.primaryschool.com.au/health.php

President's Fitness Challenge inspires children to get moving each day. Use the guidelines and log charts to create a challenge at your site or enroll children in the challenge online.

http://www.presidentschallenge.org/home_kids.aspx

The BAM! (Body and Mind) program provides information on various health topics, nutrition, and physical activity.

http://www.bam.gov/sub_physicalactivity/index.html

The Harvard School of Public Health publishes an online nutrition news and resource newsletter.

http://www.hsph.harvard.edu/nutritionsource/staying-active/

Ways to **E**nhance **C**hildren's **A**ctivity & **N**utrition (We Can!) provides families and communities with helpful resources to help prevent childhood overweight.

http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/

Contact us: Harvard Prevention Research Center, 401 Park Drive, 4th Floor West Boston, MA 02215, (617) 384-8916

Cooperative Games, Skills, & Exercises

(Ron Jones, MS, ACSM Health/Fitness Instructor)

Individual:

- Monkey Walk: Hold basketball between legs with one hand in front and one hand behind ball; let go of ball and walk or waddle forward; walk backwards for more challenge.
- Switch-A-Ball: Walk and pass ball back and forth in-between legs; walk backwards for more challenge or use larger ball that causes more leg separation and hip mobility.
- Hand Switch on Ball: Hold basketball between legs with one hand in front and one hand behind ball; let go of ball quickly while switching hands and grab ball again before it hits the ground; repeat.

Partners:

- Tandem Cycling: Sit close to each other with bottoms of feet touching; use leg cycling motions.
- Partner Stand: Sit and face each other with wrist lock; stand together then sit; repeat.
- Towel Ball Toss: Toss tennis ball back and forth keeping ball in play as with volleyball.
- Spin & Catch: Have one partner with back to other; when partner facing away has name called they turn to catch ball; toss back; other person turns away; repeat.
- Double Ball Catch: Face each other with one ball in each hand; toss at same time and catch; repeat. (Have “call command” so balls don’t keep dropping)
- Trust Hop: Face each other and grab leg of partner by ankle and hold at waist while wrist locking with partner; static balance, squat, or hop for 10 seconds.
- Backs-To-Ball Side Steps: Stand back to back with basketball between upper backs; side step to end point; drop ball to butts; side step back.
- Running the Hoop: Have one partner gently roll hoop; other partner tries to dive through moving hoop without touching or knocking over hoop; change partners; repeat.

Small Groups:

- Team Stand-Up: Sit in circle on floor facing inwards with interlocked arms; stand together working as a team; sit together; repeat.
- Reverse Team Stand-Up: Sit on floor facing outwards with interlocked arms; stand together working as a team; sit together; repeat.
- Steal-A-Ball: Groups of 4+, put 4 tennis balls into heavy paper plates; each player tries to collect balls; when one plate is empty game is over.
- Circle Toss: Stand and face towards center; start tossing one ball as quickly as possible back and forth across circle; add second then third balls as group progresses.

Large Groups:

- Animal Actions: Call out animal; group imitates until next animal called.
- Color Ball Grab: Put two colors of balls in big bucket; throw out and have each team gather and return to their bucket.
- Fast & Slow: When leader's hand is down, group marches slow; as hand raises pace quickens until max speed; max speed is only held 3-5 seconds.
- Sky Jumps: Squat and jump or simply heel lift; repeat.

10 SIMPLE ACTIVITIES TO ENCOURAGE PHYSICAL ACTIVITY IN THE CLASSROOM

1. Secret Password: Every day establish a secret password activity such as 5 jumping jacks, stand on one foot for 5 seconds, hop three times, etc. Then establish when the student needs to use the secret password - i.e. after a drink of water, before receiving a hand out, when entering the classroom, in between subjects, etc.

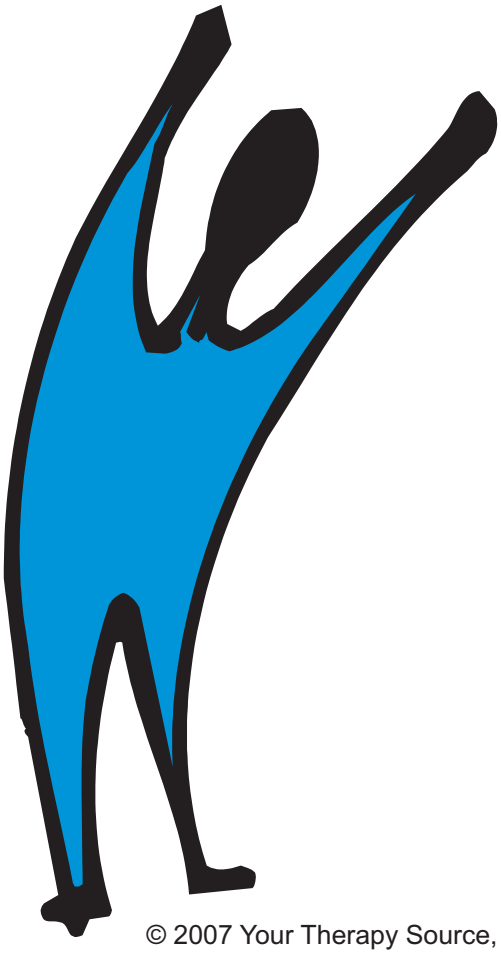
2. Walking Worksheets: Tape worksheets on wall, easel and chalkboard. Students move from worksheet to worksheet and answer the different questions.

3. Opposite Hunt: Divide the class in half. Half of the class write a word on an index card. The other half writes the definition. Shuffle the cards and hand one card to each student. The students must move around the classroom and match the word with the definition. For younger students match up sight words, letter or numbers. Try math problems and solutions.

4. Pencil Jumps: For a quick movement break in between lessons have each student place a pencil on the floor. Jump over the pencil a designated number of times.

5. Race in Place: When reviewing material, have the students stand up and run in place by their desks. On the teacher's signal, student stops running in place, listens to question and writes down the answer on paper.

6. Daily Rule: Establish a new daily rule every day that includes physical activity. I.e. walk backwards to water fountain, tip toe to the bathroom, stretch before sitting in chair. See if you can catch the students forgetting the daily rule.



7. Shredder: Cut up worksheets in quarters. Students can help scatter the worksheets around the floor face down. On the teacher's signal, the students can crawl around the floor, find the four quarters of the worksheet, complete the worksheet and give it to teacher.

8. Push Up Line Up: When the students line up against the wall to leave the classroom, have each student face the wall and perform 10 wall push ups. After all push ups completed the class can walk in the line.

9.Mobile Math: Divide the class in half to review math problems. The students can stand at their desks (paper and pencil on desk). Call out a math problem such as 4+5=. One half of the class jumps 4 times and the other half jumps five times. Each student writes down answer on paper. Continue with other math problems. Vary movements.

10. Q and A Stretching: Provide students with paper at desk. Students can stand or sit. Ask a question and student writes down the answer (very large) on one sheet of paper. Each student holds paper up, with two hands overhead to stretch. Teacher checks answers. Multiple choice questions work best.

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Looking for more motor activity ideas?? Visit
www.YourTherapySource.com

Alliance for a **Healthier Generation**

INDOOR FITNESS BREAKS

Indoor physical activity is a challenge for many schools. Winter weather can trap students and staff inside for months at a time. Lack of space and lack of time also contribute to inadequate physical activity for our students.

The Alliance for a Healthier Generation, a national non-profit organization focused on reducing childhood obesity, asked Boston Celtics Captain and NBA All-Star Paul Pierce to create fun fitness "fast breaks" students can do anywhere. The videos, which show Paul demonstrating these same exercises, are available online at the Alliance's website, HealthierGeneration.org.

The breaks are a simple way to create an environment of physical activity within the halls of the school. The activities require no equipment and all ages can participate and benefit from the movement, exercise and flexibility stations.

Follow the instructions below and students will be moving in no time:

1. Utilize the hallways for an indoor fitness trail.
2. Emphasize safety during the movement and activity.
3. Choose: 3-5 types of movement
   3-5 station activities
   2 stretches & utilize the standing pretzel as the last station
4. Arrange stations away from occupied classrooms.
5. Put up signs to designate direction of travel & fitness station.
6. Before returning to class, have the students calm down by completing a relaxation activity.

The **Indoor Fitness Breaks** kit and the **Fitness Breaks with NBA All-Star Paul Pierce** videos are among the many resources available through the Alliance for a Healthier Generation's Healthy Schools Program. Any school can join the Healthy Schools Program online at: **HealthierGeneration.org.**

Founded by

American Heart Association. CLINTON FOUNDATION

FITNESS BREAKS
PRE-GAME

1

tippy toe walk

Lift heels and walk on the balls and toes of your feet.

FITNESS BREAKS
PRE-GAME

2

heel kicks

Start with a light jog. Pull the heel of the lower leg up to and bounce off the buttuck.

FITNESS BREAKS
PRE-GAME

3

knee raise

Stand tall, lift one knee up towards the chest and hold. Alternate knees.

FITNESS BREAKS
PRE-GAME

4

basic lunges

- Step forward with right leg.
- Land softly on heel then forefoot.
- Lower body by flexing knee and hip of front leg until front knee is at 90 degrees.
- Return to original standing position by extending hip and knee of forward leg.

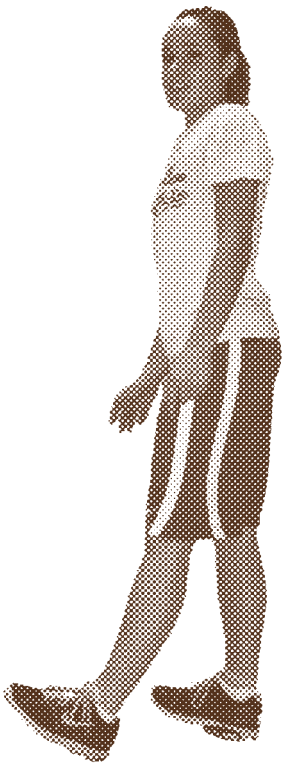
Repeat by alternating lunge with opposite leg.

FITNESS BREAKS
PRE-GAME

5

heel walks

Lift toes and balls of the feet and walk only on your heels.



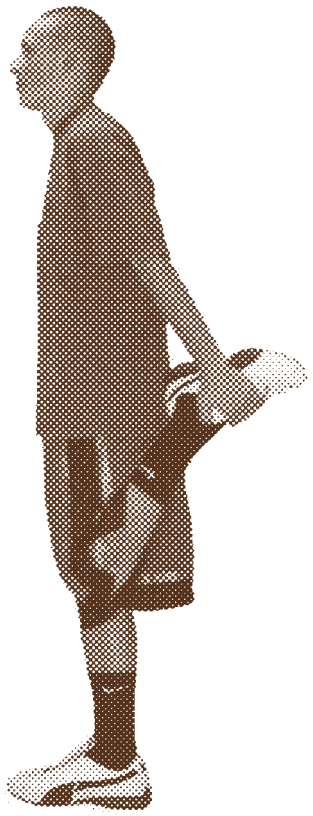
FITNESS BREAKS
PRE-GAME

6

quad stretch

- Start in a normal standing position.
- Bend one knee and raise the foot towards the buttock.
- Slightly flex the standing leg so the knees are together (but not touching).
- Hold the front of the raised foot and pull the heel towards the buttock.

Alternate legs.



FITNESS BREAKS
TIP-OFF

7

march in place

Lift knees high and exaggerate the arm swing.

FITNESS BREAKS
TIP-OFF

8

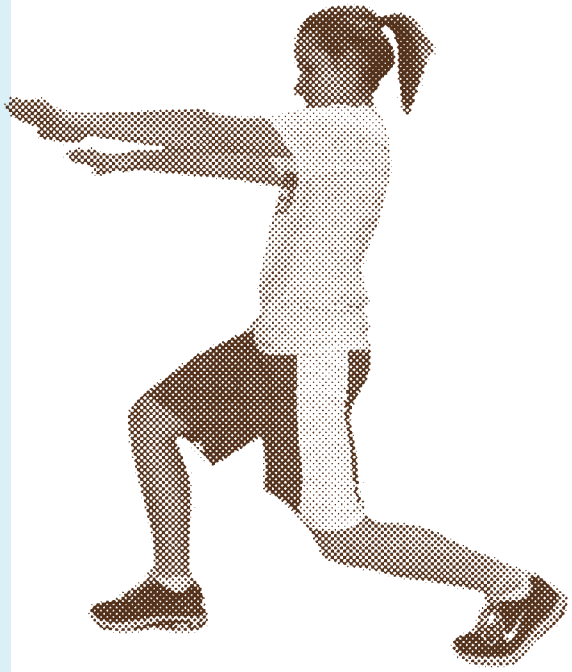
carioca

- Stay on the balls of your feet with your hips in a low semi-squat position.
- Begin by twisting your hips and crossing one leg in front of the other, bring your trail leg through and cross your lead leg behind the trail leg.
- Your shoulders remain square.

FITNESS BREAKS
TIP-OFF

9

reverse lunges



- Facing forward, step one foot back about 18 to 24 inches.
- Immediately bend the knees and lower onto the front leg, allowing the back knee to come close to the ground.
- Keep the weight on the front heel and chest upright.
- Push back up with the back foot.

Return to the standing position.

FITNESS BREAKS
TIP-OFF

10

skip

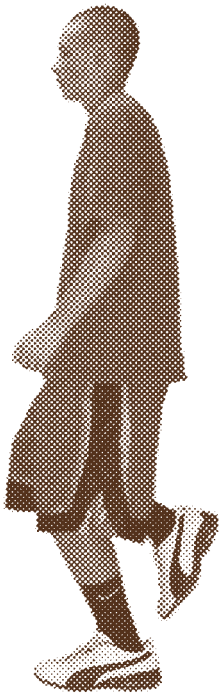
- Start on right foot: step, hop, lift up left knee and swing right arm.
- Left foot: step, hop, lift up right knee and swing left arm.

FITNESS BREAKS
TIP-OFF

11

hop on one leg

Take off on one foot and land on the same foot multiple times.



FITNESS BREAKS
TIP-OFF

12

hamstring stretch

- Stand with one leg just in front of the other.
- Bend the back knee and rest your weight on the back leg.
- Tilt the hips forwards as if sticking your bum in the air!

Hold for between 10 and 30 seconds.

13

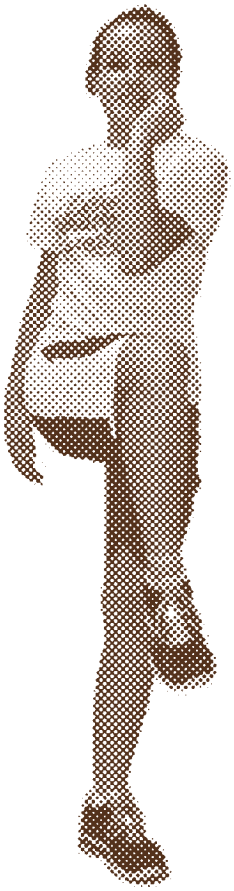
walk in place

14

knee raises elbow to knees

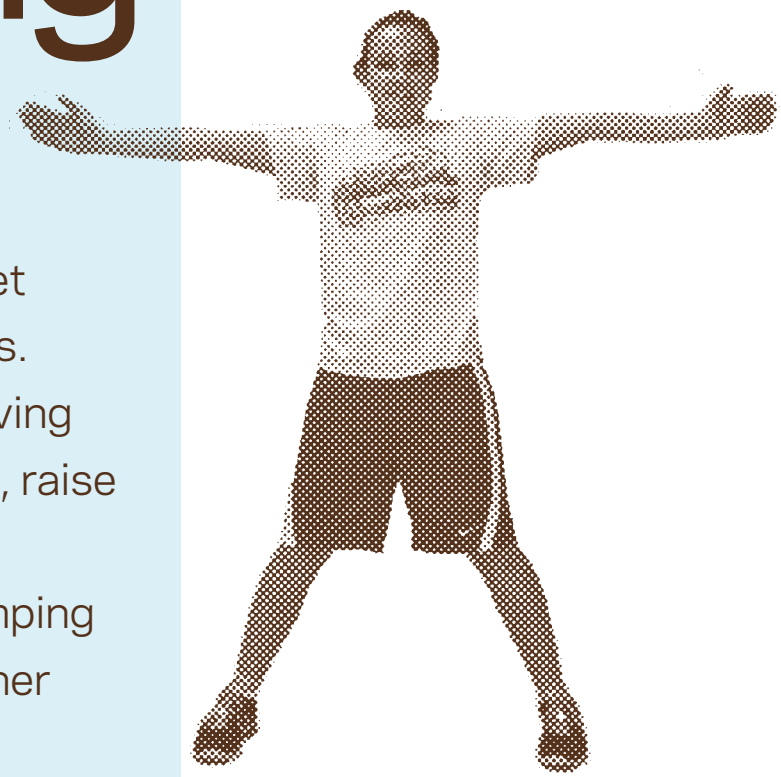
Lift up right arm and raise left knee and lower your right elbow toward knee in a diagonal motion.

Repeat this move by using the opposite elbow and knee.



15

jumping jacks



- Begin by standing with feet together and arms at sides.
- Bend knees and jump, moving feet out. At the same time, raise arms overhead.
- Keep knees bent while jumping again, bringing feet together and arms to sides.

Repeat multiple times.

16

standing pretzel

- Cross your left ankle over your right.
- Extend your arms and cross your left wrist over your right.
- Bring your palms together and interlace your fingers.
- Now bring your hands up toward your chin.

Stand quietly for 30 seconds with eyes closed and tongue on the roof of mouth.

17

defensive stance

Arms up, elbows bent, knees bent, buttocks low.

18

dribble in place

To dribble, push the ball down by spreading the fingers and flexing the wrist. Keep legs flexed and back straight.

19

jump shot

- Pretend to hold the ball with one hand under the ball and the other on the side.
- Jump straight up.
- Release the ball before the top of your jump, forcing the ball up and forward with one hand.
- Follow through like you are reaching into a cookie jar on the top shelf.

20

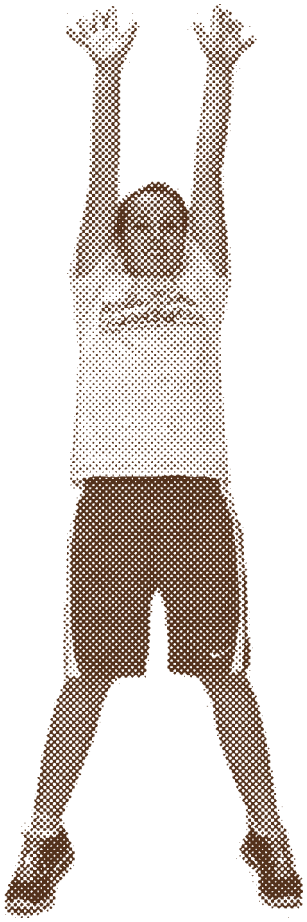
speed dribble

Pretend to push the ball down by spreading the fingers and flexing the wrist in double time. Keep legs flexed and back straight.

21

360 turn & dunk

Jump up with hands overhead, spin in the air and slam the ball down through the hoop.

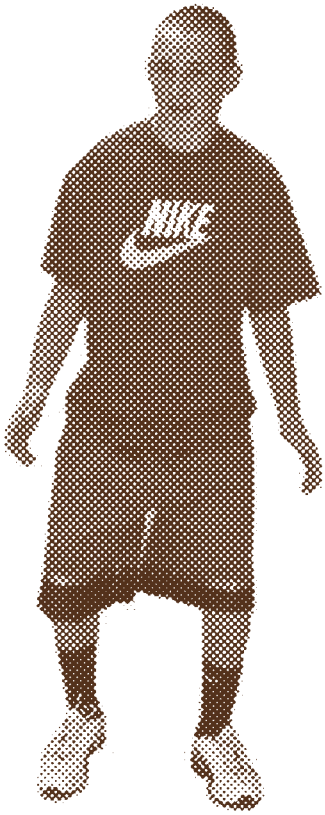


FITNESS BREAKS
MVP

22

quick feet

Start with feet shoulder width apart and knees bent in defensive position. Pick up and put down feet as quickly as possible.



23

quarter turns

While performing "quick feet" jump slightly and rotate both feet to the right, return to center. Quick feet, jump slightly and land with both feet rotated to the left.

FITNESS BREAKS
MVP

24

side slides

- Start in defensive position.
- Step towards the left with the left foot; follow by bringing the right foot closer to the left foot. *Repeat.*
- Step towards the right with the right foot; follow by bringing the left foot closer to the right foot. *Repeat.*

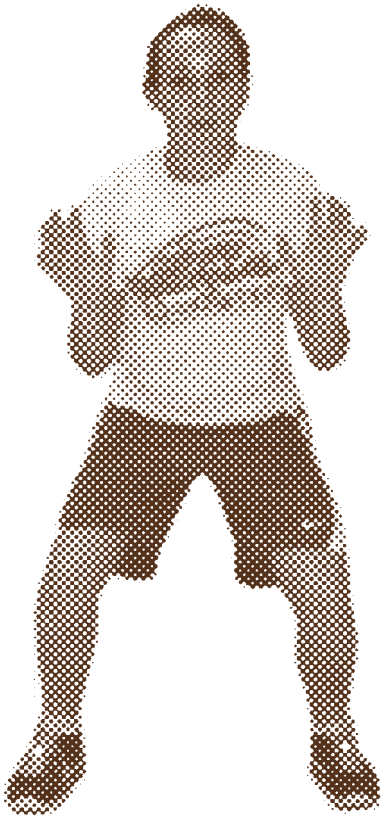
FITNESS BREAKS
MVP

25

squat jumps

Start with feet shoulder width apart. Squat down (sit back) with arms extended. Explode up and reach up. Land softly on both feet.

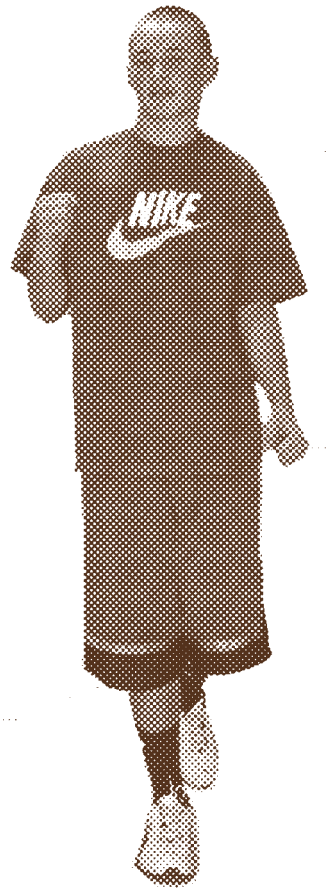
Repeat.



FITNESS BREAKS
OVERTIME

26

jog in place



WATCH THE VIDEOS! empowerme2b.org/fitnessbreaks

27

squats

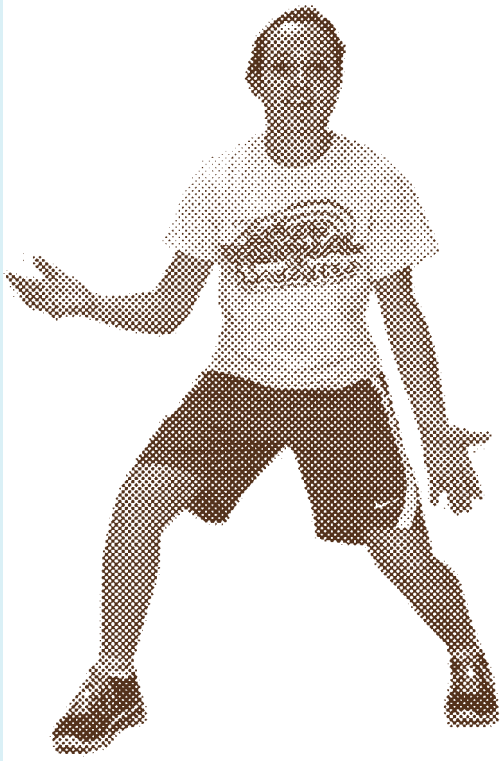
Start with feet shoulder width apart. Extend arms in front of the chest. Sit back and down, keeping the knees behind the toes. Contract the gluteal and hamstring muscles to begin extending the legs. Fully extend the legs until you're back to standing position.

Repeat 9 times.

28

defensive slide

- Start in defensive position.
- Step towards the left with the left foot; follow by bringing the right foot closer to the left foot. *Repeat.*
- Step towards the right with the right foot; follow by bringing the left foot closer to the right foot. *Repeat.*

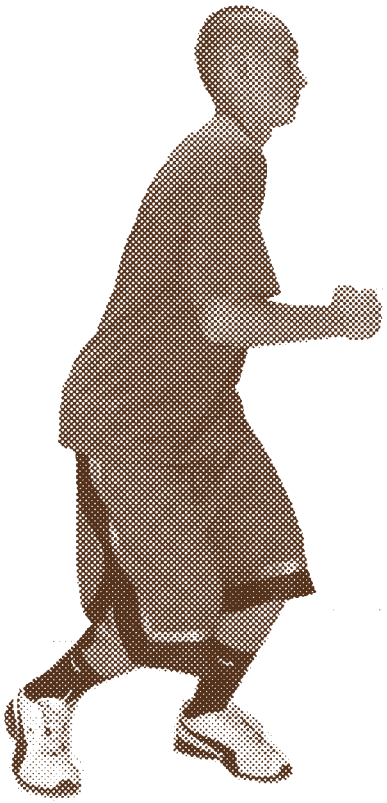


FITNESS BREAKS
OVERTIME

29

jump & twist

Jump up and rotate body. Land softly on the balls of the feet.

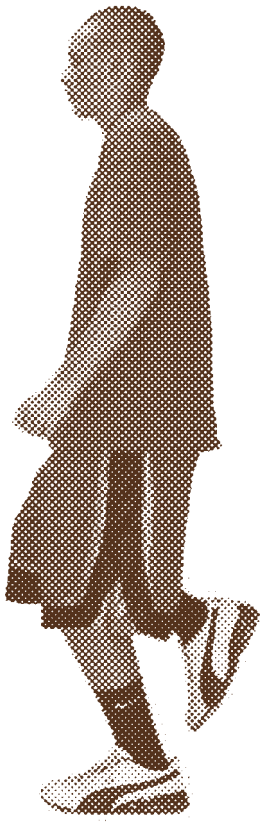


FITNESS BREAKS
OVERTIME

30

line drill

- With toes on line, step over, over, back, back. *Continue 30 seconds.*
- Switch to lead with the other foot. *Continue 30 seconds.*
- With one foot in front of the line and the other behind, jump and switch feet (scissors). *Continue 30 seconds and switch lead foot.*
- With both feet parallel, jump over and back. *Continue 30 seconds.*



National Association for Sport and Physical Education
an association of the American Alliance for Health, Physical Education, Recreation and Dance

NASPE Sets the Standard

POSITION STATEMENT

Physical Activity Used as Punishment and/or Behavior Management

Position Statement

Administering or withholding physical activity as a form of punishment and/or behavior management is an inappropriate practice.

Purpose

This position statement addresses the inappropriate use of or withdrawal from physical activity as a disciplinary consequence, both within and outside of the school environment.

Intended Audience

The audience for this position statement includes school administrators, physical education teachers, classroom teachers, coaches, parents and others working with children and young adults in physical activity settings (e.g., youth sport, interscholastic sport, YMCA, Boys' and Girls' Clubs).

Supporting Information

Children and youths have many opportunities to be physically active in the school environment, including physical education class, recess, and before- and after- school programs. In addition, more than one third of children ages 9-13 participate in organized youth sport (Corbin, Pangrazi & LeMasurier, 2004). It is imperative that these experiences promote the importance of physical activity to one's health. To become active adults, children and youths need to encounter positive physical activity experiences, as supported in the National Association for Sport and Physical Education's (NASPE) *Appropriate Instructional Practice Guidelines* documents for elementary, middle and high school physical education (NASPE, 2009).

A student's motivation for being physically active by engaging in the important subject matter content of physical education and sport should never fall victim to the inappropriate use of physical activity as a disciplinary consequence. NASPE supports that view in its *National Standards for Sport Coaches: Quality Coaches, Quality Sports,* which states that coaches should "never use physical activity or peer pressure as a means of disciplining athlete behavior" (NASPE, 2005, p. 17).

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Examples of the inappropriate use of physical activity include:

- Withholding physical education class or recess time for students to complete unfinished school work or as a consequence for misbehavior.
- Forcing students to run laps or perform push-ups because of behavioral infractions (e.g., showing up late, talking, and disruptive behavior).
- Threatening students with physical activity or no physical activity (e.g., no recess, no game time), and then removing the threat because of good behavior.
- Making students run for losing a game or for poor performance (e.g., missing a foul shot, dropping the football).

Core Issue

The core issue is that administering or withdrawing physical activity as punishment is inappropriate and constitutes an unsound education practice.

Inappropriate

Exercise used as punishment is considered a form of corporal punishment in many states (e.g., California, Massachusetts, and Hawaii). Corporal punishment in schools is illegal in 29 states (Dupper & Dingus, 2008) and is defined as "physical pain inflicted on the body of a child as a penalty for disapproved behavior" (National Coalition to Abolish Corporal Punishment in School, 2006). Furthermore, many national professional organizations, including the American Academy of Pediatrics, the National Association for State Boards of Education, the National Education Association and the Centers for Disease Control and Prevention (Dupper & Dingus, 2008) have advocated for bans on corporal punishment. State boards of education in Hawaii and California prohibit withholding physical activity or using it as punishment.

The absence of support for using physical activity as punishment renders its use by a teacher or coach indefensible, from a legal liability standpoint.

Unsound

Time spent on punishment is time that could be spent instructing students, developing fitness levels or other positive learning experiences.

While some people believe that physical activity used as punishment and/or a behavior-management tool is effective, experts perceive this practice as a "quick fix" that actually might discourage the behavior it is intended to elicit. Using negative consequences to alter behavior suppresses the undesirable behavior only while the threat of punishment is present; it doesn't teach self-discipline or address the actual behavior problem. Therefore, student behavior patterns are not changed (Weinberg & Gould, 2007).

At times, it's appropriate to remove a student briefly from a physical education lesson, recreational play, athletic practice or game to stop an undesirable behavior. For example, it's appropriate to remove a student who is behaving in a manner that is unsafe. Teachers should devote that time to allowing the child or youth a moment to cool down, reflect upon his or her actions, and communicate with leaders as to why he or she was removed. Once the student

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understands and conveys appropriate behaviors, he or she should return to the activity. However, any prolonged withdrawal of physical activity (e.g., holding a child back from recess or physical education as a consequence of classroom behavior) is both inappropriate and unsound for the same reasons mentioned above.

Alternatives to Physical Activity as Punishment

Successful teachers and coaches create positive learning environments without using physical activity as punishment. Managing and motivating children and youths involve developing an effective preventive-management system; no one, simple solution works for all. Prevention is the key. The following list offers actions that are suitable alternatives to using physical activity as punishment:

- Include students in establishing expectations and outcomes early in the year, and review those expectations and outcomes frequently.
- Include students in meaningful discussions about goals and how to reach them.
- Be consistent with enforcing behavioral expectations within the learning environment.
- Practice and reward compliance with rules and outcomes.
- Offer positive feedback and catch students doing things right.
- Don't reinforce negative behavior by drawing attention to it.
- Hold students accountable for misbehavior.
- Develop efficient routines that keep students involved in learning tasks.
- Wait for students to be attentive before providing directions.

Appropriate Use of Physical Activity

Meaningful engagement in physical activity is an essential aspect of physical education and sport. Building a sense of competence, advocating the joy of physical activity and moving, expanding movement and motor skills, and developing fitness levels are among the numerous practices that support appropriate behavior and the development of positive attitudes toward physical activity.

When it comes to promoting healthy lifestyles, it's just as important to use physical activity as a positive as it is to avoid using physical activity as a negative. Students need more experiences that use physical activity — rather than junk food — to celebrate significant events. Organizing a dance, developmentally appropriate games, cooperative activities, scavenger hunts, etc., provides students with the opportunity to move, socialize with peers and engage in physical activity for the fun of it.

Conclusion

NASPE opposes administering or withholding physical activity as a form of punishment and/or behavior management. School administrators, physical education teachers, classroom teachers, coaches, parents and others working with children and young adults play a critical role in providing meaningful physical activity experiences. Therefore, teachers should see providing meaningful physical activity as a way to ensure that children and youths develop positive

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attitudes about physical activity and stop viewing physical activity as a means of punishment and/or behavior modification.

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Section 14

SUN District Contacts

This section provides contact information for school district personnel that are important for SUN Community Schools operation. All six partner districts are included.

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Centennial Dining Services
503-762-3670
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John Waker
Dining Services Director
John_Waker@csd28j.org

Other Contacts

Name	Primary Worksite	Position
Breyer, Samuel G	District Office	Superintendent
Coakley Jr, Paul E	District Office	Assistant Superintendent/Director of Human Resources
Dudley, Christie M	Lynch Meadows Elem.	Principal
Nixon, Laura	Pleasant Valley Elem.	Principal
Hubbs, Jeb	Harold Oliver Elementary	Principal
Hawley, Rise' S	Centennial Middle	Principal
Huja, Ajai S	Centennial Park School	Principal
Larson, Richard G	District Office	Director of Business and Operations
Mangan, James P	Lynch View Elementary	Principal
Owens, James C	Butler Creek Elementary	Principal
Scott-Aguirre, Mairi	Centennial High School	Principal

Sande, Andrea L	Lynch Wood Elementary	Principal
Weinert, Karen L	Parklane Elementary	Principal
Williamson, Cheryl L	District Office	Director of Curriculum and Student Learning
Wright, Denise	District Office	Student Services Supervisor

David Douglas School District
Key Contacts for SUN

Updated 3/2016

Student Services and SUN Liaisons

Barb Kienle
Student Services Director, SUN Liaison
503-261-8209 or x8209 internally
barbara_kienle@ddsd40.org

Florence Protopapas
Students Services Coordinator, SUN and Communities Supporting Youth Liaison, PBIS, Title X
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florence_protopapas@ ddsd40.org

Tech Issues

IT Help Desk
(Routing to all other areas)
Patty Villa, 503.256.6521
patty_villa@ddsd40.org

Synergy:
John May, x8245
john_may@ddsd40.org
OR
John Lynch, x 6523
John_lynch@ddsd40.org

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Winston Rivas, Spanish
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Instructional Materials

Teve Kenna (Library/Book Orders), x8239
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Nutrition Services

Jodi Taylor, x8233
jodi_taylor@ddsd40.org
For the clicker training each term and scheduling your dates for meals

Charlotte Owens, 8296
charlotte_owens@ddsd40.org
Send monthly reports to her; she'll also check up on your program each term

Transportation

Bob Jacobson, x5226
Manager
bob_jacobson@ddsd40.org
Communicate any major issues to him.

April Hansen, x5219
april_hansen@ddsd40.org
Dispatcher

Michelle Labrecque, x5229
michelle_labrecque@ddsd40.org
Activity Bus

Health Services

Ask your school nurse for his/her contact information (may be a cell number).

DDSD School-Based Health Clinic:
503-988-3554

Gresham Barlow School District
Key Contacts for SUN

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First Student Bus Transportation
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James Hiu
Deputy Superintendent of Secondary Education & Operations, Communities Supporting Youth Liaison
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Other GBSD Contacts

> District Office	Email	Phone Number
Superintendent	Jim Schlachter	(503) 261-4555
Deputy Superintendent of Teaching and Learning	Teresa Ketelsen	(503) 261-4597
Chief Financial Officer	Mike Schofield	(503) 261-4567
Executive Director of Student Support Services	Janell Black	(503) 261-4650
Executive Director of Human Resources	Randy Bryant	(503) 261-4599
Executive Director of School Performance	Sara Hahn	(503) 261-4558
Executive Director of Elementary Education	Julie Evans	(503) 261-4575
Director of Communications and Community Engagement	Athena Vadnais	(503) 261-4558

> Contracted Services	Contact	Phone Number
Champions Childcare/KLC School Partnership	Christy Cunningham	(971) 242-2781
First Student Transportation	Mikey McCuistion	(503) 665-8193
Sodexo School Nutrition Services	Keely Malhoit	(503) 261-4590

Gresham Barlow Education Foundation	(503) 766-0008

Parkrose School District
Key Contacts for SUN

Updated 8/2015

Kathy Keim-Robinson
Director of Student Service, SUN Liaison, CSY and ELM Collaborative Point Person
keimkat@parkrose.k12.or.us
(503) 408-2118

Sharie Lewis
District Business Manager
EVERYTHING needs to be approved by her (grants, gardens, out-of-the-ordinary building use)
sharie_lewis@parkrose.k12.or.us
(503) 408-2103

Ellen Christensen
Director of Nutrition Service
(contact about snacks and meals)
ellen_christensen@parkrose.k12.or.us
(503) 408-2122

Teresa Hooper
Transportation
(will need student names and addresses for bus routes)
teresa_hooper@parkrose.k12.or.us
(503) 408-2149

Tom DuFresne
Maintenance Supervisor
(will help with building or grounds issues)
tom_dufresne@parkrose.k12.or.us
(503) 408-2131

Christine Blouke
Technology and Data Queen
(will support you with Synergy login, running attendance reports, and will get someone from her team to set you up with email, copy access, etc.)
christine_blouke@parkrose.k12.or.us
(503) 408-2748

Technology Helpline
(503) 408-HELP

District Office
10636 NE Prescott St. Portland, OR 97220
Phone: (503) 408-2100 Fax: 503.408.2140

Portland Public Schools
Key Contacts for SUN

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District SUN CS Liaison
Dunya Minoo
(503) 916-3086
dminoo1@pps.net

SUN Liaison Specialist
Juniper Painton-Straub
(503) 916.3088
jpainton@pps.net

Facility use, room reservations (Civic Use of Buildings)
Patty Christiansen
(503) 916-3156
pchristi@pps.net
http://www.pps.k12.or.us/departments/civic-use-of-buildings/index.htm

Fingerprints, background checks, badges
Please refer to your agency's directions for fingerprinting steps; do not call Security Svcs. for this information.
Security Services
(503)916-3000
http://www.pps.k12.or.us/departments/security-services/

Nutrition Services (meals, snacks, use of school coolers, stoves, refrigerator)
Whitney Ellersick
(503)916-3276
wellersi@pps.net or your regional program manager

Ombudsman (complaints regarding district issues if not resolved by building/Senior Director)
Judi Martin
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jmartin@pps.net

Volunteer projects related to PPS facilities and grounds
(503)916-3810
http://www.pps.k12.or.us/departments/facilities/3391.htm

All projects related to PPS facilities and grounds
http://www.pps.k12.or.us/depts-c/fam/pdr/pdr.php

Custodians

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District Athletic Director

Marshall Haskins
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Middle School Athletics

Tim Biamont
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Publicity

When dignitaries, elected officials or external media are involved, be sure to inform your supervisor, the Principal, Dunya Minoo and the Public Information Officer.

Christine Miles
Public Information Officer
(503) 916-3027
cmiles@pps.net

For web and social media stories, ensure publicity waiver and contact:
Larry Bingham
(503) 916-3066
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Reynolds School District
Key Contacts for SUN

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SUN Liaison, Communities Supporting Youth (CSY) point person
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AJackson@rsd7.net

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All MOU's go through Justin
Reynolds School District
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Kate McLaughlin
Federal Programs Director
Reynolds School District
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RSD_RFT@rsd7.net
Use this email address for extended day transportation (reoccurring routes).
For one time field trips, your secretary needs to input a the request in "Triptracker"
For special needs routing contact Cindy Dominiak: cdominiak@rsd7.net

Kim Lindquist
Nutrition Services Specialist
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503-661-7200 X 3208 Office
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Section 15

SUN In the News

SUN Community Schools have received much recognition both locally and around the country. This section contains some of the articles and highlights of printed publications throughout the years.

The Role of Community Schools In Place-Based Initiatives

Collaborating for Student Success

WILLIAM R. POTAPCHUK

JUNE 2013

A PUBLICATION OF

Coalition for Community Schools
Because Every Child Deserves Every Chance

Lifting Up What Works
PolicyLink

IEL Institute for Educational Leadership
Leading Across Boundaries

West Coast Collaborative
washington • oregon • california
building community schools, together

About the Coalition for Community Schools

The Coalition for Community Schools, housed at the Institute for Educational Leadership (IEL), is an alliance of national, state and local organizations in education K–16, youth development, community planning and development, higher education, family support, health and human services, government, and philanthropy as well as national, state, and local community school networks. The Coalition advocates for community schools as a strategy to leverage local resources and programs, changing the look and feel of the traditional school structure to best meet the needs of children and families in the 21st century.

About the Institute for Educational Leadership (IEL)

For a half-century, the Institute for Educational Leadership (IEL) has championed the need for leaders at all levels to shake off their institutional constraints and work across boundaries to address the needs of young people and their families. Bound by no constituency, IEL serves as a catalyst that helps policymakers, administrators, and practitioners at all levels bridge bureaucratic silos and undo gridlock to improve outcomes for all young people and their families. IEL's mission is to equip leaders to work together across boundaries to build effective systems that prepare children and youth for postsecondary education, careers, and citizenship.

About Policy Link

PolicyLink is a national research and action institute advancing economic and social equity by Lifting Up What Works.® Founded in 1999, PolicyLink connects the work of people on the ground to the creation of sustainable communities of opportunity that allow everyone to participate and prosper. Such communities offer access to quality jobs, affordable housing, good schools, transportation, and the benefits of healthy food and physical activity.

About West Coast Collaborative

The West Coast Collaborative is a partnership of three veteran community school initiatives designed to advance thought leadership and practical assets for our local efforts and the national movement. The Collaborative is an effort to bring a proven approach to a new level of maturity, reach, sustainability and impact, to advance the shift "from great schools to effective systems." Founding members include Community School Collaboration, Los Angeles Education Partnership and Schools Uniting Neighborhoods.

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NmjgawJg l i*_l b Ucqr Am_qr Amjj_`mp_rgtc, R f gq bmas k c l r k_w `c pcnpmbsacb dmp cbsa_rgm l _j
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PREFACE

Across the United States, communities are thinking differently about how to transform their schools and neighborhoods. Spurred by the realization that comprehensive educational reform and community change cannot be accomplished by any single organization, there is tremendous excitement about strategies that weave together resources in a clearly defined "place" to collectively improve outcomes for children, youth, families, and communities.

This excitement did not come out of the blue. It represents a convergence that has been building for decades, emerging out of myriad "place-based" efforts to reform schools, strengthen communities, and make educational, health, housing, and other systems more responsive to young people and their families and their assets and needs. In this environment, the Coalition for Community Schools at the Institute for Educational Leadership, PolicyLink, and the West Coast Collaborative are pleased to present *The Role of Community Schools in Place-Based Initiatives: Collaborating for Student Success.*

The paper is based on the experiences and lessons of efforts in the three communities involved in the West Coast Collaborative (Los Angeles, California; Multnomah County, including the City of Portland, Oregon; and South King County, Washington). It explores the relationship between community schools, Promise Neighborhoods, and other cradle-to-career, place-based strategies and the potential associated with the alignment of multiple place-based strategies operating in the same geographic areas. *The Role of Community Schools in Place-Based Initiatives* demonstrates that community schools offer a powerful vision and strategy for what schools should look like within broader place-based initiatives and how community schools can benefit from alignment with other efforts.

As scarce resources continue to challenge our ability to realize our vision for educated healthy, college-and-career-ready young people, strong families, and thriving communities, it is critical that we all work together to harness the power of the community and create shared vision and accountability for results. Systemic and sustainable solutions to the problems we face demand that we take advantage of each other's strengths and create aligned and synergistic relationships.

We encourage you to use this paper as the basis for fostering these relationships and to give particular attention to the role of community schools in that enterprise.

Coalition for Community Schools

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All of our local and national partners lent their time and expertise in the development of this paper. In particular, the following individuals and organizations contributed greatly through interviews and/or feedback on the paper.

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The Coalition for Community Schools at the Institute for Educational Leadership and the West Coast Collaborative are especially grateful to the Stuart Foundation for its generous support for the development of this paper. PolicyLink thanks the Harlem Children's Zone and the Center for the Study of Social Policy for their assistance.

INTRODUCTION

Decades of place-based initiatives have produced remarkable results across the country—transforming neighborhoods and restoring hope. The latest generation of these efforts features something new: an intense focus on children and their success, often placing schools at the center of their work. Building from inspiring initiatives such as the Harlem Children's Zone, the primary goal of these efforts has shifted from a traditional focus on community development to a passionate focus on improving the educational and life outcomes of children and youth.

Community schools,[1] a decades-old idea revitalized for the 21st century, place schools at the center of communities, making them hubs around which the community gathers its resources to help attain better outcomes for students, their families, and surrounding neighborhoods. In these schools, which focus on the whole child, community resources are strategically organized to support students and connect to the community. The community schools strategy is spreading rapidly across the nation as school systems embrace community schools as a core approach for achieving better outcomes and take community schools to scale.

Community schools, themselves a place-based strategy impacting a constellation of outcomes, are natural partners for this newest generation of place-based initiatives. There is a natural alignment between a community schools strategy and other place-based, cradle-to-college-and-career efforts such as Promise Neighborhoods.

The **Promise Neighborhoods** program[2] began in 2010 as a federally funded neighborhood development strategy with a strong focus on educational outcomes. Communities use the Promise Neighborhoods model to build a pipeline of coordinated educational, health, and social supports for children and families from cradle-to-college-and-career in a specific neighborhood or catchment area. Promise Neighborhoods maintain a results-driven focus on improving the educational and life outcomes of children both to ensure brighter futures for young people and to create healthier, safer neighborhoods with greater access to opportunity. Given that the model depends on strong schools as its centerpiece, collaboration with community schools is a productive way to strengthen community partnerships and accelerate results for children and families.

The U.S. Department of Education makes Promise Neighborhood grants to community-based organizations, institutions of higher education, or other bodies serving as the lead organization of a Promise Neighborhood. The model builds upon several generations of comprehensive community-change efforts and other neighborhood-focused initiatives that mobilize a wide array of community-based organizations, civic leaders, and service organizations to work collaboratively toward creating a birth-through-college-and-career continuum aligned by shared outcomes.

Promise Neighborhoods are in strong alignment with community schools. Indeed, three of the five fiscal year (FY) 2011 Promise Neighborhood implementation grantees—Hayward, California; San Antonio, Texas; and Buffalo, New York—are deeply invested in making community schools a core part of their strategy.

> Promise Neighborhoods need to be able to do this work in the context of the excellent work already happening on the ground. There is absolutely no need to recreate the wheel. We see community schools as an important part of the Promise Neighborhood effort.
>
> **Michael McAfee**
> Senior Director, PolicyLink

Cradle-to-career initiatives, often designed as community-wide collective impact initiatives,[3] share a focus on student success and mobilize senior community leaders around a policy, program, and quality-improvement agenda. Often, the initiatives follow a particular frame-work such as the Forum for Youth Investment's Ready by 21 strategy[4] or the Strive approach.[5] The initiatives select and target research-informed milestones, such as reading by the third grade or high school gradua-tion rates, and focus the collective effort of partners on attaining these goals. One strength of these initiatives is their capacity to mobilize the community's highest level of leaders, from mayors and foundation executives to university presidents and United Way CEOs. To ensure success, however, these initiatives need vehicles for on-the-ground interaction with young people, families, and neighborhoods. There is great potential to increase the efficacy of cradle-to-career efforts by linking to community school strategies that support every child. Nate Waas Shull from the All Hands Raised Partnership, the cradle-to-career effort in Multnomah County, Oregon, captures this relationship.

This paper explains the community schools strategy more fully and shares stories from three communities with exemplary initiatives: Multnomah County, Oregon, which encompasses Portland; South King County, Washington, just south of Seattle; and Los Angeles, California. These stories show that community schools are an effective place-based strategy and illustrate how community schools' leaders have worked hand-in-hand with next-generation, place-based, and community-wide initiatives to find synergy and achieve better results.

This is no small feat. Unfortunately, as anyone who has worked in communities knows, it is often easier to find competing and disconnected efforts than partnered and aligned initiatives. That is why the lessons from the three communities, which parallel similar experiences across the nation, are so instructive. Indeed, the Aspen Institute's review of two decades of comprehensive community initiatives found that "better alignment of mission, action, capacity, collaboration, and learning" are a pivotal key to success.[6] When multiple efforts are linked in a mutually supportive framework, each effort is working from its strengths, and the whole community benefits.

> Ultimately, the synergies between cradle-to-career strategies and community schools are endless. They are truly complementary and both rely on the core principles of "collective impact," yet they are fundamentally different in their structure and approach. Community schools use a strategy that says if you can effectively align a whole host of academic and social supports in a particular place—using the school as a hub—you will maximize impact, reach more people, and improve academic impact in a way that would not happen otherwise. Our All Hands Raised Partnership represents a fundamental shift in the way we do business in an entire community, from the level of CEOs and elected officials to educators and other practitioners, to arrive at a shared vision and decision-making structure to drive collective impact on a community-wide scale. In other words, a community schools strategy can fit perfectly as a core strategy within a community that has adopted a cradle-to-career approach to working together.
>
> **Nate Waas Shull**
> All Hands Raised Partnership

WHAT'S SPECIAL ABOUT COMMUNITY SCHOOLS?

The community schools movement, which started with individual and small clusters of schools over the past several decades, has become a core educational improvement strategy in many places, from Tulsa, Oklahoma, and Oakland, California, to Evansville, Indiana, and Cincinnati, Ohio. When local leaders from school, government, and other community-based organizations implement a community schools strategy effectively, transformative change occurs. Community schools change the lens through which community problems are defined and how resources are integrated and delivered to support communities. They transform the way in which schools and communities interact and children and families gain access to a wide array of opportunities and supports. They are much more than just a service delivery program.

Firmly anchored in their neighborhoods, community schools are organized around education as the means to a productive future for children, families, schools, and communities. Using a collaborative approach, community schools marshal the resources and participation of multiple partners to work toward shared outcomes in defined and measurable ways. Each school is a portal to the services, relationships, and opportunities that support academic, social, emotional, physical, and civic development for students and family members across generations. Each school serves as an anchor for a collaborative school culture focused on better outcomes for students.

ROLE OF PARTNERS

The presence and complementary skills of community partners enable and enhance the critical work of principals, teachers, and other school personnel in several different ways. Some partners help remove barriers to learning, ensuring that students are fed, healthy, and supported. Other partners help expand horizons, encouraging students to think about careers, college, and their future.

Some offer alternative learning opportunities: environmental education, project-based learning, service-learning efforts focused on community improvement, or art and music education. Some address issues critical to the school community, ranging from tackling low attendance to providing literacy or continuing education programs for parents. The ways in which community schools have figured out how to serve and support their communities are almost endless.

FAMILY AND COMMUNITY ENGAGEMENT

In a community school, engagement is more than a buzzword or the perfunctory back-to-school meeting. The involvement of family and community members as planners and decision makers ensures that community schools target resources to meet real needs and develop approaches that reflect the equity concerns of diverse cultural groups. Community engagement efforts actively foster the development of local leaders and build social capital for poor and ethnically diverse students.

In addition, the direct involvement of community partners demonstrates to both participants and observers the value of mutual aid, creating bonds of reciprocal trust and growing social capital. Through these relationships and shared understandings, community school initiatives reach beyond school walls to strengthen neighborhoods and build communities.

A FOCUS ON STUDENT SUCCESS

A laser-like focus on student success permeates the work of partners and the processes that bring them together in an effective community school. The advantage of a community school is that it marshals considerable resources in support of the ultimate goal—and ensures that those resources are strategically deployed. For example, when a student stops coming to school for any of a variety of reasons—because mom has a new job and the student must watch her younger sister; because the student is flunking a number of classes and is thinking about dropping out; because the student is starting to fall in with a gang; because the student has chronic health issues and no insurance; or for any other reason—it is not up to the teacher to track the student down and become a part-time social worker, and it is not up to the principal or assistant principal to be an attendance officer.

Instead, it is the community school coordinator, in partnership with school staff and partners in the building, who determines the best approach for reaching out to the student and his or her family to address the problem and support the student's return to school. According to research and practice, the collective impact of these efforts creates conditions for learning that lay the groundwork essential for student success.[7]

This internal alignment and coordination of partners in a community school is typically the job of a full-time staff member—the community school coordinator. The coordinator brokers services, integrates programming on a daily basis, and engages community members and families. Often, these coordinators are employed by a non-educational lead agency, such as a community-based organization, higher education institution, local government, or other service provider.

FUNDING

Community schools often require little additional funding in the context of the entire school budget. Many community partners operate with existing funds, finding that it is more efficient and effective to do their work in a school setting. Some partners may be eligible to bill against funding sources, such as Medicaid or other public funding streams, to support their work. Sometimes, community schools raise new funds. Funding for the community school coordinator, a the key role, typically comes from reallocation of existing funding streams, which may include Title I, local government, United Way, foundation, and business funds.[8] Many communities commit to the community schools model and shift funds to support their approach, even in tight times.

SYSTEMS OF COMMUNITY SCHOOLS

Based on the strength of the community schools strategy, more and more communities are choosing to implement community schools not just at individual school sites, but as a systemic approach for improving outcomes among children and youth. For example, in Multnomah County, Oregon, the Schools Uniting Neighborhoods (SUN) community schools initiative started with eight schools in 1999 in two districts. Now SUN Community Schools is working with 67 schools spread across six school districts.

Similarly, Cincinnati started to launch community schools in 2000; today, almost every school in the system has what Cincinnati Public Schools dub "a community learning center." Cincinnati's community learning center strategy and other reform efforts have led to results that are nothing short of amazing. In 2002, Cincinnati schools had a graduation rate of 52 percent; the state declared an academic emergency. Today, these schools have a graduation rate of 82 percent, have eliminated the achievement gap in graduation rates, and have earned an "effective" rating from the state.

Such a transformation does not happen by accident. Collaborative leadership structures play an essential function in the alignment of planning, resource development, and implementation at both the school and community level. The leadership structure often guides the work of an intermediary—commonly a city, community-wide nonprofit organization, or trusted public agency—that leads the planning, coordination, and management. The intermediary's role is to ensure communication between community-wide and school-site leaders and to facilitate operational functions across sites. An intermediary carries out four critical functions:

- Engaging, convening, and supporting diverse groups and communities
- Establishing quality standards and promoting accountability
- Brokering and leveraging resources
- Promoting effective policy measures.[9]

Intermediaries are sometimes formal structures, negotiated by the key players. They may also be individual organization or informal groups that coordinate across several schools. Whether formal or informal, a strong intermediary function is needed to drive transformation.

> People are increasingly seeing they have to rely on Schools Uniting Neighborhoods (SUN) community schools because of their capacity. Despite crises in school, county, and city budgets and numerous budget cuts in Multnomah County, government entities across our region have committed to maintaining the SUN infrastructure. Districts have decided that SUN's presence at schools is critical.
>
> **Bill Scott**
> Former CEO, Flex Cars,
> SUN Service System
> Coordinating Council

PRINCIPLES OF EFFECTIVE COMMUNITY SCHOOLS

Community schools are not a program; they are a strategy or an approach. Clear principles, such as those put forth by the national Coalition for Community Schools, create a unifying framework for collaboration and collective impact. A focus on equity is embedded throughout. Effective principles include the following qualities.

- **Shared vision and accountability for results**
  A clear, mutually agreed-upon vision focused on results drives the work of community schools. Agreements enable partners to hold each other accountable and move beyond battles over perceived turf.
- **Strong partnerships**
  Partners share resources and expertise and collaborate to design community schools and make them successful.
- **High expectations for all**
  Children, youth, and adults are all expected to learn to a high standard and to become contributing members of their community.
- **Community strengths**
  Community schools marshal the assets of the entire community—including the people who live and work there and local organizations.
- **Respect for diversity**
  Community schools know their communities. They develop respect and a strong, positive identity for people of diverse backgrounds and are committed to the welfare of the whole community.
- **Local decision making**
  The power of the local communities is unleashed when local leaders make decisions about community schools strategy with input from the school community, including families and neighborhood residents involved with each school who respond to their unique circumstances.

Community schools do not exist in isolation. Indeed, one of the keys to their success lies in the ability to connect with other initiatives and offer an implementation strategy for broader planning and alignment efforts. The next section describes how three community school initiatives connect to next-generation, place-based, and community-wide initiatives, which are seen as key strategies for achieving success. See Appendix A for background information about each of these efforts.

Our community schools strategy is instrumental in helping schools achieve our academic priorities as well as engaging communities in their children's education. The intermediary framework with a collaborative governance body helps us make wise, data-driven decisions that best serve our students and foster equity. Every community would benefit from a community schools initiative to help it think through how resources focused on students are being used in the most effective and efficient ways.

Don Grotting
Superintendent,
David Douglas School District

VISITING A COMMUNITY SCHOOL

If you were touring a fully-developed community school, here's what you might see and learn:

You walk in and it's immediately evident that the school is a welcoming place for all. The school is open evenings and weekends, as the sign with the school hours shows. Down the hall, there are some dedicated rooms and offices for an array of community partners. According to the signs on the doors, partners offer counseling and mental health, family strengthening, tutoring and mentoring services and literacy programs for the community.

As the meeting with the community school coordinator and the principal begins, the trust and camaraderie between them is clear. The coordinator talks about recruiting partners, coordinating opportunities and supports with the work of teachers, and the school's goals. He talks with pride about aligning afterschool activities with the learning goals in the classroom, the new health clinic and the dental services shared by neighboring schools.

The principal describes her work to help struggling students and explains she now has more time to be the instructional leader since the community school coordinator helps manage expanded learning opportunities, health, and other supports. She discusses the ways in which teachers involve students in the community as part of the core curriculum, working with community partners on environmental and service learning projects and on STEM subjects.

She brags about the greater student engagement and the increases in attendance and academic achievement. The coordinator and the principal then start trading stories about the new roles and excitement among parents and how that new energy has had such a positive impact on the school.

You are invited to join a meeting with community partners. Today's conversation focuses on after-school opportunities and addressing increasing violence in the community. You learn about how more students are engaged in afterschool programming and that they are excited by the theater, arts, and music opportunities jointly staffed with community partners. The conversation then focuses on how to work with the police and faith-based institutions, to stop the violence.

As you continue the tour, you see the room where neighborhood early childhood programs come for professional development opportunities. Then you have a chance to speak with a couple of teachers who talk about how the presence of community partners helps them address problems that students bring to class every day that they once had to deal with on their own. They also talk about how much they love the connections their students are making with the real world.

And what's particularly cool, you learn at the end of the tour, is that this community school is not one of a kind. In fact, it is similar to other community schools in the adjacent neighborhood and across town.

Coalition for Community Schools
Because Every Child Deserves Every Chance

Lifting Up What Works
PolicyLink

IEL Institute for Educational Leadership
Leading Across Boundaries

West Coast Collaborative
washington • oregon • california
building community schools, together

CASE STUDY: COMMUNITY SCHOOLS AND THE ALL HANDS RAISED PARTNERSHIP IN MULTNOMAH COUNTY, OREGON

In the late 1990s, Portland, Oregon, and the surrounding Multnomah County found itself facing alarmingly low graduation rates, a significant achievement gap, and growing poverty. In addition, demographic changes were dramatically increasing the region's cultural and linguistic diversity; schools, social services, and the community were unprepared to support and educate a changing school population.

Multnomah County community members and leaders recognized the need for a new approach—one that brought joint assets to bear and developed a true collaboration with shared vision, investment, and reward. A multi-jurisdictional community-building initiative—with leadership drawn from the elected officials of Portland and Multnomah County as well as from school districts, businesses, and community organizations—identified community schools as the strategy they wanted to fund and implement. The Schools Uniting Neighborhoods (SUN) Community Schools initiative was officially launched in 1999 with eight demonstration sites. While wide-ranging services were available before SUN, they were not coordinated to target local needs.

Today, sixty-seven schools in six districts are a part of the SUN strategy, and students who access SUN services and supports have been consistently experiencing improved attendance, strong academic growth, and increased youth assets since 1999. In 2011–2012, attendance rates increased to 95 percent in K–12, over three-quarters of students increased benchmark scores in reading, and high school students earned 7.8 credits on average, compared to the six needed to graduate on time. A recently published quasi-experimental study demonstrated that high school students who participated regularly in SUN supports had significantly better school attendance rates and earned a greater number of credits toward graduation than peers who did not participate in SUN.[10]

Conditions are changing in the larger community as well. Portland Public Schools, the largest district in the area, has shown a 13 percent reduction in the achievement gap over a recent two year period. After years of stagnant results, 2010–2011 graduation rates in Multnomah County increased from 57 to 60 percent, with one SUN Community School accelerating its graduation rate by 14 percentage points in one year.

SUN is not just a collaboration strategy at the local school level. SUN's leadership structure and partnership also operate at a regional level through a multi-jurisdictional collaboration of Multnomah County, the city of Portland, six school districts, the state of Oregon, businesses, and community partners. Using a community schools strategy for delivering services to youth and families, SUN helps its partners focus their resources on the needs of students and families in a specific geographic area for maximum coordinated effect. This targeted approach has helped partners meet their varied organizational missions—whether focused on education, anti-poverty efforts, health, community safety, or workforce and community development—and track results and share accountability.

> There wasn't a systemic approach or a consistent way that public dollars were being used. There were over 100 programs and no real rhyme or reason. We had evidence-based models but little alignment of efforts. One of the most compelling motivations for selecting the community schools strategy was its focus on the school as a center of community and as an effective place to both deliver services and engage the community to achieve a collective impact on educational success.
>
> **Diana Hall**
> Program Supervisor
> SUN Service System

SUN is recognized locally as a strategy for achieving equity within and across neighborhoods in the region. SUN Community Schools serve the most vulnerable students and families (in 2011–2012, 71 percent of students were students of color and 77 percent of students were eligible for free and reduced-price lunch) and help them achieve positive outcomes. Disaggregated results show that SUN is closing the achievement gap for youth of color. SUN's demonstrated ability to improve efficiency and effectiveness, along with its commitment to achieving equity within and across schools and neighborhoods, has earned the trust of students, teachers, partners, and community members.

EMBEDDING SUN AS A CORE COMMUNITY STRATEGY

SUN's focus on educational and economic equity issues and improved outcomes has helped it become a foundational platform over the last few years. The SUN Service System Coordinating Council, which includes leaders from the county, city, participating school districts, and nonprofit organizations, guides the SUN Service System. As Bill Scott, a retired business leader and co-chair of the Coordinating Council, notes, "SUN has become a community-building and economic-development initiative as well as an education initiative." When Portland recently adopted a new 25-year strategic plan, for example, SUN was named in all of the three major categories of the plan, and a call to transform every school into a SUN Community School was articulated as a key action.

ANOTHER INITIATIVE FOR PORTLAND?

In Portland and Multnomah County, like many other places, there were multiple tables where leaders from schools, business, higher education, local government, and community came together at a regional level to address educational success. In Portland, in addition to SUN's Coordinating Council, there were several regional leadership groups, including a long-standing Leaders Roundtable and a newer Education Cabinet convened by the mayor. Discussion and vision were strong, but often duplicated across tables while shared accountability for improving outcomes was lacking.

Missing at the regional level was one unified group with a shared vision, data-driven accountability, commitment to collective impact, and broad representation from corporate, foundation, and community leaders. When members of the Leaders Roundtable and Education Cabinet were first introduced to the work of Strive Initiative in Cincinnati in 2010, they saw an opportunity to create a body that would incorporate both groups and provide structures to address what was missing. Since many of the members of the Leaders Roundtable and Education Cabinet were part of SUN Community Schools, they immediately recognized the potential for close connection between the two place-based, community-improvement frameworks.

Portland's then-mayor, Sam Adams, among others, realized that the infrastructure already in place through the SUN Service System, and that explicit community support for the Portland Plan's goal of making every school a community school was an excellent foundation for implementing a cradle-to-career approach.

Over the past three years, the cradle-to-career effort has developed into a robust community-wide effort. First, the nonprofit All Hands Raised was designated as the initiative's managing organization or "backbone" for the cradle-to-career effort.[11] Then, the commitment to collaborative partnerships gained significant momentum as partners adopted their first three priorities in July 2011, all of which are aligned with SUN's goals:

- Eliminating disparities in children and youth success
- Linking community and family supports to children and youth success
- Ensuring that all students enter school prepared to learn.

Additional points of alignment between SUN and the All Hands Raised partnership are apparent—and evolving. Community leaders view SUN as a basic building block and implementation strategy for much of what the All Hands Raised cradle-to-career continuum hopes to provide. Both initiatives share many leaders. The county chair, Portland's mayor, and district superintendents are involved with both. SUN's Coordinating Council was chosen as the co-convener, with Portland State University one of three collaboratives charged with developing strategic action plans to advance the first two priorities: eliminating disparities and linking community and family supports to children and youth success.

The All Hands Raised Partnership also offers benefits to SUN. The partnership is able to establish community-wide commitment and vision at the regional level that supports work at the local and school levels. The shared indicators hold great promise for establishing a clear accountability structure across the community and increasing the cross-sector, cross-boundary focus on educational outcomes. This increased political will, alignment, and commitment all enhance the local, site-based efforts of SUN Community Schools.

CASE STUDY: PARTNERING FOR IMPACT IN SOUTH KING COUNTY, WASHINGTON

King County, Washington, with Seattle as its county seat, is one of the nation's most diverse communities. The area is known for high tech, great coffee, and great wealth. South King County is vibrant and rich in culture, and its diversity is growing. Washington State is fourth in the nation for refugee resettlement, and South King County receives 70 percent of those families. Over a quarter of students and their families are newly landed immigrants from 80 different nations. Spanish is the most common of more than 70 different languages spoken in the region, including Somali, Nepali, Burmese, Serbo-Croatian, Samoan, and Arabic.

South King County is also home to the city of Tukwila, which was chosen as the demonstration site for a community schools initiative in response to the high number of families living in poverty, the number of students living in out-of-home placements (one out of nine), and its rapid change from a primarily white farming suburb to a key refugee placement center. Against this backdrop, a collaboration among five public and private agencies embraced a community schools strategy as a way for bringing comprehensive, place-based services directly to children and families, and improving educational outcomes.

Starting in 1998, the partnership—forged among the Puget Sound Educational Service District (PSESD), the Tukwila School District, the city of Tukwila, the Washington State Department of Social and Health Services' Children's Administration, and the Casey Family Programs—was formally organized as the Tukwila Community Schools Collaboration (TCSC).

Student outcomes at Foster High School, the only high school in Tukwila, illuminate the impact of the community schools strategy. The adjusted five-year cohort graduation rate for the class of 2004 was 52.1 percent. Six years later, the class of 2010's adjusted rate was 76.3 percent, a remarkable 24-point increase.[12] Almost three-quarters of Foster's graduates go on to college; statewide, only 62 percent of high school graduates do so. Somewhat surprisingly given national trends, a greater percentage of Foster's graduates attend four-year colleges than the statewide average even as Tukwila's demographics continue to evolve. Today the district serves a student body that is 82 percent students of color. Seventy-seven percent qualify for free or reduced-price meals, and 36 percent are English Language Learners.

Foster senior Mycal Ford was part of a 2007 delegation attending an awards ceremony in Washington, DC, that recognized the Tukwila School District. In his address, Ford said, "Through our community school, I was offered the opportunity to teach middle schoolers hip hop dance.... What the community school provides for these students is not just hip hop after school, but a [high school] student to look up to…and a sense of community, a sense of belonging, a sense of want, a sense of family.... It's been a pleasure and an opportunity and an astounding feeling to teach these students." Ford went on to attend Pacific Lutheran University on full scholarship.

The Community Schools Collaboration (CSC) is central to Tukwila's dramatic improvement in student outcomes. At school sites, the collaboration staff link providers to the schools and work with school staff to create a smooth transition between classroom learning and extended day programming. As a result, opportunities are available to support student learning and promote positive educational outcomes at every grade level from kindergarten to twelfth grade. When existing resources are not adequate to meet identified needs, the CSC hires staff with the needed expertise.

Each site manager, working with multi-lingual community liaisons, engages parents and other care-givers in a system of support that connect students and their families to community resources and provides them with the educational tools needed to be active in their students' success. Health coordinators bring medical, dental, and vision care to the schools, as well as health and nutrition programs. These three strategies—student supports, family engagement and support, and health services—make up the web of strategies CSC uses in partnership with school sites.

EXPANDING THE COMMUNITY SCHOOLS INITIATIVE

Seven years after starting work in Tukwila, the Highline School District, a much larger school district encompassing four cities and a community within unincorporated South King County invited the Tukwila Community Schools Collaboration to work in its jurisdiction as well. As a result of its expanded focus, the organization changed its name to the Community Schools Collaboration (CSC) and currently provides services and support for students from kindergarten through twelfth grade and their families at eleven

school sites within the communities of White Center, Burien, Des Moines, and SeaTac in the Highline School District, as well as the five school sites in Tukwila. As an intermediary organization, the CSC coordinates school site programs and services, sustains and expands community schools in high-needs areas, and provides schools and community agencies with training and technical assistance.

CSC is now well established with a strong record of independently evaluated success. Students who regularly participate in programs provided through the community schools strategies graduate at a higher rate than non-participants. Students served by CSC Tyee Campus in SeaTac had an on-time graduation rate of 68 percent compared to 48 percent of non-participating students. At Chinook Middle School in SeaTac, one of the early Highline District expansion schools, the percentage of seventh-grade students passing the Washington State test in reading has grown from 30 percent to 49 percent, and the percentage of students passing state eighth-grade math tests has increased from 28 percent to 58 percent over four years. Approximately three-quarters of the 2,200 students participating in academic support activities report that these activities are helping them build the skills, beliefs, and dispositions needed to succeed in school; teachers report that 75 percent of students who need to improve academic performance do improve.

PROMISE NEIGHBORHOODS AND COMMUNITY SCHOOLS WORKING TOGETHER

The CSC continued to expand in more communities; by 2008, this included three schools in White Center, a community served by the Highline School District. This work was in partnership with the White Center Community Development Association (WCCDA), an intermediary created in 2001 with a major 10-year investment by the Annie E. Casey Foundation through its Making Connections initiative. As the foundation's investment concluded in 2011, the WCCDA saw the federal Promise Neighborhoods initiative as a way to build and expand on Making Connections.

The CSC played a critical role by providing a ready-made framework for collaboration, along with an infrastructure on which to build. With community schools serving as hubs, the WCCDA could focus on coordinating external partners, family strengthening, and community building. Unfortunately, White Center was not a successful Promise Neighborhood applicant, but it used the Promise Neighborhood plan, like many other communities, to guide their future efforts.

DOUBLING THE NUMBER OF STUDENTS ON A PATH TO SUCCESS

In January 2010, a new nonprofit, the Community Center for Education Results (CCER), launched a regional project also modeled on the Strive "cradle-to-career" initiative in Cincinnati. Called the Road Map Project, it focused on the six South King County school districts as well as South Seattle schools.

Led by community leader Mary Jean Ryan (and initially housed in the Seattle Foundation), a group of project sponsors was convened, including the Seattle, Bill & Melinda Gates, and Raikes Foundations, regional superintendents, and community college presidents. The goal of the Road Map Project is to double the number of students in South King County and South Seattle who are on track to graduate from college or earn a career credential by 2020. Currently, 72 percent of high school students in the Road Map region graduate on time; 47 percent of those need pre-college level math when entering college. The county's disproportionally low graduation rate for students of color mirrors the rest of the country.

> Community schools are a great operational strategy to support an overall Promise Neighborhood strategy. We work at the systems level and on broader community development goals; they create a collaborative framework to support students and the school community. It's a great partnership!
>
> **Sili Savusa**
> Executive Director,
> White Center Community Development Association

Before CCER's initial broad-based gathering, the Seattle Foundation coordinated a meeting between the CCER and CSC leadership to discuss the existing community school work in South King County. That meeting helped foster a collaborative relationship and CSC's participation has continued to grow.

So, too, has community engagement. An important aspect of CSC's value-added contribution lies in the degree of community trust its work has earned and the credibility this has lent to the Road Map Project in the eyes of parents and families. CSC's support for leadership development and advocacy is clearly reflected in the key role ascribed to the Community Network Steering Committee, a key oversight group. CSC's ability to engage parents has anchored the Road Map's regional perspective in schools and neighborhoods, making them partners in the success of their children and communities.

Currently, participation in the Road Map Project is structured around workgroups (e.g., birth to third grade, youth development, high school to college completion, data collection, English Language Learners, and STEM), all of which have developed indicators and benchmarks. As in Multnomah County, several key players hold important positions in both efforts. CSC's Executive Director is a member of the Community Network Steering Committee, which includes community members and advocates, ensuring that the community has a strong and real-time voice in steering the Road Map and balancing the role of the many representatives of various systems. In addition, CSC staff has been involved in each of the other workgroups.

Clearly, the benefits of CSC's participation in the Road Map Project work both ways. In recent years, CSC's leaders were concerned that their work in the severely under-resourced communities, where its community schools were located, was becoming too diffuse. The shared framework of targets, indicators, and benchmarks developed by the Road Map Project has helped CSC's leaders focus and measure progress more clearly because each school district has also agreed to use the identical indicators and benchmarks.

SHARED WORK LEADS TO $40 MILLION

The Road Map Project, which includes communities beyond the CSC service areas, wrote a competitive grant application on behalf of seven King County school districts for federal Race to the Top funds and received $40 million in funding. The King County districts' application was among 16 selected from 372 applications and one of only two applicants to receive the maximum grant award of $40 million.

CSC is an integral part of efforts to focus on third-grade reading goals, which are part of the Race to the Top grant's Start Strong strategy, in addition to providing support and strategies for meeting the Stay Strong college readiness goals. An additional STEM Strong focus is being developed and CSC is working with the Workforce Development Council to align business professionals with students on STEM efforts in middle and high school. Finally, a deep-dive effort focused on the two elementary schools in the White Center Promise zone will include CSC in efforts to ensure that all students entering school are ready to learn and that the third-grade reading benchmarks are met. With Race to the Top successes, and in every other partnership described above, the CSC has found that partnerships can leverage resources in ways that increase help for students and their families. Schools can't do it alone; families can't do it alone; and neither can community agencies. As the South King County community schools model demonstrates, working together is the way we increase our impact and strengthen our communities.

CASE STUDY: ALIGNING PARTNERSHIPS IN LOS ANGELES, CALIFORNIA

Formed in 1984, the Los Angeles Education Partnership (LAEP) is a nonprofit education support organization that collaborates with educators, families, and communities in high-poverty neighborhoods across the Los Angeles Unified School District (LAUSD). Each year LAEP serves more than 1,400 educators and 60,000 students and parents to help create excellent teachers, great schools, and engaged communities.

LAEP embarked on its community school agenda in the late 1980s through resource-rich parent centers and Healthy Start sites. In 1991, LAEP (with LAUSD and others) implemented Healthy Start, a state initiative designed to provide seed funding for the coordination and alignment of resources and programs—starting with health services—that support and strengthen children and families at the local level. The first community school in San Fernando Valley grew out of this work with school leaders, teachers, parents, and service providers to provide an integrated network of resources at a single elementary school site.

About the same time, LAEP (in partnership with LAUSD) developed a winning design for the PreK–12 Elizabeth Learning Center as part of the national New American Schools competition. By building on these foundation-laying efforts, schools that are using a community schools strategy have continued to grow throughout LAUSD, including four campuses funded as Full Service Community Schools through a federal initiative to support comprehensive service delivery at school sites.

ALIGNING WITH LA UNIFIED QAFMMJ B¢QRP¢AR

As the second largest school district in the nation, the LAUSD enrolls more than 640,000 students in kindergarten through twelfth grade at over 900 schools and 187 public charter schools. Its boundaries spread over 720 square miles and include the mega-city of Los Angeles, all or parts of 31 smaller municipalities, and several unincorporated sections of Southern California. As a result of this complexity, LAUSD supports many simultaneous reform initiatives. LAEP has integrated its community school work into LAUSD school reform efforts and broader community improvement efforts.

In large urban districts, organized constituencies are crucial to any successful change effort. For example, LAEP partnered with InnerCity Struggle, an East Los Angeles-focused community organizing group, to advocate with LAUSD for the construction of a new high school; the existing high school was built to accommodate 1,500 students and, at that time, was serving 4,700 students. Now, the Esteban Torres Campus houses five, independent, small, learning communities connected by the health and social supports and family engagement provided by a community school.

One of LAUSD's major school reform efforts is Public School Choice (PSC). Started in 2009, this effort is designed to foster innovative, autonomous schools. PSC has enabled teachers, other school personnel, and charter organizations to compete for running the 115 new schools and campuses as well as existing schools categorized as persistently failing. One of the ways LAEP has fostered the growth of community schools is by strategically embedding its work within the PSC initiative.

WORKING WITH TEACHER TEAMS TO FOSTER LEADERSHIP

Back in 1988, LAEP began fostering the development of teacher teams that employed the Humanitas interdisciplinary, thematic instructional model. One of the strengths of the Humanitas model is that it "attempts to provide *average* students with opportunities to develop critical thinking, writing, and discussion skills."[13] Of the thirty teacher teams employing this model, nine have now written and implemented winning autonomous school plans, often with the support of InnerCity Struggle.

These teacher–leaders have facilitated career-themed small schools and a community school approach within LAUSD campuses and at new sites, including the Social Justice Humanitas (SJH) Academy, one of four small schools sharing a new campus that serves the northeast San Fernando Valley. By providing technical assistance to several teacher design teams, and by engaging community school staff in the planning, LAEP has helped embed a community school approach in the holistic school-reform design—with impressive results.

> Our partnerships with community groups are not "add-ons." Our partnerships are part of the fabric of who we are as a school. We have included our community partners from the very beginning. Community partners helped play a role in designing our school plan and they play a role in our plans for teaching and learning.
>
> **Carolyn McKnight**
> Principal,
> East Los Angeles Performing Arts Academy

For example, at Social Justice Humanitas—an autonomous small school on a shared-LAUSD campus, 90 percent of the school's students live in poverty; more than half of the 450-plus students are English Language Learners. This school was accredited within six months of opening and graduated 90 percent of its seniors in its first year. Similarly, at the East Los Angeles Performing Arts Academy (ELAPA), which boasts a high school attendance rate of 95 percent, 97 of its 112 seniors graduated, many of whom were credit-deficient when the school opened in 2010.

Each school enjoys partnerships with arts institutions, community partners, and other entities that integrate and enrich career-themed instruction. For example, at ELAPA, the school's learning partners range from the LA Opera and LA Repertory Theatre to a poetry performance group and a Brazilian capoeira instructor, all of whom are incorporated in the school's instructional plan. With their holistic approach and focus on student achievement, both schools are outperforming traditional LAUSD schools with similar demographics.

GRASSROOTS NEIGHBORHOOD INITIATIVES AND PROMISE NEIGHBORHOOD CONNECTIONS

The roots from LAEP's ongoing work promoting community schools have sunk deep into LA neighborhoods and spread wide to create an engaged community. In several areas, neighborhood initiatives have grown up around community schools.

Pacoima Charter School, a founding member of LAEP's Healthy Start program and a neighborhood school that converted to charter status, has been growing neighborhood roots since 2003. It uses a community schools strategy to address barriers in a community where 80 percent of students are dual-language learners and all are eligible for free and reduced-price lunch. Through partnership efforts, the school's Academic Performance Index score increased from 338 to 787 and is expected to break 800 next year, thus meeting California's minimum proficiency standards. The school has met its federally driven Annual Yearly Progress (AYP) goals for the last three years and is the only elementary school in the area not in program improvement.

In 2007, LAEP assisted school leaders, parents, community members, and partners in organizing a Pacoima "neighborhood initiative," a monthly roundtable that meets at the school to discuss and address neighborhood issues. For example, concern about neighborhood safety led the group to connect with law enforcement, area middle schools, youth development, and family strengthening organizations. As a result of these interactions, they joined hands to submit and win a major violence and gang prevention grant.

Three years later, LAEP-assisted full-service community schools and related neighborhood initiatives throughout the San Fernando Valley helped the Pacoima and Hollywood communities form the Los Angeles Promise Neighborhood. In FY 2010 the LA Promise Neighborhood won a Promise Neighborhood planning grant; in FY 2012 it was awarded a five-year, $30 million implementation grant. As the lead agency, the Youth Policy Institute recognized Pacoima Charter School's central position in the neighborhood and the value of its neighborhood initiative. The school reflects the ideas of an engaged community, neighborhood collaboration, and comprehensive services espoused by Promise Neighborhoods. The Pacoima Community Initiative (PCI) has provided a natural place to convene planning forums, and the neighborhood initiative has been directly involved.

As planning got underway, participants identified new points of alignment between what was already happening in Pacoima and what could happen in a more fully realized Promise Neighborhood. School leaders had the opportunity to visit the Harlem Children's Zone and to see in action the initiative on which Promise Neighborhoods is based. Through this visit, they developed a deeper appreciation of the role that community partners can play in fostering students' educational potential and are incorporating a cradle-to-career philosophy in all aspects of school planning. In addition, PCI is a participant in the Campaign for Grade Level Reading and is featured in a new case study about innovative birth-through-third-grade practices.

LAEP's work to support neighborhood initiatives and the involvement of school, parents, and community leaders in Promise Neighborhood planning has strengthened both schools and the surrounding community. Community schools like Pacoima provide the place where reform ideas take root—and generate the local energy and partnerships needed to expand into the larger community. From building the capacity of educators, administrators, and partners across Los Angeles to elevating community voices in Los Angeles neighborhoods and weaving together resources that can holistically address the needs of the children and families, LAEP has become a natural and invaluable partner with other place-based initiatives.

> We were always involved with the surrounding community and the kids, but it was not until PCI and then Promise Neighborhoods that we started thinking more globally, that this is our neighborhood and the children live here and we need to make it better for them.
>
> **Sylvia Fajardo**
> Principal
> Pacoima Charter School

LESSONS: STRENGTHENING STUDENTS, FAMILIES, AND COMMUNITY TOGETHER

The work of leaders in Multnomah County, South King County, and Los Angeles illuminates how the community schools approach complements and enhances other community-focused efforts. Organized around a place, built on strong partnerships, focused on results, and guided by a long-range strategy for change, community schools offer important strengths to other place-based initiatives.

As with any other social venture, community schools are not panaceas, but they can serve as a strong and even an essential element of efforts to improve outcomes for children and youth, especially those living in poverty. The experiences in Multnomah, South King County, and Los Angeles demonstrate that community schools bring the following assets to the table.

- **A clear vision of a community where learning can happen**[14]
  Community schools initiatives never lose sight of the big picture. They are implemented at the school site, but a community schools strategy is driven by a larger community vision. Community schools initiatives realize that economic and social change at the local, regional, and state levels are needed to fully develop safe, vibrant environments with living-wage jobs and equitable opportunities for children and families. Strategic partnerships with comprehensive community initiatives are an essential part of a long-range community school vision.
- **Deeply rooted relationships and the trust of the community**
  Community schools initiatives have learned the importance of listening to the community, understanding its history and cultural perspectives, and following through on promises. Partnering with community school initiatives that parents and local leaders already trust can expedite the entry of new reforms into the community and help build their credibility. Community schools can also help new initiatives seeking grassroots participation find ways to be more inclusive and responsive to local voices.
- **Demonstrated and sustained success in integrating multi-sector partnerships**
  Community schools have a proven ability to bring together schools and community resources across multiple systems and organize them strategically to improve student success. The work already done to educate cross-sector partners can greatly increase the number of "early adopters" willing to embrace the results-based framework of large-scale, place-based efforts. These existing institutional relationships and agreements set the stage for broader, deeper collaboration.
- **Flexibility for responding quickly to new opportunities**
  Community schools initiatives are not wedded to "one right way" of doing things. They seek out natural points of alignment and flexibly adapt to and reflect evolving community priorities.
- **Community schools are a ground game for students**
  Unless on-the-ground action in communities gives students and their families the direct supports and opportunities needed to thrive and excel, alignment and planning efforts will not achieve desired results. Community schools ensure that students and families receive resources and support in a convenient and friendly location—their local school.

Other place-based initiatives bring value to community schools initiatives as well. They often:

- **Mobilize a different set of organizations and leaders**
  Collective impact initiatives often work at the C-suite level by engaging CEOs, senior elected officials, leaders from higher education, and other community-wide "movers and shakers." Collective impact initiatives often draw a different set of "doers" to the table by focusing on policy and programs and less on service delivery. Similarly, Promise Neighborhoods and other neighborhood-focused initiatives that deliver direct services often have roots in community and economic development, early childhood programming, and the provision of social services, once again drawing a wide range of leaders to the table. When a broader set of players are intentionally and collaboratively engaged in community work, greater impact becomes possible.
- **Establish shared indicators and accountability frameworks**
  Often, communities struggle with data and metrics. What data are collected across all efforts? What are the community's targets? Who manages the data? Further, accountability frameworks are often not in

place community wide. Collective-impact initiatives organize their work around data and metrics, create community-wide mandates around data collection, and focus on a defined set of priority goals. While requiring all grantees to track a common set of indicators and outcomes, the Promise Neighborhoods program encourages communities to use their local knowledge of assets and challenges to create the programs and services most effective at achieving those goals (see Appendix B for exemplar frameworks). Community school initiatives can benefit from connecting their own results frameworks to those of other initiatives.

- **Connect to comprehensive issue frameworks**
  Many cradle-to-career efforts start with birth and place a strong emphasis on early childhood development. At the same time, they extend their focus beyond high school to encompass college, career, and other post-secondary pathways. Promise Neighborhoods incorporate health and community issues as well as education within their continuum. Other neighborhood-focused initiatives often focus on physical and economic issues such as transportation, land use, community development, environment, workforce development, and other issues that are beyond the purview of many community school efforts. In both cases, linking community school efforts with other initiatives can help the community focus on a broader range of interrelated issues.

WORKING SMART

Finally, many communities find that it begins raining initiatives—new state and federal programs, new initiatives by local organizations, new leaders seeking to make their mark on a community, and new foundation initiatives. All these disparate opportunities contribute to a community working hard, but not working smart. When each place-based initiative in a community is working in its own silo, the community is not "working smart."

Across the nation, communities are choosing a community schools strategy because it provides a cohesive way to work smart at the school level by organizing services and supports on behalf of children and their families where they live and learn—in their local schools and neighborhoods. Initiatives like Promise Neighborhoods and collective-impact efforts are built on the lessons learned from decades of previous community efforts, helping communities "work smarter" in neighborhoods and across regions.

The lessons from Multnomah, South King County, and Los Angeles illuminate how the community schools strategy and a variety of place-based initiatives can work together to give more children and families needed opportunities and support so that they are able to learn, grow, and succeed. Now that's collective impact.

ENDNOTES

1 More information and resources on community schools may be found at *http://www.communityschools.org.*

2 More information on Promise Neighborhoods may be found at *http://www2.ed.gov/programs/promiseneighborhoods* and *http://promiseneighborhoodsinstitute.org.*

3 The term "collective impact" was popularized in an article in the Stanford Social Innovation Review, which may be found at *www.ssireview.org/pdf/collective_impact.*

4 More information on Ready by 21 may be found at *www.readyby21.org.*

5 More information on Strive may be found at *http://www.strivetogether.org.*

6 Anne C. Kubisch, Patricia Auspos, Prudence Brown, and Tom Dewar. *Voices from the Field III: Lessons and Challenges from Two Decades of Community Change Efforts.* Washington, DC: Aspen Institute, 2010, p. viii.

7 For a discussion of the research literature, see *Making the Difference: Research and Practice in Community Schools* (2003), available at *http://www.communityschools.org/assets/1/Page/CCSFullReport.pdf.*

8 For more information about how community schools are financed and how they spend their resources, see *Financing Community Schools: Leveraging Resources to Support Student Success* (2010), available at *www.communityschools.org/resources/capacity_building_finance.*

9 For more information on the function of intermediaries and scaling up, see *Scaling Up School and Community Partnerships: The Community Schools Strategy* (2011), available at *http://www.communityschools.org/ScalingUp.*

10 See Carrie J. Furrer et al. "Getting Them There, Keeping Them There: Benefits of an Extended School Day Program for High School Students." *Journal of Education for Students Placed at Risk* (JESPAR), 17:3, 2012, pp. 149–164.

11 For a description, see Shiloh Turner et al. *Understanding the Value of Backbone Organizations in Collective Impact,* available at *http://www.ssireview.org*, July 17, 2012, blog post.

12 All data are drawn from the Washington State Office of Superintendent of Public Instruction Washington State Report Card, available at *http://reportcard.ospi.k12.wa.us/.*

13 Pamela Aschbacher and Joan Herman. *The Humanitas Program Evaluation, 1990–91.* Los Angeles: UCLA Graduate School of Education, 1991, p. 3.

14 A more detailed description of Communities Where Learning Happens is available at *http://www.communityschools.org//resources/part_one_a_community_where_learning_happens.aspx.*

APPENDIX A

SUN COMMUNITY SCHOOLS, MULTNOMAH COUNTY, OREGON

A unique partnership of city, county, state government, and six local school districts launched the Schools Uniting Neighborhoods (SUN) Community Schools initiative in 1999 at eight sites. The number of community schools grew steadily from 1999 to 2004 as the partner organizations aligned existing programs and resources and pursued grants to create over 20 community schools. In 2004, the implementation of the SUN Service System, a system of care focused on educational success and self-sufficiency for youth and families, included community school schools as a core strategy and expanded to 46 schools. Since then, sponsors have continued to scale up community schools in response to community need and demand, system development, and positive results. As of 2013, SUN accounts for 67 community schools across six school districts.

Current Status

SUN Community Schools are full-service neighborhood hubs where the school and partners from across the community come together to ensure that kids and families have what they need to be successful—in school and in life. SUN Community Schools mobilize and strategically organize community resources to provide:

- Strong core instructional programs
- Educational support and skill development for youth and adults
- Enrichment and recreation activities
- Family involvement and support
- Social, health, and mental health resources
- Family and community events.

At SUN Community Schools, the collective efforts of youth, parents, businesses, faith communities, libraries, and community organizations create a network of supports that ensure academic success, family self-sufficiency, and economic prosperity.

With 67 community schools in place, SUN is in nearly 50 percent of Multnomah County's 140 public schools. The SUN Service System's sponsors and communities envision that every school will become a SUN Community School; they are working to develop financing models in support of that goal.

Intermediary Function and Governance

SUN Community Schools are the cornerstone of the broader SUN Service System, a multi-jurisdictional collaboration that provides an integrated system of supports and opportunities for school-age youth and their families.

Key systemic collaborators include the following entities:

- Multnomah County
- City of Portland

At a Glance

Community Schools at Launch:	8
Community Schools in 2013:	67
Number of School Districts:	6
Total Students Served: (unduplicated)	19,863
Participation in Family and Community Events: 97,444 (duplicated)	

Major Funding Sources

County General Fund
City General Fund
Portland Children's Levy
Federal Funds: Title I, General Fund

Amount of funding blended to support community school core operations: $6.7 million

Amount of funding aligned or leveraged into the larger SUN Service System: $51.7 million

Contact

SUN Service System
421 SW Oak Street
Portland OR 97204

(503) 988-4222

www.sunschools.org

- Six school districts
- Portland Children's Levy
- Oregon Department of Human Services
- Business Sector
- Non-profit/community partners
- All Hands Raised (cradle-to-career intermediary).

The governance body consists of a system-level SUN Service System Coordinating Council that includes leaders from the SUN collaborative partners (see above), community partners, parents, and others. The group meets monthly to share decision-making on issues such as system alignment, allocation, budget, performance, and sustainability

The coordinating council co-convenes a Communities Supporting Youth Collaborative with Portland State University to provide a support network for the local cradle-to-career initiative.

Key School Partners

Across the 67 community schools there are over 350 community and business partners. Many partners support students in multiple schools, including Chess for Success, aka Science, Multnomah County Library, Portland Reading Foundation, and Ethos Music.

Site Managers

A full-time SUN Site Manager at each school is responsible for nurturing the school-based collaboration and coordinating services. Site managers are funded through a combination of funds from the major sources listed above and are employed by non-educational lead agency. Lead agencies are either a community-based organization or the city of Portland's Parks and Recreation Bureau.

APPENDIX A

COMMUNITY SCHOOLS COLLABORATION, SOUTH KING COUNTY, WASHINTON

The Community Schools Collaboration was established in 1998 as a public–private partnership in Tukwila, Washington. The initiative was launched as a full-district initiative in all five schools of the Tukwila School District in 2001. After receiving the Community Schools National Award for Excellence in 2007, the organization expanded into the neighboring Highline School District. The CSC currently provides services to K–12 students and their families within Burien, Des Moines, SeaTac, and White Center communities of the Highline District as well as Tukwila.

Current Status

Today, the CSC coordinates programs and services to over 2,200 students and their families in 20 schools on 16 campuses. Programs and services include dental, medical, vision, and social/emotional health services; family literacy events, family education workshops, and family resource referrals; homework assistance and tutoring along with expanded learning opportunities using arts, technology, and recreation; and leadership and college and/or career preparation. The CSC partners with three cities and two school districts, along with more than 160 community-based organizations.

Collaboration Framework

Given that the CSC operates in three primary communities and two districts, its governance structure is unique to each community. In Tukwila, for example, monthly meetings are held with district and city staff and CSC leadership staff to address issues and make long-range plans, including plans for sustainability. In SeaTac, the CSC meets with community partners, along with city staff and a regional human services coordinator, to plan and provide updates on community needs and resources. White Center is organizing under the White Center Promise planning committee, which also meets monthly. In addition, each quarter, Highline School District leaders meet quarterly with CSC leaders to plan and access programs and services.

Key School Partners

The CSC partners with over 160 agencies and volunteers. Swedish Medical Center, Health Point Community Health Services, Public Health, LensCrafters, Washington Smile Partners, and Renton Area Youth Services, to name a few, provide health services. Other major partners include YMCA, Neighborhood House, Washington Youth Soccer, King County Library, Highline Community College, Asian Counseling and Referral Service, Northwest Harvest, and various city parks and recreation departments.

Many principals recruit partners (especially if matching funding is required) like the Seattle Zoo, Technology Access Foundation, and Boeing Math and Science. Partnerships that span more than one community, such

At a Glance

Community Schools at Launch:	5
Community Schools 2012–13:	20
Total Students:	9,998

Public Sector Funders

21st Century Community Learning Center Funds
City of SeaTac
City of Tukwila
Tukwila School District
Highline Public Schools

Private Funders

Stuart Foundation
Silver Foundation
United Way
College Spark
The Seattle Foundation
Medina Foundation
State Farm
Key Bank
Boeing Employees Credit Union

Contact

Community Schools Collaboration
137 SW 154th Street
Burien, WA 98166

(206)901-2503

www.cscwa.org

as Washington Youth Soccer or Girls on the Run, are usually negotiated by the Community Schools Director. Local partnerships with individual schools are negotiated by the site director.

Site Managers

Each community school site is led by a site manager, who uses his/her daytime hours to meet with faculty, students and parents; plan lessons and activities; and support classroom learning as needed. During after-school hours, site managers coordinate activities, supervise staff and volunteers, communicate with parents, and support student learning and development.

Additionally, three health coordinators recruit and manage health partners in each of our three major communities. Site managers and health coordinators are CSC employees and are paid through grants and other funds raised by the organization.

APPENDIX A

LOS ANGELES EDUCATION PARTNERSHIP (LAEP) COMMUNITY SCHOOLS

The Los Angeles Education Partnership (LAEP) launched its first community school with foundation support in 2005 with a collaborative of nonprofit organizations, each with decades of experience serving the northeast San Fernando Valley. Its goal was to raise graduation rates and reduce dropout rates at San Fernando High School. In 2009, the U.S. Department of Education awarded the collaborative a five-year Full Service Community School grant, enabling it to expand to include other northeast San Fernando Valley secondary schools.

Initial success in the San Fernando Valley spurred the development of community schools in South and East Los Angeles based on the LAEP model. As part of the Los Angeles Unified School District's (LAUSD) and LAEP's efforts to transform teaching and learning in South Los Angeles' Fremont family of schools, LAEP integrated community schools with its school reform work in the Fremont High School feeder pattern, connecting resources that support children from early childhood through high school. In fall 2011, LAEP and five autonomous teacher-led pilot schools launched the first campus-wide community school at the Esteban Torres High School. In 2012, LAEP was contracted as the School Improvement Grant intermediary for Washington Prep High School. The school transformation team includes coaches for teaching and learning as well as the integration of the community school learning supports. Currently, LAEP has nine community school coordinators serving 16 schools on nine campuses.

Current Status

The overarching goal is to build the capacity of schools for increasing the number of students who stay in school, graduate, and are prepared for college or other post-secondary educational opportunities. LAEP's community schools create the infrastructure to facilitate shared problem solving, leading to an integrated web of resources that link school-based, community-based, and civic assets so that all children from birth through college can thrive. The collaborative work raises student achievement, builds social networks that strengthen school communities, and produces students who are college- and career-ready.

Each school has improved its Academic Performance Index score every year since the launch of its community school collaborative.

Collaboration Framework

LAEP is the lead agency and facilitates the partnership of school and com-munity members to coordinate extended learning and learning supports. Community schools change the service-delivery system for students and parents and the relationships among the constituent groups. Each school operates with a community-school collaborative, called a Neighborhood

At a Glance

Community Schools at Launch:	1
Community Schools 2012–13:	
Total campuses	9
Multi-high school campuses	2
Total Students:	18,000

Major Sources of Funding

U.S. Department of Education, Full Service Community Schools
U.S. Department of Education, School Improvement Grant
Stuart Foundation
W. M. Keck Foundation
Ford Foundation
California Community Foundation
Roth Family Foundation
The Carol and James Collins Foundation
The Lawrence Welk Family Foundation

Contact Information

Los Angeles Education Partnership
1055 West Seventh Street, #200
Los Angeles, CA 90017

(213) 622-5237

www.laep.org

Partnership that include students, parents, teachers, on-campus and community service providers, school and local district administrators, government agencies, college and postsecondary institutions, and representatives of businesses and community groups. A community school coordinator facilitates the Neighborhood Partnership, and the Neighborhood Partnership may create workgroups to address particular needs. The plans and decisions originate from an inclusive, united group.

Key School Partners

LAEP partners with more than 150 organizations to provide after-school and extended-learning opportunities, college awareness and preparation, career exploration and readiness, health and well-being and youth development activities. Partners also provide support for families, including ESL classes, food pantry, and parenting programs, and address community issues such as safety, health, and nutrition.

Community School Coordinators

As the lead agency, LAEP facilitates the work around collective impact, shared leadership and improved service systems by placing one community school coordinator at each community school. The community school coordinator, supported by federal and foundation grants, convenes and facilitates the Neighborhood Partnership meetings; coordinates with consultants who provide evaluation, fundraising, planning, and professional development services; ensures prompt documentation and funder reporting; and handles community updates. The Neighborhood Partnerships determine priority needs, how best to meet them, and what partners are most appropriate to provide or coordinate services. On-site community-school coordinators then work with the school and partners to strategically implement those plans and facilitate links among programs, students, parents, and teachers.

APPENDIX B: RESULTS AND INDICATORS
FEDERAL PROMISE NEIGHBORHOODS PROGRAM

Table 1. Education Indicators and Results They Are Intended to Measure

RESULTS	INDICATORS
Children enter kindergarten ready to succeed in school.	♦ Number and percent of children, from birth-to-kindergarten entry, who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health. ♦ Number and percent of three-year-olds and children in kindergarten who demonstrate age-appropriate functioning at the beginning of the program or school year across multiple domains of early learning (as defined in this notice) as determined using developmentally appropriate early learning measures (as defined in the Federal notice). ♦ Number and percent of children, from birth-to-kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or preschool.
Students are proficient in core academic subjects.	♦ Number and percent of students at or above grade level according to state mathematics and reading or language arts assessments in at least the grades required by the ESEA (third through eighth and once in high school).
Students successfully transition from middle school grades to high school.	♦ Attendance rate of students in 6th, 7th, 8th, and 9th grade.
Youth graduate from high school.	♦ Graduation rate (as defined in the notice).
High school graduates obtain a postsecondary degree, certification, or credential.	♦ Number and percent of Promise Neighborhood students who graduate with a regular high school diploma, as defined in 34 CFR 200.19(b)(1)(iv), and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation.

Table 2. Family and Community Support Indicators and Results They Are Intended To Measure

RESULTS	INDICATORS
Students are healthy.	♦ Number and percent of children who participate in at least 60 minutes of moderate to vigorous physical activity daily; ♦ Number and percent of children who consume five or more servings of fruits and vegetables daily; or ♦ Possible third indicator, to be determined (TBD) by applicant.
Students feel safe at school and in their community.	♦ Number and percent of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment (as defined in the Federal notice); or ♦ Possible second indicator, TBD by applicant.
Students live in stable communities.	♦ Student mobility rate (as defined in this notice); or Students live in stable communities. ♦ Possible second indicator, TBD by applicant.
Families and community members support learning in Promise Neighborhood schools.	♦ For children birth to kindergarten entry, the # and % of parents or family members who report that they read to their child three or more times a week; ♦ For children in the kindergarten through eighth grades, the # and % of parents or family members who report encouraging their child to read books outside of school; and ♦ For children in the ninth through twelfth grades, the number and percent of parents or family members who report talking with their child about the importance of college and career; or ♦ Possible fourth indicator TBD by applicant.
Students have access to 21st century learning tools.	♦ Number and percent of students who have school and home access (and percent of the day they have access) to broadband internet (as defined in the Federal notice) and a connected computing device; or Students have access to 21st century learning tools. ♦ Possible second indicator TBD by applicant.

APPENDIX B: RESULTS AND INDICATORS
COALITION FOR COMMUNITY SCHOOLS

Table 3. COMMUNITY SCHOOLS RESULTS AND INDICATORS

CCS RESULTS	CCS INDICATORS
Children are ready to enter school.	♦ Immunizations ♦ Availability of early childhood education programs ♦ Attendance at early childhood education programs ♦ Vision, hearing, and dental status ♦ More children with health insurance ♦ Parents read to children ♦ Children in expected height and weight range for their age
Students attend school consistently.	♦ Daily attendance ♦ Tardiness ♦ Truancy ♦ Early chronic absenteeism
Students are actively involved in learning and their community.	♦ Availability of in-school and after-school programs ♦ Schools are open to community ♦ Attendance at before and after-school programs ♦ Partnerships for service learning in the school/community ♦ Post-secondary plans ♦ Students feel they belong in school ♦ Students feel competent
Schools are engaged with families and community.	♦ Community-school partnerships ♦ Trust between faculty and families ♦ Teacher attendance ♦ Teacher turnover ♦ Faculty believe they are an effective and competent team
Families are actively involved in their children's education.	♦ Family attendance at school-wide events ♦ Family attendance in parent-teacher conferences ♦ Family participation in school decision-making ♦ Families support students' education at home
Students succeed academically.	♦ Standardized test scores ♦ Grades ♦ Graduation rates ♦ Dropout rates ♦ Reading by third grade
Students are healthy: physically, socially and emotionally.	♦ Vision, hearing, and dental status ♦ Asthma rates ♦ Student Body Mass Index (BMI) ♦ Positive adult relationships ♦ Positive peer relationships ♦ Nutritional habits

Table 3. COMMUNITY SCHOOLS RESULTS AND INDICATORS *(continued)*

CCS RESULTS	CCS INDICATORS
Students live and learn in stable and supportive environments.	♦ Reports of violence or weapons at school ♦ Students feel safe in school ♦ Staff feel safe in school ♦ Schools are clean ♦ Incidents of bullying ♦ Families provide basic needs
Communities are desirable places to live.	♦ Student mobility rates ♦ Juvenile crime ♦ Student and families with health insurance ♦ Community stability ♦ Employment and employability of residents and families served by the school

ADDITIONAL RESOURCES

Community Schools Research Brief, 2013

Martin J. Blank and Reuben Jacobson

The report highlights evidence about how a diverse set of community school initiatives (each with their own name) are preparing students to learn, helping them succeed, and preparing them for future success.

Scaling Up School and Community Partnerships: The Community Schools Strategy

Atelia Melaville, Reuben Jacobson, and Martin J. Blank

This report builds both practice and research to describe the what, why, and how of system-wide expansion of community schools.

Financing Community Schools: Leveraging Resources To Support Student Success

Martin J. Blank, Reuben Jacobson, Atelia Melaville, and Sarah S. Pearson

This report highlights the financing strategies of seven established community school initiatives as they leverage existing resources to avoid service duplication and to break down silos.

Growing Community Schools: The Role of Cross-Boundary Leadership

Martin J. Blank, Amy Berg and Atelia Melaville

This report highlights work in 11 communities where leaders are working together in new ways to "grow" community schools.

Community Schools Research Brief, 2009

Martin J. Blank and Sarah S. Pearson

Research synthesis of the impact of community schools in improving student and adult learning, strengthening families, and promote healthy communities.

Making the Difference: Research and Practice in Community Schools

Atelia Melaville, Bela P. Shah, and Martin J. Blank

This report highlights evaluation data from 20 different community school initiatives and a synthesis of their combined results.

Community Schools—Promoting Student Success: A Rationale and Results Framework

Coalition for Community Schools

This report outlines a rationale for and defines short- and long- term results that community schools seek.

Community-Based Learning: Engaging Students for Success and Citizenship

Atelia Melaville, Amy Berg and Martin J. Blank

Discover how community schools are using real-world, hands-on problem solving to ignite the imagination and the intellect of our young people.

California's Tomorrow: Equity is the Superior Growth Model

PolicyLink

Long at the cutting edge of the nation's demographic transformation, California continues to grow more racially and ethnically diverse. This diversity will be the key to the state's future economic success—if its leaders take immediate and decisive action to increase fairness and opportunity.

Promoting Equity through the Practice of Health Impact Assessment

PolicyLink

Health Impact Assessment (HIA) is an important tool for understanding the health implications of proposed policies, plans, or projects on communities. Equity is a core value of HIA and many practitioners have used HIA to advance equity in decision-making processes.

Community Engagement Guide for Sustainable Communities

PolicyLink

For the 143 communities and regions engaged in planning for a prosperous future, the Sustainable Communities Initiative is a game-changing opportunity. By bringing together diverse and disparate interests while developing new leaders, Sustainable Communities is seeding an opportunity for regions and communities to craft an authentic vision for an equitable and prosperous future.

America's Tomorrow: Equity is the Superior Growth Model

PolicyLink

These are uncertain times. As the country barely inches its way out of the Great Recession, its economic future is unclear. The growth model of the past decade—based on a housing bubble, credit-fueled consumption, and a deregulated financial industry—is failing nearly everyone. This model was not only unsustainable, but it also did not deliver on the American promise of shared prosperity.

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PORTLAND/MULTNOMAH COUNTY, OREGON: More Than a Promise—Where Learning Happens

Schools Uniting Neighborhoods (SUN) represents one of the nation's most powerful visions of a community schools system. Built by county and city leaders in partnership with six school superintendents, SUN has grown from 8 schools in 1999 to 60 schools in 2011, with an emerging plan to make every school in Multnomah County, Oregon, a SUN Community School.

In 1998, Multnomah County knew that it was facing an uphill battle against shrinking budgets, increased demand for services amid growing cultural and linguistic diversity, a widening achievement gap, and no clear sense of where and how resources supporting school-age youth and families were used. At the same time, leaders from both the city of Portland and Multnomah County recognized that responses to local conditions were emerging from several fronts: a county Community Building Initiative, a city After-School Cabinet, and school-based grass-roots efforts that forged partnerships with community organizations to meet students' needs. City and county leaders merged these various efforts and led a joint planning process to design a model to meet the community's needs. Although family-oriented services were already available in the community, leaders realized that increased access to services through school-based centers would enhance service availability while providing a valuable platform for community engagement. Visibly co-locating services in schools would counteract the isolation of schools and help voters, the majority of whom did not have children in public school, appreciate the centrality of schools and their importance to the entire community. Leaders acknowledged:

> We had several motivations for going this route. We wanted to meet families where they are—in the neighborhood—and provide services in a place that was familiar and non-stigmatizing—the neighborhood school. We knew that school personnel were likely to be able to identify students who could use extra support before these students were in crisis, so that resources could be spent on enrichment and prevention.

Drawing on national research and the opportunity to visit the Children's Aid Society, a large service provider in New York City with over 20 years' experience in implementing and supporting community schools initiatives, city and county leaders chose the full-service community schools model as the vehicle for partners to achieve their shared vision and individual missions. The partners' vision for community schools was broad: comprehensive services to increase educational success and self-sufficiency for children, families, and community members provided through a system of community schools.

From their joint planning effort, leaders created the SUN Community Schools Initiative, with youth suggesting the name SUN. The initiative launched eight community schools in 1999, funded by the city and county. The initiative's pivotal decision to fund non-profit partners as the lead agency responsible for organizing community schools in part reflected the fact that the county historically did not fund school systems. This decision has proven prescient as non-profit partners have generated additional resources to support SUN Community Schools.

At the leadership level, the Community Building Initiative Sponsor Group evolved into the SUN Sponsor Group, incorporating members of the After-School Cabinet to form the initiative's governing body. The Sponsor Group comprises leaders from the city of Portland, Multnomah County, the city of Gresham, six school districts, the state of Oregon, businesses, and community organizations.

Local leaders, such as Lolenzo Poe, the then-director of the Multnomah County Department of Community and Family Services, also knew that the initiative "needed to do more than promise to do good and avoid evil." Thus, the Sponsor Group agreed on a results-based vision that called for improved attendance, behavior, parent involvement, and achievement. Later, as the initiative evolved, the Sponsor Group developed outcome targets to help gauge success and ensure accountability.

The Sponsor Group selected the county as the initiative's intermediary, or managing, partner, taking advantage of its capacity to convene partners, manage contracts and other administrative issues, and link to county-funded services, including anti-poverty, health, mental health, library, and juvenile justice services. In its first year as intermediary, the county convened separate monthly meetings of school principals, site managers (the term for local site-based community school coordinators), and lead agency supervisors (responsible for overseeing site managers) to provide technical assistance, encourage peer networking, and gather input on effective practices. In addition, joint meetings of these stakeholders from the eight initial sites took place several times a year. Over the last 12 years, the county has expanded the technical assistance and program development structures and resources available to stakeholders and has added a table for district liaisons from each of the six school districts to address systemic operational issues.

SUN Community Schools expanded rapidly as it gained visibility. It received significant financial support when it was added as a line item to the 2000 city and county budgets. Between 2000 and 2002, SUN relied on 21st Century Community Learning Centers grants, Safe Schools grants, and the restructuring of an existing high school family resource center to add new community schools. By 2003, SUN had more than doubled in size and grown to 19 schools across five districts serving 9,721 children and 44,000 other people. When voters passed the Portland Children's Levy in 2002, SUN added 4 sites during the 2003–2004 school year.

In 2004, SUN Community Schools grew significantly as a result of policy and system alignment efforts on the part of Multnomah County in partnership with the city of Portland. The county adopted a School-Age Policy Framework in 2003 that created a system for the delivery of social and support services that lead to educational success and self-sufficiency for children, families, and community members. The system, which is now known as the SUN Service System, built on SUN Community Schools and identified community schools as its cornerstone strategy. In implementing the system, the county redirected funds to increase the number of SUN Community School sites, and the city of Portland aligned 13 existing Parks and Recreation community schools that were not previously SUN Community Schools with the SUN model, resulting in 46 total sites.

The value of community schools and their effectiveness in engaging community became evident when county funding for SUN was threatened in 2006. Over 500 parents, students, and community members attended a county

budget hearing to testify on behalf of SUN Community Schools and to sustain the community schools strategy. The community won. SUN Community Schools continued to receive funding, and a new governance body for the initiative was formed—the SUN Service System Coordinating Council.

The council includes representatives from SUN partner organizations, including the director of the Multnomah County Department of Human Services, high-level school district administrators, the director of the Portland Children's Levy, the director of Portland Parks and Recreation, and members of the Coalition of Communities of Color, community partners, and others.

From 2005 to 2010, more champions rose to support SUN Community Schools as school districts and public leaders identified the community schools initiative as a main strategy for achieving their respective core missions. The collaboration secured grants from federal and local sources and identified educational funding to increase the number of sites. As intermediary, the county supported the development and strengthening of collaborative leadership and its commitment to collective impact by, for example, staffing the SUN Service System Coordinating Council. The county also ensured communication across and between all levels of the initiative, convened partners, coordinated strategic planning, conducted an evaluation and specified accountability measures, provided technical assistance and training, and managed program development—all of which are critical to the ongoing collaboration.

By the start of the 2010-2011 school year, SUN Community Schools counted 60 schools and served close to 20,000 children and adults. Its scaled-up success is visible and sustained. Despite leadership transitions, the initiative has grown because of its broad political support. Since SUN's creation, the system has seen the arrival of four county commissioners representing both political parties, along with the arrival of three mayors. SUN has critical financial and political support. According to Lolenzo Poe:

> It has become a model that in the city of Portland and in Multnomah County, you cannot run for public office unless you embrace SUN as a model. You cannot run for school board unless you clearly articulate your support of SUN as a model and how it in fact supports the academic achievement of students. When you run for office, I can guarantee you that there's a number of organizations that ask every candidate the same series of questions, and it all centers around that.

This support will help ensure SUN's impact well into the future. SUN is planning to scale up into every school in Multnomah County—over 150 schools—permitting it to extend its reach to the entire county and making it the nation's first all-county community schools initiative.

Schools Uniting Neighborhoods:

Community Schools Anchoring Local Change

By Diana Hall, Multnomah County

Across the United States, communities are thinking differently about the challenges they face to achieving community prosperity and health. Increasingly, youth educational success is being recognized as a cornerstone for the attainment of a wide array of key outcomes including poverty reduction and improvements in physical and mental health, public safety and community vitality.

In Multnomah County, Oregon, which includes the City of Portland and is home to roughly 750,000 people, the community has made youth educational achievement a priority, and has developed an innovative and highly successful model for cross-sector collaboration. The partnership, known as SUN Community Schools, brings together schools and partners from across the community to collectively impact educational success and family self-sufficiency.

Recognizing the need for support at all ages and attention to transitions in and out of the K-12 system, as well as between grade levels, SUN Community Schools are located in elementary, K-8, middle and high schools. The focus is on the whole child, integrating academics, social services, supports and opportunities in order to meet student and family needs. The specific services and programs offered are tailored to the individual assets and needs of a school, and community resources are organized strategically to support student success. This article describes SUN's community school approach and highlights emerging opportunities for the community development field to work in closer partnership with schools.

Schools as Centers of the Community

While many public schools offer before- and after-school activities, Schools Uniting Neighborhoods (SUN)

goes much further by reinventing the school as a place that addresses the full spectrum of family needs. On a typical day, the school opens early, providing students with a safe place to eat breakfast, do homework or participate in recreational and skill-building activities. During the school day, a community school site manager is working with school staff, families and community partners to identify specific student and family needs and broker services, and develop innovative partnerships that bring critical child and family supports directly to campus. Families and community members come to the school for advisory committee and leadership activities, parenting classes, health supports, food, clothing, and access to anti-poverty, mental health, and other social services.

The day does not end with the school bell. Instead, the extended-day program picks up where the traditional classroom leaves off, providing students with an array of academic, enrichment and recreational activities that complement and build on the school day. Students receive a full dinner and engage in physical activity to improve their physical health. In the evening the school serves as a community center offering a variety of educational and recreational activities for adults and youth as well as providing space for community projects and meetings. This is SUN carrying out the vision its name so clearly describes, truly using schools to unite neighborhoods.

Rooted in Collaboration

In the late 1990s, Multnomah County community members and leaders recognized a need for a new approach. The environment posed multiple challenges including shrinking budgets, a significant racial achievement gap, growing poverty, a severe shortage of affordable housing, and an increase in the number of children being left unsupervised during out-of-school hours. Demographic changes were dramatically increasing the cultural and linguistic diversity in the region, requiring schools and social service organizations to develop new skills in order to educate and support these populations effectively.

An individual's level of educational attainment is the primary predictor of poverty in adulthood. The effect of family poverty on school success was also clear, as barriers such as homelessness, mobility, hunger, illness, and trauma made it impossible for many students to come to school ready to learn. It became clear that you couldn't talk about alleviating or eliminating poverty without talking about education.

With leadership from elected officials in the City of Portland and Multnomah County, the decision was made to partner together to support schools. The initial goal was two-fold: (1) to support education and school success and (2) to improve the way resources for students and their families were delivered by developing a school-based delivery model. An ad hoc committee of a broad array of stakeholders was convened to determine the best strategy to accomplish this goal. The committee included leadership from an existing Community Building Initiative and After School Cabinet. After a year of research and deliberation, the full-service community school model was chosen and the first eight SUN Community Schools were implemented in the fall of 1999, with the city and county providing core funding.

A SUN Community School is not a program, but rather a place and support hub where schools and communities work together to have a collective impact on the success of children and families . . .

Since that time, the community has chosen to expand SUN Community Schools from 8 to 67 schools with a vision for every school to be a SUN Community School. Supportive policy has been adopted in the county, city and school districts and a more expansive network of care, named the SUN Service System, has been developed to organize and prioritize the county's investments and partnerships to support school age children and their families.

Community Schools as a Place-Based Strategy

A SUN Community School is not a program, but rather a place and support hub where schools and communities work together to have a collective impact on the success of children and families and provide a comprehensive array of services. The strategy reflects the unique needs of each school and its neighborhood. Schools are ideal locations for these focused efforts, both because they are the most direct and convenient route for reaching students and families, but also because, in the majority of neighborhoods most impacted by poverty and low student achievement, schools are the only public facilities.

SUN Community Schools also serve as a platform for implementing other place-based education reform initiatives, such as Cradle to Career. In recent years, Portland and Multnomah County leaders have been building a Cradle to Career (C2C) framework adapted from the Strive model in Cincinnati, Ohio (see the article "The New Civic Infrastructure" in this issue for more information). Portland is one of seven national demonstration sites for the Strive Network's C2C Initiative. Leaders see SUN as a core strategy for the local C2C initiative and SUN is aligned with the evolving C2C structure. Many of SUN's community and school leaders serve on C2C governance, planning and action committees, such as the C2C.

The inclusion of non-profit partners in the role of lead agency capitalizes on the unique capacity of these community-based organizations.

The SUN Model

As full-service neighborhood hubs, where school and community partners work together to ensure kids and families have what they need to succeed, SUN Community Schools serve as the vehicle to link community institutions, such as libraries, parks, community centers, neighborhood health clinics and area churches and businesses.

At the school site, SUN Community Schools mobilize and strategically organize community resources to provide:

- Strong core instructional program;
- Educational support and skill development for youth and adults;
- Enrichment and recreation activities;
- Family involvement and support;
- Social, health and mental health resources;
- Family and community events.

In the SUN model, a non-educational lead agency partners with an individual school and together, with help from school and community leaders, they co-manage the community school collaboration at the site. The inclusion of non-profit partners in the role of lead agency capitalizes on the unique capacity of these community-based organizations. That capacity includes expertise in anti-poverty services, youth and family engagement and community development fields; relationships and standing within communities and with community leaders; and the ability to fund- and "friend"-raise in ways that governments and educational agencies cannot. Lead agencies receive core funding that supports the hiring of a SUN Community School site manager as well as limited flexible dollars to fill resource gaps in key underfunded services.

The use of site managers is an essential component of the SUN model. Site managers coordinate and broker services at the school and support the development of the partnerships and collaboration between the school and its youth, families and community. Effectively, they act as the "glue" to attach all the community resources – from public services to neighborhood volunteers – to the school in a strategic way. It is critical to have a dedicated person with the capacity, in both time and skills, to carry out these functions. SUN has learned that absent such a position, schools and communities are unable to develop or sustain such strategic collective efforts and thus, unable to make a significant impact.

In addition to site management, or coordination as it is called in many other community schools initiatives across the country, there are four other defining components to the SUN model at the site level. The first is that the array of services and programs provided to youth and adults includes offerings from academics and skill development to social, health and mental health services to enrichment and recreation. Second, services are planned, developed and implemented within the context of youth, family and community engagement. Engagement is a way of doing business and building relationships to form the SUN collaboration, rather than a service or activity offered to the community. Authentic engagement helps ensure that what happens in the SUN sites is culturally appropriate, relevant and targeted at the issues most affecting student and family success. District and school support, particularly that of the school principal, is the third essential ingredient in ensuring the connection of supports with educational success and in influencing school reform.

Lastly, SUN's model calls out an important element for developing true collaboration: shared leadership and accountability. At the school site, the principal and the community school site manager share leadership across the school day and the out-of-school time. Principals often refer to the site manager as an assistant principal. A broad group of stakeholders participate in advisory and leadership roles using an annual planning process that is aligned with the school improvement plan. Progress and results are documented and shared with the community.

Community-Level Collaboration

SUN is a multi-jurisdictional partnership and its sponsoring partners each see the community schools strategy as advancing their core mission. Community schools are a vehicle for everyone to get their work done - whether that work is education, crime prevention, anti-poverty, community and economic revitalization, workforce development or other community-focused efforts. SUN sponsors have understood from the beginning that none of the organizations can accomplish their missions by working alone. This understanding has become all the clearer to SUN's partners, as economic realities have worsened at the same time that expectations of the organizations providing services, particularly educational institutions, have continued to grow.

SUN sponsors share responsibility and investment in the community schools model. Shared governance and accountability happen through the SUN Service System Coordinating Council, which has representation from

the city, county, six school districts, the State of Oregon, the Coalition of Communities of Color, the Commission on Children, Family and Community, the Cradle to Career backbone organization, business, non-profit providers and youth. The county, city (including a local levy for children's services) and school districts contribute $7 million annually to fund the core functions of SUN at the 67 sites. That contribution then leverages and attracts approximately $17 million in other resources to those local communities. In the broader SUN Service System, over $30 million in additional service funding is aligned and delivered through SUN Community Schools and regional school-linked centers.

Historically, the connections between SUN Community Schools and local community development have been limited to planning and development efforts supported by the City of Portland's Bureau of Planning and Sustainability and local community development organizations in discrete neighborhoods. More recently, however, the City's planning process and resulting Portland Plan, which lays out the roadmap for the next 30 years, heavily involved SUN partners and called out SUN in all three integrated strategy areas: (1) Thriving Educated Youth, (2) Economic Prosperity and Affordability, and (3) Healthy Connected City. Emphasizing the ability of the community schools model to create more efficient and effective change through alignment and partnership, the Plan includes the transformation of every school into a SUN Community School as a specific action.

The Impact of Collective Efforts

Educational success and self-sufficiency are inherently issues of equity, and the SUN effort is recognized as a strategy for achieving equity. One aspect of SUN's success is the degree to which the children, youth and families most affected by disparities (people of color and those living in poverty) are served and included in its efforts. SUN Community Schools consistently serve the most vulnerable kids and families and are structured to ensure that individual student and family needs are identified and met through the coordination of services. In 2010-11, of the 19,127 children and youth served in enrolled services, 80 percent qualified for Free and Reduced Lunch, 70 percent were children of color and 21 percent were English Language Learners. These rates compare to the surrounding districts' rates of 54 percent, 46 percent and 14 percent respectively.

By coming together, the community is supporting these vulnerable students and families in a significant way. Annual evaluations conducted by Multnomah County using school district, teacher and student data demonstrate the consistent effect of SUN. In the 2010-11 school year, regularly participating students showed strong results in academics, attendance and behavioral areas including:

- 74 percent of students met state benchmarks or growth target in Reading;
- Students' average benchmark gains were equal to or higher than expected in the majority of grades;
- Average daily school attendance was 94.5 percent;
- 74 percent of students improved in at least one behavioral or academic area (such as behaving well in class, motivation to learn, or homework completion); and
- 86 percent of students reported having at least one adult who cares about them and to whom they can go for help.

In addition, 96 percent of families who receive anti-poverty case management, life and job skills services, rent assistance and other basic needs support remained in permanent housing after support ended. The community also reports improvement in other related indicators including parent involvement, community safety and vibrancy.

Evolving in an Environment of Continuous Change and Learning

The SUN model is built on a strong history of community involvement and school partnerships in the region. Multnomah County and the City of Portland each had a history of investing in services delivered by community-based non-profit organizations in local schools. Implementation of SUN drew on successful existing programs and initiatives and was done without new money. What the SUN initiative learned from this experience was that it is possible to create systems change and develop a new model by drawing on existing resources. In fact, declining budgets forced institutions to reconsider how they could work more efficiently and effectively, and capitalize on partners to achieve their goals. It also became clear that while new money might become available, usually through time-limited grants, the community had large amounts of funding in existing systems already dedicated to serving youth and families. Due to their size and sustainability, it is those resources that offer the greatest possibility for fostering community-wide change, if they can be evaluated and redeployed in innovative ways.

Systems change requires patience, persistence, and the ability to exhibit flexibility and teamwork—unsurprisingly, the same skills we seek to foster in young people. Flexibility and adaptability are also essential aspects of the community school model, which make it well suited for supporting other initiatives, whether place-based or issue-focused.

Lastly, SUN's experience highlights that it takes capacity to build capacity. Its success in building a highly-functioning collaboration and system of care has required the dedication of both financial and human resources. Funding is dedicated for a small staff that carries out intermediary functions for the multi-jurisdictional partnership, including convening, planning, policy development, contract management, program development, evaluation, technical assistance and professional development. In addition, school districts and other sponsoring partners commit the time of leaders, designated liaisons and other staff to support shared governance and alignment within their home organizations.

Implications for the Community Development Field

The community schools strategy offers a tremendous opportunity for the community development sector to impact educational achievement without moving outside its expertise or getting derailed by the daunting world of education reform. Community schools can assist community development in achieving the inclusive and multi-faceted interventions necessary to address the complexities that exist in communities impacted by the intertwined issues of poverty, place and racism.

There are a variety of ways that community development entities can partner with community schools and take advantage of the infrastructure, relationships and leveraged resources they offer. One key way is to promote and support the inclusion of community schools as a strategy in other place-based initiatives, such as Promise Neighborhoods, Choice Neighborhoods, and Enterprise Zones, among others. Many traditional community development initiatives can be offered as part of community school efforts or partnered with community schools to have an amplifying effect. Stable, affordable housing and individual savings accounts are two examples of such initiatives.

Community development professionals can also support education and community schools in a more systemic way by contributing their expertise and social capital to collaborative projects, particularly their relationships within the private sector. Technical assistance and financial advice on ways to take community school models to scale, adapt continuous quality improvement systems and engage the private sector most effectively would be of great assistance to those immersed in the worlds of education, social service or local government.

But where to begin? One simple step that all community development organizations can do is to get to know the schools in the communities they are seeking to improve. Invite the schools to the conversation, acknowledging that their success in educating youth has a significant impact on community-wide long-term success. Like all people working for positive change, educators are acutely aware that they need the support of their communities to accomplish their mission. And, indeed, many of the barriers to learning lie outside education's role, such as illness, hunger, and poverty. These are the responsibility of the community – local governments, neighbors, businesses and community development entities. It's time for us to open conversations and doors to each other.

Diana Hall is program supervisor for Multnomah County Department of County Human Services, School and Community Partnerships. CI

EDUCATION WEEK
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Oregon Community Schools Model Staying Power

As interest in that school model grows, the SUN Community Schools show how it's done

By Christina A. Samuels

Portland, Ore.

For Lynch View Elementary, a K-5 school in suburban Portland, the school day doesn't end when the bell rings at 2:22 p.m.

As one of 64 "community schools" in Multnomah County, the school also provides homework assistance, academic enrichment, free breakfast and dinner for students, a weekly food pantry, a host site for local medical organizations to provide health screenings and dental care to low-income residents, and a place where needy families can connect with social services such as rental or utility assistance—all with help from a range of nonprofit and county agencies.

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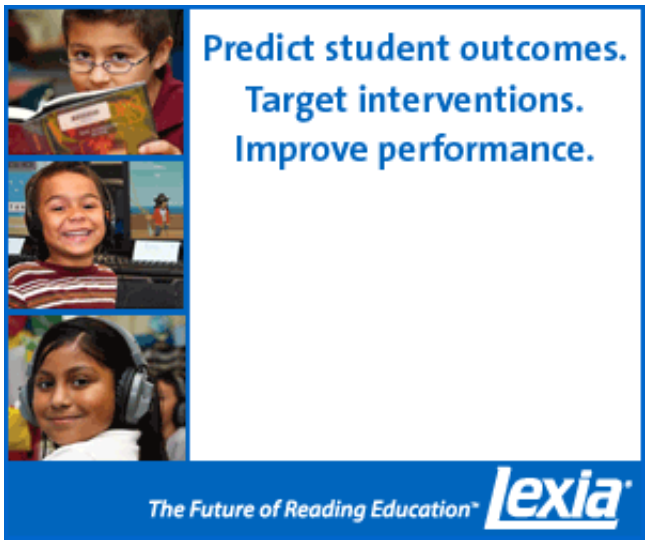


Partnerships between schools and community organizations have existed for years. But the "community school" model, as a strategy to scale up throughout a school district, is getting renewed attention from policymakers, including President Barack Obama and U.S. Secretary of Education Arne Duncan. And some of those schools are just coming into being with the help of federal seed money.

In Multnomah County, which includes the city of Portland, the **SUN Community Schools program**—which stands for Schools Uniting Neighborhoods—has survived changes in city and county leadership, shifts in school superintendents, potential budget cuts, and downturns in the economy, yet still managed to grow.

SUN is an example of not just how such programs can be launched but also how they can be sustained over the long haul, said Martin J. Blank, the director of the Washington-based **Coalition for Community Schools**. He estimates that 500 to 1,000 more community schools have formed in the past five or so years to join the 4,000 or so that the coalition already knew about. They are difficult to track because the models can be so different among schools and districts, he said.

One common element, though, is that community schools with staying power have to promote a shared sense of responsibility among many different organizations, he said

"It is getting people to see there is greater power in synergy among the parts," Mr. Blank said. In Multnomah County, nonprofit organizations, school districts, the city of Portland, and the county "are all financing work that relates to the well-being of children and their families," he said.

Support at the Top

Some of the new attention to community schooling stems from the Obama administration's **Promise Neighborhoods** initiative, similar to the **Harlem Children's Zone**, where social-service agencies, schools, and health organizations have banded together to support children and families in a 97-block

area of New York City. The president's fiscal 2013 budget proposal would devote $100 million to expand Promise Neighborhoods. Mr. Duncan, the former chief executive officer of the Chicago school district, where the community schools movement has also flourished, has been a powerful supporter of the concept.

Students in the chess club at Faubion gather around a match after school. Such activities have helped generate community engagement in the pre-K-8 school, according to educators, and now Faubion has to hold its parent-teacher-association meetings in the gymnasium to accommodate all the parents who want to attend.
—Leah Nash for Education Week

The national economic downturn and studies pointing to growing academic gaps between schools' "have" and "have not" students have also helped to generate some of the urgency around the concept.

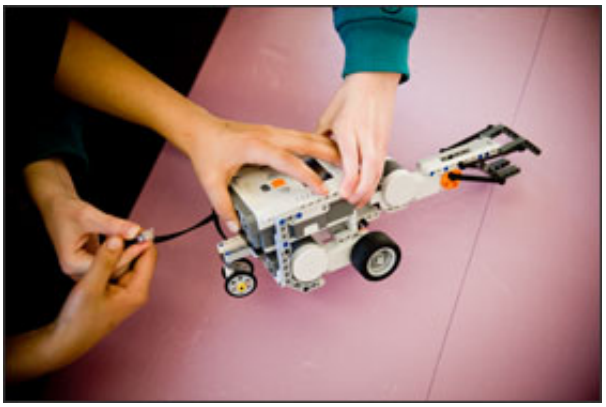
"The reality of the situation is, we have families in crisis," said Lynn Blevens, the principal of Lynch View Elementary, where 80 percent of the 454 students are eligible for free or reduced-price lunches and some students are classified as homeless. The school is part of the 6,700-student Centennial district. "If we are better able to help support those families," Ms. Blevens added, "we're better able to serve the children."

In 2010-11, Lynch View made adequate yearly progress under the federal No Child Left Behind Act after failing to do so for the previous two school years. "We made AYP while we were looking out for the whole child and the whole family," Ms. Blevens said.

The community schools movement launched in Portland schools in the 1999-2000 school year, after a planning process to bring together local partners and the 47,000-student district. Over time, it expanded to surrounding jurisdictions, and now almost half the schools are outside the Portland district.

The concept was well-established in several other communities at the time that the Portland program was getting off the ground. In New York, for example, the nonprofit **Children's Aid Society** started operating community schools in 1992 and now partners with 21 schools, bringing in a variety of social supports such as medical and mental-health services for children and their families, academic enrichment and summer programs, and adult education.

The **Chicago system** has the largest community school program in the country. More than 400 partnerships with nonprofit organizations provide services to children and their families at 150 city schools.



In another one of the school's after-school programs, students work together in a robotics class. Educators at Faubion say the students who take part in the after-school activities are more likely to participate in class and turn in homework.
—Leah Nash for Education Week

Anti-Poverty Strategy

Multnomah County's community schools, though smaller in number than some others across the country, have grown to serve more than 19,000 children and youths in 2010-11. Eighty percent were eligible for free and reduced-price lunches, 70 percent were racial minorities, and 21 percent were English-language learners, according to statistics maintained by the SUN network. Thirty-six of the SUN Community Schools are in the Portland district, and the remainder are in five smaller districts on the eastern end of

the county.

In Multnomah County, the SUN Community Schools program was seen as an anti-poverty initiative and a strategy for providing services, as opposed to simply a set of after-school or enrichment programs, said Diana C. Hall, a program supervisor from the county's human-services department.

That partnership has been a strength, as no one entity has had to shoulder the entire burden of making the program run. In 2011-12, the SUN Community Schools received contributions of about $51.7 million: $34.3 million came from the county, the city of Portland, local and federal grants, and the participating school districts; $10 million from matching dollars that supplemented the base funding; and $7 million in in-kind donations.

Another element that principals at SUN Community Schools say is essential to sustaining the program is full-time site coordinators. Each school has a coordinator that serves as a liaison between the school and the community organizations that partner with each school. Principals say that without that staff member, the programs would not be able to run.

Role of Coordinators

Those coordinators also help sharpen the focus of the program at a school. For example, at Faubion School, a preK-8 school in the Portland district, the SUN programs were doing well, but school staff members didn't seem to be taking full advantage of the resources, leaders there say. The school has about 400 students; 77 percent are eligible for free and reduced-price lunch.

About a year and a half ago, Principal LaShawn A. Lee and site coordinator Ashley Coltin sat down to figure out how the SUN resources could get more traction in the school. Ms. Lee held a staff meeting, and Ms. Coltin talked about SUN. Ms. Coltin said the time was invaluable to allow her to get greater buy-in from staff members.

Students twirl on the playground before starting after-school activities at Faubion School in Portland, Ore., this month. The school is part of the area's SUN Community Schools program, which features learning activities for children, as well as adult education, food, and health programs.
—Leah Nash for Education Week

"The teachers were saying, 'We have such a great SUN program,' " Ms. Coltin said. "And we do. But I was saying, 'Pause the enthusiasm; we have so much more we can do.' "

Teachers now are much more proactive about directing children to SUN partners if they know about personal struggles or family problems, Ms. Lee said. Where parent-teacher-association meetings were once so sparsely attended they could be held in an office, they now have to be held in the gymnasium to accommodate all the interested parents.

The partnerships are even more important as principals are asked to do more with fewer resources, Ms. Lee said. The program served 315 Faubion students last school year, providing a variety of services such as mentoring programs, African drumming, theater groups, fitness classes for the community and free breakfast for students. Teachers reported that the students in SUN programs attended school more often, were more likely to participate in class, and turned in their homework more often.

Fending Off Cutbacks

The close ties have an added benefit of ensuring that the community schools are popular across a

wide group of stakeholders. That popularity was tested in 2006, when the Multnomah County board of commissioners proposed slashing $1.7 million, about half its contribution that year to the SUN network. Hundreds of parents spoke in protest, and the local newspaper decried the damage that might be done to the "ambitious collaboration."

The money was spared, and the protests led to the creation of a SUN Service System Coordinating Council, made up of 17 representatives from county and city organizations, school districts, and the nonprofit organizations that partner with schools. The crisis led to a new level of collaboration, Ms. Hall said.

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The coordinating council in Multnomah County is another example of how to sustain community schools, said Mr. Blank, the executive director of the community schools coalition. To keep such programs thriving, there has to be a clear vision—and someone whose job it is to carry that vision forward, he said.

"We don't say you have to have X and Y," Mr. Blank said. "We say what's most important is that the intermediaries have legitimacy and credibility in the eyes of the community." In some community schools, that role is served by the United Way or another nonprofit, he said. In others, such as Multnomah County, county staff members have that role.

"It doesn't just happen in a focused and systemic way," he said, "unless it's somebody's job."

Special coverage of district and high school reform and its impact on student opportunities for success is supported in part by a grant from the Carnegie Corporation of New York.

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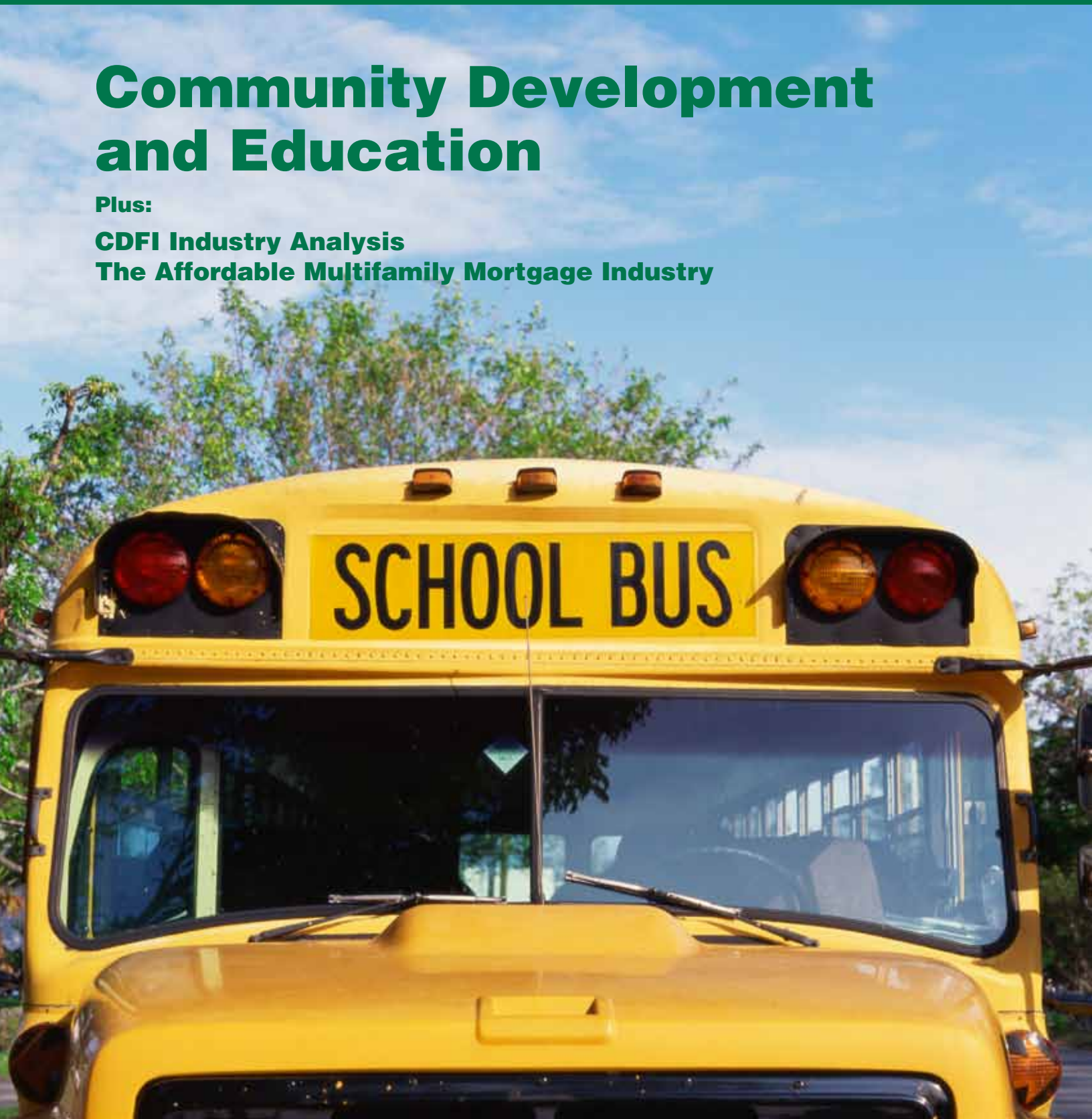
Federal Reserve Bank of San Francisco

Community Development and Education

Plus:

CDFI Industry Analysis
The Affordable Multifamily Mortgage Industry



CI Notebook

by Laura Choi

As summer draws to a close, kids across America are preparing for the inevitable: the start of a new school year. Whether they greet this season with dread or excitement, the fact remains that their educational experience will shape the course of their lives. Having the means to access and absorb high quality K-12 educational resources lays the groundwork for postsecondary success and ultimately higher paying jobs. The converse effectively closes these doors.

While school and teacher quality are paramount for educational achievement, there is growing recognition that academic success depends heavily on meeting the needs of the "whole child." These include proper nutrition, stable housing, adequate health services, a safe neighborhood, and positive adult role models. Such issues often present challenges in low- and moderate-income communities and addressing them is part of the daily work of community development. As such, while the community development field may not have a direct role to play in the classroom, there are reasons why the field should be considerably more attuned to the relationship between its work in low- and moderate- income areas and the educational outcomes for children growing up there.

This issue of *Community Investments* focuses on the intersection between education and community development in an attempt to identify shared goals and seed a conversation between the two sectors. The articles in this issue examine broad trends in educational equity and new models for better integrating community development and schools. Jeff Edmondson of the Strive Network and Nancy Zimpher of the State University of New York discuss the importance of setting standards for collective impact and getting a better social return on investment in education. Diana Hall describes how a thriving network of community schools in Multnomah County, Oregon is strategically aligning youth, family, and community services with schools to improve educational outcomes. Sean Reardon of Stanford University provides evidence of the widening achievement gap between the rich and the poor, which has important implications for inequality in America.

Our *Eye on Community Development* section includes a summary of new findings from a detailed analysis of community development financial institutions (CDFIs) on issues of capitalization, liquidity and portfolio, and risk management from 2005 to 2010. In addition, the California Community Reinvestment Corporation, a CDFI with a 23 year history of offering affordable multifamily mortgages in California, reflects on the lessons learned in adapting to the changing realities of the industry.

We hope this issue of *CI* encourages you to think critically (and optimistically!) about the opportunities for the community development field to partner with schools and improve educational outcomes for youth. We'd love to hear your thoughts on the subject and always welcome your feedback.

Enjoy what's left of the summer!

Laura

Laura Choi

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This publication is produced by the Community Development Department of the Federal Reserve Bank of San Francisco. The magazine serves as a forum to discuss issues relevant to community development in the Federal Reserve's 12th District, and to highlight innovative programs and ideas that have the potential to improve the communities in which we work.

COMMUNITY INVESTMENTS
Federal Reserve Bank of San Francisco

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Community Development and Education

A Shared Future

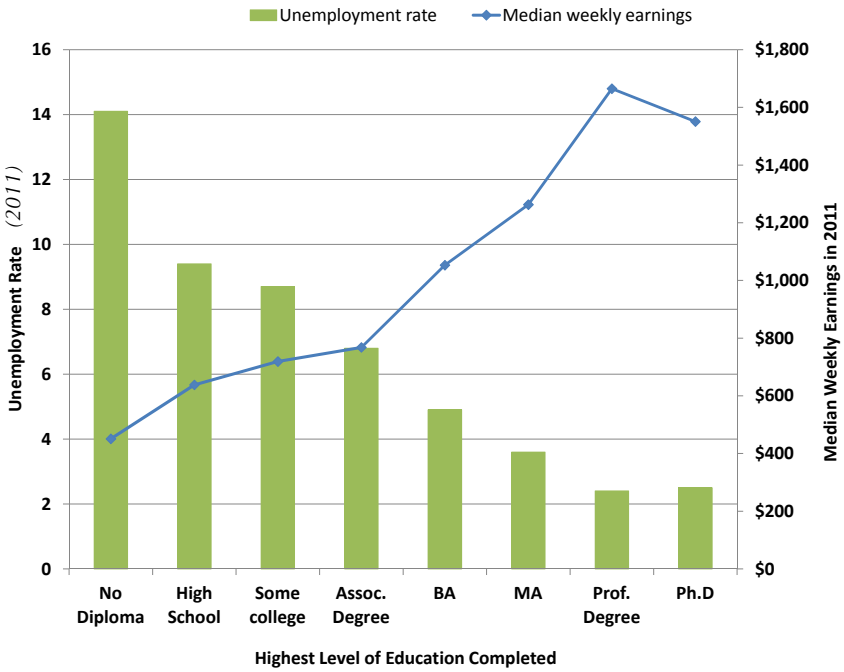
By Laura Choi

Introduction

What is the common link between higher wages, lower unemployment, reduced incarceration and crime, longer life expectancy and better health, and increased civic engagement? The theme of this issue of *CI* gives the answer away: increased educational attainment is tied to each of these positive outcomes.[1] Active recognition of this linkage is central to making headway on community development goals, as low-income children tend to have worse educational outcomes than their higher-income peers, a challenge that shadows low-income children throughout their lives. Of course, a complex set of individual and neighborhood factors influence educational outcomes, including parental education, school quality, socioeconomic status, peer effects, health, and neighborhood conditions. But what is interesting about this set of factors is that some of them lie squarely within the domain of community development. Yet, despite the crossovers between education and community development outcomes, the two sectors have historically operated independently of one another. Generally speaking, educators focus on in-school factors while community developers focus on neighborhood factors—a somewhat false dichotomy, given the critical role that schools play in neighborhoods.

This distinction between in-school and out-of-school factors has led to a growing divide within the education sphere. Over a decade ago, education reformers gathered under the slogan "No Excuses," as an indication of their refusal to accept poverty as an excuse for low achievement. Wanting to take immediate action where they could, they prioritized school-related changes, such as teacher quality and accountability, charter schools, and smaller class sizes. In contrast is the movement known as the "Broader, Bolder Approach," which emphasizes the importance of non-K-12 school factors, such as early childhood education, health, social development,

Figure 1. *Education Pays*



Source: Bureau of Labor Statistics, Current Population Survey

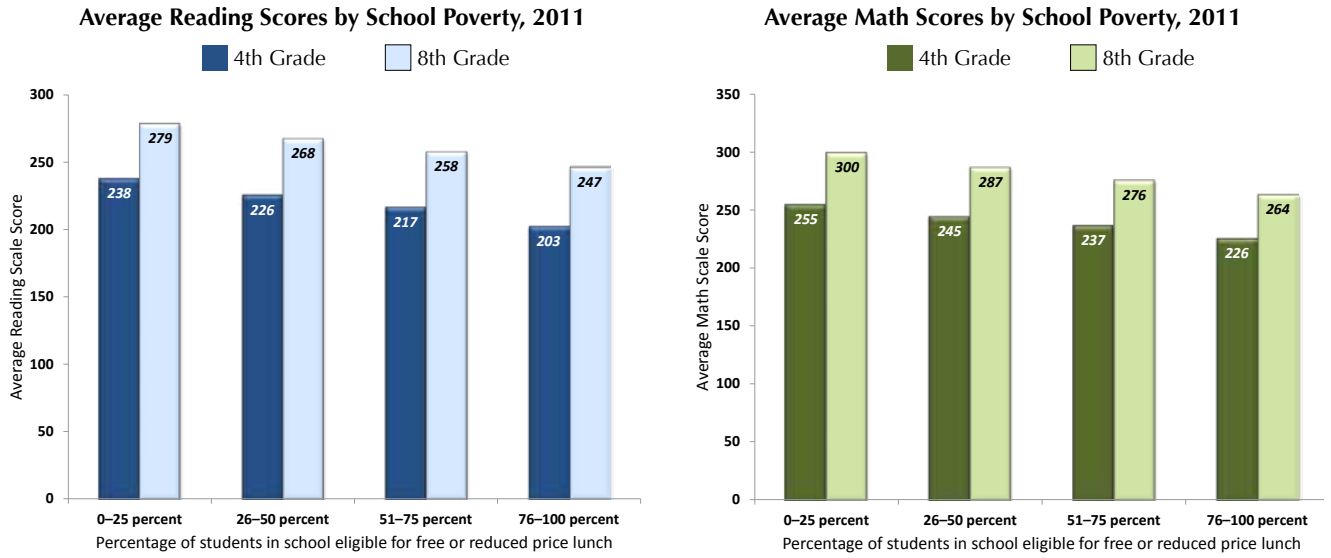
and poverty, in improving academic achievement among low-income students. Despite their shared end goals, the two camps are often in conflict over how to best achieve them. In a recent speech, Secretary Arne Duncan of the U.S. Department of Education called for an end to what he calls "the wrong education battles," which includes the debate over the impact of in-school influences, like teachers and principals, on student achievement, versus the impact of out-of-school influences, like poverty and poor health.[2] "Well-intentioned advocates on both sides present policy choices as an either-or choice—not as a 'both-and' compromise, however imperfect, that needs to be ironed out… In the wrong education battles, tough-minded collaboration gets dismissed as weakness, not as a way to work out a breakthrough win for children," said Duncan.

The issue of public education in America is notoriously thorny, complicated by matters of politics, public funding, labor unions, and accountability—it's enough to scare off any well-intentioned community developer. And while community developers are not educators, and would be wise to leave the reform of pedagogy and instruction to the experts, the community development field has a central role to play in working to improve the educational outcomes of low-income youth. While there are certainly examples of the "tough-minded collaboration" that Duncan encourages, such as the efforts by CDFIs to finance charter school facilities serving low- and moderate-income (LMI) students,[3] the field has struggled to more systematically apply its comparative advantage in working to reduce poverty and improve household and neighborhood stability toward educational ends. This article examines the intersection of education and community development, with a particular focus on recent efforts to improve achievement among low-income students through better collaboration across sectors.

Inequities in Education

The widely cited Coleman Report published in 1966 demonstrated the significant influence of socioeconomic factors (such as the economic status of a student's peers, family, and neighborhood) on student achievement.[4] Almost fifty years later, a wide body of research confirms that those findings still hold true. Data from the National Center for Education Statistics show that in 2011, schools with higher proportions of students eligible for free or reduced lunch (FRL), a proxy for student poverty, had lower average test scores in both reading and math at the 4th and 8th grade levels (see Fig. 2).[5] Similarly, socioeconomic disadvantage shows an inverse relationship to high school graduation rates; as student FRL eligibility increases at the district level, graduation rates decrease.[6] New research by Sean Reardon of Stanford University shows that the achievement gap between affluent and low-income students grew by about 40 percent since the 1960s, and is now double the black-white achievement gap (see the article "The Widening Academic Achievement Gap between the Rich and the Poor" in this issue).

Figure 2. *High Poverty Schools Have Lower Average Test Scores*



Source: National Center for Education Statistics, U.S. Department of Education.

This achievement gap is closely tied to household level factors. Some of the strongest predictors of educational outcomes for youth include parental education and household income, yet even very specific household traits, such as the number of books in the house or parental vocabulary levels, can impact a child's educational trajectory.[7] But children from poor households tend to live in poor neighborhoods, and thus face not only their own household disadvantage, but also a number of neighborhood-level characteristics that are correlated with educational outcomes. Beyond the obvious issue of discrepancies in school quality,[8] children from low-income neighborhoods often contend with more local crime and violence, greater housing instability, fewer community resources such as libraries and after school programs, and weaker social networks, particularly with respect to adult role models. On the whole, the economic composition of their neighborhoods matters for students; research has shown that having high-income neighbors has a positive effect on school readiness and achievement outcomes for youth, even after accounting for individual and family characteristics.[9]

It is troubling, then, that residential patterns over the past forty years indicate that neighborhoods have become increasingly segregated by income, suggesting that low-income youth have fewer opportunities to interact with middle- and higher-income peers and adults. A study from the US 2010 project at Brown University found that in 1970, 15 percent of families were in neighborhoods classified as either affluent or poor; by 2007, this share doubled to 31 percent, reflecting the growth in neighborhood income concentration at both ends of the income spectrum (with fewer families living in middle-income neighborhoods).[10] As the authors note, "Income segregation is particularly salient for children because it leads to disparities in social context and access to public goods that are particularly relevant for children, such as educational opportunities and school quality."[11] This point is reinforced by recent research from the RAND Corporation, which takes advantage of Montgomery County's large inclusionary zoning policy and its scattered site public housing program to study the effects of increased economic integration on educational performance. The study revealed that over a period of five to seven years, children in public housing who attended the schools in affluent areas of the district far outperformed in math and reading those children in public housing who attended the elementary schools in higher poverty areas.[12] Inclusionary zoning policies, which mandate that a given share of new construction be affordable for low-income households and thus help foster mixed-income neighborhoods, are a boon to the select low-income children that get the opportunity to attend economically integrated schools, but how can the community development field address the persistent challenges facing schools with high concentrations of students in poverty?

Improving Partnerships between Communities and Schools

Numerous strategies have emerged in recent years to comprehensively address the unique educational, health, and social development needs of low-income children. Perhaps the best known is the highly publicized Harlem Children's Zone (HCZ), which takes a holistic approach to educating low-income students by integrating a high-performing charter school with after-school, parental education, social-service, health and community-building programs.[13] In 2010, the Department of Education (ED) launched the Promise Neighborhoods program, modeled after HCZ, which provides funding for the planning and implementation of a "complete continuum of cradle-to-career solutions of both educational programs and family and community supports, with great schools at the center."[14] Similarly, the Department of Housing and Urban Development (HUD) launched the Choice Neighborhoods program in 2010, which aims to transform distressed neighborhoods and public and assisted projects into viable and sustainable mixed-income neighborhoods by linking housing improvements with appropriate services, schools, public assets, transportation, and access to jobs.[15] A strong emphasis is placed on local community planning for access to high-quality educational opportunities, including early childhood education. A key component of these federal programs is the required alignment across participating agencies, which include ED, HUD, and the Department of Justice, demonstrating the importance of taking an integrated approach to improving neighborhoods and schools.

In addition to these efforts at the federal level, locally driven initiatives to support broader partnerships between public schools and their surrounding communities have also emerged. For example, six years ago in Cincinnati, more than 300 leaders from the education, nonprofit, community, civic, and philanthropic sectors came together to form the Strive Partnership, under the common goal of improving the educational success and career readiness of children from the region. The Strive Partnership aligns the efforts of these multiple entities through the infrastructure of a common set of core metrics tied to the Partnership's shared goals, such as kindergarten readiness, high school graduation, and postsecondary retention and completion (see the article "New Civic Infrastructure: The 'How To' of Collective Impact" in this issue of *CI* for more information). The improvement in outcomes catalyzed and supported by Strive's approach has been held up as a successful example of collective impact, defined by John

Kania and Mark Kramer of the Foundation Strategy Group as, "The commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem."[16] Kania and Kramer are careful to point out that, "collective impact is not merely a matter of encouraging more collaboration or public-private partnerships. It requires a systemic approach to social impact that focuses on the relationships between organizations and the progress toward shared objectives."[17]

The community schools movement also draws upon the principles of collective action in its approach to improving educational outcomes. Using public schools as a hub, community schools build relationships among educators, families, community-based organizations, business, health and social service agencies, and youth development organizations to implement activities that promote high educational achievement and use the community as a resource for learning.[18] The community schools approach builds upon the idea of "joint use" of district-owned school facilities by non-district entities,[19] but it's not simply a matter of co-location of services; community schools focus on fostering strong partnerships and strategically integrating diverse services to achieve specific, measurable results.[20] A critical component of the community schools approach is a full-time "community school coordinator," who is responsible for overseeing and integrating services in a coordinated fashion, while also participating on the management team for the school. In the absence of such coordination, each individual service used by a student occurs in isolation, and the likelihood of identifying a critical service gap that may have multiple downstream effects is diminished. By strategically integrating across schools and community services, the community schools approach aims to meet the full spectrum of a child's educational and developmental needs, with the primary purpose of improving educational outcomes (to learn more about a community school approach in Oregon, see the article " Schools Uniting Neighborhoods: Community Schools Anchoring Local Change" in this issue of *CI*).

Conclusion

This is not to suggest that any one of these specific programs or approaches will be the silver bullet for improving educational outcomes for youth. But all of the approaches noted above share a common feature – cross-sector alignment. This resonates with the growing conviction within the community development industry that multi-sector approaches can more effectively transform communities than the siloed single sector approaches of the past. In engaging more intentionally and systematically in initiatives that aim to support the educational achievement of LMI students, the field can deepen the impact of its efforts in affordable housing, workforce development, accessible financial services, place-based revitalization, and community development finance, all of which help foster an environment where children can learn, thrive, and succeed. Community development experts should seek out opportunities to build relationships with local education integration initiatives, such as the Strive Cradle to Career

Figure 3. *What Happens in a Community School?*

Key Areas for Programs and Services	Expected Outcomes
Quality education	High-caliber curriculum and instruction enable all children to meet challenging academic standards and use all of the community's assets as resources for learning.
Youth development	Young people develop their assets and talents, form positive relationships with peers and adults, and serve as resources to their communities.
Family support	Family resource centers, early childhood development programs, and coordinated health and social services build on individual strengths and enhance family life.
Family and community engagement	Family members and other residents actively participate in designing, supporting, monitoring and advocating quality activities in the school and community.
Community development	All participants focus on strengthening the social networks, economic viability and physical infrastructure of the surrounding community.

Source: Coalition for Community Schools

Network or the Coalition for Community Schools. They can also engage with metropolitan planning partnerships that work with local schools districts, such as the efforts of UC Berkeley's Center for Cities and Schools.

Just as the challenges and resources facing each community are unique, the appropriate responses and opportunities for community development engagement with schools must be locally driven. There's no single answer for how to best link community development with schools, but systematic integration and strong partnerships should be seen as fundamental to any approach that is taken (see the section "Linking Community Development with Schools" below for ideas on partnership). As Secretary Duncan emphasizes, we can no longer afford to take an "either-or" approach to education—we must consider how we can improve the "both-and" solutions.

Linking Community Development with Schools

Adapted from "Connecting Public Schools to Community Development" by Connie Chung[21]

Community development organizations can link up with schools in a variety of ways, depending on their institutional experiences, focus, and capacity.

Public School Facility Development

Community development practitioners can use their real estate and development expertise to support a school district's efforts to build more neighborhood-oriented school facilities. Some community groups have worked to bring new public schools to their neighborhoods by developing and leasing property to school districts. Community development practitioners can also use their development expertise to assist in the rehabilitation and enhancement of existing school facilities.

Affordable Housing Development

Developers of affordable housing can boost the long-term viability of their projects by investing in the quality of nearby schools. Similarly, community development groups can make neighborhood improvements near a public school to attract families and qualified teachers to a neighborhood. Improving schools and the surrounding area can be a particularly useful strategy to support the success of mixed-income housing projects. A high-quality school in the neighborhood can entice home buyers to purchase market-rate units in a mixed-income development. Additionally, community development practitioners can work with schools to develop workforce housing for teachers, enabling school staff to live in the communities they serve.

Economic Development

Schools are often the largest institutions and employers in a neighborhood, making them an invaluable partner in economic development efforts. Community development organizations can harness this economic influence by linking schools with the local business community and labor force. Some communities are also partnering with schools to provide job-training and trade school classes for community members.

Joint Uses

Community groups can also promote the shared use of facilities between schools and other community entities. The joint use of a library or a park, for instance, offers an effective solution in urban areas where land for new community facilities is not readily available. In rural areas, shared use projects can make economic sense for communities that must concentrate their resources.

Transportation

Community development organizations can work with public school districts to alleviate neighborhood traffic concerns. Many community development organizations are advocating the placement of schools within walking distance of residential areas and transit stops. These transportation strategies not only reduce school traffic in neighborhoods, but also help to address childhood obesity by encouraging children to walk to school. CI

The New Civic Infrastructure:

The "How To" of Collective Impact and Getting a Better Social Return on Investment

By Jeff Edmondson, Strive Network and Nancy L. Zimpher,
State University of New York

Secretary Arne Duncan recently said, "Many people believe we have to first address poverty in order to improve education. I believe we have to first improve education in order to address poverty."[1] If you agree with the secretary, it is easy to see that education is the single most important engine of individual opportunity and economic growth in our country. The question then becomes: In this challenging economy where new resources are scarce, how do we make critical improvements so that we get a better return on our current investment?

To answer this question, leaders from the education, business, nonprofit, civic, and philanthropic sectors in the urban core of the Greater Cincinnati region joined together in 2006 to form The Strive Partnership. The Partnership focused on an ambitious vision—supporting the success of every child, every step of the way, from cradle to career—and a corresponding set of ambitious goals: working together to ensure every child is prepared for school, is supported inside and outside of school, succeeds academically, enrolls in some form of college, and graduates and enters a career.

But most importantly, the Partnership identified and set measurable targets for a core set of eight overarching outcomes that span the cradle to career continuum. Progress toward meeting these targets are tracked across the three cities that make up the urban core of the region for early childhood, the public and parochial schools, and the

local colleges and universities. In order to make progress toward the designated targets, relevant practitioners and funders formed networks related to each outcome to review local data on their performance and build cohesive action plans around what actually works in terms of helping students succeed. The result: of the 34 measures of student achievement on which the Partnership is focused, 81 percent are trending in a positive direction, up from 68 percent three years ago.[2]

This work overall, and the networks of practitioners and funders specifically, provides the community-development sector with a new way to engage with the education field and improve outcomes for children. By working arm-in-arm with education systems—early childhood, K-12, and higher education—and using data as a constructive tool to improve, as opposed to a tool to pick winners and losers, we can begin to leverage precious resources to get the improved results we all so desire. This article summarizes some of the lessons learned from The Strive Partnership's experience in Cincinnati/Northern Kentucky, as well as the experience of other pioneers in this work, and identifies a framework for building the "New Civic Infrastructure" needed to support the success of every child from cradle to career and move the dial on critical social outcomes in general.

Defining How to Have "Collective Impact"

In their popular article in the *Stanford Social Innovation Review*, John Kania and Mark Kramer define collective impact as, "The commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem."[3] This simple definition has caught the imagination of communities across the country looking to address complex social issues in a struggling economy. In the end, this concept gives us a way to think differently about how to get a better social return on investment.

But as is often the case, a great idea can spread so quickly and be adapted in so many ways that its original or true meaning can become muddled or lost. Recently, one community reached out to us and claimed to have nine collective-impact initiatives underway related to education. When asked about what was common or collective across the efforts, there was no clear answer. That there were so many separate but similar initiatives operating simultaneously is antithetical to the entire point of collective impact.

In order to prevent the concept of collective impact from getting diluted, it is critical to establish some basic standards for what it takes to make this very challenging work happen on the ground. Fortunately, long before the "Collective Impact" article hit the press, a consortium of financial institutions and foundations known as

. . . we need to shift our focus to how we align public and private resources in new ways so we can effectively deploy all resources at our disposal, regardless of the source, to improve outcomes for children.

Living Cities funded leaders of The Strive Partnership to gather lessons from their work and see how they could inform similar work in four other communities. Since this initial investment, the work of the Strive Partnership has spread beyond Cincinnati and a separate effort called the Strive Network was launched in 2011 to build a national network of cradle to career communities. To date, over 150 communities have reached out to learn about this work, and our staff has worked with over 20 communities to help them move from aspirations of collective impact to real action on the ground.

Our most important finding from all this work could not be less flashy. It turns out that the key to improving student outcomes at the population level is not a program, but a process. It is clear that no single program, no matter how effective, can be scaled to solve all our education challenges. Instead, we need to return to an age-old process that has itself been watered down over the years: employing disciplined team work to build civic infrastructure.

In the many definitions that can be found, there are two key themes regarding civic infrastructure that require us to think differently about this work as we move forward. First, civic infrastructure has historically been primarily focused on how myriad public sector resources are aligned for "building a shared sense of belonging and purpose, facilitating the setting of shared goals and coordinating action."[4] However, in this economy, we cannot rely on the public sector alone, regardless of how we coordinate our efforts. Instead, we need to shift our focus to how we align public and private resources in new ways so we can effectively deploy all resources at our disposal, regardless of the source, to improve outcomes for children.

Second, the historical definition of civic infrastructure can potentially be confused with the softest versions of collaboration—a loose affiliation or connection of programs and services focused on similar ends, but which continue to operate in silos. As one site we worked with expressed at the outset of their efforts, "I fear this will end up just becoming another 'kumbaya circle' where everyone talks about working together but keeps on doing the exact same thing." We must take a more rigorous and focused approach to coordinating these disparate efforts if we want to avoid reverting to the status quo.

The New Civic Infrastructure: Putting Data to Work

The new civic infrastructure responds to both of these challenges by ensuring we bring together cross-sector leaders at several levels to focus their collective energy not on talking, but on actually developing and continuously improving concrete action plans for how to move common outcomes forward. And the key ingredient for making this focused action planning possible is pretty simple—it's data.

As Jim Collins highlights in *Good to Great for the Social Sector*, the disciplined use of data to drive where we focus our energy and what we do to have impact is our single greatest challenge to improving social outcomes at scale.[5] Specifically, as it relates to education, the new civic infrastructure responds to this challenge by enabling community leaders across sectors and at all levels to use data in a more purposeful way to: (1) identify those practices that actually get results for children, (2) invest the community's precious resources differently to increase impact, and (3) hold themselves accountable for moving specific outcomes across the cradle to career continuum.

Whether an individual likes the federal No Child Left Behind legislation or not, it provides a concrete mechanism to have data on the educational outcomes of every single child. We no longer have an excuse for not using data to, at a minimum, help us focus on our greatest areas of need collectively and identify those practices that actually get results for children individually. And if we do not like the data we have at our disposal—and concerns about the standardized tests are justifiable—it is now incumbent upon us to improve these measures rather than simply complain about them.

Establishing Standards for Collective Impact: The Framework for Building Cradle to Career Civic Infrastructure

Strive has developed the Framework for Building Cradle to Career Civic Infrastructure by drawing upon lessons not just from the pioneering work in Cincinnati and Northern Kentucky with The Strive Partnership, but from talking and working with more than 150 communities across the country that are considering undertaking this challenging work. Our most important lesson learned is that there is no single model for how to do this. One community can't simply do exactly what another did, as the local assets always vary.

Instead, the Framework acts as a guide to building civic infrastructure by helping communities identify their critical gaps as well as local assets, and knit together their investments in children in new and different ways. It is important to note that no community starts building civic

Framework for Building Cradle to Career Civic Infrastructure

Examples of key standards of practice related to each of the four pillars of the Framework for Building Cradle to Career Civic Infrastructure include:

Shared Community Vision:

There must be consistent engagement of top-level executives across at least five sectors – education, business, civic, non-profit, and philanthropic – around a common vision.

An "accountability structure" is developed and defined that enlists community partners at all levels who commit to specific operating principles for working together to improve student outcomes.

Evidence Based Decision Making:

A limited number of student outcomes is adopted and reported transparently on a regular basis to show population-level trends.

Comprehensive data-management systems are in place to monitor how individual students benefit from an array of support services and how this work collectively feeds up to population-level improvements.

Collaborative Action:

Networks of existing practitioners come together around priority outcomes, agree on a common set of measures to understand impact, and utilize a continuous-improvement process to use data to get better over time.

Cross-sector leaders define clearly how they will support networks of practitioners to develop and implement collaborative-action plans, such as facilitation, data analysis, and advocacy.

Investment & Sustainability

Core staffing is in place to shepherd the work forward, including a director to consistently "herd the cats," keeping participants focused on the common vision and outcomes, and a data analyst to ensure information is made available in such a way to inform decision making.

Funders are actively engaged to repurpose existing investments over time behind collaborative-action plans developed by networks.

infrastructure from scratch: by following Strive's tested process, they should very intentionally walk through a rigorous process to build on existing strengths to fill in gaps.

The Framework consists of four pillars that highlight specific areas a community needs to consider when building civic infrastructure (see sidebar on previous page). Two of these pillars deal directly with how communities use data at different levels: at the community level to identify the most critical issues and the individual level to identify what practices are really having an impact on children. The other two pillars of the Framework ensure key leadership is in place to advocate for what works and other indispensible factors for sustaining the work, such as community voice, funder alignment, and critical staffing are in place to ensure improvements continue over the long term.

The evolving Strive National Network has developed a Progress Assessment Tool that offers significant detail around each of these pillars so that a community can better understand how this process of infrastructure building might unfold from start to finish.[6] This tool provides a critical first attempt at establishing detailed standards of practice with regard to how we can best achieve collective impact. The specifics behind the Framework are constantly being updated as sites learn more about how to sustain the civic infrastructure. Indeed, it is this practical, real-world experience that must inform these standards if we are to ensure that collective impact is more than a passing fancy.

Implications for the Field: Getting a Better Social Return on Investment

The potential implications of creating uniform standards of practice for building civic infrastructure could have far-reaching effects on how we invest our resources to address social issues. The current method of tackling these problems is primarily through a Request for Proposals (RFP) process. Using the RFP, funders identify a practice they wish to test and scale, and practitioners hasten to develop proposals that align with a funder's given interest.

The problem with this approach is that it perpetuates a "spray and pray" mentality for addressing social problems: we spray new ideas and related resources all over the place and pray that good things will come of it. Rarely do the efforts that result align effectively with current work, and communities end up with one more "point of light" that may or may not target the most pressing issue and scale the most effective practice.

By building the civic infrastructure, public and private investors can identify communities that are already taking a more strategic approach to collectively improving an outcome they are interested in seeing move. They can engage with the community leadership to understand the current plan and identify ways to complement the existing work of a network of practitioners, instead of dropping a new idea into the mix of work already underway.

Communities that build this kind of civic infrastructure could be ripe for the emerging "Pay for Success" concept being tested across federal agencies.[7] In this concept, the federal government will "guarantee" an investment by a private donor if a proposed intervention actually leads to a specifically defined outcome—not the number of people served, but the measurable improvements felt by the people served. In the end, the government is able to target its dollars more effectively, and private funders can reinvest dollars they recover back into the emerging practices that are getting results.

In short, those communities that have built the civic infrastructure have: (1) the staffing to make sure an action plan is implemented over time, (2) the data in hand to constantly monitor progress toward the outcome, and (3) a process for leveraging and scaling what really gets results. Investments are more secure and the potential for widespread impact is increased.

The final result of this work, and the yardstick by which this new civic infrastructure will be measured, is social return on investment. Cradle to career civic infrastructure puts in place systems that assess whether the dollars being invested toward a given outcome are going further than they otherwise would, helping us answer the age-old question, "Are we getting more bang for our buck?" The investment is minimal—it does not have to be more than $500,000 in overhead—but the impact can be utterly transformational.

Conclusion

In the "new normal" where resource limitations are a fact of life, it is more necessary than ever to ensure we are investing our time, talent, and treasure as efficiently and effectively as possible.[8] The concept of collective impact gives us the conceptual underpinnings for how to make this change. But in order for us to prevent a powerful idea from becoming a watered-down version of what it was meant to be, we need a common set of standards for what it means to make this work happen. The new civic infrastructure, informed by practical experience on the ground, is a way to not only make this concept a reality and develop common standards, but completely rethink how we get a better social return on investment when tackling some of our most challenging issues.

Jeff Edmondson is Managing Director of the Strive Network and Nancy L. Zimpher is Chancellor of the State University of New York. CI

Schools Uniting Neighborhoods:

Community Schools Anchoring Local Change

By Diana Hall, Multnomah County

Across the United States, communities are thinking differently about the challenges they face to achieving community prosperity and health. Increasingly, youth educational success is being recognized as a cornerstone for the attainment of a wide array of key outcomes including poverty reduction and improvements in physical and mental health, public safety and community vitality.

In Multnomah County, Oregon, which includes the City of Portland and is home to roughly 750,000 people, the community has made youth educational achievement a priority, and has developed an innovative and highly successful model for cross-sector collaboration. The partnership, known as SUN Community Schools, brings together schools and partners from across the community to collectively impact educational success and family self-sufficiency.

Recognizing the need for support at all ages and attention to transitions in and out of the K-12 system, as well as between grade levels, SUN Community Schools are located in elementary, K-8, middle and high schools. The focus is on the whole child, integrating academics, social services, supports and opportunities in order to meet student and family needs. The specific services and programs offered are tailored to the individual assets and needs of a school, and community resources are organized strategically to support student success. This article describes SUN's community school approach and highlights emerging opportunities for the community development field to work in closer partnership with schools.

Schools as Centers of the Community

While many public schools offer before- and after-school activities, Schools Uniting Neighborhoods (SUN)

goes much further by reinventing the school as a place that addresses the full spectrum of family needs. On a typical day, the school opens early, providing students with a safe place to eat breakfast, do homework or participate in recreational and skill-building activities. During the school day, a community school site manager is working with school staff, families and community partners to identify specific student and family needs and broker services, and develop innovative partnerships that bring critical child and family supports directly to campus. Families and community members come to the school for advisory committee and leadership activities, parenting classes, health supports, food, clothing, and access to anti-poverty, mental health, and other social services.

The day does not end with the school bell. Instead, the extended-day program picks up where the traditional classroom leaves off, providing students with an array of academic, enrichment and recreational activities that complement and build on the school day. Students receive a full dinner and engage in physical activity to improve their physical health. In the evening the school serves as a community center offering a variety of educational and recreational activities for adults and youth as well as providing space for community projects and meetings. This is SUN carrying out the vision its name so clearly describes, truly using schools to unite neighborhoods.

Rooted in Collaboration

In the late 1990s, Multnomah County community members and leaders recognized a need for a new approach. The environment posed multiple challenges including shrinking budgets, a significant racial achievement gap, growing poverty, a severe shortage of affordable housing, and an increase in the number of children being left unsupervised during out-of-school hours. Demographic changes were dramatically increasing the cultural and linguistic diversity in the region, requiring schools and social service organizations to develop new skills in order to educate and support these populations effectively.

An individual's level of educational attainment is the primary predictor of poverty in adulthood. The effect of family poverty on school success was also clear, as barriers such as homelessness, mobility, hunger, illness, and trauma made it impossible for many students to come to school ready to learn. It became clear that you couldn't talk about alleviating or eliminating poverty without talking about education.

With leadership from elected officials in the City of Portland and Multnomah County, the decision was made to partner together to support schools. The initial goal was two-fold: (1) to support education and school success and (2) to improve the way resources for students and their families were delivered by developing a school-based delivery model. An ad hoc committee of a broad array of stakeholders was convened to determine the best strategy to accomplish this goal. The committee included leadership from an existing Community Building Initiative and After School Cabinet. After a year of research and deliberation, the full-service community school model was chosen and the first eight SUN Community Schools were implemented in the fall of 1999, with the city and county providing core funding.

A SUN Community School is not a program, but rather a place and support hub where schools and communities work together to have a collective impact on the success of children and families . . .

Since that time, the community has chosen to expand SUN Community Schools from 8 to 67 schools with a vision for every school to be a SUN Community School. Supportive policy has been adopted in the county, city and school districts and a more expansive network of care, named the SUN Service System, has been developed to organize and prioritize the county's investments and partnerships to support school age children and their families.

Community Schools as a Place-Based Strategy

A SUN Community School is not a program, but rather a place and support hub where schools and communities work together to have a collective impact on the success of children and families and provide a comprehensive array of services. The strategy reflects the unique needs of each school and its neighborhood. Schools are ideal locations for these focused efforts, both because they are the most direct and convenient route for reaching students and families, but also because, in the majority of neighborhoods most impacted by poverty and low student achievement, schools are the only public facilities.

SUN Community Schools also serve as a platform for implementing other place-based education reform initiatives, such as Cradle to Career. In recent years, Portland and Multnomah County leaders have been building a Cradle to Career (C2C) framework adapted from the Strive model in Cincinnati, Ohio (see the article "The New Civic Infrastructure" in this issue for more information). Portland is one of seven national demonstration sites for the Strive Network's C2C Initiative. Leaders see SUN as a core strategy for the local C2C initiative and SUN is aligned with the evolving C2C structure. Many of SUN's community and school leaders serve on C2C governance, planning and action committees, such as the C2C.

The inclusion of non-profit partners in the role of lead agency capitalizes on the unique capacity of these community-based organizations.

The SUN Model

As full-service neighborhood hubs, where school and community partners work together to ensure kids and families have what they need to succeed, SUN Community Schools serve as the vehicle to link community institutions, such as libraries, parks, community centers, neighborhood health clinics and area churches and businesses.

At the school site, SUN Community Schools mobilize and strategically organize community resources to provide:

- Strong core instructional program;
- Educational support and skill development for youth and adults;
- Enrichment and recreation activities;
- Family involvement and support;
- Social, health and mental health resources;
- Family and community events.

In the SUN model, a non-educational lead agency partners with an individual school and together, with help from school and community leaders, they co-manage the community school collaboration at the site. The inclusion of non-profit partners in the role of lead agency capitalizes on the unique capacity of these community-based organizations. That capacity includes expertise in anti-poverty services, youth and family engagement and community development fields; relationships and standing within communities and with community leaders; and the ability to fund- and "friend"-raise in ways that governments and educational agencies cannot. Lead agencies receive core funding that supports the hiring of a SUN Community School site manager as well as limited flexible dollars to fill resource gaps in key underfunded services.

The use of site managers is an essential component of the SUN model. Site managers coordinate and broker services at the school and support the development of the partnerships and collaboration between the school and its youth, families and community. Effectively, they act as the "glue" to attach all the community resources – from public services to neighborhood volunteers – to the school in a strategic way. It is critical to have a dedicated person with the capacity, in both time and skills, to carry out these functions. SUN has learned that absent such a position, schools and communities are unable to develop or sustain such strategic collective efforts and thus, unable to make a significant impact.

In addition to site management, or coordination as it is called in many other community schools initiatives across the country, there are four other defining components to the SUN model at the site level. The first is that the array of services and programs provided to youth and adults includes offerings from academics and skill development to social, health and mental health services to enrichment and recreation. Second, services are planned, developed and implemented within the context of youth, family and community engagement. Engagement is a way of doing business and building relationships to form the SUN collaboration, rather than a service or activity offered to the community. Authentic engagement helps ensure that what happens in the SUN sites is culturally appropriate, relevant and targeted at the issues most affecting student and family success. District and school support, particularly that of the school principal, is the third essential ingredient in ensuring the connection of supports with educational success and in influencing school reform.

Lastly, SUN's model calls out an important element for developing true collaboration: shared leadership and accountability. At the school site, the principal and the community school site manager share leadership across the school day and the out-of-school time. Principals often refer to the site manager as an assistant principal. A broad group of stakeholders participate in advisory and leadership roles using an annual planning process that is aligned with the school improvement plan. Progress and results are documented and shared with the community.

Community-Level Collaboration

SUN is a multi-jurisdictional partnership and its sponsoring partners each see the community schools strategy as advancing their core mission. Community schools are a vehicle for everyone to get their work done - whether that work is education, crime prevention, anti-poverty, community and economic revitalization, workforce development or other community-focused efforts. SUN sponsors have understood from the beginning that none of the organizations can accomplish their missions by working alone. This understanding has become all the clearer to SUN's partners, as economic realities have worsened at the same time that expectations of the organizations providing services, particularly educational institutions, have continued to grow.

SUN sponsors share responsibility and investment in the community schools model. Shared governance and accountability happen through the SUN Service System Coordinating Council, which has representation from

the city, county, six school districts, the State of Oregon, the Coalition of Communities of Color, the Commission on Children, Family and Community, the Cradle to Career backbone organization, business, non-profit providers and youth. The county, city (including a local levy for children's services) and school districts contribute $7 million annually to fund the core functions of SUN at the 67 sites. That contribution then leverages and attracts approximately $17 million in other resources to those local communities. In the broader SUN Service System, over $30 million in additional service funding is aligned and delivered through SUN Community Schools and regional school-linked centers.

Historically, the connections between SUN Community Schools and local community development have been limited to planning and development efforts supported by the City of Portland's Bureau of Planning and Sustainability and local community development organizations in discrete neighborhoods. More recently, however, the City's planning process and resulting Portland Plan, which lays out the roadmap for the next 30 years, heavily involved SUN partners and called out SUN in all three integrated strategy areas: (1) Thriving Educated Youth, (2) Economic Prosperity and Affordability, and (3) Healthy Connected City. Emphasizing the ability of the community schools model to create more efficient and effective change through alignment and partnership, the Plan includes the transformation of every school into a SUN Community School as a specific action.

The Impact of Collective Efforts

Educational success and self-sufficiency are inherently issues of equity, and the SUN effort is recognized as a strategy for achieving equity. One aspect of SUN's success is the degree to which the children, youth and families most affected by disparities (people of color and those living in poverty) are served and included in its efforts. SUN Community Schools consistently serve the most vulnerable kids and families and are structured to ensure that individual student and family needs are identified and met through the coordination of services. In 2010-11, of the 19,127 children and youth served in enrolled services, 80 percent qualified for Free and Reduced Lunch, 70 percent were children of color and 21 percent were English Language Learners. These rates compare to the surrounding districts' rates of 54 percent, 46 percent and 14 percent respectively.

By coming together, the community is supporting these vulnerable students and families in a significant way. Annual evaluations conducted by Multnomah County using school district, teacher and student data demonstrate the consistent effect of SUN. In the 2010-11 school year, regularly participating students showed strong results in academics, attendance and behavioral areas including:

- 74 percent of students met state benchmarks or growth target in Reading;
- Students' average benchmark gains were equal to or higher than expected in the majority of grades;
- Average daily school attendance was 94.5 percent;
- 74 percent of students improved in at least one behavioral or academic area (such as behaving well in class, motivation to learn, or homework completion); and
- 86 percent of students reported having at least one adult who cares about them and to whom they can go for help.

In addition, 96 percent of families who receive anti-poverty case management, life and job skills services, rent assistance and other basic needs support remained in permanent housing after support ended. The community also reports improvement in other related indicators including parent involvement, community safety and vibrancy.

Evolving in an Environment of Continuous Change and Learning

The SUN model is built on a strong history of community involvement and school partnerships in the region. Multnomah County and the City of Portland each had a history of investing in services delivered by community-based non-profit organizations in local schools. Implementation of SUN drew on successful existing programs and initiatives and was done without new money. What the SUN initiative learned from this experience was that it is possible to create systems change and develop a new model by drawing on existing resources. In fact, declining budgets forced institutions to reconsider how they could work more efficiently and effectively, and capitalize on partners to achieve their goals. It also became clear that while new money might become available, usually through time-limited grants, the community had large amounts of funding in existing systems already dedicated to serving youth and families. Due to their size and sustainability, it is those resources that offer the greatest possibility for fostering community-wide change, if they can be evaluated and redeployed in innovative ways.

Systems change requires patience, persistence, and the ability to exhibit flexibility and teamwork—unsurprisingly, the same skills we seek to foster in young people. Flexibility and adaptability are also essential aspects of the community school model, which make it well suited for supporting other initiatives, whether place-based or issue-focused.

Lastly, SUN's experience highlights that it takes capacity to build capacity. Its success in building a highly-functioning collaboration and system of care has required the dedication of both financial and human resources. Funding is dedicated for a small staff that carries out intermediary functions for the multi-jurisdictional partnership, including convening, planning, policy development, contract management, program development, evaluation, technical assistance and professional development. In addition, school districts and other sponsoring partners commit the time of leaders, designated liaisons and other staff to support shared governance and alignment within their home organizations.

Implications for the Community Development Field

The community schools strategy offers a tremendous opportunity for the community development sector to impact educational achievement without moving outside its expertise or getting derailed by the daunting world of education reform. Community schools can assist community development in achieving the inclusive and multi-faceted interventions necessary to address the complexities that exist in communities impacted by the intertwined issues of poverty, place and racism.

There are a variety of ways that community development entities can partner with community schools and take advantage of the infrastructure, relationships and leveraged resources they offer. One key way is to promote and support the inclusion of community schools as a strategy in other place-based initiatives, such as Promise Neighborhoods, Choice Neighborhoods, and Enterprise Zones, among others. Many traditional community development initiatives can be offered as part of community school efforts or partnered with community schools to have an amplifying effect. Stable, affordable housing and individual savings accounts are two examples of such initiatives.

Community development professionals can also support education and community schools in a more systemic way by contributing their expertise and social capital to collaborative projects, particularly their relationships within the private sector. Technical assistance and financial advice on ways to take community school models to scale, adapt continuous quality improvement systems and engage the private sector most effectively would be of great assistance to those immersed in the worlds of education, social service or local government.

But where to begin? One simple step that all community development organizations can do is to get to know the schools in the communities they are seeking to improve. Invite the schools to the conversation, acknowledging that their success in educating youth has a significant impact on community-wide long-term success. Like all people working for positive change, educators are acutely aware that they need the support of their communities to accomplish their mission. And, indeed, many of the barriers to learning lie outside education's role, such as illness, hunger, and poverty. These are the responsibility of the community – local governments, neighbors, businesses and community development entities. It's time for us to open conversations and doors to each other.

Diana Hall is program supervisor for Multnomah County Department of County Human Services, School and Community Partnerships. CI

The Widening Academic Achievement Gap between the Rich and the Poor

By Sean F. Reardon, Stanford University[1]

Almost fifty years ago, in 1966, the Coleman Report famously highlighted the relationship between family socioeconomic status and student achievement.[2] Family socioeconomic characteristics continue to be among the strongest predictors of student achievement, but while there is a considerable body of research that seeks to tease apart this relationship, the causes and mechanisms of this relationship have been the subject of considerable disagreement and debate.

Much of the scholarly research on the socioeconomic achievement gradient has focused largely on trying to understand the mechanisms through which factors like income, parental educational attainment, family structure, neighborhood conditions, school quality, as well as parental preferences, investments, and choices lead to differences in children's academic and educational success. Still, we know little about the trends in socioeconomic achievement gaps over a lengthy period of time.

The question posed in this article is whether and how the relationship between family socioeconomic characteristics and academic achievement has changed during the last fifty years, with a particular focus on rising income inequality. As the income gap between high- and low-income families has widened, has the achievement gap between children in high- and low-income families also widened? The answer, in brief, is yes. The achievement gap between children from high- and low-income families is roughly 40 percent larger among children born in 2001 than among those born twenty-five years earlier.

Trends in Socioeconomic Status–Achievement Gradients

To begin with, consider the difference in achievement between children from high- and low- income families. One way to measure this difference is to compare the average math and reading skills[3] of children from families with incomes at the 90th percentile of the family income distribution (about $160,000 in 2008) to those in families with incomes at the 10th percentile of the family income distribution (about $17,500 in 2008),[4] hereafter referred to as the "90/10 income achievement gap."

Figures 1 and 2 present the estimated 90/10 income achievement gap for cohorts of students born from the mid-1940s through 2001.[5] These estimates are derived from thirteen nationally representative studies available that include family income as well as reading and/or math scores for school-age children.

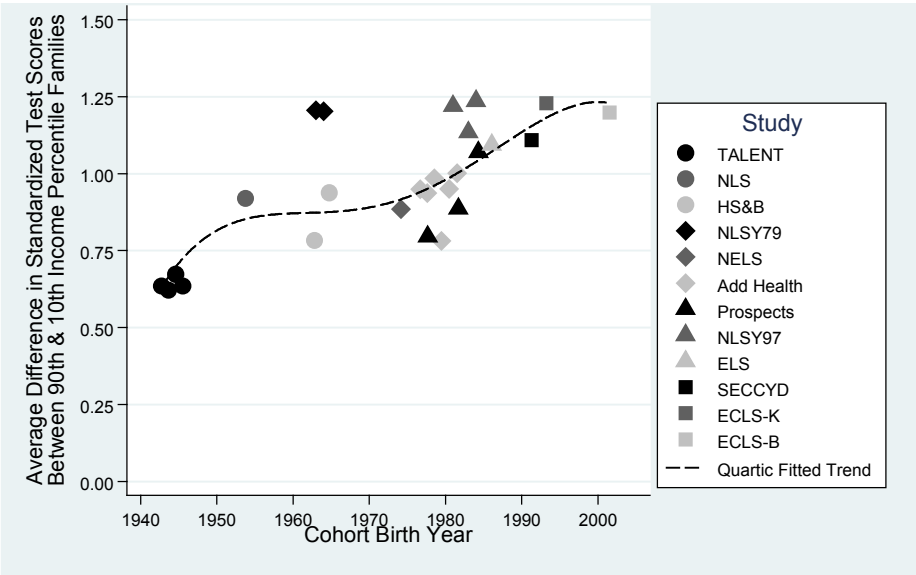
Although the tests used are not exactly comparable across all the studies included, both figures show a clear trend of increasing income achievement gaps across cohorts born over a nearly sixty-year period. The estimated income achievement gaps among children born in 2001 are roughly 75 percent larger than the estimated gaps among children born in the early 1940s. The gap appears to have grown among cohorts born in the 1940s and early 1950s, stabilized for cohorts born from the 1950s through the mid-1970s, and then grown steadily since the mid-1970s. Although the trend in achievement gaps prior to 1970 is somewhat unclear, the trend from the mid-1970s to 2001 appears relatively clear—statistical models indicate that the income achievement gap has grown by roughly 40 to 50 percent within twenty-five years, a very sizable increase.

One important question is whether the trend in the income achievement gap is driven by the changing racial and ethnic composition of the U.S. population. In separate analyses,[6] I find that the income achievement gap grew within the white, black, and Hispanic student populations separately, as well as within the population as a whole. For whites and Hispanics, the income achievement gap appears relatively stable through the mid-1970s and begins to grow rapidly thereafter; for blacks, the gap appears to grow steadily from the 1940s through 2001.

How Large Are These Gaps?

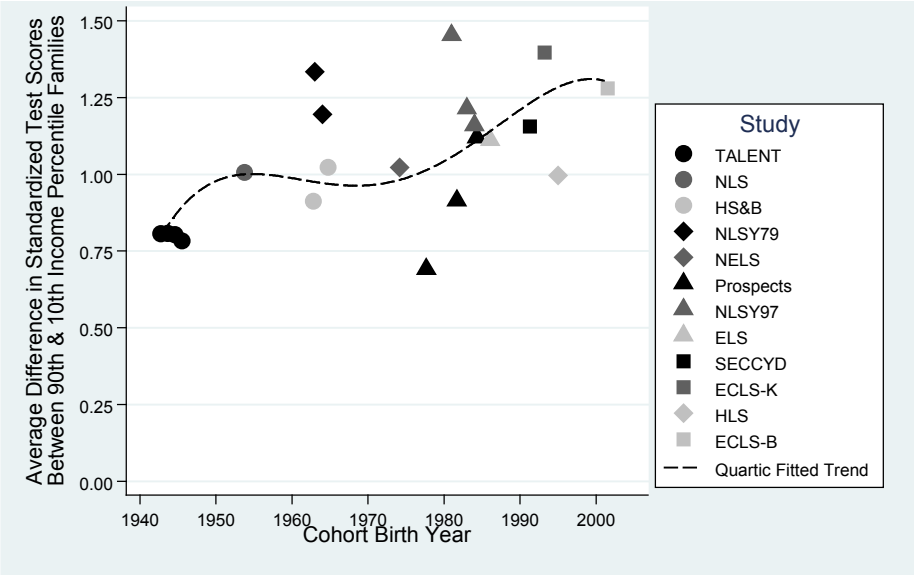
Figures 1 and 2 report income gaps in standard-deviation units. Although this is a metric familiar to researchers and one that is useful for comparing the size of gaps across studies using different tests, it may not be immediately obvious how large these gaps are in real terms. One way to get a sense of the size of the gaps is to compare them to the amount that an average student learns during the course of a year. Data from the National Assessment of Educational Progress (NAEP) indicate that the average student gains 1.2 to 1.5 standard deviations in math and reading between fourth and eighth grade and between 0.6 and 0.7 standard deviations in math and reading between eighth and twelfth grade.[7] Thus, a gap of 1 standard deviation is substantively very large, corresponding to roughly 3 to 6 years of learning in middle or high school.

Figure 1. *Trend in 90/10 Income Gap in Reading, 1940–2001 Cohorts*



Source: Author's compilation based on data from Project Talent (Flanagan et al. n.d.); NLS, HS&B, NELS, ELS, ECLS-K, ECLS-B (U.S. Department of Education, Center for Education Statistics 1999, 2000, 2001, 2004, 2009, 2010); Prospects (U.S. Department of Education 1995); NLSY79, NLSY97 (U.S. Bureau of Labor Statistics 1980, 1999); SECCYD (National Institute of Child Health and Human Development 2010); and Add Health (Harris 2009). Note: See note 3 and online appendix for further details.

Figure 2. *Trends in 90/10 Income Gap in Math, 1940–2001 Cohorts*

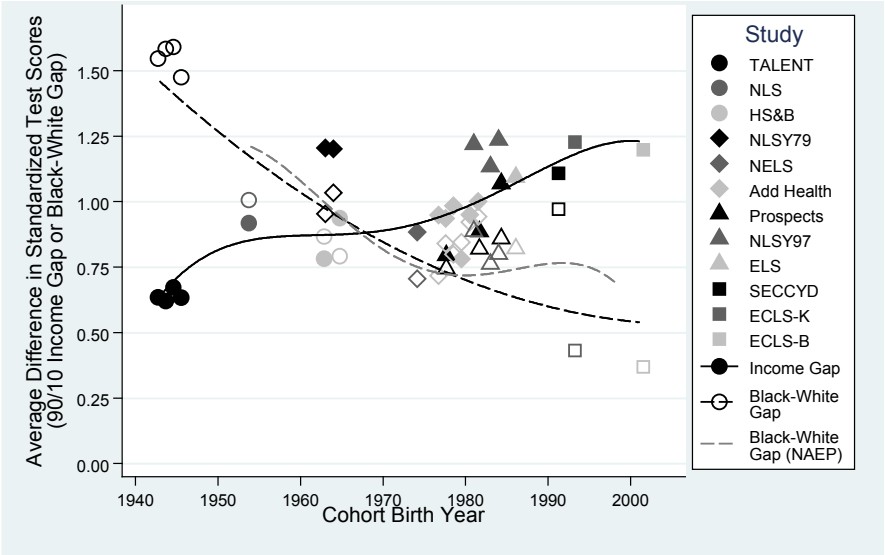


Source: Author's compilation based on data from Project Talent (Flanagan et al. n.d.); NLS, HS&B, NELS, ELS, ECLS-K, HLS, ECLS-B (U.S. Department of Education, Center for Education Statistics 1999, 2000, 2001, 2004, 2009, 2010); Prospects (U.S. Department of Education 1995); NLSY79, NLSY97 (U.S. Bureau of Labor Statistics 1980, 1999); and SECCYD (National Institute of Child Health and Human Development 2010).
Note: See note 3 and online appendix for further details.

Another way of getting a sense of how large these gaps are (and how meaningful their trend is) is to compare the income achievement gaps to contemporaneous black-white achievement gaps. The black-white achievement gap narrowed substantially among cohorts born from the mid-1950s through the mid-1970s—by roughly one-half a standard deviation—according to NAEP data.[8]

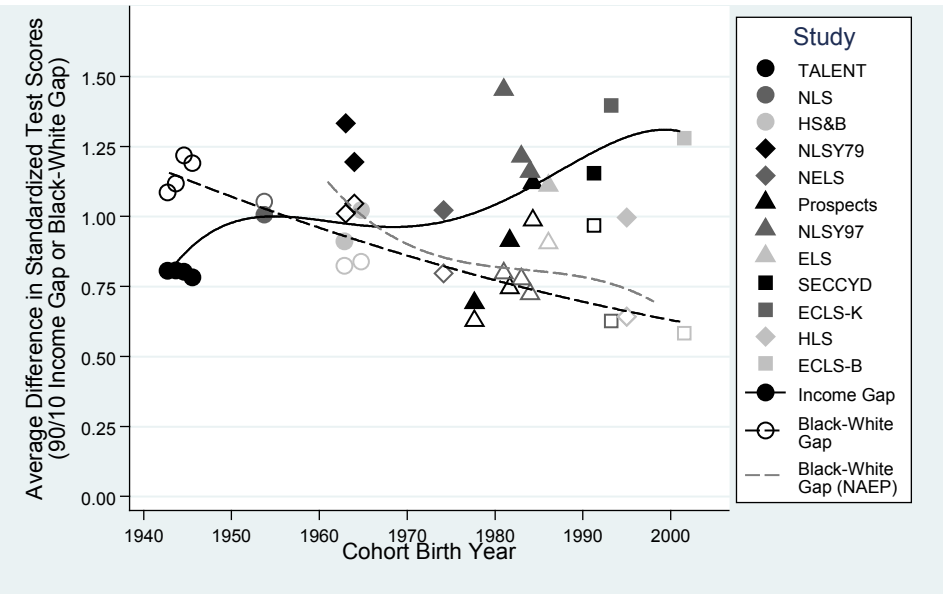
Figures 3 and 4 display both the 90/10 income gaps (as shown in Figures 1 and 2) and the black-white achievement gaps as estimated from the same samples.[9] In each figure the solid line indicates the estimated trend in the 90/10 income achievement gap. For comparison, the estimated black-white achievement gap from each study is displayed in the figure (the hollow circles), along with a

Figure 3. *Trends in Income and Black-White Gaps in Reading, 1943–2001 Cohorts*



Source: Author's compilation based on data from Project Talent (Flanagan et al. n.d.); NLS, NAEP, HS&B, NELS, ELS, ECLS-K, ECLS-B (U.S. Department of Education, Center for Education Statistics n.d., 1999, 2000, 2001, 2004, 2005, 2009, 2010); Prospects (U.S. Department of Education 1995); NLSY79, NLSY97 (U.S. Bureau of Labor Statistics 1980, 1999); SECCYD (National Institute of Child Health and Human Development 2010); and Add Health (Harris 2009).
Note: Solid symbols represent 90/10 income achievement gaps; hollow symbols denote black-white achievement gaps. See online appendix section 5.A5 for further details.

Figure 4. *Trends in Income and Black-White Gaps in Math, 1943–2001 Cohorts*



Source: Author's compilation based on data from Project Talent (Flanagan et al. n.d.); NLS, NAEP, HS&B, NELS, ELS, ECLS-K, HLS, ECLS-B (U.S. Department of Education, Center for Education Statistics n.d., 1999, 2000, 2001, 2004, 2005, 2009, 2010); Prospects (U.S. Department of Education 1995); NLSY79, NLSY97 (U.S. Bureau of Labor Statistics 1980, 1999); and SECCYD (National Institute of Child Health and Human Development 2010).
Note: Solid symbols represent 90/10 income achievement gaps; hollow symbols denote black-white achievement gaps. See online appendix section 5.A5 for further details.

dark dashed line describing the trend in the black-white achievement gap during the same time period. For comparison, a third trend line is included in the figure—the estimated trend in black-white gaps as estimated from NAEP data.

The striking feature of Figures 3 and 4, however, is not so much the well-known trends in the black-white gaps but the difference between the trends in the income gaps and the black-white gaps. For cohorts born in the 1940s to the 1960s, the black-white achievement gap was substantially larger than the 90/10 income achievement gap, particularly in reading. For cohorts born in the 1970s and later, however, the opposite is true. Among children born in the last two decades (those cohorts currently in school), the 90/10 income gap at kindergarten entry was two to three times larger than the black-white gap at the same time.

Why Has the Income Achievement Gap Grown?

The evidence thus far indicates that the relationship between a family's position in the income distribution and their children's academic achievement has grown substantially stronger during the last half-century. I suggest four possible broad explanations for this trend.

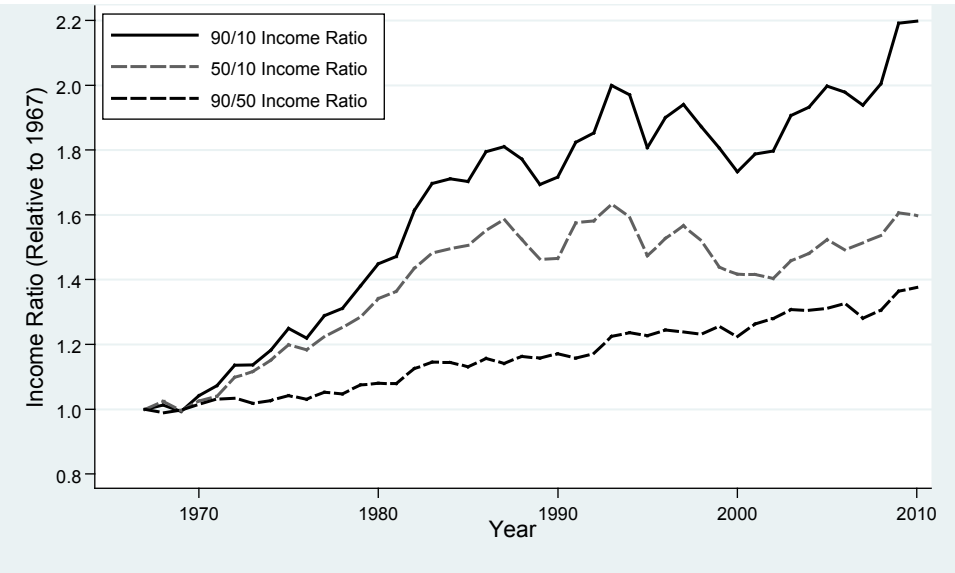
1. Rising Income Inequality

After decades of decline, income inequality in the United States has grown substantially in the last four decades and as of 2007 was at a level similar to the levels in 1925 to 1940, when U.S. income inequality was at its twentieth-century peak.[10]

Figure 5 shows income inequality trends over time, with changes in the 90/10 family income ratio (the ratio of the family income of the child at the 90th percentile of the family income distribution to that of the child at the 10th percentile), the 90/50 family income ratio, and the 50/10 family income ratio among school-age children from 1967 to 2010.[11] What is particularly striking is that the 90/10 family income ratio grew rapidly from 1967 to the early 1990s, more than doubling in twenty-five years, declined modestly during the 1990s and rose sharply over the past decade.

But how might income inequality relate to achievement? In a separate analysis, I investigate whether the children of the rich score higher than the children of the poor because the income difference between the rich and poor is so much larger than it used to be, or because the relationship between achievement and dollars of income has grown stronger.[12] In other words, does a dollar buy more achievement than it did before, or do the rich just have more dollars than they did before? These analyses, although not conclusive, suggest that the growth of the income achievement gap is not explained solely by rising income inequality. Rather, the association of achievement with family income has grown stronger over time, particularly among families in the upper half of the income distribution. Thus, it is not only rising income inequality per se that has caused the income achievement gap; rather, a dollar of income (or factors correlated with income) appears to buy more academic achievement than it did several decades ago.

Figure 5. *Income Inequality Trends, 1967–2010, All Families with School-Age Children Weighted by Number of School-Age Children*



Source: Author's calculations, based on U.S. Bureau of the Census (King et al. 2010).
Note: Each line shows the trends in the ratio of household incomes at two percentiles of the income distribution. All trends are divided by their value in 1967 in order to put the trends on a common scale.

2. Differential Investments in Children's Cognitive Development

The evidence showing that the returns to income have grown, at least among higher-income families, suggests that families may be changing how they invest in their children's cognitive development. If so, this may explain some of the rising income achievement gap. Sociologists and historians have argued that parents, particularly those in the middle class, have become increasingly focused on children's cognitive development during the last fifty years. Researcher Julia Wrigley, for example, examined the types of parenting advice published in popular magazines between 1900 and 1985 and found that articles published in the early part of the century were largely written by medical doctors and focused overwhelmingly on medical and nutritional advice.[13] A focus on the intellectual development of children became much more prominent beginning in 1960s. Although some of this shift was driven by the era's interest in social inequality and the need for compensatory preschool education for poor children, Wrigley argues that children's cognitive development quickly became a concern of middle-class parents as well, as these parents increasingly saw education as essential for later economic success.

Another factor that may contribute to parents' increasing focus on their children's cognitive development is the rise of test-based accountability systems in education. Although some forms of standardized testing, including IQ tests and the SAT, have been prevalent for much of the twentieth century, standardized achievement testing has become much more common with the rise of the accountability movement. The combination of the increasing importance of educational success in determining earnings and the increasing importance of test scores in defining educational success may have caused parents to focus more on their children's cognitive development, with higher income parents more able to invest resources in their children's education than their lower income counterparts.

3. Changes in the Relationships among Family Income, Family Socioeconomic Characteristics, and Children's Achievement

Another possible explanation for the rising income achievement gap is that high-income families not only have more income than low-income families, but also have access to a range of other family and social resources. On average, families with higher incomes tend to be those in which the parent(s) are highly educated. This has long been true, though the link between parental educational attainment and family income has grown stronger in recent decades, as the wage returns to educational attainment have increased since 1979.[14] Because highly educated parents are more able and more likely than less-educated parents to provide resources and opportunities for their children to develop cognitive and academic skills in both the preschool years and the school-age years, children of parents with college degrees may have higher academic achievement, on average, than children of parents with lower levels of education, all else being equal.

This argument suggests two possible explanations for the rising income achievement gap. First, the trend may result from an increase in the correlation between paren-

tal educational attainment and family income—which would mean that high- and low-income families are increasingly differentiated by education levels, leading to larger differences in children's achievement. Second, the trend may derive from an increase in the achievement returns to parental education, net of income. This would mean that children of highly educated parents benefit more from their parents' educational attainment than they did in the past.

Another possible reason for increasing correlation between parental education and income is the increasing polarization of families. Sara McLanahan argues that trends since 1960 in family structure and composition have led to an increasingly polarized distribution of family contexts for children—mothers with low levels of education are increasingly likely to be young, unemployed, and single or divorced; mothers with high levels of education are, conversely, increasingly likely to be older, employed, and married.[15] As a result, the correlation of parental education and income among families with children is likely to increase with time.

4. Increased Segregation by Income

A final possible explanation for the rising income achievement gap is the pattern of increasing income segregation during the last forty years. Several recent studies have found that residential segregation by income increased from 1970 to 2009, partly as a result of rising income inequality and likely partly as a result of low-income housing policy.[16] In particular, rising income inequality has led to the increasing segregation of high-income families from middle- and low-income families; high-income families increasingly live spatially far from the middle class. Because residential patterns are closely linked to school-attendance patterns, the rise of residential income segregation has likely led to a concurrent rise in school segregation by income, though there is little empirical evidence on this.[17] Because the growth in income segregation has been largely a result of increasing segregation of the affluent, this might explain the pattern of the rising association between income and achievement among higher-income families. However, there is little evidence to answer the question of whether rising income segregation has played a role in the increasing income achievement gap.

Conclusion

The forces at work behind the rising income achievement gap are likely complex and interconnected. Certainly more research to understand the causes of these trends is necessary. Equally important, however, is research to understand the consequences of these patterns. At the same time that family income has become more predictive of children's academic achievement, so have educational attainment and cognitive skills become more predictive of adults' earnings. The combination of these trends creates a feedback mechanism that may decrease intergenerational mobility. As the children of the rich do better in school, and those who do better in school are more likely to become rich, we risk producing an even more unequal and economically polarized society.

Sean Reardon is Professor of Education and (by courtesy) Sociology at Stanford University. CI

Looking Back and Moving Forward:

Changes in the Affordable Multifamily Mortgage Industry

By Mary Kaiser, California Community Reinvestment Corporation and George Vine, Vine Associates LLC

Much like looking at old photos of yourself, re-reading thought pieces you wrote years ago, especially those in which you made predictions about the future, can be a humbling experience. Twelve years ago, we published an article in *Community Investments* on the topic of affordable multifamily mortgage risk.[1] We were both recent arrivals at California Community Reinvestment Corporation (CCRC), a multi-bank multifamily lending consortium, and the economy was thriving—job growth was strong and was driving housing demand, a very different picture from today. We observed strong credit performance of the Low Income Housing Tax Credit (LIHTC) mortgages that CCRC specialized in and concluded that the lessons to be learned were: (1) although LIHTC mortgages will pay like clockwork, do not expect to see strong cash flows, (2) nonprofit sponsors require careful analysis, and (3) the structures of these complex loans need to be well thought out prior to close because after closing, the lender's tools are blunt. Now, more than a decade later, there are new lessons to be learned as the affordable housing industry grapples to deal with the significant policy and economic changes that impact our work. In this article, we reflect on the industry's historical performance and identify how recent lessons can improve our collective ability to meet the affordable housing needs of low- and moderate-income communities, despite the many challenges of the current environment.

What Has Changed?

With respect to credit quality—not much. A 2011 study by the Reznick Group revealed that among 16,399 LIHTC properties surveyed, 98 experienced foreclosure through the end of 2010—an aggregate foreclosure rate

of 0.62 percent, measured by property count.[2] Approximately 50 percent of the stated foreclosures were reported to have occurred from 2008–2010.[3] In CCRC's 23 years, it has foreclosed on two loans—an aggregate foreclosure rate of 0.49 percent. Its total realized loan losses over the 23 years is less than $1 million, about 0.15 percent of total loan originations (not including tax exempt bonds for which it has realized no losses). Annualized, this is just a few basis points of credit losses per year. It is very difficult to find directly comparable information, but the industry tends to outperform other real estate debt classes. For example, the California Bankers Association reports that as of the 3rd quarter of 2011, 1.6 percent of all multifamily loans and 2.4 percent of all single family loans held by California-based banks were on non-accrual – indicating that repayment in full was not expected.[4]

What explains this incredible performance among LIHTC mortgages?[5]

- Rents are typically at least 10 percent, and often 20 percent to 40 percent, below market. The result is continual low vacancy rates and low marketing expenses.
- The loans are usually funded upon completion of construction or substantial rehabilitation. The result is several years of low repairs and maintenance expenses.
- The mortgage amount per unit is low, usually not much more than 10 percent of total development cost. The implication is that other capital providers have large investments to protect and the cost of keeping the mortgage current is small relative to their investments.
- In particular, LIHTC investors (typically Fortune 500 companies) have major incentives to keep projects from defaulting on their mortgages during their first 15 years due to the potential for tax credit recapture.
- Finally, a foreclosure will eliminate or greatly reduce the rent restrictions, allowing a conversion of the project to market, or at least to a much lower level of affordability, often creating millions of dollars of additional real estate value. Whereas the average loan to value ratio of CCRC's mortgage portfolio is 67 percent, its loan to value ratio after a foreclosure, assuming a conversion to market, is 48 percent. This implies a 40 percent increase in property value following a conversion.

While credit quality remains strong, the broader landscape of the affordable housing industry has changed dramatically. State and local government budget shortfalls hit California particularly hard last year, when the governor eliminated local redevelopment agencies (historically a source of subsidies for most CCRC projects). CCRC escaped immediate damage because it funds loans only after projects are completed, rented, and all other financing is in place, but CDFIs providing earlier stage financing are up a creek without a paddle. Even though we survived the immediate effects unscathed, we wonder how future deals will be done without this important source of subsidy.

Banks, many of which suffered a near-death experience in the Great Recession and are facing regulatory uncertainty, are less likely to accommodate CDFIs. We have seen an increase in the number of our credit line banks that now look through individual loans in order to underwrite CCRC. This requires us to spend more time providing information and answering questions, and we must allow more time for funding requests and credit line renewals than ever before. Some banks feel the need to impose financial covenants which allow CCRC even less latitude for reacting to the current turmoil.

Other changes are in the wind and we know they will affect the industry, we just don't know how. Examples are the uncertain futures of the GSEs and the possibility of Federal corporate tax reform and its effect on LIHTCs.

Lessons Learned from the Great Recession

In mid-September 2008, we took a call from a representative of one of the nation's largest financial institutions, which had agreed to buy $26 million of CCRC's tax-exempt bonds the following week. CCRC depends on the sale of mortgage loans and bonds to replenish its origination capacity and bond sales are particularly difficult because of the small pool of prospective buyers.

"The sale's off," the representative said. "But we have a signed agreement," we argued. "Haven't you heard? Lehman filed for bankruptcy and the market fell 500 points this morning. The world has changed…"

As CCRC and its member banks continued to be rocked by the effects of the Great Recession several truths became apparent:

- ***The industry had changed, and our business model needed to adapt to survive.*** For 23 years, we offered permanent mortgages to affordable housing developers of LIHTC-financed construction in California, funded by our member banks. In essence, we delivered a single product to a narrow set of customers in a niche industry, in a single geography, funded by one source of funds. Clearly it would be organizational suicide to expect this business model to work for the next 20 years.
- ***New financial regulation and policy directly impacted our ability to do business.*** With a mortgage line in excess of $350 million on a net asset base of $14 million, CCRC has reached the end of its members' abilities to provide additional credit in an era of Dodd Frank and Basel III.

- ***A strong secondary market for community development loans was not going to materialize any time soon.*** CCRC's traditional secondary market purchasers reduced their appetites, and our historically largest purchaser closed the door entirely.

In light of these realizations, one of the critical lessons we learned was the importance of engaging in a company-wide strategic planning effort. CCRC surveyed its member banks and engaged its staff in brainstorming sessions to bring forth all of the changes occurring in the environment and to develop speculative judgments on ways the organization could exploit these changes. These "speculative judgments" would then be subject to further testing. It developed a financial model of its operations to project the effects of differing business model scenarios on its financial statements up to four years into the future.

Through this process, CCRC determined that it needs to diversify its customer base, its product offerings and its source of funds. The financial model demonstrated that CCRC had evolved to a business model that neither allowed for growth, nor for the additional investments in knowledge and personnel required to accomplish its diversification.

A key to CCRC's past success has been the favorable mortgage credit line provided by member banks since its inception. The line finances 100 percent of CCRC's mortgage amounts at a rate of the organization's portfolio yield minus its servicing fee for an indefinite term with no prepayment penalties. Recognizing how favorable that credit line is, CCRC cut its servicing fee to 25 basis points to maximize the yield to the member banks. In so doing CCRC was only able to cover operating costs, but unable to grow its balance sheet. It was in effect providing the credit enhancement offered by its balance sheet to the member banks for free. And until recently, member banks were willing to offer this concessionary financing without looking too hard at CCRC's financial statements and without any financial covenants.

Now that the world has changed, we believe the path forward requires four steps:

1. ***Continue developing alternative outlets for affordable housing mortgages.*** In the last year, CCRC became an approved FNMA affordable multifamily lender, a HUD MAP lender, and completed its first participation transaction (essentially a sale) with the pension plan of the United Methodist Church (UMC). CCRC continues to attempt whole loan sales which increasingly seem to require GSE-style underwriting. It would require an entirely separate article to explain why GSE underwriting of California LIHTC mortgages is akin to mixing oil and water, but we must continue to try.

In light of these realizations, one of the critical lessons we learned was the importance of engaging in a company-wide strategic planning effort.

2. ***Maintain flexibility to adapt to new regulatory requirements.*** CCRC is considering ways of reducing the size of the mortgage credit line and pricing and structuring it more conventionally with shorter and more definite terms to keep commercial banks at the table as their numbers decline and as Dodd Frank and Basel III kick in.
3. ***Build organizational capacity to operate in a more complex environment.*** CCRC is investing in the additional staff and training needed to meet the HUD, FNMA and UMC underwriting and asset management requirements. We must also develop the CFO skills required by a more complex organization and manage the interest rate risk that will come from "conventionalizing" the mortgage credit line.
4. ***Identify ways to raise additional equity.*** The required additional investment and most of the alternative mortgage outlets generate a need for additional equity funds. The staff and training investments are needed years before they result in additional earnings, and that gap must be bridged. And most of the alternative mortgage outlets demand some credit enhancement (which requires equity funds). Since CCRC cannot raise these funds internally in a reasonable time frame, it is about to undertake a campaign to raise equity-like funds from the corporate social responsibility sections of the member banks and other corporations, and from foundations and government agencies.

In regions across California, rents have been increasing while rental vacancy rates have been declining,[6] suggesting that the housing bust did not solve California's shortage of affordable housing. Over the past 23 years, CCRC has demonstrated its ability to finance affordable rental housing safely and efficiently. The times may have changed, but by taking these steps now, CCRC intends to continue to be part of the solution. It's our hope that twenty years from now, we can look back on these times and see that the industry rose to the challenge, bringing creativity, adaptability, and passion to meet the affordable housing needs of low- and moderate-income communities across the nation.

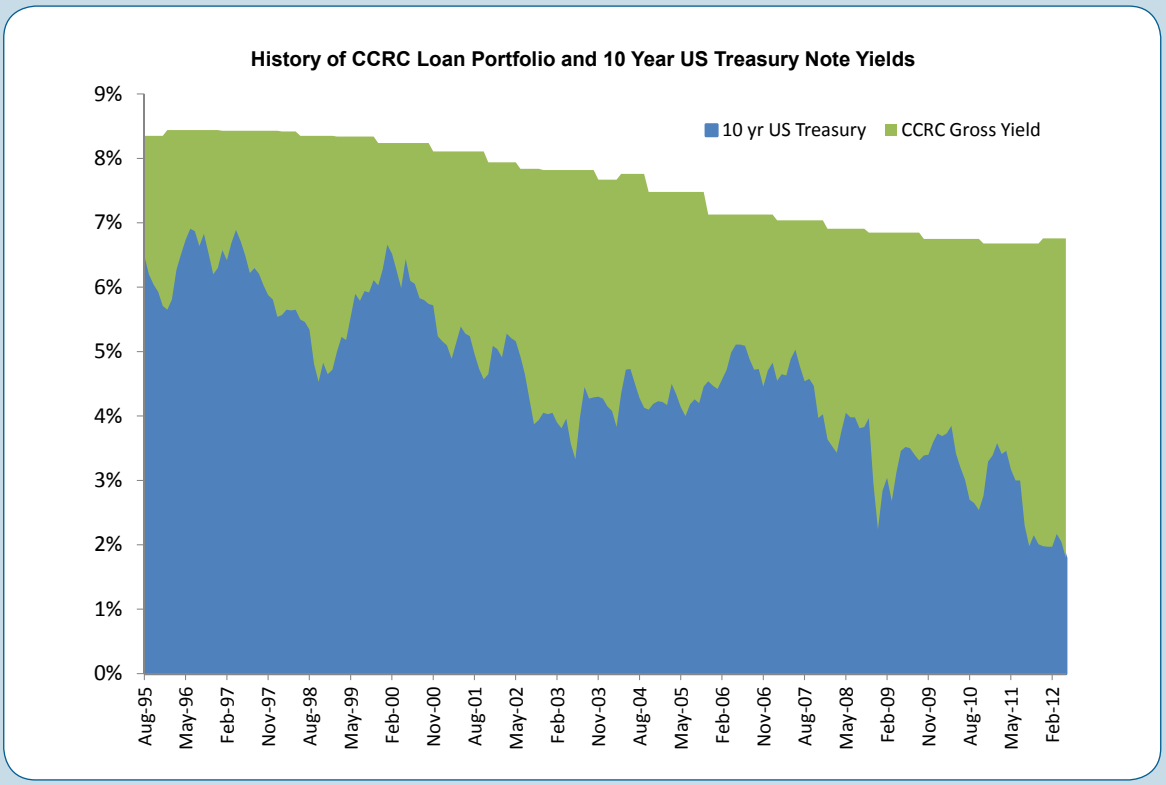
23 Years of CCRC

Since 1989, CCRC has provided permanent financing for housing for seniors, families, and individuals with special needs, for renters with incomes ranging from 20 percent to 60 percent of area median income. This financing has led to the substantial rehabilitation and new construction of more than 25,000 units of affordable housing in rural and urban communities across the state of California.

In addition to enabling these social benefits, CCRC has provided value to its 44 member banks. Their participation in CCRC's mortgage line and bond program has simultaneously given them CRA credits and good investments – the often unreachable "double bottom line." The graph below shows the portfolio yield on CCRC's mortgage loan portfolio compared to the yield on the U.S. 10 year Treasury note that is frequently used as a pricing benchmark for commercial mortgages.

Over the past 10 years, the spread between them has averaged 3.35 percent. For the past five years, until the beginning of this year, CCRC charged a servicing fee of 25 basis points. During that time CCRC's member banks earned 300 bps over 10 year U.S. Treasury notes (CCRC's current servicing spread for 2012 only is 40 bps). And since its inception, CCRC's member banks have not lost a dime on their investment in the mortgage line or the tax exempt bond programs. The $1 million in from-inception loan losses mentioned previously were fully absorbed from CCRC's resources.

Another benefit to member (as well as some non-member) banks is that CCRC's forward mortgage commitments are a source of repayment for the banks' construction loan business. Finally, member banks earn CRA services credit by allowing employees to serve on CCRC's board of directors and loan committee, and by providing the credit review teams that review CCRC's portfolio annually.



Mary Kaiser is President of CCRC.George Vine, CFA is the founder of Vine Associates LLC. CCRC is a member of the Association of Reinvestment Consortia for Housing (ARCH). To learn more, visit http://www.frbsf.org/community/craresources/archlandingpage.html. CI

CDFI Industry Analysis: *Summary Report*

By Michael Swack,University of New Hampshire, Jack Northrup, New England Market Research, and Eric Hangen, I[2] Community Development Consulting, Inc.

Introduction

Community development financial institutions (CDFIs) fill a market gap by supplying financial products and services tailored to the needs of underserved communities and are targeted to promote community development. The economic challenges stemming from the recent recession have significantly impacted the CDFI industry and have required organizations to adjust their practices and rethink their strategies going forward.

In order to understand the changing landscape of the CDFI industry, the Carsey Institute, under contract to NeighborWorks® America and the U.S. Department of Treasury's Community Development Financial Institutions (CDFI) Fund, conducted a detailed analysis of a large sample of CDFIs on issues of capitalization, liquidity and portfolio, and risk management by CDFIs from 2005 to 2010. This study involved a large sample of CDFIs of all types, including loan funds, credit unions, banks, holding companies, and venture funds within the finance/insurance/real estate industry sector. It is important to note that the analysis is not necessarily representative of all CDFI loan funds;but it is representative of CDFI banks, CDFI credit unions and CDFI bank holding companies, as information obtained is from all institutions with CDFI certification. This article is an excerpt from the full report, which is available from the CDFI Fund and the Carsey Institute.[1]

Primary Findings

Finding 1: CDFIs have been "stepping into the breach" to address lending-related needs during the recession—and have paid a financial price for doing so.

CDFIs are willing to take risks and serve customers with financial products that traditional capital markets are unlikely to provide. CDFIs have expanded their assets and their loan portfolios since the market peak in 2005, as the economic crisis has made it harder to access traditional credit markets.

- Among loan funds in this sample, median assets doubled and loan portfolios increased 76 percent. The median CDFI loan fund deployment ratio grew 3.1 percent annually from 2006 to 2009.
- The median CDFI credit union portfolio grew 47 percent from 2005 to 2010, compared with 29 percent growth for non-CDFI credit unions. Assets grew by 38 percent, compared with 47 percent for non-CDFI credit unions.
- CDFI banks saw median assets grow at an annualized rate of 7.9 percent from 2006 to 2010, while the assets of corresponding traditional banks grew at an annualized rate of 0.63 percent. CDFI banks saw their median loan portfolios grow 33 percent over the same period, versus 27 percent for the comparison group.[3]

At the same time, CDFIs appear to have paid a financial price for their actions during the recession.

- CDFI credit unions experienced declining earnings and rising delinquency rates from 2005 through 2010, and they had higher delinquency rates than the credit union industry as a whole.
- Median net income for CDFI banks, which equaled median net income for corresponding traditional banks in 2006, dropped sharply in the recession. As of 2010, median net income for CDFI banks was 63 percent of that of traditional banks. Net loss to average total loans and leases grew from 0.13 percent in 2005 to 0.88 percent in 2009 before falling back to 0.82 percent in 2010.

Finding 2: CDFI portfolio performance has been mixed, but only for a minority of organizations is it an issue that significantly affects overall financial performance.

The very limited data available on delinquencies and charge-offs for CDFI loan funds are mostly positive. In 2009, CDFI loan funds that were dedicated exclusively to home financing reported a median portfolio at risk (i.e., 90+ day delinquency) of two percent, up from 0.9 percent in 2008. Similarly, CDFI loan funds engaged solely in business lending had a median charge-off rate in 2009 of 1.3 percent. Loan funds engaged solely in real estate development lending had a median portfolio at risk of 1.6 percent in 2009, up from 1.4 percent in 2008. Charge-offs were two percent in 2009, up from 0.6 percent in 2008.

For a minority of CDFI loan funds, however, loan losses have affected financial sustainability. Among real estate and home financing loan funds in this study, 27 percent of portfolios showed risk greater than seven percent, which is the CDFI Fund's Minimum Prudent Standard (MPS). Among business loan funds, 26 percent of their portfolios exceeded the MPS of 10 percent at risk. Among all the loan funds in this study, 11 percent reported portfolios at risk greater than the CDFI Fund's "overall" MPS of 15 percent.

Data on credit unions indicate that CDFI credit unions have been experiencing greater risk in their loan portfolios than traditional credit unions. As of 2010, CDFI credit unions had more than double the rate of delinquent loans as a percentage of total assets relaive to the overall credit union industry: 2.9 percent compared with 1.0 percent. Charge-offs to average loans were only slightly higher, at 0.93 percent for CDFIs versus 0.89 percent for non-CDFIs.

Finding 3: Significant scale effects exist in all sectors of the CDFI industry.

The analyses strongly support a finding that CDFIs with larger assets are much more likely to achieve high self-sufficiency ratios than institutions with smaller assets. Among CDFI Loan Funds, larger funds outperform smaller ones along a range of factors that may result in greater self-sufficiency. At the same time, larger loan funds are able to achieve greater self-sufficiency despite operating at lower margins (smaller pricing mark-ups) than smaller funds, as can be seen in Table 1, showing three-year averages.

Table 1. *Financial Metrics by CDFI Loan Fund Asset Size*

Asset size[4]	% of applicants	Self-sufficiency ratio	Leverage ratio[5]	Combined interest / operating expense ratio	Margin[6]	Mean deployment ratio[7]	Mean charge-off ratio[8]
<$500k	10.3	0.107	-0.574	8.16	-1.640	0.23	0.00%
$500k-$1M	8.2	0.232	2.522	14.19	-0.651	0.54	0.00%
$1M-$5M	23.1	0.385	1.599	1.24	-0.348	0.68	0.52%
$5M-$10M	13.1	0.540	2.258	0.382	-0.210	0.71	0.40%
$10M-$50M	25.2	0.623	2.538	0.421	-0.137	0.82	0.38%
$50M-$100M	6.8	0.903	3.304	0.264	-0.094	0.92	0.18%
>$100M	13.5	0.848	8.138	0.079	-0.033	0.86	0.06%

Table 2. *Financial metrics by CDFI Credit Union asset size*

2010 numbers	<$10 M	$10M-$25M	$10M-$25M	$50M-$75M	$75M-$100M	$100M-$200M	$200M-$400M	>$400M
Loan interest	8.46%	7.50%	7.70%	6.73%	7.02%	7.14%	6.16%	5.77%
Gross yield	9.05%	8.21%	8.28%	7.30%	7.64%	7.82%	6.81%	6.31%
Cost of funds	1.55%	1.64%	1.67%	1.74%	1.48%	1.91%	1.76%	2.36%
Net yield with provision	5.12%	5.12%	5.07%	4.33%	5.25%	4.84%	3.72%	2.82%
Non-interest income	3.84%	3.11%	3.12%	3.08%	2.82%	3.46%	2.25%	1.63%
Non-interest expense	10.21%	8.59%	7.70%	7.17%	7.22%	7.42%	5.84%	3.38%
Net income	-1.25%	-0.37%	0.49%	0.23%	0.85%	0.87%	0.14%	1.07%

Similarly, among CDFI credit unions, larger credit unions have stronger net income performance while charging lower interest rates and fees on their loans, in large part by keeping non-interest expenses low (see Table 2). Economies of scale are also found in the CDFI banking sector, although these scale effects are more pronounced in traditional banks.

Finding 4: Operating expenses play the driving role in determining whether CDFIs achieve self-sufficiency.

As a cost driver for CDFI loan funds, operating expense is by far the largest component of an organization's expenses, dwarfing both cost of capital and loan loss expense, thus representing a key determinant of organizational sustainability. For 21 of the 34 loan funds studied, operating expenses make up more than 70 percent of total expenses. For only three of the loan funds studied do operating expenses make up less than 50 percent of total expenses, and two of these three funds report that an affiliate performs some operating functions for them at no charge.

Indeed, as alluded to in Finding 3, a major reason why larger CDFI loan funds may be more likely to have high self-sufficiency ratios is that they have drastically lower levels of operating expense per dollar of assets managed. Given the results obtained from the "deep dive" analysis, it is safe to assume that operating expense is the main component of the combined interest and operating expense ratio that was calculated for all loan funds. This ratio is significantly lower for large loan funds. There is some evidence that organizations with smaller operating expense ratios may have less intensive development services or may receive development services or other services from an affiliated organization, thus reducing their expenses.

Even among CDFI credit unions and banks, there is a similar dynamic, in which operating expense is consistently a much more powerful driver of profitability than loan performance or cost of capital. For example, among the largest CDFI banks ($1 billion to $3 billion in assets), non-interest expense runs at 3.14 percent of assets. This compares with interest expense at 2.12 percent and loan and lease losses at 0.98 percent. This dynamic is as strong or stronger among the smallest CDFI banks (under $100 million in assets), where non-interest expense is on average 3.65 percent of assets and interest expense is only 2.2 percent, and loan and lease loss provisions count for 1.12 percent of assets.

The factors driving CDFI operating expenses are clearly complex, but the bottom line is that more efficient delivery mechanisms may be critical for CDFIs' survival. These mechanisms could include greater use of technology, more collaboration between organizations, and expanding overall assets so that fixed expenses are spread over a much larger asset base. Perhaps a larger challenge for the field is that portfolio performance is directly tied to providing the very same services that are driving up the operating costs. The challenge therefore resides not simply in improving efficiency, but may be a core component of the basic business model.

Finding 5: CDFIs, particularly CDFI loan funds, face numerous barriers preventing them from using and leveraging capital more effectively.

<u>CDFI loan funds are generally not well leveraged, possibly reflecting the cost of debt available to them.</u>

Particularly among loan funds, a large number of CDFIs have very little leverage (i.e., they fund themselves mainly through net assets, not debt). The median CDFI loan fund in 2009 was leveraged at just $1.10 in liabilities for every $1 in net assets. About eight percent of loan funds had no liabilities whatsoever. Banks and credit unions are typically leveraged at a rate of 10:1 or more.

One reason why CDFI loan funds use little leverage may be that their "equity" (net assets) is free, whereas their cost of debt can be surprisingly high. The 31 loan funds selected for deeper analysis that reported having debt (notes payable and lines of credit) on their audited balance sheets, had a median cost of debt (interest expense/debt) of 2.7 percent. This compares to banks, which may have an overall cost of funds of less than one percent.

CDFI loan funds struggle to perform the asset transformation function and thus may need more help to meet market needs for longer-term financing.

Another issue affecting loan fund leverage levels is that generally, loan funds do not appear to have access to long-term debt. Of the 34 loan funds studied in the deep dive, only four had a term of 10 or more years remaining on most of their debt. By comparison, 17 loan funds had less than five percent of their debt with 10 years or more remaining on it, and three loan funds had no debt at all.

On-balance-sheet CDFI loan products appear largely oriented toward shorter-term products, particularly for business loan funds, real estate loan funds, and multi-line loan funds. Longer-term products appear largely to be either sold to secondary market players or are funded by net assets. For home financing CDFIs in particular, the collapse of Neighborhood Housing Services of America has made the secondary market route more difficult.

What appear to be absent from the CDFI loan fund business model are strategies by which the organization funds longer-term assets using shorter-term debt. Unlike banks and credit unions, many CDFIs have no role in asset transformation. Only 17 percent of CDFI loan fund survey respondents said they borrow short and lend long. The study results suggest, albeit not conclusively, that some mechanisms may be needed to help CDFI loan funds originate longer-term loan products, whether by enabling these CDFIs to borrow long-term debt, or by helping them hedge the asset-liability management risk stemming from borrowing short and lending long.

Potential exists to more effectively use large amounts of undeployed capital in the industry.

Of the 282 CDFI loan funds studied, the 112 organizations that were leveraged at less than $1 of debt per $1 of net assets had over $350 million in aggregate cash. About $53 million of this cash was held by loan funds with less than $10 million in assets, and $297 million held by loan funds with more than $10 million in assets. Given that there are about twice as many CDFI loan funds (572) than the 282 in this study, there might be over $700 million in cash at under-leveraged loan funds across the entire sector. The availability of this cash raises the question of whether inter-CDFI transactions could somehow be facilitated to improve liquidity for those CDFIs that need it, while providing a better return for the investing CDFIs than they receive at the bank.

Inadequate data and non-standardized auditing practices may present a barrier to CDFI capitalization.

In developing this report, the research team encountered significant data limitations at every turn. These limitations are substantial enough to be a significant barrier to CDFI capitalization, especially for CDFI loan funds, but also, to some degree, for other types of CDFIs. The limitations include:

1. Very little product-specific portfolio performance information is available for loan funds.
2. Loan level data are not available for the CDFI industry, short of compiling and harmonizing datasets from individual organizations.
3. Standards and formats for audited financials vary.
4. Uniformity in underlying business models is lacking, so a given financial ratio cannot be compared across organizations.

Policy Recommendations

Policy Recommendation 1: Create Networks, Build Infrastructure, Attract Resources and Build Scale

For community development, scale means: (1) Providing services to a large number of low-income people; (2) Providing services to a significant percentage of those in need; (3) Being able to leverage size to improve results; (4) Having enough capital to develop new products and services; (5) Getting beyond year-to-year funding concerns; (6) Capturing enough market share to influence for-profit providers; and (7) Being significant enough to have a voice with legislators and regulators.

Developing models for scale in the community finance sector can create an antidote to inefficiency, strengthen small organizations, and develop the blueprint that will promote thriving models of community development finance in urban and rural areas while maintaining the mission objectives of CDFIs.

Policy Recommendation 2: Promote the Availability of Longer Term Capital

The availability of long-term debt and equity capital for CDFIs, particularly loan funds, is one of the major structural issues facing the industry. The lack of long-term debt financing forces CDFIs to "hoard cash," pushing down leverage and giving the appearance that many underleveraged CDFIs are not lending as much as they could, thus neglecting demand among its targeted consumers. It is not a reluctance to borrow that pushes leverage down, it is the lack of long-term debt and equity or near-equity funding that is undermining the capital structure of many CDFIs.[9]

In addition, the lack of long-term capital distorts the CDFIs' product suite by default. Demand for longer-term consumer debt products is either not being met at all, or is being met by providing mismatches of assets and li-

abilities. Many CDFIs simply do not lend long, and the demand for long-term debt is either ignored or fit into the available product mix, which typically is a shorter-term debt product.

The CDFI Bond Guarantee Program, which will be able to offer long-term, fixed-rate debt financing, at terms just slightly above comparable Treasury securities may help address the issue of access to long-term, fixed-rate debt. Another possible source of this type of capital will be collaborations among CDFIs.

Policy Recommendation 3: Promote Streamlined Access to Industry Data

Consistent with policies that promote scale creation, is a policy that promotes the availability of transparent industry data from which managers can make informed decisions. Data are available for banks and credit unions, but not for loan funds or venture funds. Why not require applicants to the CDFI Fund or recipients of CDFI funding to provide uniform, consistent and accurate financial and performance data on their portfolio and operations? Bank and credit union quarterly reports can be provided using Financial Performance Reports (FPR) and Uniform Bank Performance Report (UBPR) data and call reports. Yet information for 60 percent of the industry (CDFI loan funds) is not available. Any understanding of the industry, and therefore any sensible planning, is severely handicapped by this lack of data.

In place of some of the current documentation required by the CDFI Fund, the Fund could consider creating a standardized quarterly report, similar to the call reports submitted by banks and credit unions, and require all CDFIs to submit them (or at least all CDFIs over a certain asset amount.) The Fund could make these reports public (like the Federal Deposit Insurance Corporation and the National Credit Union Administration do), which would be a great service to the industry. A quarterly call report that includes the impact data now required in the Fund's Institutional Level Report (ILR), would collect data more efficiently and would create standardized data from a universal data pool year after year. That report would accurately represent the industry and would provide meaningful data for research purposes. In addition, the CDFI Fund might consider assembling a group of CDFIs to meet with the Financial Accounting Standards Board (FASB) to establish a common set of industry reporting standards.

Policy Recommendation 4: Promote and Document Innovation

Every CDFI is slightly different, no matter what the institutional type. High performers have similar characteristics and operations. Many CDFIs are mission-bending, throwing out the capital net year after year, often linking programs and products to services. But it is often difficult to determine whether new programs are the result of innovation, or of copying other programs, or the result of "writing to the grant."

There are major, if unintended consequences for having no knowledge bank or other online resource for systematically cataloging or analyzing best practices. These information gaps stifle innovation and cause replication of ineffective approaches to capital deployment. Adequate data collection and performance metrics may diminish this consequence, but an institutional approach to promoting innovation, documenting the innovation and disseminating the results is critical in reducing overall inefficiencies within the field.

Policy Recommendation 5: Promote Education and Training

CDFIs need ongoing education and training on familiar issues: market definition, asset design, cash flow management, standardization of documentation, portfolio analysis, interest rate spreads, etc. Some need basic help with loan policies and procedures while many others need capitalization assistance and definition of that assistance.

Conclusion

The analysis suggests that the CDFI "story" is largely accurate. That story is that CDFIs are institutions that have learned to effectively manage the "risk" that discourages conventional financial institutions from serving low- and moderate-income individuals and communities. The data analysis suggests that CDFIs have succeeded in lending to and investing in individuals and communities not served by conventional financial institutions, while maintaining loan performance standards generally equivalent to those of the conventional financial sector. However, it is also true that the costs of serving these individuals and communities is somewhat higher because good performance is, in part, due to the additional technical and training services provided by most CDFIs. But some additional costs incurred by CDFIs could be mitigated if CDFIs, as a group, undertook certain changes in their operating procedures. Support for building CDFI "infrastructure," as described in this report could enhance the efficiency, productivity and impact of CDFIs. This report also suggests the need for additional research to address some of the ongoing issues faced by CDFIs including, but not limited to access to long-term capital, creating capacity for transformational activities, understanding of market failure/inefficiencies, and analysis of workforce development and retention issues for CDFIs.

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RESEARCH BRIEFS

Public Housing Transformation and Crime

The process of demolishing distressed public housing and relocating families using housing vouchers can have a wide range of effects at both the individual level (e.g., education outcomes and employment opportunities) and the neighborhood and regional level (e.g., property values and poverty concentration). A recent report from the Urban Institute explores the relationship between this kind of public housing transformation and crime rates at the neighborhood and city level in Chicago and Atlanta. Using data from HUD, Census, and local police departments, the researchers measured the effect of resident relocation on crime in destination and demolition neighborhoods.

Their analysis indicates that public housing transformation and resident relocation reduced crime citywide in both Chicago and Atlanta. In general, crime decreased in neighborhoods where public housing was demolished and in many neighborhoods where former public housing residents relocated. But in a small number of neighborhoods that received a relatively larger number of relocated families, crime decreased less than it would have if no former public housing residents relocated there. Overall, neighborhoods with a modest or high density of relocated residents experienced crime rates that were higher than those of areas without relocated residents.

The authors conclude that public housing transformation requires large-scale comprehensive relocation strategies in order to mitigate the potential challenges of transformation and relocation. They recommend that housing authorities provide intensive support for relocated residents in a wide range of communities and that local policy discourage the reconcentration of poverty in other vulnerable neighborhoods.

Popkin, S., Rich, M., Hendey, L., Hayes, C. and Parilla, J. (2012), Public Housing Transformation and Crime, Making the Case for Responsible Relocation. Urban Institute. http://urban.org/UploadedPDF/412523-public-housing-transformation.pdf

Metropolitan Fragmentation and Health Disparities

The term "metropolitan fragmentation" refers to the division of a metropolitan region into separate, distinct municipal districts, special service districts, and school districts. Proponents of metropolitan fragmentation argue that by dividing big metropolitan scale governments into smaller units, citizens will have greater access to effect change in their communities. Critics of fragmentation contend that the phenomenon creates exclusive special service districts that exacerbate fiscal inequities by siphoning resources away from low- and moderate-income communities.

A recent study investigates one facet of this issue: the possible relationship between metropolitan fragmentation and racial health disparities, as measured by mortality rates for blacks and whites. The authors use data from the U.S. Census of Government on the country's largest 171 metropolitan statistical areas to count the total number of governments within each metropolitan area for the year 1997, and measure mortality rates using county data from the Centers for Disease Control and Prevention. The study finds a relationship between increased metropolitan fragmentation and greater disparities in mortality rates between blacks and whites. Specifically, increasing fragmentation is associated with a higher mortality rate for blacks but not for whites. The authors indicate a need for further research to explore the interrelated forces behind metropolitan fragmentation, racial segregation, racism, and poverty. For future research, the authors propose investigating the governmental and institutional channels through which metropolitan fragmentation contributes to the differences between black and white mortality rates. For practitioners, they suggest that increased collaboration between the fields of urban planning and public health could help to mitigate health disparities.

Hutson, M., Kaplan, G. A., Ranjit, N. and Mujahid, M. S. (2012), Metropolitan Fragmentation and Health Disparities: Is There a Link?. *Milbank Quarterly,* 90: 187–207.

Survey Reveals Changes in Family Finances

In June 2012, The Federal Reserve Board of Governors released key findings from its Survey of Consumer Finances, a report released every three years that tracks changes in the financial conditions of U.S. families. The survey reveals that median family income before taxes fell almost eight percent from 2007 to 2010. The decline in median income was widespread across demographic groups, with only a few groups reporting stable or rising incomes. Families living in the South and West regions experienced some of the greatest declines in median incomes.

Net worth declined by a greater percentage than income, with median net worth falling by almost 40 percent. Median net worth declined for families throughout the country, but most dramatically in the West, where median net worth fell by about 55 percent. This pattern reflects the collapse of housing markets in several regions in the West.

In addition to geography, the magnitude of net worth loss was also impacted by a family's relative level of net worth. For example, the median net worth for a family in the lowest quartile fell 100 percent, from $1,300 to zero, while median net worth for a family in the second quartile fell by about 43 percent and by 11 percent for a family in the top decile.

The collapse of the housing market also explains differences in net worth declines for homeowners and renters. Between 2007 and 2010, the median net worth for homeowners fell by about 30 percent. Comparatively, the median net worth for renters fell by 5.6 percent.

From 2007 to 2010, financial assets rose as a share of families' total assets, which was driven by the decline in house prices. At the same time, the homeownership rate, which had increased between the 2001 and 2004 surveys, continued to fall – roughly to the same level as in 2001.

Saving rates also changed between 2007 and 2010, with the share of families reporting saving over the previous year falling by about four percentage points. Families' reasons for saving also changed. Fewer families said they were saving for retirement, education, or buying their own home. More families reported that their reason for saving was for liquidity to ensure they had enough cash to cover unexpected expenses. At the same time, the percentage of families using credit cards for borrowing dropped and the median balance on consumer credit card accounts fell 16 percent. The percent of families borrowing for education-related expenses increase from 15 to 19 percent, and the median balance of education-related debt increased about 3.5 percent (mean balance rose 14 percent). Finally, the percent of debtors with any payment 60 days or more past due increased from about 7 percent to almost 11 percent in 2010.

Bricker, J., Kennickell, A.B., Moore, K.B., and Sabelhaus, J. "Changes in U.S. Family Finances from 2007 to 2010: Evidence from the Survey of Consumer Finances." *Federal Reserve Bulletin* (June 2012): Vol 98, No 2. http://www.federalreserve.gov/pubs/bulletin/2012/pdf/scf12.pdf

DOCTOR CRA

Dear Dr. CRA,

Like many other banks, we have a large inventory of residential other real estate owned (OREO) properties. I've heard that rental demand is increasing in my market – vacancies are down and rents keep going up. Could we rent out our OREO properties as part of our disposition strategy, and if so, would we get CRA credit?

Sincerely,

Double Stuffed with OREOs

Dear Double Stuffed,

The Federal Reserve released a policy statement earlier this year confirming that it permits the rental of residential OREO properties as part of an orderly disposition strategy. Banking organizations may rent OREOs (within statutory and regulatory holding-period limits) without having to demonstrate continuous active marketing of the property. As long as certain policies and procedures are followed, banks would not violate supervisory expectations that they show "good-faith efforts" to dispose of OREO by renting the property within an appropriate time frame. However, in order to receive favorable CRA consideration, the OREO rental properties must meet the definition of community development under the CRA regulations (which includes activities that provide affordable housing for low- and moderate-income individuals as well those that revitalize or stabilize areas, see 12 CFR 228.12(g)(1) and (4)).

You can learn more about OREO rentals through the Fed's April 5, 2012 policy statement, available online at http://www.federalreserve.gov/newsevents/press/bcreg/bcreg20120405a1.pdf. The statement provides guidance to banking organizations and examiners and also describes specific supervisory expectations for banking organizations with a larger number of rental OREO properties (generally more than 50 properties). As always, if you have specific questions, don't hesitate to contact your examiner. Finally, it should be noted that banking organizations' residential property rental activities are expected to comply with all applicable federal, state, and local laws and regulations, including:

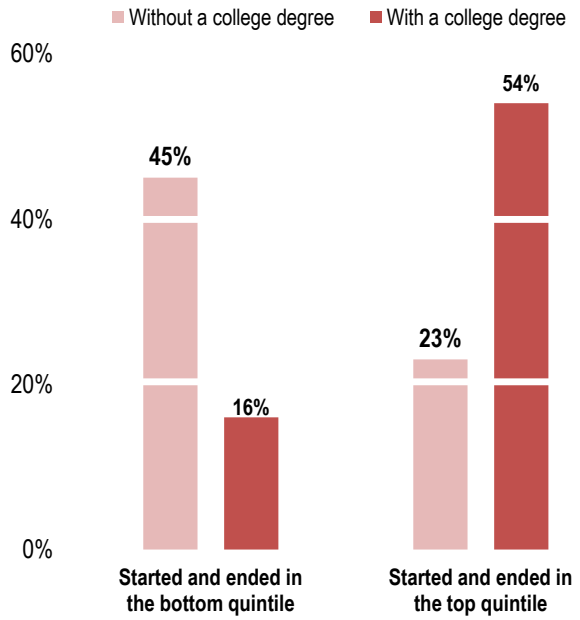
- Landlord-tenant laws;
- Landlord licensing or registration requirements;
- Property maintenance standards;
- Eviction protections (such as under the Protecting Tenants at Foreclosure Act);
- Protections under the Servicemembers Civil Relief Act; and
- Anti-discrimination laws, including the applicable provisions of the Fair Housing Act and the Americans with Disabilities Act.

This is important as a pattern or practice of violations of certain laws can have an adverse impact on the bank's CRA rating.

DATA SNAPSHOT

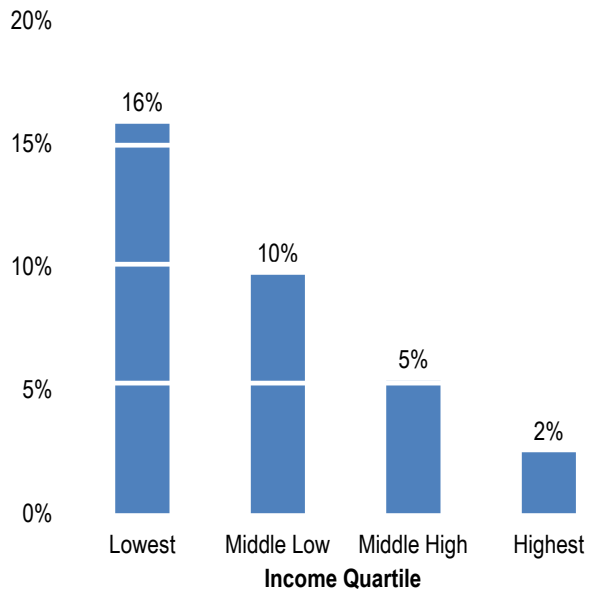
Education

Intergenerational Mobility by College Education
A college degree can buffer downward mobility



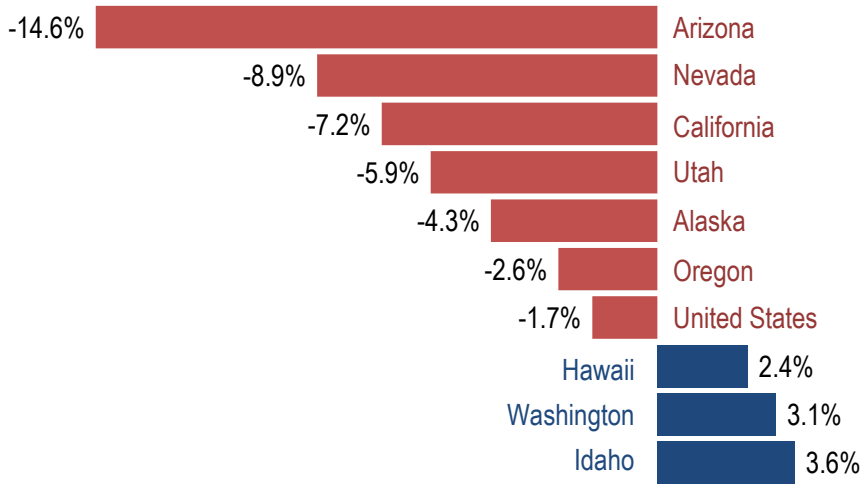
Source: Haskins, Ron, Julia B. Isaacs & Isabel V. Sawhill. 2008. Getting Ahead or Losing Ground: Economic Mobility in America. Washington, D.C.: Pew Charitable Trusts, Economic Mobility Project.

Dropout Rates by Income Level, 2009



Source: National Center for Education Statistics.

State Funding for Public Education
Percentage change from 2008 - 2009



Source: U.S. Census Bureau 2008 and 2009 Annual Surveys of Local Government Finances - School Systems.

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The Widening Academic Achievement Gap between the Rich and the Poor

1. This article is a condensed and updated version of: Reardon, Sean F. "The Widening Academic Achievement Gap Between the Rich and the Poor: New Evidence and Possible Explanations." *In Whither Opportunity? Rising Inequality, Schools, and Children's Life Chances,* edited by Greg J. Duncan and Richard Murnane. © 2011 Russell Sage Foundation, 112 East 64th Street, New York, NY 10065. Reprinted with Permission. https://www.russellsage.org/publications/whither-opportunity Online appendix is available at: http://www.russellsage.org/duncan_murnane_online_appendix.pdf
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3. I use data from 19 nationally representative studies, including studies conducted by the National Center for Education Statistics (NCES), the Long-Term Trend and Main National Assessment of Educational Progress (NAEP) studies, U.S. components of international studies, and other studies with information on both family background and standardized-test scores. Although these studies vary in a number of ways, each of them provides data on the math or reading skills, or both, of nationally representative samples of students, together with some data on students' family socioeconomic characteristics, such as family income, parental education, and parental occupation. Although the specific tests of reading and math skills used differ among the studies, they are similar enough to allow broad conclusions about the rough magnitude of achievement gaps.

4. My calculations, based on 2009 Current Population Survey data. See online appendix section 5.A3 (see Note 1).

5. Figures 1 and 2 display estimated 90/10 income achievement gaps from all available nationally representative studies that include reading- or math-achievement test scores for school-age children and family income. For most of the longitudinal studies (HS&B, NELS, Prospects, ELS, and ECLS-K), only estimates from the initial wave of the study are included. ECLS-B estimates come from wave 4, when children were five years old and tested on school readiness; SECCYD come from wave 5, when children were in third grade and were first administered a broad academic achievement test. The quartic fitted regression line is weighted by the inverse of the sampling variance of each estimate. Included studies are Project Talent, NLS, HS&B, NLSY79, NELS, Add Health (reading only), Prospects, NLSY97, ELS, SECCYD, ECLS-K, HLS, and ECLS-B. Family income is student-reported in Project Talent, NLS, and HS&B. See online appendix for details on computation of 90/10 gaps (see Note 1).

6. See online appendix 5.A4 (see Note 1).

7. My calculations, based on Main NAEP math and reading scores. See National Center for Education Statistics website, available at: http://nces.ed.gov/nationsreportcard/naepdata/dataset.aspx (accessed March 7, 2011).

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11. My calculations, based on Current Population Survey, 1968–2009. See appendix section 5.A3 (see Note 1).

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17. Because of the relatively small within-school samples in many of the studies that include measures of family income, it is difficult to assess the trends in school income segregation using the data available.

Looking Back and Moving Forward: Changes in the Affordable Multifamily Mortgage Industry

1. Kaiser, M. & Vine, G. (2000). Affordable Multifamily Mortgage Risk: One Lending Consortium's 10 Year History. *Community Investments*, May 2000. http://www.frbsf.org/publications/community/investments/cra00-1/May-CINewsAffordable.pdf

2. Reznick Group. (2011). The Low-Income Housing Tax Credit Program at Year 25: A Current Look at Its Performance. Retrieved from http://www.reznickgroup.com/sites/reznickgroup.com/files/papers/reznickgroup_lihtc_survey_2011.pdf We hasten to add that both the Reznick and CCRC data may be favorably biased, in the case of the Reznick data because of survivorship bias as discussed in the article and in the case of CCRC because CCRC sold over $500 million of its mortgages and doesn't formally track its sold loans. We did check with CCRC's three major secondary market mortgage purchasers and they confirmed that they had not foreclosed on any CCRC-originated loans.

3. Ibid.

4. Thornberg, C. & Levine, J. (2012). March 2012 Banking and Economic Update, California Bankers Association.

5. Vine, G. The Breakeven Point. Vine Associates LLC, Vol. 1, No. 1.

6. According to the Marcus & Millichap Apartment Research Market Reports, 3rd quarter 2012.

CDFI Industry Analysis: Summary Report

1. This article is an excerpt from the report "CDFI Industry Analysis: Summary Report," funded by the CDFI Fund, under Contract TPD-CDF-10-C-0003, Task Order 0002 and 0003. The curriculum and opinions expressed in these documents are those of the authors, who are solely responsible for the content, and do not reflect the opinions of the CDFI Fund or any other person, entity, or organization. The full report can be accessed at http://www.cdfifund.gov/docs/CBI/2012/Carsey%20Report%20PR%20042512.pdf or http://www.carseyinstitute.unh.edu/publications/Report-Swack-CDFI-Industry-Analysis.pdf

2. Although 282 CDFI Loan Funds were sampled, the outstanding question is: are the CDFI Loan Funds examined (as a result of their applying for 2010 funding to the CDFI Fund) different than those that did not apply? If one assumes that they are no different, then the results presented are representative of all CDFI Loan Funds, within the confidence levels and error margins discussed below. If, in fact, they are different, then the results may be representative of all CDFI Loan Funds. For CDFI Banks, CDFI Holding Companies and CDFI Credit Unions, a census was performed; in other words the data represents all of these CDFI institutions.

3. Median loans and lease value.

4. In this table, each year's number is averaged, so there is one number per organization.The median number is taken. The N Value for number is taken. The N Value for all CDFI loan funds is 282.

5. Leverage ratio= total notes payable/net assets.

6. Margin ratio = loan yield ratio minus charge-off ratio – combined interest and operating expense ratio.

7. This number is the average of each year's median deployment ratio.

8. This number is the average of each year's median charge-off ratio.

9. For a full discussion of this issue see: Tansey, C., Swack, M., Tansey, M., & Stein, V. (2010). Capital Markets, CDFIs and Organizational Credit Risk. The Carsey Institute. Available at http://www.carseyinstitute.unh.edu/docs/Swack_CapitalMarkets.pdf.

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