

Aligning Neighborhood, Education and Public Health Initiatives:

Building Healthy Communities in Sacramento

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Schools are at the Heart of Health in our Communities

PLUS Leadership Regional Learning Initiative

Fellows Report 2012-2013



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ACRONYMS

BHC	Building Healthy Communities
CBO	Community Based Organization
CQR	Community Quality Review
FACE	Family and Community Engagement, a division of the Integrated Support Services
LEA	Local Education Agency Billing Option Program
MAA	Medical Administrative Activities Program
PLUS	Planning and Learning United for Systems Change
SCUSD	Sacramento City Unified School District
SSC	School Site Council
TCE	The California Endowment
WSCP	Welcoming Schools Certification Program

EXECUTIVE SUMMARY

Education, urban planning and public health practitioners often share a commitment to building social capital and community resilience through place-based, participatory, youth-focused, and equitable work to revitalize neighborhoods.¹ A growing body of evidence confirms that this shared commitment will indeed pay off; investments in education and environments lead to better health, and health limits achievement in education and the ability to thrive in environments. In a 2012 review of 122 studies, nearly all studies (97%) showed a statistically significant inverse relationships between health-risk behaviors and academic achievement.² The authors conclude that “improving health and increasing academic achievement of children and youth in the U.S. need to be viewed as a composite goal rather than separate goals that are responsibilities of different agencies.”

Despite this commitment and evidence, in practice each discipline and sector - public, private and non-profit - is still accountable to individual priorities that don't always acknowledge this link. The question then is how to measure and align multiple systems in service of the same goal. This was the question put forth by the Sacramento Building Healthy Communities initiative and the basis for this research.

Using a range of research methods, this report examines broadly the alignment of the full portfolio of BHC grantees and in particular the interface between community-based organizations and schools. It finds that the majority of grantees – two-thirds – share some youth development objective. They employ myriad strategies focused first on building capacity and then on changing policy. A portion of these grantees - less than one-third - work directly in and with schools. This subset of grantees appears to be communicating well with the school district, but is challenged by the school sites' ability to receive in-kind support and the lack of a framework/ policy/ procedure to guide partnerships. These challenges may be due in part to limited resources, and limited buy-in, from the school district.

The research identified a series of recommendations. First, securing internal buy-in is critical if the school district is to improve and expand their partnerships. Second, TCE, BHC and SCUSD should develop a more deliberate process for creating and sustaining partnerships. Third, TCE and SCUSD should invest in an improved information system for facilitating and monitoring partnerships. Fourth, this system should serve as the foundation for further alignment of partner goals and objectives for collective impact beyond the scope of BHC. Finally, the focus on youth development should also highlight the role of early childhood development. The BHC Initiative should consider the potential impact of cradle-to-career and collective impact strategies in an era of uncertain resources and political windows of opportunity.

¹ Cohen AK, Schuchter JW. Revitalizing communities together: the shared values, goals, and work of education, urban planning, and public health. *J Urban Health*. 2013 Apr;90(2):187-96. doi: 10.1007/s11524-012-9733-3.

² Bradley BJ, Greene AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 Years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors. *Journal of Adolescent Health*. 2013

BACKGROUND

The California Endowment (TCE) is funding a 10-year commitment to make South Sacramento neighborhoods healthy for children. This Building Healthy Communities (BHC) Initiative is focused on decreasing childhood obesity and youth violence, increasing school attendance and providing access to quality healthcare to create neighborhoods where children are healthy, safe and ready to learn. BHC addresses health in schools, in neighborhoods, and with prevention. Activities are designed around five priority outcomes: 1) Health Homes 2) Health-Promoting Land-Use, Transportation and Community Development 3) Healthy Youth Development 4) Community Health Improvements Linked to Economic Development, and 5) a Shared Vision of Community Health.

Because of the focus on children and youth, and the relevance of schools for health, TCE is interested in understanding more about the interactions between school and community partners. I was tasked with the question: *How can the coordinating hub of the Sacramento Building Healthy Communities (BHC) Initiative align with Sacramento City Unified School District (SCUSD) education and health goals to support a coordinated, multi-sector, community-based approach to neighborhood revitalization?*

Answering this question might involve:

- An analysis of current funded educational and community-based public health initiatives to identify where links - partnerships, shared activities and resources - exist or can be built;
- An identification of local needs and interests among key stakeholders for increasing alignment between programs for more efficient use of resources and sustainable outcomes; and
- Recommendations to create an aligned and cohesive funding and implementation strategy for TCE and the Sacramento Community-based organization (CBO) and educational community.

PROJECT AREA PROFILE

Information compiled from the California Health Information Survey was used to profile the South Sacramento area where this project is targeted.³ The South Sacramento target area contains about 70,000 residents. It is one of the most diverse of the 14 BHC sites across California, comprised of 35% Caucasian, 32% Latino, 18% Asian-Pacific Islander, and 6% African American residents. In 2011, unemployment was much higher in South Sacramento (18%) than the rest of the county (12%) and state (~10%). The survey data suggest that residents generally

³ UCLA Center for Health Policy Research. Building Healthy Communities: South Sacramento Health Profile. November 2011; http://www.calendow.org/uploadedFiles/Health_Happends_Here/Communities/Our_Places/BHC%20Fact_Sheet_S%20Sacramento.pdf These numbers within the project area are based on a very small number of interviews. They are estimates that have a wide range of potential values.

have a less favorable perception of their neighborhood cohesiveness and safety, and are also less civically engaged when compared to the county and state. The project area is represented by two City Council Districts and contains one-third of the schools (26 of 78) within SCUSD.

Amid these demographic, socio-economic and political indicators, South Sacramento residents generally have less access to healthy environments and health care, and therefore have substantially poorer health when compared to the rest of the county and state. This holds true for both adults and children. For example, nearly two-thirds of South Sacramento adults are overweight or obese, compared to just over 50% in the state. Still, for both adults and children, nutrition and physical activity behaviors are mostly on par with the county and state.

METHODS

To address the primary research question, I first met with various stakeholders to understand their needs and how I can best assist them. I also reviewed numerous reports and BHC project evaluations and meetings. A list of stakeholders contacted, reports reviewed and meetings attended is in Appendix 1. From these discussions, it was clear that aligning BHC and SCUSD would require a thorough understanding of activities and interactions both between and within each entity. These early discussions revealed the many BHC grantees and uncertainties around the extent of their work with students and youth and within schools. It was clear that both the BHC coordinating Hub and SCUSD were in need of a more thorough map of their overlap as well as an assessment of their interactions to maximize community participation, use resources more efficiently and meet shared objectives for more sustainable impacts.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)

I conducted a SWOT analysis to assess possible research questions and their feasibility (Appendix 2). Together with Christine Tien, Program Manager at TCE, I conducted and revised the analysis through December as I learned more from partners. I used it to help outline the broader workplan of the BHC interacting with SCUSD (Appendix 3) and to develop my own specific workplan (Appendix 4). I then defined and refined the specific research questions that would further guide information gathering, assessment and recommendations:

- How do BHC, Public Health and Education activities align for, by, with and within schools and students? Do resources, timeframes and indicators align?
- What are the dependencies, rate limiters and triggers in the overall workplan?
- What is the gap between big P Policy change (at State level) and local programs? How is local capacity being built, how are processes being changed?

ALIGNMENT ANALYSIS

I conducted this analysis to first address the question of how BHC, Public Health and Education activities align for, by, with and within schools and students, considering also how resources, timeframes and indicators align. I referred to a grantee list - queried from the California Endowment database on February 6th - for a comprehensive view of the BHC project. The list contained 87 projects, of which about a dozen had been explicitly identified (by Christine Tien) as working with the SCUSD. An additional 7 projects were added from previous similar lists for a total of 94. Projects that expired were included but noted as such.

I then abstracted data from the projects list into a matrix with variables describing persons, places and times associated with projects. I laid out each of the grantees objectives and activities along variables from the BHC logic model and priority outcomes. I parsed the stated objectives into six categories: 1) objectives 2) if building capacity of or utilizing certain groups in carrying out the objective, the description of the group 3) outcomes 4) impacts 5) target population of the outcomes and impact 6) target area. For the dozen identified as working with SCUSD, I obtained workplans to abstract further details into the matrix. I analyzed this data through the counting of each variable/ category as well as word frequency (wordle). This analysis also helped to elucidate some of the issues around policy change.

NETWORK ANALYSIS, COMMUNICATION SURVEY AND INTERVIEWS

To understand the quantity and quality of communication between grantee partners/ CBOs and SCUSD, I conducted a network analysis, communication survey and key informant interviews. My stakeholders in this research initially asked for a network/points-of-contact analysis to understand who was (or wasn't) talking to who between grantee projects and the school district. I was not able to collect data to conduct this analysis at a person-to-person level. However, I did conduct this analysis based on hypotheticals to illustrate the importance of streamlining communication, and also at a programmatic level.

Drawing from grantee workplans and 3 spreadsheets - one each from Christine Tien at TCE, Liz Sterba at SCUSD, and Tiffany Wilson at LPC Consulting - I was still unable to identify precisely which grantees are working in schools and the contacts on both ends. Therefore, grantees from the 18 projects identified earlier as working directly in and with SCUSD were invited to participate in an online survey/questionnaire to help identify points of contact and communications issues. The survey asked about their actual contacts with SCUSD, both in terms of quantity and quality. Appendix 5 contains further description of the survey and the questions. Finally, I invited several of the survey respondents for a phone interview to understand better the challenges and opportunities in their communication with SCUSD.

LIMITATIONS

It was difficult to accomplish a specific small project that added value without being more familiar with the big picture. While my focus was on the school district, because so many of the grantees and activities are targeting young people, identifying the challenges and opportunities for SCUSD required a broader perspective. I addressed this through continuous conversation with stakeholders to help them help me drill down to add the most value.





FINDINGS

ALIGNMENT

This analysis actually starts within SCUSD, attempting to describe the alignment between the FACE unit and other units. While I did not conduct an analysis of the alignment of all of SCUSD activities towards a shared goal, it was clear from conversations that competing priorities and accountability systems within the district have not been rectified. There is not a clear set of indicators correlating the work of FACE, the BHC programs, and outcomes such as academic achievement. As a result, it is likely that opportunities to fully support mutually beneficial activities are being missed. There is a Catch 22 situation in that FACE needs both the full buy-in of SCUSD and compelling evaluation data to get their buy-in, but also needs SCUSD to support investment in the monitoring infrastructure to get that evaluation data. Therefore, **FACE should not focus on impacts such as academic achievement, but more readily-available intermediate outcome indicators such as student attendance, behavior, and engagement.**

The analysis of the full portfolio of BHC programs (not just those within schools) reveals that there are many partners working with youth and possibly indirectly with SCUSD, for example with youth after school in other settings. In fact nearly two-thirds (59 of 94) of the projects - both active and expired - involved youth or directly affected them. However, of these less than one-third (18 of 59) involved or affected youth as students within SCUSD.

Table 1. Project BHC objectives (n=59*)

Health Access		12
Land-use		11
Economic development		4
Youth development		46

* some projects stated multiple objectives and/or strategies, therefore the numbers do not add to 59

Table 2. Project strategies (n=59*)










Advocacy		13
Capacity-building		15
Community organizing		5
Coordination and collaboration		6
Direct service		18
Education and training		21
Planning and development		16
Policy		4
Technical assistance		3

Table 1 shows the total number of projects addressing any one of the 5 priority objectives of the BHC initiative (Shared Vision was not analyzed). For all but a dozen projects, this was based on the basic project description, not the detailed workplan. The descriptions often included more than one objective, hence the total sums to more than 59. Similarly, Table 2 shows the types of strategies the project used, which often included more than one and therefore does not add to 59.

Of the 59 youth projects, most mentioned some sort of youth development objective in their description. This ranged from increasing physical activity among youth to providing employment opportunities to advocacy training and leadership development. The strategies most often included education and training, capacity-building, direct service, planning and development, and advocacy. While many of the projects alluded to some sort of organizing and engaging communities in decision-making and local governance, only 4 of the projects explicitly mentioned policy change as part of their activities/ outputs. Many projects mentioned policy change as an outcome or impact of their primary activity of advocacy training.

Sixteen projects addressed more than one objective, suggesting that youth development may not have been the primary objective. For example, several projects addressed youth violence through collaborations of adult professionals providing better programming and services for youth. These were recoded as direct service strategies. This is an important consideration for the long-term outcomes of the work, since projects done *for* youth are generally not as transformative as project done *with* youth. Another factor of sustainability is the duration of the project. The average duration of projects was the same – 16 months – regardless of whether or not they were youth-serving and involving. About a dozen projects appeared to be renewals, based on the grantee name and the start and end dates.

The analysis of word frequency (Appendix 6) in the grantee objectives reveals the variety of activities of BHC grantees. Stated objectives from all grantees per TCE's database were parsed into 6 categories. The list below shows the 5 most frequent words in each category:

- Outputs: provide, support, train, build capacity, engage
- Group doing activities/outputs: leaders, non-profit, organizations, communities, color
- Outcomes: health(y), access, promote, food, school(s)
- Impacts: development, health, access, community, policies
- Group being impacted: youth/young, residents, students, families, men
- Where the groups are: (South) Sacramento, county, area, target, sites

Based on this analysis, it is difficult to determine whether the grantees as a whole are fully utilizing the resources available in the community. It is also unclear to what degree these activities are part of a phased approach. For example, it is unclear to how the building of capacity of community group as policy change advocates will be followed by subsequent projects actually engaging in policy change. An analysis of grantee strategies by place (schools or neighborhoods) and time (project expired or active) is presented in Appendix 7.

The analyses of objectives also suggests that the majority of all projects appear to be not directly engaged with SCUSD or the SCUSD BHC working group. Although they may conduct their work through various staff at the school sites and/or SCUSD central office, this was not clear as I did not survey all grantees or SCUSD staff, while detailed workplans were not available for all projects. As well, details on the partner/ grantee profile were not available to understand their capacity and potential mission alignment. A total of 19 Youth and Family Resource Centers within SCUSD, all established prior to BHC, leveraged over 100 community partners and \$3 million annually in services.⁴ There was no similar data available to demonstrate the value of the 94 CBOs funded by the BHC initiative.

In summary, it seems that the current grantee portfolio is focused on building skills and capacity in the community, especially youth. While youth development and civic engagement are important interim outcomes, it is unclear to what degree grantees will address systems and policies in the future. This is important as current youth and community cohorts being targeted may phase out, move out and burn before any policy wins are achieved. **BHC and SCUSD should develop a more explicit plan for how to turn youth and community advocates into permanent policy change partners.**

Finally, a youth-centric effort is certainly justified given the community priorities. While this focus realizes that youth development is generally an important part of place-based initiatives, it also suggests that youth in South Sacramento may be struggling physically, emotionally and academically. While many of the activities in the overall BHC logic model will universally benefit both youth and the broader population, a combination of new science and increased political will has highlighted a lack of investment in early childhood development. Early childhood development can close gaps in income and health and save taxpayers in lower health and social costs.⁵ The BHC initiative should capitalize on the power of these investments. Despite efforts nationwide to increase spending on children under 5, they still receive less public investment per capita than older age groups.⁶ **BHC's intense youth development work could be even more effective and could serve as a model for merging cradle-to-career and place-based initiatives if it were to expand its grantee portfolio to better link to and/or support early childhood initiatives.**

NETWORKS AND COMMUNICATIONS

The purpose of a network analysis for this initiative was to characterize the “interactions” between partners, in particular between youth-serving and youth-involving grantees/ programs and schools. This would help identify where to focus efforts to improve communication. For

⁴ Deanna Niebuhr. Community Schools: Aligning Local Resources for Student Success. Partnership for Children and Youth, 2013

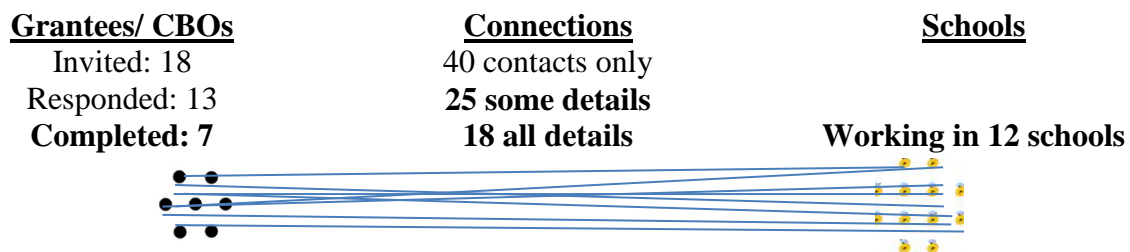
⁵ Conti G, Heckman JJ. Early Childhood Development: Creating Healthy Communities with Greater Efficiency and Effectiveness. Investing in What Works for America's Communities 2013. <http://www.whatworksforamerica.org/ideas/early-childhood-development-creating-healthy-communities-with-greater-efficiency-and-effectiveness/#.UWs3GMqmyf0>

⁶ Edelstein S, Isaacs J, Hahn H, Toran K. How Do Public Investments in Children Vary with Age? A Kids' Share Analysis of Expenditures in 2008 and 2011 by Age Group. The Urban Institute; October 2012.

example, it may highlight differences in participation, or key hubs of communication (nodes). While much of this can be determined through inventorying, a visualization helped to convey the challenges and opportunities in a more intuitive way.

Appendix 8 describes an analysis based on both hypotheticals and program-level links. It shows the wide range of possible lines of communications, based on some assumptions. It does not depict reality, but is meant to emphasize the point that when communications are not coordinated and streamlined, the number of lines/ channels has the potential for exponential growth. In these scenarios, there could be anywhere from 42 – 1404 different lines of communication.

A more realistic assessment is drawn from real data. Unfortunately, the workplans and existing inventories did not contain enough data about the actual persons/ points of contact for each of the programs and schools. As well, of the 18 CBO grantee organizations invited to participate in the survey, 13 responded but only 7 completed all questions in the survey. I was unable to ascertain why the others did not respond to or complete the survey. Still, the survey identified 40 points of contact/ connections between grantees working in 12 schools. A connection is defined as a communication between a grantee and a school site or the SCUSD central office. Individual grantees were often connected to more than one school site, and occasionally had more than one point of contact within their organization who was responsible for different sites. Among the 40 connections reported in the survey, 15 provided only contact names while 25 provided some details of the type of work and quality of the communication. Only 18 provided all details, therefore *the number of connections examined for different questions varies between 18 and 25.*



In contextualizing grantee work within schools, the survey asked about the use of facilities and staff time as well as the timing of the activities around the school day. Among the 25 connections examined, grantees used both school facilities and staff time fairly equally, while the timing of the projects was also distributed roughly equally both during and after school hours (Table 3). This suggests that **SCUSD should consider how to tailor their coordination and communications to support the variety of partner projects.**

Table 3. Use of SCUSD resources

<i>Is your program using school facilities or staff time? (n = 18 grantee-school connections)</i>		<i>Is your program run during school or after school? (n = 21 grantee-school connections)</i>	
Staff only	7	During school only	11
Facilities only	4	After school only	8
Staff and facilities	7	During and after school	3

Among 21 grantee-school connections describing the number of participants involved, grantees reported a total of 3930 children and youth currently participating in the programs. When asked how many they *plan* to participate, grantees reported a collective total of 4624. When asked “Where do you recruit them from?” the most common response was from schools only (Table 4).

Table 4. Site of participant recruitment (n = 25 grantee-school connections)

Schools only	20
Schools and community orgs	2
Schools and community orgs and other	3

On average, grantees communicated with their school partners 4.5 hours per month (Table 5). However, this ranged from a half hour to 15 hours per month. Email was the primary medium of communication, while just one grantee-school communication was primarily managed by phone.

Table 5. Frequency and medium of communications (n= 18 grantee-school connections)

<i>How often do you communicate with your contacts? (hours per month)</i>		<i>What is the primary means by which you communicate with your contacts?</i>	
Mean	4.5	In-person	6
Median	2	Phone	1
Min	0.5	Email	11
Max	15		

The majority of connections were rated as helpful and constructive, while few were deemed rarely or never helpful (Table 6). To validate and check this important question, it was flipped to ask about frustration. An additional 2 connections were rated in the lowest quality category, indicating that communications were often or always frustrating. This suggests that some grantees and school partners still accomplish tasks and find success in their communications despite the challenges.

Table 6. Quality of communications (n= 18 connections)

<i>How frequently do you find your communications helpful and constructive?</i>		<i>How frequently are you frustrated with your communications?</i>	
Always	4	Never	0
Often	9	Rarely	9
Sometimes	3	Sometimes	3
Rarely	2	Often	3
Never	1	Always	2

The quality of communications questions were followed by open-ended comment boxes that asked about the reasons for the responses. These were used to identify key informants.

Finally, the survey asked about the BHC Sacramento Hub website. The 7 grantees completing the survey said that only sometimes or rarely did they find the website to be informative and containing valuable updates.

Table 7. Usefulness of BHC Sacramento Hub website ? (n = 7 grantees)

All of the Time	0
Often	0
Sometimes	3
Rarely	4
Never	0

From the survey, I identified cases for further study with the goal of understanding the particular challenges with, and potential solutions for, improving the quality of the communication. Notes from case study using a key informant interview method are included in Appendix 9.

The case study identified several problems and solutions, contextualizing and corroborating in part the findings from the alignment analysis. Most of the problems identified fall into one of two categories: school-site ability to receive in-kind support and lack of a framework/ policy/ procedure to guide partnerships. In fact, the first challenge is actually nested in the second. The interviews suggest that **a more deliberate process for partnership needs to be developed by the SCUSD. This should include a mutual recognition between partners and improving the capacity for developing, tracking and monitoring partnerships.**

These analyses and interviews generally suggested that **SCUSD was not easily or equally accessible to all community partners.** Therefore, I also did a cursory scan of resources for partners available on the SCUSD and BHC websites. A brief scan of the SCUSD website ⁷ reveals that there is little readily accessible information for CBOs interested in partnering with them. This much less any information or resources for already-partnered CBOs to monitor and improve their activities.

⁷ <http://www.scusd.edu/school-family-and-community-partnerships> and <http://www.scusd.edu/strategic-partnerships>

The Welcoming Schools Certification Process (WSCP) was one such strategy that was tried but discontinued. WSCP had several purposes, including stimulating partnerships between community organizations and schools. As part of WSCP, community partners participated in a Community Quality Review (CQR). This included two questions especially relevant to the partnership challenges identified:

- Does the school have adequate partnerships with the community including those with organizations that can help meet student health and welfare needs?
- Do school leaders enjoy the respect and support of the school community and take positive action to establish and maintain collaborative ties to the community?

Six schools in the BHC target area passed the WSCP⁸ before it was discontinued due to lack of interest among the principals/ school-sites. Lessons from this attempt can inform contemporary efforts to establish processes for community-school partnerships.

Finally, from the SCUSD perspective, there are several efforts to improve coordination of BHC projects. Elizabeth Sterba, the district liaison to BHC, has produced several helpful items:

- BHC Schools Matrix of Programs & Services: details which programs are in which schools. It identifies points of contact at the schools but not for the programs. It is updated routinely (monthly) in spreadsheet format for the SCUSD working group.
- Pocket Guide to District-led BHC Projects: provides contact info for 9 programs/resources in SCUSD. Only 4 of these clearly match programs in the matrix.
- The BHC Buzz, A Monthly Bulletin for SCUSD Employees Working in the BHC Neighborhoods: provides updates on events and opportunities

These efforts are focused internally on coordinating staff at the central office and school sites, including principals. **SCUSD should develop complimentary materials and processes to engage community partners.**

OTHER FINDINGS

Several general themes emerged from the conversations, reports and research. These themes reflect some of the broader challenges and opportunities of the BHC work in and with SCUSD.

SCUSD silos

A key theme that has emerged throughout all of the work is that the academic unit of SCUSD is not engaged in the BHC process. Currently, the Family and Community Engagement (FACE) unit is the primary liaison between BHC partners and the superintendent. However, the academic

⁸ http://www.scusd.edu/sites/main/files/file-attachments/wscp_certified_schools_2012_0.pdf

unit must also be engaged for the work to be successful and sustained. **The FACE team could better explain how their work affects academic outcomes.**

Sustainability

The current SCUSD BHC workgroup showed great insight and understanding of how the work and successes of BHC could be sustained. Though they are only in year 3 of the 10 year project, they recognized that some programs would evolve and phase out over time and that they need to act now to institutionalize the procedures and policies. Still, the Year 2 evaluation report⁹ confirms that overall BHC Initiative is still heavy on service provision, with much less resident and youth engagement in planning, action and changes in policies, practices or programs. As mentioned earlier, **a clear plan for transitioning advocates from training to action should be developed.**

Learning and Evaluation within BHC

Currently, a lack of shared language and uniform reporting systems hinders the ability to of BHC partners and grantees to evaluate and learn from each other's work. This is especially true for programs conducted in and with SCUSD. For example, one of the evaluators assigned to the project (LPC) suggested that even simple tools like a translation table might help overcome the fact that programs have different names among the partners and SCUSD. The California Endowment has recognized this general challenge, and so will require that BHC sites and partners adopt three evaluative processes in 2013: 1) Collab Labs¹⁰ 2) measuring resident engagement 3) measuring the status of policy development. The Collab Lab is a series of interactive workshops that educate participants on the critical success factors of collaborative efforts and how to build these into practicing inter-organizational networks. Along with the measurement improvements, these efforts will focus on both the process of partnerships and the outcomes of community capacity and policy change. It is unclear how and when they will be rolled out, but these **strategies for collective impact should be embraced.**

⁹ South Sacramento Building Healthy Communities Initiative: Year Two Evaluation Report. LPC Consulting Associates. December 2012.

¹⁰ Inter-organizational Networks. Dale Ainsworth. Valley Vision. March 2011 http://collablab.us/uploads/ION_White_Paper_Final_Publisher.pdf

RECOMMENDATIONS

ENSURE A SHARED VISION WITHIN SCUSD

1) SCUSD should engage leaders within their organization to better explain how BHC work affects academic outcomes

- The SCUSD Family and Community Engagement (FACE) team should engage their colleagues about the value of their work
 - The audience includes other central office units (e.g. Academic unit) and school site staff (e.g principals)
 - Acknowledge competing priorities but also draw out pathways, demonstrate return on investment, and focus on intermediate indicators (between programs and achievement) such as attendance, behavior and student and parent engagement¹¹
 - Use overwhelming evidence from scientific literature and other school districts
 - In a 2012 review of 122 studies of health-risk behavior and academic achievement, nearly all studies (97%) showed a statistically significant inverse relationships between health-risk behaviors and academic achievement.¹² The authors conclude that “The results of this review suggest that improving health and increasing academic achievement of children and youth in the U.S. need to be viewed as a composite goal rather than separate goals that are responsibilities of different agencies.”
 - Also use anecdotes/stories, tools such as Photovoice, and consider framing/ messaging strategy
 - Use case studies of individual students/ youth within SCUSD
 - Ask students/ youth what they need/want

DEVELOP MORE ACCESSIBLE RESOURCES FOR COMMUNITY PARTNERS

2) TCE and SCUSD should develop a more deliberate process for creating and sustaining partnerships

- SCUSD should develop strategies and materials to inform community partners about the opportunities and processes for partnership
 - Build from what works internally (BHC Buzz, pocket guide, etc)
 - Hold sessions/ workshops to help interested community partners understand the process and expectation when working with SCUSD

¹¹ Shah, Brink, London, Masur and Quihuis. Community Schools Evaluation Toolkit. 2009.

http://www.communityschools.org/assets/1/AssetManager/Evaluation_Toolkit_March2010.pdf

¹² Bradley BJ, Greene AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 Years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors. Journal of Adolescent Health. 2013

- Create an easily accessible online portal that caters to community organizations and businesses
 - Ask grantees and community partners to contribute stories to the BHC website
 - Consider examples from other districts, e.g. the Clark County School-Community Partnership Program ¹³ in Las Vegas
- Foster a mutual recognition of partner contributions
 - Routine expression of appreciation of each other's work through letters, recognition on blogs, website, newsletters, etc.
- Facilitate multiple levels of communication among SCUSD staff to support partner projects
 - Ensure SCUSD staff can support the many different types of partner projects. Identify specialists who can support specific types of projects independent of school sites.
- Create a more formal partnership document that identifies and holds parties accountable to the scope of work. This document is further described in Appendix 9
- TCE should require prospective grantees to provide letters of support demonstrating that SCUSD partners are informed, willing and able to collaborate as described in the proposals
- TCE should routinely convene focus groups of CBO grantees and SCUSD partners to understand and address partnership challenges

3) TCE and SCUSD should build information technology infrastructure for partnerships

- Improve the infrastructure for developing, tracking and monitoring partnerships
 - Create a tool for updating of partner data – who is doing what, when, where, etc.
 - Should be real-time, wiki format
 - Build on what works
 - LPC Consulting is doing a good job collecting partner data for the social-emotional learning programs
 - San Francisco Unified also has a great system for monitoring partnerships
 - SCUSD should not go it alone, but look to collaborate with other school districts in building a system. At the state level many information technology endeavors have failed for lack of collaboration.¹⁴ The California Endowment should consider supporting a system that would serve the 14 BHC sites.
- Consider additional indicators and reporting systems
 - Currently the engagement component of the BHC evaluation ¹⁵ is strong. The evaluation leaders should consider additional metrics, such as the PLUS Indicators of Change ¹⁶, as well as a system for routine collection and monitoring
 - Advocacy efforts also require special indicators ¹⁷

¹³ <http://ccsd.net/community/partnership/>

¹⁴ Why California IT Keeps Crashing. Black, A. Zocalo Public Square. March 27, 2013. <http://www.zocalopublicsquare.org/2013/03/27/why-california-it-keeps-crashing/ideas/nexus/>

¹⁵ South Sacramento Building Healthy Communities Initiative: Year Two Evaluation Report. LPC Consulting Associates. December 2012

¹⁶ McKoy D, Vincent J, Bierbaum A. Opportunity-Rich Schools and Sustainable Communities. What Works Collaborative and the UC Berkeley Center for Cities and Schools; June 2011. http://citiesandschools.berkeley.edu/reports/ccs_wwc_%20report.pdf

ALIGN MORE THAN JUST WORKPLANS

4) TCE should assess the alignment of goals and objectives by person, place and time

- BHC should develop a clear plan for transitioning advocates from training to action
- Strategies for collective impact and impact investing should be embraced
 - BHC should fully support the Collab Lab and ensure all partners serving the same goals are invested. Collab Lab pilots in subunits such as SCUSD may be useful.
- BHC should consider supporting staff in SCUSD to act as conveners and coordinators. The shared goals of BHC can only be achieved to the extent that grantee partners see schools not just a programmers and sites of activities they must work though, but fellow champions for children and youth in their community that they want to work with

PUT YOUTH DEVELOPMENT INTO CONTEXT

5) TCE should further examine strategies for youth development

- As part of the youth development objective, the California Endowment should consider their obligations to children under 5 and the venues for reaching them.
- BHC with SCUSD and/or grantee support should scan resources for early childhood development in South Sacramento to ensure they are adequate and connected to efforts for children and youth.
- Examine cumulative challenges and opportunities for youth by person, place and time

QUESTIONS AND NEXT STEPS

Based on the findings and referring back to the SWOT analysis (Appendix 2) and overall BHC workplan (Appendix 3), several follow-up questions should be prioritized:

- How to coordinate the BHC HUB at SCUSD to be competitive for grants and use them more efficiently, e.g. increasing capacity of small non-profits, brining policy focus to local organizers?
- How can BHC create public-private partnerships for impact investing?
- How can the BHC HUB and partners participate in SCUSD Strategic Plan for 2020?
- How will the BHC HUB help build a full-service community school model?
- How can linked-learning initiatives build stronger relationships between schools and communities?
- Where does the work of non-portfolio partners, e.g. the local public health agency, fit in?

¹⁷ Barkhorn, Huttner, Blau. Assessing Advocacy. Spring 2013. Stanford Social Innovation Review.

While these are big questions without much specificity, based on my research on BHC Sacramento, I believe these are the most important. The BHC working group at SCUSD is a very capable team of leaders who are coordinating and to some degree institutionalizing win-win programs in SCUSD and communities. However, they must also be change agents and advocates within their own system. They must be more deliberate in identifying the incentives for SCUSD to engage in and own BHC goals and make it explicit how these projects are relevant to young people. This is a critical first step if SCUSD is to be more deliberate in the interactions with community partners.

There is certainly value in effectively coordinating current activities to achieve quick wins. As a major philanthropic investment in a seriously under-resourced area, BHC will also continue to face short-term needs and crises. As one example, school closures in SCUSD are currently consuming much of the time of the SCUSD working group coordinator. Still, existing strategic planning and evaluation seems adequate to ensure some policy and systems change success within South Sacramento now and in the near future. However, the pace of change of macro-level demographic, social and political trends is rapid. It is matched by rapidly evolving practices in public health, community development, and other fields merging into an interdisciplinary practice. In fact even larger questions should be asked as BHC evaluates its work. At the top of the list are questions about the role of place-based initiatives, businesses and impact investors, health care reform and community benefit programs.

While the California Endowment has led many of these efforts, for the BHC work to be truly transformative these larger questions must also be addressed at the local level. BHC must be viewed as more than just a place-based community initiative. In lieu of winning a Promise Neighborhood grant, BHC-Sacramento should look towards businesses and other investors who share a stake in their work. Cradle-to-career and collective impact strategies such as STRIVE should be examined. The transformation of the health care system towards prevention also offers tremendous potential. Health happens everywhere.

APPENDICES

APPENDIX 1: STAKEHOLDER AND REPORT RESOURCES

The stakeholders include:

- Christine Tien, California Endowment, Program Officer
- Liz Sterba, SCUSD Liaison to BHC and her working group at SCUSD
 - Adrian Williams, Dianne Brown, Barbara Kronick, Lawrence Shweky, Nichole Wooford, Zena Scott, Heather Deckard
- Kim Williams, BHC Hub Manager
- Elaine Abelaye, Asian Resources Inc, Project Consultant
- Tiffany Wilson, LPC Consulting, Evaluation Consultant

Key reports and materials reviewed include:

- Sacramento BHC Logic Model and Narrative Plan (Oct 30, 2010)
- Logic Models and Content Map
- South Sacramento BHC Years One and Two Evaluation Reports, LPC Associations
- Tony Iton Memo to BHC Site Leaders (Sept 12, 2011)
- Inter-organization Networks, Valley Vision – CollabLab (March 2011)
- Bullying and Violence Prevention Evaluation, LPC Associations, Nov 2012
- Connect Center Evaluation, LPC Associates, Dec 2012

APPENDIX 2: SWOT ANALYSIS

Strengths

1. Human resources
 - a. Relation between HUB staff and grantees w/ SCUSD
 - b. Superintendent supportive, goals align w/ BHC
 - c. SCUSD Director is on the HUB steering committee
 - d. SCUSD Youth Coordinator is Co-chair of youth development network
 - e. BHC Americorps volunteers are managed by SCUSD

Weaknesses

1. Financial resources
 - a. SCUSD funding (Principals act as janitors before 10:30 AM)
2. Communication w/ in SCUSD
 - a. Units not always on same page

Opportunities

1. Superintendent supportive, but Academic and Accountability units are not participating in workgroup
 - a. FACE group has tried repeatedly to get on Principals meetings agenda, with no success
2. Sacramento Area Association of Government (SACOG) (Christine)
 - a. Overlap with Transit Priority Area
 - b. Starting point for understanding municipal funding
3. SCUSD Strategic Plan for 2020
 - a. Planning underway, SEL is a big component
 - b. Full-service community school model?
4. Medi-Cal reimbursement (Christine)
 - a. SCUSD does not have infrastructure to seek reimbursement, but ROI is potentially large
 - b. Local Education Agency (LEA) Billing Option Program and Medical Administrative Activities Program (MAA)
 - c. See what LA, NYC, other school districts are doing
 - i. http://notebook.lausd.net/portal/page?_pageid=33,717454&_dad=ptl&_sc_hema=PTL_EP
5. BHC Sustainability workgroup, starting in years 4 or 5

Threats

1. Competition for funding
 - a. Perceived inequity internally and externally
2. SCUSD turnover

APPENDIX 3: OVERALL BHC WORKPLAN

This outline reflects the larger project of which I am a part. It is important to understand where my work fits in and can build upon the rest of it. My tasks are highlighted and are scheduled in a more detailed workplan in Appendix 4

1. Scan of what's happening and could happen @ SCUSD
 - a. Consider 3 levels
 - i. Department (generic)
 - ii. Site / Principal (specific)
 - iii. Community / Parent (grassroots)
 - b. Current BHC grantees partnered w/ the district
 - i. Internal alignment (Liz is primary)
 1. Who w/in SCUSD is doing what, what resources are they using?
 2. Activities compiled in matrix, SCUSD in-kind time will be tracked
 - ii. External alignment (Joe is primary)**
 1. At site and community level
 2. Interview grantees about what has and hasn't worked in their interaction w/ SCUSD (Barbara)
 - a. E.g. Why is Pacific Elementary not satisfied w/ Ubuntu program?
 3. Network/ points of contact analysis showing how partners are communicating w/ district (Kim)
 4. Case studies of successes and failures?
 - a. Start w/ grantees which are newer non-profits
 5. Build capacity in the process by helping grantees measure their work and better communicate with the district
 - c. Potential partners and resources inside SCUSD
 - i. e.g. leveraging Novo grant for Social Emotional Learning (SEL) (CASEL program) and SAMHSA grant (Christine)
 1. grantwriter Diane
 - ii. Integrating BMOC summits into SCUSD and community culture (Christine)
 - d. Potential partners and resources outside SCUSD
 - i. South Sac neighborhood which has applied for Promise Neighborhood grant, has a good chance of getting it, will find out in Dec (Christine)
2. Understand how to coordinate HUB @ SCUSD to be competitive for grants and use them more efficiently (Christine)
 - a. e.g. increasing capacity of small non-profits, bringing policy focus to local organizers

Partnership outcomes

The primary outcome of my work will be a strategic plan, building on the logic model of the broader BHC so that it may be integrated into that work. The two main themes of this plan should address coordination and communication, and subsequently integration and leveraging.

1. Strategic plan aligning SCUSD w/ BHC
 - a. Coordination and communication
 - i. Internal SCUSD (Liz is primary)
 - ii. External (grantee) relation w/ SCUSD (Joe is primary)
 - b. Integration and leveraging
 - i. BHC schools into CASEL program
 - ii. AmeriCorps volunteers into partner/ grantee work
 - iii. Increasing LEE-MAA reimbursements

APPENDIX 4: MY WORKPLAN

	Dec	Jan	Feb	Mar	Apr	May
1. Network/ points-of-contact analysis						
Identify all grantee communications w/ SCUSD, i.e. who is contacting who	x	x				
Create network diagram / "map"		x				
2. Workplan analysis						
Review all grantee workplans for alignment of activities, outcomes and indicators by place and time	x	x				
3. Collaboration experience study						
Prepare questionnaire for survey		x				
Contact selected grantees and schedule (phone interviews)		x				
Complete phone interviews			x			
Select cases for further study and conduct additional interviews			x	x		
Prepare summary report of interviews				x		
4. Overall report and recommendations						
Summary of all information gathered from interviews, meetings, reports and all other documentation and learning					x	
Share report and recommendations for feedback					x	
Final report and recommendations						x

APPENDIX 5: SURVEY QUESTIONS AND SCREENSHOT

- Are you currently working in schools?
 - If so, which ones?
 - Who is the primary contact for your organization?
 - Who is your primary contact at SCUSD?
 - If not, did you or do you plan to work in schools?
 - If so, which ones?
 - Is your program using the school facilities?
 - Is your program during school, or after school?
 - Do you recruit participants using the schools?
- How many children and youth have participated or will be participating in your program?
- How frequently do you communicate with the school district and/or site?
 - Hours per week/ month
- How do you communicate with the district and/or site?
 - Email, phone, meetings, etc.
- How would you rate the quality of your communication with district and/or site?
 - Very helpful, helpful, not helpful, etc.
- Open ended-comments about the partnership

The introductory page included the familiar BHC Web logo



Thank you for your efforts in Building Healthy Communities in Sacramento. Please take some time now to update us on your partnerships with the Sacramento City Unified School District. These questions are being asked to help improve our communications within the HUB so that together we can facilitate better outcomes for children and youth in our schools and communities. Your responses will be confidential and reviewed only by an independent consultant in order to make recommendations to the School District and California Endowment.

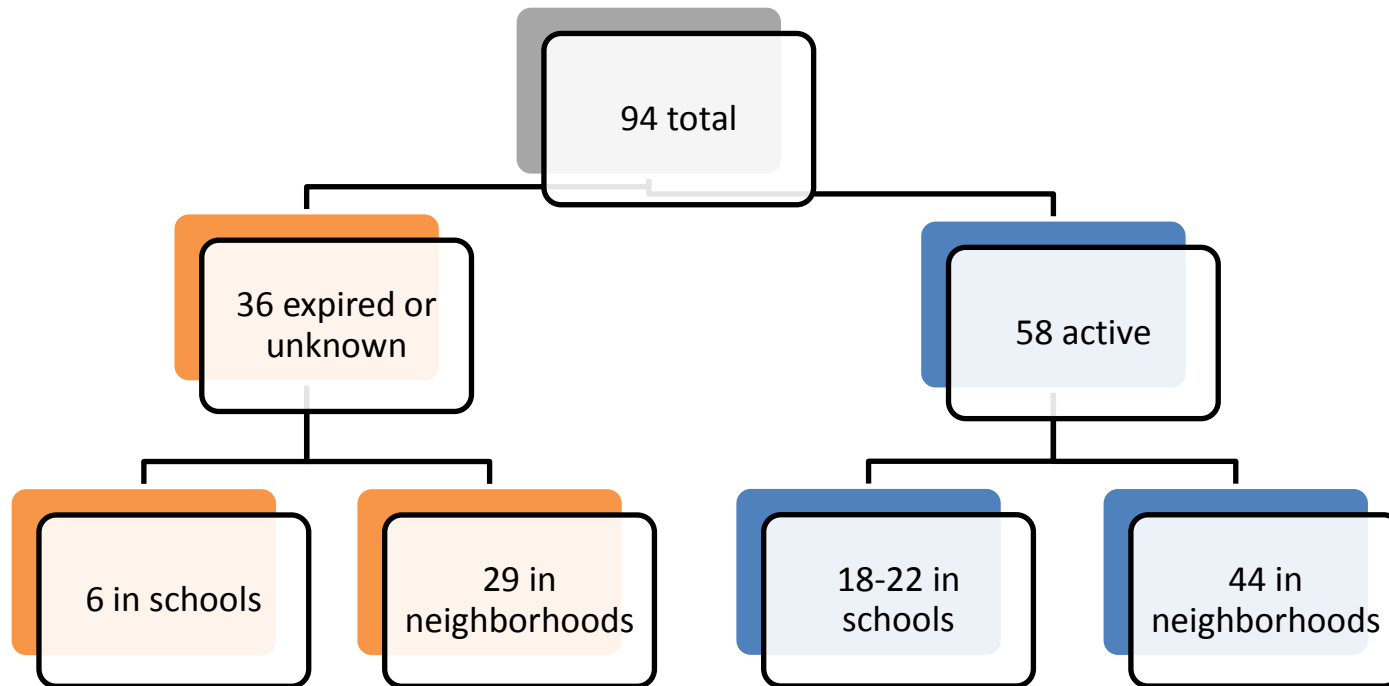
We will be asking questions about your communications and experience with the school district, so please consult your team beforehand if necessary and also have their contact information handy. This will require 5 - 15 minutes of your time, depending on your level of activity. This survey is best completed is one sitting.

For any questions about the survey, please contact Elizabeth Sterba (Elizabeth.Sterba@scusd.edu). For any technical questions, please contact jws@berkeley.edu.

Subsequent pages asked questions about individual schools in a tabular format

	Is your program using school facilities or staff time? Check all that apply.		Is your program run during school or after school? Check all that apply.		How many children and youth are currently participating in your programs?	How many children and youth are you planning will participate in your programs?	W fr
	Facilities	Staff time	During school	After school	#	#	Scho
» American Legion High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» Bret Harte Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» C.B. Wire Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» C.P. Huntington Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» Camellia Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» Capitol Heights Academy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» Earl Warren Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» Elder Creek Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» Ethel I. Baker Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» Ethel Phillips Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» Father K.B. Kenny Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» Fruit Ridge Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» Hiram Johnson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» Joseph Bonnheim Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» Maple Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» Mark Twain Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» Nicholas Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» Oak Ridge Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» PS7 Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» PS7 Middle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» Sacramento High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» Tahoe Elementary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» W.C. Wood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
» West Campus High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

APPENDIX 7. GRANTEE MAP



STRATEGIES	Expired	Active
Advocacy	5	15
Capacity-building	9	14
Community organizing	5	8
Coordination and collaboration	4	7
Direct service	11	14
Education and training	5	24
Increased Access	3	13
Planning and development	12	15
Policy	2	4
Technical assistance	1	4

APPENDIX 8. NETWORK ANALYSIS OF BHC SCHOOLS AND PROGRAMS, LINES OF COMMUNICATION

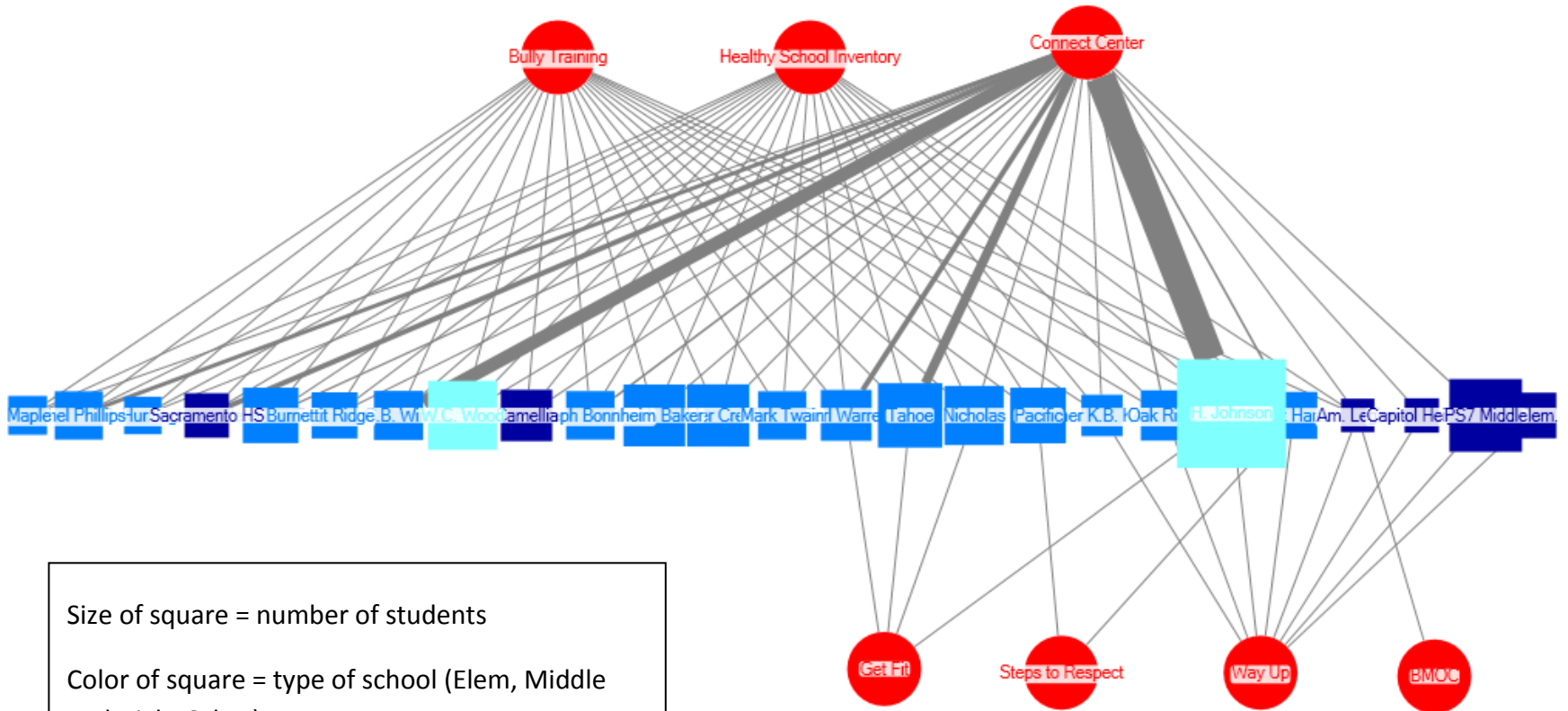
In order to improve the quality of communication between SCUSD and partners, the number of lines of communication must also be considered. A process for streamlining/ minimizing the quantity of connections should start with a network analysis illustrating these lines. Table 1 shows the wide range of possible lines of communications, based on some assumptions. It does not depict reality, but is meant to emphasize the point that *when communications are not coordinated and streamlined, the number of lines/ channels has the potential for exponential growth.* In these scenarios, there could be anywhere from 42 – 1404 different lines.

Table 1. Assumptions and estimates of the number of potential lines of communication

	Minimum	Maximum
# of programs in schools	ID’s number or names of schools in workplan, or determined by Christine AND Tiffany (6)	Determined by Christine OR Tiffany (17)
# of program contacts	1° (6) and 2° (5) contacts communicate = 6	1° (16) and 2° (11) contacts don’t communicate 16 + 11 = 27
# of schools having programs	Certain programs in certain schools. Number of BHC schools ID’d in workplan (4)	All programs in all schools. Number of schools in catchment (26)
# of school contacts	Only one contact per school: principle or designee = 4	At least two contacts per school: principle and designee 2 x 26 = 52
Estimate	6 x 4 = 42	27 x 52 = 1404

Beyond this hypothetical scenario, there was not sufficient data available to show the actual person-to-person lines of communications between SCUSD and partners. However, there was data available at the programmatic level. To illustrate the potential uses of network analysis, the figure below uses an existing inventory of programs in BHC Schools. I used NodeXL¹⁸ to conduct the network analysis. This figure represents the programmatic lines of communication between 7 programs in 25 schools, based on the inventory of programs in BHC schools created by Liz Sterba. It also pulls from the Connect Center Final Evaluation Report (September 2010-August 2012, Table 5) to show how many youth from each school are participating in the Connect Center. However, **this diagram says nothing about the need and it should not be implied that the thickness of the lines (# of students in program) should be similar.** It simply illustrates the potential for new ways of visualizing a large and complex partnership portfolio.

¹⁸ NodeXL is a free add-on to Microsoft Excel available at: <http://nodexl.codeplex.com/>



Size of square = number of students
 Color of square = type of school (Elem, Middle and High, Other)
 Thickness of line = # of students in program

APPENDIX 9. NOTES FROM KEY INFORMANT INTERVIEW

Two primary challenges in partnering and communicating with SCUSD:

1) School-site ability to receive in-kind support

Problem

- Staff time at school sites not allocated to coordinate partner relationships
- Regardless of whether programs are provided free or requiring school match or fee
- Cause for CBO's to abandon efforts
- E.g. facilities management, family resource managers
- Capacity differs across schools
 - some admin's know value in allocating staff time
 - school site councils can make funding decisions, but now w/ fiscal challenges they are choosing between librarians and public safety officers
 - for some there is no capacity at all, others are also a challenge

Solution?

- Expand capacity of school-sites
 - Could possibly allocate staff time for partnerships
- SSC volunteers?
 - Occurs in more affluent districts, but not likely given the challenges in parent engagement
 - Would require targeted training

2) Lack of a framework/ policy/ procedure to guide partnerships

Problem

- Finding out about along the way (once a project is already underway), or having to prompt SCUSD and advocate for policies that should be in place.
 - No brief or document articulating what it means to be a partner w/ SCUSD
 - Doesn't matter if piloting, continuing, or scaling
 - Not clear what projects/activities are required to pass through SCUSD risk assessment
 - Depends on the department working w/
 - Sometimes the requirement for risk assessment is a matter of who is in the room and able to understand the program and foresee risks
 - No MoU
 - E.g. requirement for MoU's
 - Generally a very labor intense (months-long) process

- Some programs require them, some don't
 - Unclear threshold, seems for larger strategic agreements rather than programs
 - e.g MoU about public-private partnership allocation of staff time and data-sharing would provide backup when asking SCUSD for support
 - As a partner, there are two options. 1) Proceed, not knowing, until somebody says something, OR 2) Ensuring the right partner is in the room to tell you the requirements
- CBO's need help navigating
 - may perceive a disparity when looking at CBO's that are very well integrated w/ SCUSD
 - they don't know what's acceptable when reaching out to children at SCUSD

Solutions?

- How-to guide, partnership expectations document, communication from SCUSD
- Some sort of brief document acknowledging the partnership and holding each accountable
 - Not a contract!
 - Scope of work?
 - What sites, what outcomes?
 - Schedule/frequency of updates
 - Having this in hand is needed for CBO's, especially the smaller ones, to get in the door
 - Easily recognized by the principal
 - Shows approval of CBO as potential partner
- May help with issues of personal communication, e.g. 11th hour demands
 - Outlines expectations and holds accountable
- Outstanding questions:
 - How consistently and deeply are partner workplans utilized by SCUSD?
 - Are they dependent on them, accountable to them, part of professional development plans?
 - Is SCUSD or school site staff time allocated from workplans?

3) Overarching issues

- Mutual recognition between partners
 - Given credit when due
- IT capacity in tracking and monitoring
 - No system for enrolling and organizing partners
 - Barbara Kronick's team is looking into it, but not like to have a quick solution

APPENDIX 10. SUMMARY OF RESEARCH AND RECOMMENDATIONS

Recommendation (do what)	How (details)	Findings (based on)	Methods (learned by)
SCUSD should engage leaders within their organization to better explain how BHC work affects academic outcomes	Use wealth of scientific literature and local, personal case studies	Only FACE Unit of SCUSD is engaged	Interview
TCE and SCUSD should develop a more deliberate process for creating and sustaining partnerships	Focus on school site capacity to receive partner support and administration of rules and expectations	Each grantee has a different experience in partnering with the school; some may be inadvertently excluded	Survey, key informant interview
TCE and SCUSD should improve information technology infrastructure for partnerships	Online tool for real-time partner project monitoring and reporting	The status of each project must be manually updated in a static document. SCUSD has in the past pushed for upgrades to IT infrastructure for better monitoring	Interview, survey, network analysis
TCE should assess the alignment of goals and objectives by person, place and time	Strategies for strengthened inter-organizational networks (CollabLab) and collective impact	66% of the projects involve youth or directly affect them; only 4 projects explicitly mentioned policy change as part of their activities/ outputs. Many projects mentioned policy change as an outcome of their primary activity of advocacy training.	Grantee objectives analysis
TCE should further examine strategies for youth development	Scan local initiatives for early childhood development and the funding outlook; consult with community as to how ECD fits into youth development objective	Few current BHC projects focused on youth development also address early childhood development. New scientific studies reinforce the high return on investment of ECD. Declining per-pupil revenue in SCUSD and nationwide decrease in ECD investment	Grantee objectives analysis; review of reports and literature,