SCALING UP WEBINAR SERIES

Seminar 4: Scale up for Sustainability and Implementation

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Agenda

- Review
  - What does a scaled-up system of community schools look like?
  - What did we learn in previous stages?

- Stage 4: Plan for Sustainability

- Stage 5: Implement Systemically

- In Practice: Multnomah County (OR) SUN CS

- Next steps
What is a Community School?

- A community school is a place and a set of partnerships connecting school, family, and community. A community school is distinguished by an integrated focus on academics, youth development, family support, health and social services, and community development. Its curriculum emphasizes real-world learning through community problem-solving and service. By extending the school day and week, it reaches families and community residents. The community school is uniquely equipped to develop its students into educated citizens ready and able to give back to their communities.
THEORY OF ACTION: A Scaled-Up System of Community Schools

Building a Scaled-Up System

Collaborative Leadership Structure

COMMUNITY-WIDE LEADERSHIP
Key Roles: Vision, Policy, Resource Alignment

SCHOOL-SITE LEADERSHIP
Key Roles: Planning and Implementation

INTERMEDIARY LEADERSHIP
Key Roles: Planning, Coordination, and Management

KEY SYSTEM FUNCTIONS
- Results-Based Vision
- Data and Evaluation
- Finance and Resource Development
- Alignment and Integration
- Supportive Policy and Practice
- Professional Development and Technical Assistance
- Community Engagement

Characteristics of a Scaled-Up Community School System
- Shared Ownership
- Spread
- Depth
- Sustainability

Results for Children, Families, and Community
- Children are ready to enter school
- Students attend school consistently
- Students are actively involved in learning and their community
- Families are increasingly involved in their children’s education
- Schools are engaged with families and communities
- Students succeed academically
- Students are healthy: physically, socially, and emotionally
- Students live and learn in a safe, supportive, and stable environment
- Communities are desirable places to live
- Students graduate ready for college, careers, and citizenship
The Scale Up Spiral

- Overview
- More on milestones
- Stories from the field
- How you know if you are making progress
- Pitfalls
Focus on: **Shift in Ownership**
REVIEW
Stage 2: Develop an Operating Framework

Focus on:
Shared Ownership
REVIEW
Stage 3: Plan for Scale-Up

Focus on: spread
Focus on: Sustainability
Build Financial Capacity

- Calculate the costs for
  - school-site planning and management
  - programs and services

- Support the collaborative leadership structure through intermediary services and other costs

- Be entrepreneurial
Build Political Capacity

- Develop site teams, the core of site-level implementation
- Support activities that provide roles for families and community residents
- Listen more, talk less
- Develop champions
- Reach out and communicate
  - Newsletter, media, local civic and business groups, web site, video, etc.
How you know if you are making progress

How You Know if You Are Making Progress
At the end of Stage 4, look for these indicators of progress in key functional areas.

## Stage 4: Plan for Sustainability

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<th>Community</th>
<th>Intermediary</th>
<th>Site</th>
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<tbody>
<tr>
<td><strong>Collaborative Leadership</strong></td>
<td>□ Partners continue to expand their participation and develop trust in and ownership of a community-wide vision.</td>
<td>□ Staff facilitate expanded participation, trust, and ownership in a scaled-up vision of community schools.</td>
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<td><strong>Results-Based Vision</strong></td>
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<td><strong>Data and Evaluation</strong></td>
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<td><strong>Finance and Resource Development</strong></td>
<td>□ A long-range financing strategy is in place. □ Reliable funding streams are coordinated to sustain priority programs and services at community schools. □ Community partners play a significant role in identifying and leveraging new revenue sources. □ Financing decisions ensure that expansion does not threaten core components of the initiative. □ Resources are earmarked to finance a community school coordinator position at each site.</td>
<td>□ Technical assistance helps partners develop a long-range financing plan to harness existing public and private resources and to secure new funding sufficient to meet projected costs of scheduled expansion.</td>
<td>□ Site-level partners play a significant role in identifying and leveraging local revenue sources, including in-kind contributions from partner agencies. □ Grant money is sought and used strategically to leverage additional resources.</td>
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How you know if you are making progress *highlights* – Stage 4

- **Financial Capacity**
  - A long-range financing strategy is in place
  - Resources are earmarked to finance a coordinator
  - Site-level partners play a significant role in identifying and leveraging local revenue sources

- **Political Capacity**
  - Staff facilitate expanded participation, trust, and ownership in a scaled-up vision of CS
  - A strategy for finding new champions has been designed and implemented
  - The school district has set forth administrative guidelines enabling effective operation of community schools

How you know if you are making progress charts at the end of each stage
Pitfalls

- Getting lost in the money. Instead, mobilize community assets (people) around agreed-upon results.

- Not willing to ask hard questions about resource use and effectiveness.

- Not realizing that building a system of CS is more of a political than technical challenge.
Stage 5: Implement Systemically

Focus on:

- Initiate Professional Development and Technical Assistance
- Align Principles, Practice, and Policies
Align Principles, Practice, and Policies

- Encourage local sites to adapt the initiative’s desired results
- Enable effective site-level implementation
- Ensure alignment between the initiative and school sites
- Set the stage for success – communicate!
Initiate Professional Development and Technical Assistance

- Use PD and TA resources earlier rather than later

- Co-construct PD and TA

- Build helping networks within and across school sites

- Schedule early to become part of the school’s core mission
How you know if you are making progress *highlights* – Stage 5

- **Alignment**
  - Every site develops a results and indicators framework based on the community wide framework
  - Priority is given to specific results based on site needs
  - Partners, including the school board, enact specific policies to support and sustain CS

- **Professional Development and Technical Assistance**
  - Joint, ongoing PD for school and partner staff is available; policies encourage and enable participation
  - Coordinators receive pre-service training from the initiative, and school partners participate in relevant school-run PD

How you know if you are making progress charts at the end of each stage
Pitfalls

- Not creating a mechanism for schools to communicate policy challenges up
- Cutting corners on coordinator quality in rush to scale-up
- Overlooking embedding CS principles and practices in school system and partners
- Not providing PD for coordinators and others
- Developing one-size-fits-all PD
SUN Community Schools
Multnomah County, Oregon
Diana Hall, Technical Assistance and Program Development Coordinator
SUN Community Schools

- 64 SUN Community Schools in 6 districts
- Cornerstone of the larger 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.

- Supported by policy and intergovernmental agreements
Collaborative Partners

- Multnomah County
  Human Services, Health, Library, Justice
- City of Portland
  Parks & Recreation, Portland Housing Bureau, & Portland Children’s Levy
- 6 School Districts
- Oregon Dept. of Human Services
- Businesses
- Non-profit agencies
  17 contracted and many others in partnership
- Community members
SUN Service System Collaboration

- Community schools
SUN Service System Organizational Structure

Sponsoring Partners

Coordinating Council

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

Initiatives
- Early Childhood & Community Schools Linkage Project
- Healthy Active Schools
- SUN Hunger Relief

Anti-Poverty Services
Social & Support Services for Educational Success
SUN Community Schools
Parent-Child Development Services
Services for Sexual Minority Youth
Alcohol, Tobacco & Other Drug Services

Community Based Organizations

School-based and school-linked services delivered county wide across six regions and six school districts

Rev. 4/20/11
SUN CS Contributions

Total Aligned Contributions
$23.6 million

- Operating Cash
  ~ $6.7 million

- Match/Leveraged Service Cash
  ~ $10.4 million

- In-Kind
  ~ $6-7 million

Private Sources
Community Organizations

$10 million: School Districts
$3.2 million: Multnomah County
$1.6 million: City of Portland
$2.2 million: Portland Children’s Levy
$1.6 million federal grants
The Guide can be used at any stage of scale-up

You can always return to earlier stages as necessary

Community School System Benchmarks
  ◦ This tool at the end of the Guide will help you assess end-stage objectives for building a scaled-up system (by function for the community, intermediary, and school groups)

Tools: Videos, LinkedIn, Share your story, Summary of Stages
Want to learn more?

- Engage the guide: Ask questions, share stories.

- Review the webinar series:
  - [www.communityschools.org/scalingup/webinars](http://www.communityschools.org/scalingup/webinars)

- Coalition staff and partners are available to help your community build a scaled-up system of community schools through telephone consultations, site visits, and presentations.
Come to the National Forum – Scaling Up School and Community Partnerships: The Community Schools Strategy

May 16–18, 2012 in San Francisco, CA

Pre-conference focusing on Scaling Up Guide

Also now accepting workshop proposals
## Contact Information & Questions

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