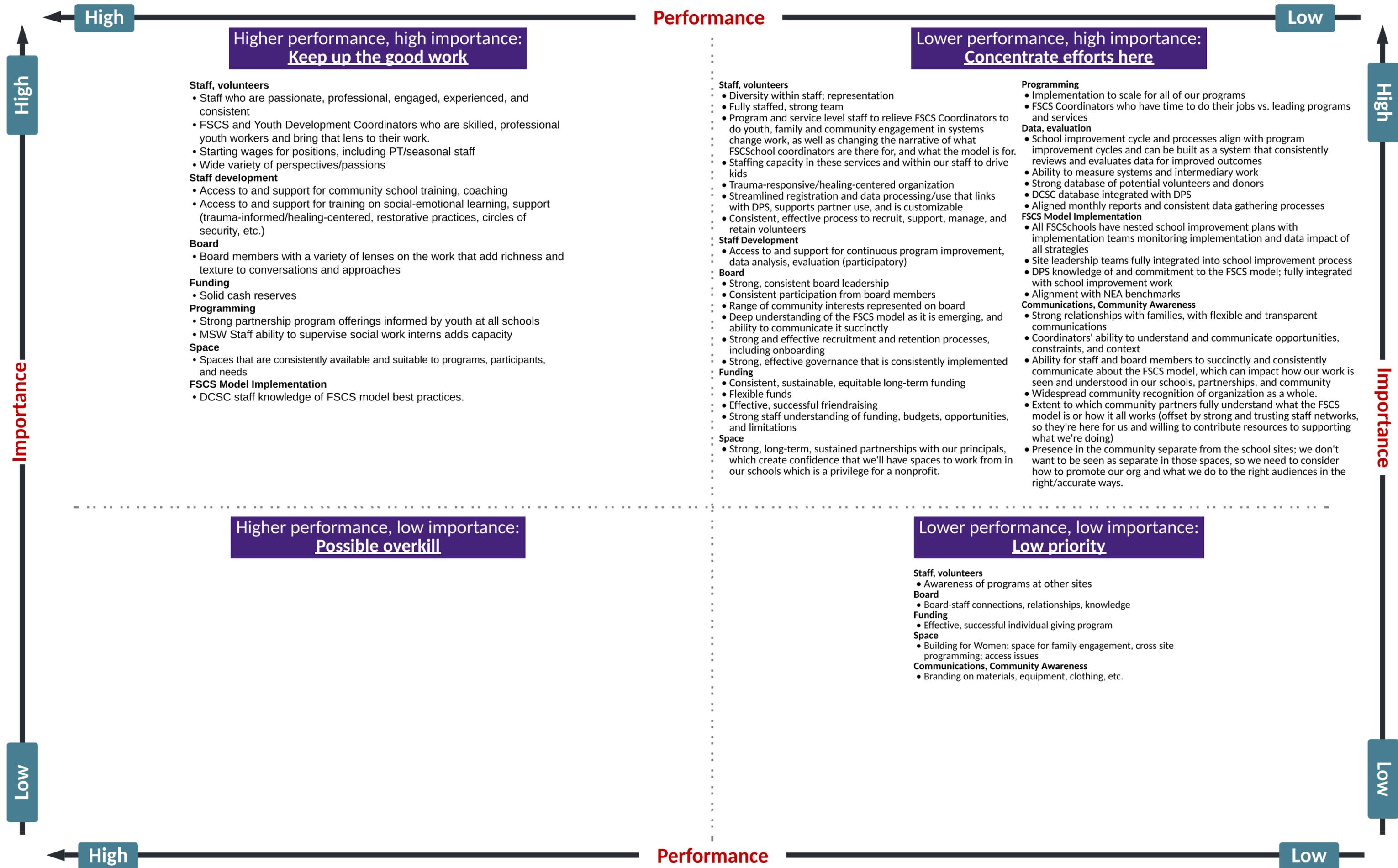


DCSC INTERNAL STRENGTHS AND WEAKNESSES



Higher performance, high importance:
Keep up the good work

- Staff, volunteers**
 - Staff who are passionate, professional, engaged, experienced, and consistent
 - FSCS and Youth Development Coordinators who are skilled, professional youth workers and bring that lens to their work.
 - Starting wages for positions, including PT/seasonal staff
 - Wide variety of perspectives/passions
- Staff development**
 - Access to and support for community school training, coaching
 - Access to and support for training on social-emotional learning, support (trauma-informed/healing-centered, restorative practices, circles of security, etc.)
- Board**
 - Board members with a variety of lenses on the work that add richness and texture to conversations and approaches
- Funding**
 - Solid cash reserves
- Programming**
 - Strong partnership program offerings informed by youth at all schools
 - MSW Staff ability to supervise social work interns adds capacity
- Space**
 - Spaces that are consistently available and suitable to programs, participants, and needs
- FSCS Model Implementation**
 - DCSC staff knowledge of FSCS model best practices.

Performance

Lower performance, high importance:
Concentrate efforts here

- Staff, volunteers**
 - Diversity within staff; representation
 - Fully staffed, strong team
 - Program and service level staff to relieve FSCS Coordinators to do youth, family and community engagement in systems change work, as well as changing the narrative of what FSCS school coordinators are there for, and what the model is for.
 - Staffing capacity in these services and within our staff to drive kids
 - Trauma-responsive/healing-centered organization
 - Streamlined registration and data processing/use that links with DPS, supports partner use, and is customizable
 - Consistent, effective process to recruit, support, manage, and retain volunteers
- Staff Development**
 - Access to and support for continuous program improvement, data analysis, evaluation (participatory)
- Board**
 - Strong, consistent board leadership
 - Consistent participation from board members
 - Range of community interests represented on board
 - Deep understanding of the FSCS model as it is emerging, and ability to communicate it succinctly
 - Strong and effective recruitment and retention processes, including onboarding
 - Strong, effective governance that is consistently implemented
- Funding**
 - Consistent, sustainable, equitable long-term funding
 - Flexible funds
 - Effective, successful fundraising
 - Strong staff understanding of funding, budgets, opportunities, and limitations
- Space**
 - Strong, long-term, sustained partnerships with our principals, which create confidence that we'll have spaces to work from in our schools which is a privilege for a nonprofit.
- Programming**
 - Implementation to scale for all of our programs
 - FSCS Coordinators who have time to do their jobs vs. leading programs and services
- Data, evaluation**
 - School improvement cycle and processes align with program improvement cycles and can be built as a system that consistently reviews and evaluates data for improved outcomes
 - Ability to measure systems and intermediary work
 - Strong database of potential volunteers and donors
 - DCSC database integrated with DPS
 - Aligned monthly reports and consistent data gathering processes
- FSCS Model Implementation**
 - All FSCS schools have nested school improvement plans with implementation teams monitoring implementation and data impact of all strategies
 - Site leadership teams fully integrated into school improvement process
 - DPS knowledge of and commitment to the FSCS model; fully integrated with school improvement work
 - Alignment with NEA benchmarks
- Communications, Community Awareness**
 - Strong relationships with families, with flexible and transparent communications
 - Coordinators' ability to understand and communicate opportunities, constraints, and context
 - Ability for staff and board members to succinctly and consistently communicate about the FSCS model, which can impact how our work is seen and understood in our schools, partnerships, and community
 - Widespread community recognition of organization as a whole.
 - Extent to which community partners fully understand what the FSCS model is or how it all works (offset by strong and trusting staff networks, so they're here for us and willing to contribute resources to supporting what we're doing)
 - Presence in the community separate from the school sites; we don't want to be seen as separate in those spaces, so we need to consider how to promote our org and what we do to the right audiences in the right/accurate ways.

Higher performance, low importance:
Possible overkill

Lower performance, low importance:
Low priority

- Staff, volunteers**
 - Awareness of programs at other sites
- Board**
 - Board-staff connections, relationships, knowledge
- Funding**
 - Effective, successful individual giving program
- Space**
 - Building for Women: space for family engagement, cross site programming; access issues
- Communications, Community Awareness**
 - Branding on materials, equipment, clothing, etc.

Performance