

SUN SERVICE SYSTEM SERVICE DELIVERY MODEL

September 2023

Department of County Human Service
Youth and Family Services Division
SUN Service System
209 SW 4th Ave, Suite 200
Portland, Oregon 97204



TABLE OF CONTENTS

INTRODUCTION.....	2
SUN SERVICE SYSTEM OVERVIEW.....	2
SYSTEM STRUCTURE AND CORE SERVICES.....	4
SYSTEM STRUCTURE.....	4
CORE SERVICES.....	4
CONTRACTED SERVICES.....	5
PRIMARY SERVICE POPULATIONS.....	5
CONTRACTS.....	6
REGIONAL BOUNDARIES AND SUN COMMUNITY SCHOOL SITES.....	7
REGIONAL BOUNDARIES.....	7
SUN COMMUNITY SCHOOL SITES.....	8
ADMINISTRATIVE MODELS.....	10
CONTRACTED SERVICES.....	10
REQUIRED SYSTEM WIDE APPROACHES AND SERVICE EXPECTATIONS.....	10
SUN COMMUNITY SCHOOLS AND LAYERED SERVICES.....	13
SUN COMMUNITY SCHOOLS.....	13
FOCUS POPULATIONS.....	14
SITES AND CONTRACTORS.....	14
PILLARS.....	14
OTHER CONTRACTUAL REQUIREMENTS.....	24
LAYERED SERVICES.....	28
EARLY KINDERGARTEN TRANSITION PROGRAM (EKT).....	28
HUNGER RELIEF SERVICES.....	30
PRENATAL - 3RD GRADE (P-3).....	31
SUN COMMUNITY SCHOOLS OUTPUTS AND OUTCOMES.....	33
SCHOOL-LINKED SERVICES.....	52
MULTNOMAH STABILITY INITIATIVE (MSI) TO	53
SUN YOUTH ADVOCACY PROGRAM.....	58
SUN PARENT-CHILD DEVELOPMENT SERVICES.....	63
EVALUATION.....	66
SYSTEM RESOURCES.....	67
APPENDIX: SUN SERVICE SYSTEM WELLNESS GUIDELINE.....	71

For more information, please visit our website: <https://multco.us/sun>
Contact: Walter Rodriguez, SUNSSRFP@multco.us

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.

This document and all documents referenced in this System Model can be found at this link on our web page: <https://www.multco.us/sun/sun-service-system-rfp-information>

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 that 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, which 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 continues the important changes to the System's structure, service delivery approaches and allocation of resources that were implemented in 2015. 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. 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 institutionalized 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 and culturally responsive 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 A. Powell of the Haas Institute. As defined by Powell's Othering and Belonging Institute, "targeted universalism means setting universal goals pursued by targeted processes to achieve those goals. Within a targeted universalism framework, universal goals are established for all groups concerned. The strategies developed to achieve those goals are targeted, based upon how different groups are situated within structures, culture, and across geographies to obtain the universal goal."

Other partnerships, collaboratives and community wide 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.

FUTURE FUNDING

As DCHS submits this System Model as a foundation for the pending procurement there remain some unresolved questions relating to funding for services. In particular increases in funding to address these highlighted areas:

- Nonprofit staff wages,
- Cost of administering a SUN Community School, and
- Widespread request to increase the level and amount of service provided at each SUN Community School.

All of these issues are critical to the effectiveness and overall success of service delivery - and more importantly to the success of youth & families involved in the System.

We propose this Model as it is written, with the important caveat that some service areas may be subject

to change as we work with leaders and policy makers to address these critical funding issues. This may mean, either during the procurement process or during contracting, changes to funding amounts for services and/or service levels and types. We will communicate these changes as soon as they are known.

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 its 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, Ida B. Wells

Region 2: Jefferson, Grant, McDaniel, Roosevelt

Region 3: David Douglas, Parkrose

Region 4: Reynolds

Region 5: Barlow, Centennial, Corbett, Gresham

The second area is services prioritized for six culturally specific communities. These are:

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

** NOTE: The Slavic focus 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 resilience and stability, and emphasize a strength-based perspective. 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 through culturally specific services that are delivered in locations within the county that are familiar and easily accessible to the specific community served. 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

County-contracted services:

- Five geographic regions: Regional school-based and school-linked services
- Culturally specific services: School-based and 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 200% 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 culturally specific communities. Regional services are primarily delivered within a specific region. Culturally specific 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 support 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

CULTURALLY SPECIFIC CONTRACTS

1. CULTURALLY SPECIFIC SERVICES

Culturally specific services are services provided for specific populations based on their particular needs, 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.

Culturally specific organizations typically refer to organizations with a majority of members/clients from a particular community. Culturally specific organizations also have a culturally focused organizational identity and environment, a positive track record of successful community engagement, and recognition from the community served advancing the best interests of that community.

The Multnomah County Contracting and Procurement for Culturally Specific and Responsive Services document outlines the *characteristics and principles of Culturally Specific service delivery*, can be found at <https://www.multco.us/file/67650/download>.

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

2. SUN COMMUNITY SCHOOLS

Ninety-two (92) SUN Community Schools are in operation at the time of this version of the System model (Fiscal Year 2022/2023). Eighty-one (81) are procured through the RFP 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 process is for the Regional Contractor for the region in which the school is located and all culturally specific SUN Community School contractors to 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.

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

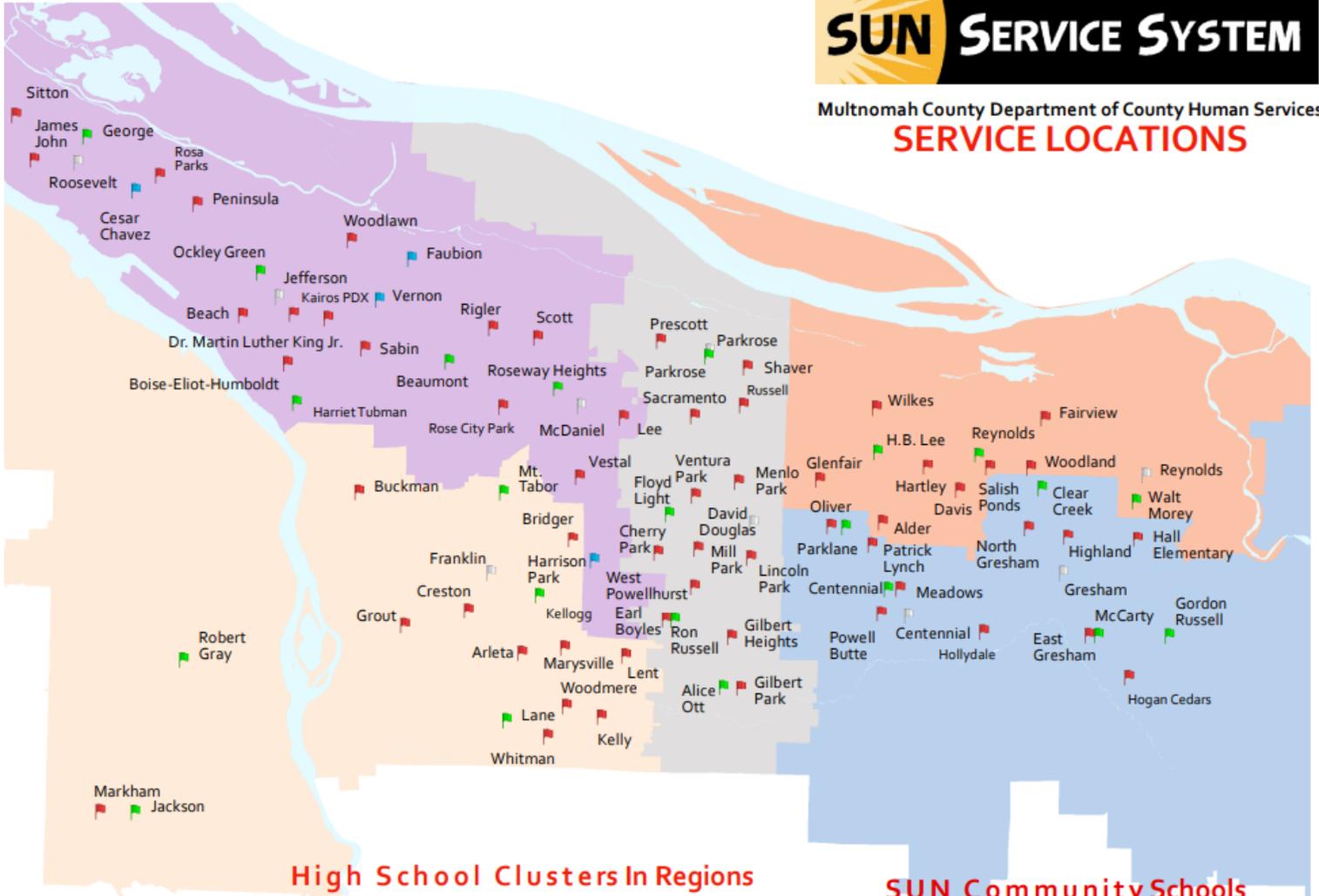
Region	High School Catchments
1	Cleveland, Franklin, Lincoln, Riverdale, Ida B. Wells
2	Jefferson, Grant, McDaniels, Roosevelt
3	David Douglas, Parkrose
4	Reynolds
5	Gresham Barlow, Centennial, Corbett,

SUN COMMUNITY SCHOOL SITES

As stated, 92 schools are SUN Community Schools as part of the SUN Service System. Of these sites, 81 are 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 (Portland Children’s Levy, or other partners), or were selected using the interview method previously noted. All SUN Community School sites and lead agencies follow the same model, which is described in this document. The map on the next page shows the locations of the 92 sites. A full list of the SUN Community School sites with region and provider type can be found in Table 6 on pg. 40.



Multnomah County Department of County Human Services
SERVICE LOCATIONS



High School Clusters In Regions

- | | | | | |
|-----------------------------------------------------------------|-----------------------------------------------|-----------------------------|------------|----------------------------------------------|
| 1 Cleveland
Franklin
Lincoln
Riverdale
Ida B. Wells | 2 Grant
Jefferson
McDaniel
Roosevelt | 3 David Douglas
Parkrose | 4 Reynolds | 5 Barlow
Centennial
Corbett
Gresham |
|-----------------------------------------------------------------|-----------------------------------------------|-----------------------------|------------|----------------------------------------------|

SUN Community Schools

- Elementary (57)
- K-8 (4)
- Middle (22)
- High (9)



October 2022

ADMINISTRATIVE MODELS

As outlined in the preceding “Contracting” section, contracts will be awarded for services delivered on a regional basis and for culturally specific services. Organizations proposing to deliver services are allowed to select the best administrative model for providing the services to a particular region or community, using one of the following two administrative options:

- **Sole Provider, in a region or culturally specific services:** Organizations may determine that they alone are best suited to provide the full array of services for a given geographic area or countywide component. In this approach, the sole contractor would not have any other formal, contractual relationships with other service providers to provide any of the service components. However, collaborative relationships with allied service providers are expected and required within the System.
- **Lead Agency, with one or more subcontractors:** In this administrative model, one organization assumes the responsibility as the lead contractor with the county, and formally subcontracts portions of the service components to another organization or organizations.

In either of these administrative models, Multnomah County maintains its primary contractual relationship with one organization, as overall contract manager, for monitoring and technical assistance. Current county standards and obligations regarding subcontracting apply to any administrative models where a lead organization is designated. The county’s primary relationship with the subcontractor(s) will be to provide general program technical assistance, and not to negotiate terms of the contract and/or funding sources and amounts.

For the Lead Agency with subcontractor(s) model, written working agreements with subcontractors will be required with an RFP response, and must be finalized prior to contracting.

Integration of services across the region or countywide (for culturally specific services) is an essential result of any of these models. DCHS expects that all service providers will work together to provide the best service experience for youth and families seeking service through the SUN Service System.

CONTRACTED SERVICES

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., Student Health Centers, School Based Mental Health, Multnomah County Library, Oregon Department of Human Services Family Coaches and so forth). Those aligned services are not described in this document.

REQUIRED SYSTEM WIDE APPROACHES AND SERVICE EXPECTATIONS

SYSTEM WIDE APPROACHES

As described in the SUN Theory of Change, the SUN Service System consists 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.

1. CULTURALLY RESPONSIVE SERVICES

Culturally responsive services are general services that have been adapted to honor and align with the beliefs, practices, culture and linguistic needs of diverse populations and communities whose members identify as having particular cultural or linguistic affiliations by virtue of their place of birth, ancestry or ethnic origin, sexual orientation, gender identity, religion, preferred language or language spoken at home.

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.

2. APPLY THE PRINCIPLES AND CONCEPTS OF EQUITY, EMPOWERMENT, 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.
- **Focused Services** that offer context-specific support to those most affected by structural racism and disparities. Focused 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.

3. 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 services 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 and empathy as a powerful resource

In Assertive Engagement, services are offered using trauma informed and strengths based practices in a 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 towards goals they have set for themselves. 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 those most impacted by trauma and systemic oppression.

4. 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 EXPECTATIONS

1. CORE SERVICES

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.

2. 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.

3. 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.

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

SUN COMMUNITY SCHOOLS AND LAYERED SERVICES

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
- Expanded learning opportunities for youth and families
- Authentic and culturally responsive paths for family engagement
- Wrap around and integrated services including social, health and mental health resources
- Shared leadership with families and the community

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 extended-day 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.

FOCUS 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 at risk of academic failure and those who are historically underserved is required.

SITES AND CONTRACTORS

SUN Community Schools are located in 92 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 81 SUN Community Schools through nonprofit organizations identified through a competitive public Request for Proposal process. Table 6 (page 40) shows the 92 SUN Community School sites and indicates the contractor type for each school, as well as indicating which community schools are procured and contracted through the county.

PILLARS

The 2017 *Community Schools as an Effective School Improvement Strategy* report from the Learning Policy Institute and the National Educational Policy Center supports community schools as an evidence-based strategy for equitable school improvement. The study defined four pillars within the community school strategy: Shared Leadership, Integrated Support (Wrap Around) Services, Family Engagement and Expanded Learning. These mirror the components of the existing model for SUN Community Schools, but with slightly different organization and categorization. The SUN Service System will continue to engage in a process to review outcomes of the community schools in the contracting year. That process will likely identify needed adjustments and enhancements to the SUN Community School model that are aligned with the four pillars.



PILLAR 1: SHARED LEADERSHIP

1. 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.

2. 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 all 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 at least once per quarter.
- 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.

- Participating in school district functions that are relevant or connected to SUN CS and partnership.

3. 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 27 for more information. The needs assessment is then used to establish a SUN Community School annual plan and budget.

4. 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 and Family Leadership Team participate in development of the annual plan. School principal and agency supervisor signs off on the final Annual Plan and the budget for the SUN Community School funding the Lead Agency receives in its contract.

5. 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.

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).

6. ATTENDANCE

Most SUN schools 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. These schools 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. The schools 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 play a key role in the successful functioning of the attendance model. Specifically, they:

- Incorporate attendance 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.
- Participate in the student attendance response and schoolwide teams and schoolwide universal actions.
- Provide or broker services to support students who are chronically absent.

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.

7. 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 training 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.

PILLAR 2: INTEGRATED SUPPORT SERVICES (WRAP AROUND)

1. SERVICE BROKERING AND ACCESS

The site manager will provide and/or link a wide range of social, health and mental health services and resources such as Student Health Centers, Regional Service Providers, mental health consultants, culturally specific organizations, community clinics and other organizations to students and families. As part of this, site managers and other SUN staff and partners provide crisis planning support for students and families. Support for families increases opportunities for students and families to achieve their goals and potential.

2. 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 Attendance Student Engagement Response Teams, Student Intervention Teams, Data Teams, Care Teams, and Equity Teams).

3. 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.

4. 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 Student Health Centers, Regional Service Providers, mental health consultants, culturally specific organizations, community clinics and other organizations that can provide these services.

PILLAR 3: FAMILY ENGAGEMENT

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

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 (2).

TABLE 2
Youth, Family and Community Engagement

Engagement Area	Required Service Component(s)	Optional Service Components
Youth	<ul style="list-style-type: none"> ● Participation/input in program and service planning ● Leadership opportunities ● Roles in decision making 	<ul style="list-style-type: none"> ● Event planning and hosting ● Focus groups ● Issue advocacy

Engagement Area	Required Service Component(s)	Optional Service Components
Parents and Family Members	<ul style="list-style-type: none"> ● Outreach ● Relationship-building activities ● Parenting support ● Adult education activities ● Family and community events Family Leadership Team 	<ul style="list-style-type: none"> ● Family strengthening classes ● Home visits ● Building civic capacity and understanding of the system
Community	<ul style="list-style-type: none"> ● Outreach ● Family and community events 	<ul style="list-style-type: none"> ● Business partnerships ● Community service ● Faith-based partnerships ● Participate in community meetings

1. YOUTH ENGAGEMENT

Youth engagement is fundamental to community schools. Youth outcomes improve when youth are actively and meaningfully involved in programming, in determining services or offerings, and in broader school decision making. 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.

2. 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
- Adult education, 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.

3. 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.

4. 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.

PILLAR 4: EXPANDED LEARNING OPPORTUNITIES

Each SUN Community School site is required to provide expanded learning opportunities as outlined in the following table (3). Some service components are required and some are optional to allow for local determination and tailoring of offerings to students and/or community needs. A list of the required service components and examples of optional areas can be found in Table 3. 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 3
Expanded Learning Opportunities

Core Service Domain	Required Service Component(s)	Optional Service Components
Educational Support and Skill Development	<ul style="list-style-type: none"> ● Academic support ● Homework assistance (in schools that assign homework) ● 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 K-8: Early Kindergarten Transition program (where identified) · High Schools: Workforce development, career and college exploration, Ninth Grade Counts participation (where identified) 	<ul style="list-style-type: none"> ● Student internships, youth employment training ● Service learning projects ● Project-based learning ● Youth case management
Enrichment	<ul style="list-style-type: none"> ● Educational and cultural enrichment ● Recreation including physical activity 	<ul style="list-style-type: none"> ● Visual and performing arts

1. EDUCATIONAL SUPPORT AND SKILL DEVELOPMENT

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.

A. 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 in schools that assign homework
- 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

B. HOMEWORK ASSISTANCE

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

C. 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.

D. 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. For year-round schools, it is expected there will be at least four weeks of programming scheduling during breaks between cycles. 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. Whenever possible, the summer program offering will align with district strategy for supporting students.

E. 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 and youth development. Intentional strategies to build awareness, confidence and identity while better understanding historical events and institutional barriers improve youths' understanding of themselves and their environment.

F. TRANSITION SUPPORTS FOR STUDENTS

Transition supports are for students who are moving from one educational setting to another and include home or 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.

G. 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.

H. 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.

2. 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.

OTHER CONTRACTUAL REQUIREMENTS

INFORMATION SHARING WITH SCHOOL

The Lead Agency will provide the following information to the school principal or designee 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, do 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 and ethnicity (using the designated options from Wellsky Community Services), SUN behavioral language, SUN release of information language as written, and any additional partner release of information language. It is recommended that sites also include permission to administer emergency care, student grade level, teacher, address, student medical needs and allergy concerns, emergency contact and authorized pick-up information, and photograph release. For adult enrolled activities, adults should be asked for the required information. Name is required. If adults are not willing to provide a date of birth, they can still participate and contractors should contact the Wellsky Community Services and/or Grouprail team for direction on data entry.

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	Poverty Criteria	Fee Amount for Extended-Day Activities
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, including breaks when the building is closed to students. 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 REASONABLE ACCOMMODATIONS

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 accommodation needs 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 will use the district process when considering reasonable accommodation for SUN activities and making requests of the district, where applicable. The contractor must use the established SUN request for reimbursement process for requesting additional funding for reasonable accommodations through SUN contract, DCHS.

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 partner program is in compliance with the school district's criminal history verification requirements for program staff and volunteers. Verification will be done at the partner 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 taglines in any outreach or marketing materials and media.

SCHOOL FURLONGHS 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.

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 8.

LAYERED SERVICES

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 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 their overarching role. Layered services are currently provided at some, but not all, SUN Community School locations. The locations where layered services are provided may vary from year to year, and are anticipated to grow over time. Table 6 (page 40) shows the FY24 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.

FOCUS 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

1. STAFFING

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 groups 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.

2. 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.

3. LENGTH OF PROGRAM/CONTACT HOURS

- I. **Program Duration:** The program will last two or three weeks and be scheduled to occur between late July and the end of August. Duration of the program can extend beyond three weeks with additional funding provided by the school district.
- II. **Children’s Classroom:** A minimum of 36 hours of total “class” time with children will occur over this two- to three-week period.
- III. **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. (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.

4. 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.

HUNGER RELIEF SERVICES

Hunger relief efforts in SUN Community Schools are a vital support to ensure educational success and wellbeing of children and families. Select SUN Community School Sites receive funding from Multnomah County DCHS indirectly through subcontracts with Oregon Food Bank, which provides coordination of services for Pantries and Free Food Markets. Additional County funding may be available to select SUN Community Schools to extend access to Summer or Afterschool meals or snacks.

FOOD PANTRY

SUN Community School Food Pantries 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 Food Pantry sites distribute food at least twice each month, preferably weekly, throughout the entire calendar year. The contractor will distribute 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. SUN Community School Pantries are open to the entire community and people of all ages, but focus their recruitment and service on the students, families and community living in the catchment area for that school and prioritize serving BIPOC, immigrant and refugee communities. SUN Hunger Relief operational funds allow agencies to designate a lead staff person to coordinate food pantry operations. Current SUN Community School Food Pantry sites are indicated in Table 6 (page 40) but may change over time. They may have a variety of funding sources: Multnomah County, Oregon Food Bank and the Portland Children's Levy and private fundraising. SUN Community School 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.

FREE FOOD MARKET

The SUN School Free Food Market 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 Free Food Market distributions. The contractor will distribute emergency food to at least 60 households each time the Market is open for distribution. SUN Free Food Market sites will participate in Oregon Food Bank training, evaluation activities and reporting guidelines. Free Food Market sites for FY2023 are indicated in Table 6 (page 40) but may change over time.

SUMMER AND AFTERSCHOOL MEALS & SNACKS

Most SUN Community Schools are eligible to serve free meals or snacks to youth in after school programming and during school breaks through the school district's USDA meal programs. At these

schools it is the expectation that SUN staff will not be primarily responsible for meal service, but will assist and coordinate with the school district as part of programming.

At schools that do not meet eligibility requirements for USDA meal reimbursement, it is the best practice to still try and provide food to students enrolled in programming to support student wellbeing and engagement. When possible, this may be through other supplemental public or private funding.

At selected SUN Community School sites, meal distribution may be extended to ensure countywide availability of summer meals to children. At these sites, the SUN Community School Lead Agency provides activities and supports meal service to at least 25 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 when eligible.

PRENATAL - 3RD GRADE (P-3)

P-3 Schools are SUN Community Schools that have a deep focus on engaging diverse families with young children. Instead of waiting until students are in kindergarten, P-3 schools reach out to the families of future students and warmly welcome them into the school.

Building trust and stronger connections between families and the school promotes positive transitions to kindergarten, supports parents becoming advocates for their child's education and increases families' access to needed resources. The P-3 Schools project provides opportunities for families' voices to be amplified. Listening deeply to parents and working to meet their needs through culturally responsive and culturally specific programs, as well as changes in how schools interact with families, is a powerful shift.

Culturally responsive and developmentally appropriate parent-child activities engage families and honor their role as a child's first teacher. P-3 Schools support parents to develop relationships with other families and nurture parent leaders to build confidence and a sense of ownership within their community school.

The SUN Lead Agency at each P-3 School receives funding to hire a full-time P-3 Coordinator. The P-3 Coordinator works closely with the Principal, SUN Site Manager and school staff to lead and support projects and activities in three key areas:

EARLY LEARNING ACTIVITIES

- Play & Learn Groups: lead two groups per week for caregivers and their children ages 0-5. At least one of the groups per week is culturally-specific or led in a language besides English. Parents receive information and hands on materials to support their child's learning in a fun environment and engaging activities they can continue at home
- Early Kindergarten Transition program: support outreach, help coordinate, and lead the summer kindergarten parent/caregiver group which shares important information to help them prepare for kindergarten, build relationships with other families and learn from each other in the community. EKT builds on the family's strengths.
- Support K-3rd grade academics, social-emotional learning, music, movement, and creativity by providing opportunities for children to connect with other families by hosting events or provide

extended day classes that are funded or facilitated by a P-3 Coordinator specific to the grade level.

PARENT ENGAGEMENT & SUPPORT

- Parent Leadership: support and co-lead with SUN Site Manager to build an ongoing family leadership team/group or work with one that may already exist in the school community, to provide opportunities to build community within the school across cultures, provide space and time where parents can work together, and support parent leaders to be problem-solvers within the school
- Bridge a gap: act as a liaison between families of color and families who speak languages besides English and the school
- Parent Cafe: provide opportunities for parents to use the skills they have as leaders and experts in their own lives and communities, inviting parents/caregivers and others in their school community to engage in intimate authentic conversations on relevant topics that is important to them, working on protective factors to build strong families and strengthen community
- Resource navigation: help families find social service resources and connect them with early learning opportunities

SCHOOL PARTNERSHIPS AND INITIATIVES

- Alignment: coordinate early learning partners in the school building and deepen the connections between the school and these partners
- Key school initiatives: support ongoing efforts, such as Attendance, Family Engagement and Equity teams, with a special focus on K-3 grade families to reduce barriers, gain access to services and resources. Connect with other early learning programs in the school to build relationships, provide support. Warmly welcome and outreach to families interested in P-3 activities.

Ready Schools:

P-3 Schools were selected through an application process that involved SUN Lead Agencies, SUN Site Managers, Kindergarten Teachers, District Administrators, and Principals. Schools were chosen based on their readiness to build authentic relationships with families and willingness to open the school up to parents with young children

The ongoing success of this work is dependent on the commitment and continued openness of school leadership. P-3 schools will become more parent-centered as they dig into important questions around equity, listen to families with open hearts and find meaningful ways to adapt their policies and practices.

Funding:

P-3 Schools are funded through Early Learning Multnomah's Kindergarten Partnership & Innovation Grant.

Locations: (TBD)

SUN COMMUNITY SCHOOLS 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. Includes: <ul style="list-style-type: none"> ● Extended-day times (before and after school) ● Lunch and recess ● Evening hours ● Office hours (providing services to families and students) ● Weekend hours 	15 hrs per week	12 hrs per week	15 in winter and spring	Half-Yearly Narrative Report
# of weeks of summer programming	4 weeks	4	0	Half-Yearly Narrative Report
# of children/youth served in enrolled extended-day activities or individual, group and family support	200 students	150	167	Grouptrail
# of students involved with SUN Community School who participate regularly (30 days or more)	100 students	75	67	Grouptrail
# of students who are at risk of academic failure	100	75	67	Grouptrail
# of extended-day non-enrollment family programs or community events	3	3	3	Grouptrail
# of adults (parents and community members) who participate in enrolled adult education	50	35	35	Grouptrail

Output or Outcome	100% funding level	75% funding level	New Sites (first year)	Source
% reduction in chronic absence rate for all regularly attending students—across grades—as well as for youth in the following, specific grade levels: <ul style="list-style-type: none"> · 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 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
Early Kindergarten Transition Programming				
# of children who participate in each EKT classroom	20	N/A	N/A	Wellsky Community Services
% of children who have parents/ caregivers participating in the parent engagement components	75%	N/A	N/A	Wellsky Community Services
% of participating children who have no preschool experience	90%	N/A	N/A	SUN SS from MESD
Hunger Relief Services				
Food Pantry: Average # of households served per weekly or bi-monthly distribution	40	N/A	N/A	SUN SS from Oregon Food Bank
Free Food Market: Average # of households served per monthly distribution	60	N/A	N/A	SUN SS from Oregon Food Bank
% of those served at pantries who identify as BIPOC, including immigrants or refugees	70%	N/A	N/A	SUN SS from Oregon Food Bank
% of households served at pantries that include a child	30%	N/A	N/A	SUN SS from Oregon Food Bank
Extended Access Meals/Snacks: average # of children 1-18 served per day during extended periods	25	N/A	25	SUN SS from school districts

Prenatal - 3rd Grade Programming

Required Activity	Frequency	P-3 Coordinator Role	Outputs/ Outcomes	Source
1. Early Learning Activities				
Play & Learn (P&L) Groups	<p>2x per week, 90 minutes or more (Summer: 1x/week)</p> <p>At least one group per week is culturally responsive or led in a language besides English</p> <p>P&L Groups run concurrently with all sessions of SUN extended-day programming, including 1 P&L group during the summer session</p>	<p>Following the Kaleidoscope model, P-3 Coordinators plan, coordinate, recruit participants and lead groups for caregivers and their children ages 0-5 that include:</p> <ol style="list-style-type: none"> 1. Child-directed play 2. Coordinated group activity 3. Intentional caregiver learning 4. Intentional efforts to help caregivers build supportive relationships 5. Opportunities for children to interact with each other 6. Intentional opportunities for caregiver leadership 	<p>35 adults attend at least one P&L group</p> <p>20 adults attend 5 or more P&L group</p>	<p>Wellsky Community Services</p> <p>P-3 Narrative Report Addendum to SUN CS Half-Yearly and End of Year Report</p>
Early Kindergarten Transition (EKT)	<p>Lead/facilitate EKT parent group meetings during EKT programming.</p> <p>1 EKT Follow Up family event (one in the fall/winter or one in the spring are designed to reconnect EKT families, support a positive transition to kindergarten.</p>	<p>Work in partnership with school & SUN Site Manager to recruit families for EKT</p> <p>Work in partnership with SUN Site Manager to coordinate EKT</p> <p>Lead caregiver groups and family engagement activities during the summer, including EKT orientation</p> <p>Work with families to encourage consistent EKT attendance. Coordinate fall and winter events in</p>	<p>15 caregivers attend at least one EKT parent group meeting</p>	<p>Wellsky Community Services</p>

Required Activity	Frequency	P-3 Coordinator Role	Outputs/ Outcomes	Source
		partnership with Kindergarten Teachers (sites are encouraged to invite all kindergarten families, not just those who attended EKT)		
2. Family Engagement & Support				
Parent Leadership Activities	<p>Minimum of 3X during school year(to be held quarterly)</p> <p>Parent Cafes (which qualify as a leadership activity to help build a family leadership team/group in the school community) must be offered at least 3x during school year</p>	<p>Following the Parent Cafe model, plan, coordinate, recruit participants and lead the group</p> <p>Cultivate and nurture diverse parent leaders. Create opportunities for new leaders to build confidence and connections.</p> <p>Work with SUN Site Manager & Principal to determine additional parent leadership activities. Sites are encouraged to consider how the P-3 Coordinator helps their Family Leadership Team grow and thrive.</p>	<p>30 people attend at least one Parent Cafe</p> <p>Family Leadership Team is strengthened</p>	<p>Wellsky Community Services</p> <p>P-3 Narrative Report Addendum to SUN CS Half-Yearly and End of Year Report</p>
Resource Navigation	Ongoing	Support families to find social service and early learning resources	3 referrals/ quarterly	P-3 Narrative Report Addendum to SUN CS Half Yearly and End of Year Report

Required Activity	Frequency	P-3 Coordinator Role	Outputs/ Outcomes	Source
3. School Partnerships & Initiatives				
Participate in at least one school-wide team (equity, family engagement, attendance, etc.)	Attend meetings regularly	<p>Help bridge school efforts with family voice</p> <p>Support projects/group work that impacts families with young children (e.g.attendance outreach for kindergarten families)</p>		P-3 Narrative Report
Recruit & coordinate early learning partners in or outside of the school community	<p>Ongoing</p> <p>Regular meetings with partners (at least quarterly)</p>	<p>Deepen the connection between early learning partners and the school</p> <p>Recruit new early learning partners based on parent-identified needs and interest</p>		<p>P-3 Narrative Report</p> <p>Addendum to SUN CS Half-Yearly and End of Year Report</p>

TABLE 6**SUN Community Schools and Layered Services: Sorted by Region**

*This table represents which SUN Community School sites have incorporated additional or layered services into the base operation at the site as of July 1, 2023. **Subject to Change.**

Region	Contracted Through DCHS RFP	School	Contractor Type (TBD)	EKT	P-3	**Food Pantry & Free Food Market Sites
1		Arleta	Portland Parks & Recreation			
1	X	Bridger	Culturally Specific: Latino			X
1	X	Buckman Elementary	Region			
1	X	Creston	Region			
1	X	Franklin High School	Region			
1		Grout Elementary	Portland Parks & Recreation			
1	X	Jackson Middle School	Region			
1	X	Kellogg Middle School	Culturally Specific: Latino			
1	X	Kelly Elementary	Culturally Specific: Latino	X	X	XY
1		Lane Middle School	Portland Parks & Recreation			XY
1	X	Lent Elementary	Culturally Specific: Asian Pacific Islander	X		XY
1	X	Markham Elementary	Region	X		
1	X	Marysville Elementary	Region	X		
1		Mt. Tabor Middle School	Portland Parks & Recreation			

Region	Contracted Through DCHS RFP	School	Contractor Type (TBD)	EKT	P-3	**Food Pantry & Free Food Market Sites
1	X	Robert Gray Middle School	Region			
1	X	Whitman Elementary	Region	X		
1	X	Woodmere Elementary	Region	X		
2	X	Beach	Region			
2		Beaumont Middle School	Portland Parks & Recreation			
2	X	Boise-Eliot – Humboldt P	Culturally Specific: African American	X		
2	X	Cesar Chavez K-8	Culturally Specific: Latino	X	X	XY
2		Faubion K-8	Portland Parks & Recreation	X		
2	X	George Middle School	Culturally Specific: African Immigrant			
2	X	Harriet Tubman MS	Culturally Specific: African American			
2	X	Harrison Park Middle	Culturally Specific: Asian Pacific Islander	X		XY
2	X	Scott Elementary School	Culturally Specific: Latino	X		
2	X	James John Elementary	Region	X		
2	X	Jason Lee	Culturally Specific: Asian Pacific Islander	X		

Region	Contracted Through DCHS RFP	School	Contractor Type (TBD)	EKT	P-3	**Food Pantry & Free Food Market Sites
2	X	Jefferson High School	Culturally Specific: African American			XY
2	X	KairosPDX	Culturally Specific: African American			
2	X	King	Culturally Specific: African American	X		
2	X	McDaniel High School	Culturally Specific: Asian Pacific Islander			XY
2	X	Ockley Green – Chief Joseph	Region			
2	X	Peninsula	Region			
2	X	Rigler	Culturally Specific: Latino	X	X	X
2	X	Roosevelt High School	Region			XY
2	X	Rosa Parks Elementary	Region	X		
2	X	Rose City Park Elementary	Culturally Specific: Asian Pacific Islander			
2		Roseway Heights MS	Portland Parks & Recreation			
2	X	Sabin	Region			
2		Sitton Elementary	Portland Parks & Recreation	X		X
2	X	Vernon K-8	Culturally Specific: African American			
2	X	Vestal	Culturally Specific: Asian Pacific Islander	X		

Region	Contracted Through DCHS RFP	School	Contractor Type (TBD)	EKT	P-3	**Food Pantry & Free Food Market Sites
2	X	Woodlawn	Culturally Specific: African American	X		XY
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		XY
3	X	David Douglas High School	Culturally Specific: African American			XY
3	X	Earl Boyles Elementary	Region	X		XY
3	X	Floyd Light Middle	Culturally Specific: Latino			XY
3	X	Gilbert Heights Elementary	Region	X		
3	X	Gilbert Park Elementary	Culturally Specific: Slavic	X		XY
3	X	Lincoln Park Elementary	Culturally Specific: Asian Pacific Islander	X	X	
3	X	Menlo Park Elementary	Region	X		XY
3	X	Mill Park Elementary	Culturally Specific: African Immigrant	X		XY
3		Parkrose High School	Portland Parks & Recreation			
3		Parkrose Middle	IRCO (jointly funded by Portland Children's			XY

Region	Contracted Through DCHS RFP	School	Contractor Type (TBD)	EKT	P-3	**Food Pantry & Free Food Market Sites
			Levy, Portland Public Schools and Multnomah County)			
3	X	Prescott Elementary	Culturally Specific: African American	X		
3	X	Ron Russell Middle	Culturally Specific: Latino			
3	X	Russell Elementary	Culturally Specific: Asian Pacific Islander	X		
3	X	Sacramento Elementary	Region	X	X	
3	X	Shaver Elementary	Region	X		XY
3		Ventura Park Elementary	IRCO (jointly funded by Portland Children's Levy, David Douglas School District and Multnomah County)	X	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		XY
4	X	Davis Elementary	Region	X		X
4	X	Fairview Elementary	Region	X	X	
4	X	Glenfair Elementary	Region	X		XY

Region	Contracted Through DCHS RFP	School	Contractor Type (TBD)	EKT	P-3	**Food Pantry & Free Food Market Sites
4	X	Hartley Elementary	Culturally Specific: Latino	X		
4	X	HB Lee Middle School	Region			
4	X	Reynolds High School	Culturally Specific: African American			X
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		X
4	X	Woodland Elementary	Culturally Specific: Latino	X		
5		Centennial High School	Metropolitan Family Service (jointly funded through district 21st CCLC grant and Multnomah County)			
5		Centennial Middle School	Portland Parks & Recreation			
5	X	Clear Creek Middle School	Culturally Specific: Latino			
5	X	Dexter McCarty Middle School	Region			
5	X	East Gresham Elementary	Culturally Specific: Latino	X		X
5	X	Gordon Russell	Region			

Region	Contracted Through DCHS RFP	School	Contractor Type (TBD)	EKT	P-3	**Food Pantry & Free Food Market Sites
		Middle				
5	X	Gresham High School	Region			
5	X	Hall Elementary	Culturally Specific: Latino	X		
5	X	Highland Elementary	Culturally Specific: Latino	X	X	X
5		Hogan Cedars Elementary		X		
5		Hollydale Elementary		X		
5		Meadows Elementary	Region	X		
5		North Gresham Elementary	Region	X		
5	X	Oliver Elementary	Region			
5	X	Parklane Elementary	Region	X		XY
5	X	Patrick Lynch Elementary	Culturally Specific: African American	X		X
5	X	Powell Butte Elementary	Culturally Specific: Native American	X	X	

**NOTE: Table subject to change. Final list TBD.*

***NOTE: In the Emergency Food Pantry column, X = site funded by Multnomah County, Y = site also 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 as of July 1, 2023.

Subject to Change

Region	Contracted Through DCHS RFP	School	Contractor Type (Table 7 is sorted by this column)	EKT	P-3	**Food Pantry & Free Food Market Sites
2	X	Boise-Eliot – Humboldt	Culturally Specific: African American	X		
2	X	Harriet Tubman MS	Culturally Specific: African American			
2	X	Jefferson High School	Culturally Specific: African American			XY
2	X	Kairos PDX	Culturally Specific: African American			
2	X	King	Culturally Specific: African American	X		
2	X	Vernon K-8	Culturally Specific: African American			
2	X	Woodlawn	Culturally Specific: African American	X		XY
3	X	David Douglas High School	Culturally Specific: African American			XY
3	X	Prescott Elementary	Culturally Specific: African American	X		
4	X	Reynolds High School	Culturally Specific: African American			X
5	X	Patrick Lynch Elementary	Culturally Specific: African American	X		X
2	X	George Middle School	Culturally Specific: African Immigrant			
3	X	Mill Park	Culturally Specific:	X		XY

Region	Contracted Through DCHS RFP	School	Contractor Type (Table 7 is sorted by this column)	EKT	P-3	**Food Pantry & Free Food Market Sites
		Elementary	African Immigrant			
1	X	Lent	Culturally Specific: Asian Pacific Islander	X		XY
2	X	Harrison Park	Culturally Specific: Asian Pacific Islander	X		XY
2	X	Jason Lee	Culturally Specific: Asian Pacific Islander	X		
2	X	McDaniel High School	Culturally Specific: Asian Pacific Islander			XY
2	X	Vestal	Culturally Specific: Asian Pacific Islander	X		
3	X	Lincoln Park Elementary	Culturally Specific: Asian Pacific Islander	X	X	
2	X	Rose City Park Elementary	Culturally Specific: Asian Pacific Islander			
3	X	Russell Elementary	Culturally Specific: Asian Pacific Islander	X		
1	X	Bridger	Culturally Specific: Latino			X
1	X	Kellogg Middle School	Culturally Specific: Latino			
1	X	Kelly Elementary	Culturally Specific: Latino	X	X	XY
2	X	Cesar Chavez K-8	Culturally Specific: Latino	X	X	XY
2	X	Harvey Scott	Culturally Specific: Latino	X		
2	X	Rigler	Culturally Specific: Latino	X	X	X
3	X	Floyd Light Middle	Culturally Specific: Latino			XY
3	X	Ron Russell Middle	Culturally Specific: Latino			

Region	Contracted Through DCHS RFP	School	Contractor Type (Table 7 is sorted by this column)	EKT	P-3	**Food Pantry & Free Food Market Sites
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		X
4	X	Woodland Elementary	Culturally Specific: Latino	X		
5	X	Clear Creek Middle School	Culturally Specific: Latino			
5	X	East Gresham Elementary	Culturally Specific: Latino	X		X
5	X	Hall Elementary	Culturally Specific: Latino	X		
5	X	Highland Elementary	Culturally Specific: Latino	X	X	X
5	X	Powell Butte Elementary	Culturally Specific: Native American	X	X	
3	X	Gilbert Park Elementary	Culturally Specific: Slavic	X		XY
4	X	Walt Morey Middle	Culturally Specific: Slavic			
3		Ventura Park Elementary	IRCO (jointly funded by Portland Children's Levy, David Douglas School District and Multnomah County)	X	X	
3		Parkrose Middle	IRCO (jointly funded by Portland Children's Levy, Portland Public Schools and Multnomah County)			XY
5		Centennial High School	Metropolitan Family Service (jointly funded			

Region	Contracted Through DCHS RFP	School	Contractor Type (Table 7 is sorted by this column)	EKT	P-3	**Food Pantry & Free Food Market Sites
			through district 21st CCLC grant and Multnomah County)			
5		Meadows Elementary	Metropolitan Family Service (jointly funded through district 21st CCLC grant and Multnomah County)	X		
3		Cherry Park Elementary	Metropolitan Family Service (jointly funded by Portland Children's Levy, David Douglas School District and Multnomah County)	X		XY
3		West Powellhurst Elementary	Metropolitan Family Service (jointly funded by Portland Children's Levy, David Douglas School District and Multnomah County)	X		
5		Hogan Cedars Elementary	Metropolitan Family Service (funded through district 21CCLC grant)	X		
5		Hollydale Elementary	Metropolitan Family Service (funded through district 21CCLC grant)	X		
1		Arleta	Portland Parks & Recreation			
3		Alice Ott Middle School	Portland Parks & Recreation			
2		Beaumont Middle School	Portland Parks & Recreation			

Region	Contracted Through DCHS RFP	School	Contractor Type (Table 7 is sorted by this column)	EKT	P-3	**Food Pantry & Free Food Market Sites
5		Centennial Middle School	Portland Parks & Recreation			
2		Faubion K-8	Portland Parks & Recreation	X		
1		Grout Elementary	Portland Parks & Recreation			
1		Lane Middle School	Portland Parks & Recreation			XY
1		Mt. Tabor Middle School	Portland Parks & Recreation			
3		Parkrose High School	Portland Parks & Recreation			
2		Roseway Heights	Portland Parks & Recreation			
2		Sitton Elementary	Portland Parks & Recreation	X		X
1	X	Buckman Elementary	Region			
1	X	Creston	Region			
1	X	Franklin High School	Region			
1	X	Jackson Middle School	Region			
1	X	Markham Elementary	Region	X		
1	X	Marysville	Region	X		
1	X	Robert Gray Middle School	Region			
2	X	Rosa Parks Elementary	Region	X		

Region	Contracted Through DCHS RFP	School	Contractor Type (Table 7 is sorted by this column)	EKT	P-3	**Food Pantry & Free Food Market Sites
1	X	Whitman Elementary	Region	X		
1	X	Woodmere Elementary	Region	X		
2	X	Beach	Region			
2	X	James John Elementary	Region	X		
2	X	Ockley Green – Chief Joseph	Region			
2	X	Peninsula	Region			
2	X	Roosevelt High School	Region			XY
2	X	Sabin	Region			
3	X	Earl Boyles Elementary	Region	X		XY
3	X	Gilbert Heights Elementary	Region	X		
3	X	Menlo Park Elementary	Region	X		XY
3	X	Sacramento Elementary	Region	X	X	XY
3	X	Shaver Elementary	Region	X		
4	X	Alder Elementary	Region	X		XY
4	X	Davis Elementary	Region	X		X
4	X	Fairview Elementary	Region	X	X	
4	X	Glenfair Elementary	Region	X		XY

Region	Contracted Through DCHS RFP	School	Contractor Type (Table 7 is sorted by this column)	EKT	P-3	**Food Pantry & Free Food Market Sites
4	X	HB Lee Middle School	Region			
4	X	Salish Ponds Elementary	Region	X	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			
5	X	Parklane Elementary	Region	X		XY

**NOTE: Table subject to change. Final list TBD.*

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

SCHOOL-LINKED SERVICES

School-linked services will be contracted and delivered on a regional basis through a Regional Service Provider, and on a countywide basis by a culturally specific contractor. School-linked services contracted through the SUN Service System include:

1. Multnomah Stability Initiative and Energy Bill Payment Assistance
2. SUN Youth Advocacy Program
3. SUN Parent-Child Development Services
4. Sexual and Gender Minority Youth Services

Locations and distribution of school-linked services are negotiated annually as part of contract negotiations in a collaborative process with the contractor, the county and school districts, as appropriate. Current demographic and poverty data, as well as equitable dispersal of services, will be

considered in this process. Some services have specific requirements for locations and distribution, which are detailed in the service descriptions that follow in this section. For Regional Service Providers, the contractor must deliver services within the regional boundaries at locations that are conveniently located for participants and have a consistent schedule.

MULTNOMAH STABILITY INITIATIVE (MSI)

The goal of the Multnomah Stability Initiative (MSI) is to engage households living on low incomes in ways that foster hope, leadership and community so they avoid crises, achieve stability and access opportunities to reach prosperity. By protecting and building human capital in each family served by MSI, the economic well-being of the entire community is created, grown and maintained.

The MSI model draws on research into the brain science of those experiencing poverty, trauma and social bias, which shows that these cause temporary yet significant losses in the ability to create and reach goals. Interventions employed within MSI draw from the wealth of knowledge now available regarding how to restore the ability of households to create goals and follow through with a sequence of steps required to meet those goals.

MSI is an aligned partnership that provides a comprehensive package of services to help households achieve stability and prosperity. MSI partners include:

- Multnomah County Department of County Human Services (DCHS)
- Community-based, contracted partners (contracted as part of the SUN Service System)
- WorkSource, Inc. (WSI)
- Oregon Department of Human Services (DHS)
- Legal Support Services

Through the coordination of services provided by each partner, the MSI service delivery model ensures that income/asset acquisition, housing placement/retention, and support services are provided in an efficient and effective manner, and at the same time provides a working model for long-term systems alignment. The partnership operates as an integrated network based on shared investment, risk, outcomes, opportunity and accountability.

1. LIFE DOMAINS AND DESIRED OUTCOMES

MSI supports families to pursue their goals in five domains:

- 1. Housing:** Families have safe, well-located and housing they can afford (with or without subsidy) affordable housing, reflective of family choice, that provides them stability and the ability to take advantage of opportunities.
- 2. Education:** Families' education level meets their vocational and life aspirations.
- 3. Wellness and Health:** Families have the physical, spiritual, emotional and mental capacity to meet life's challenges. Families have relationships that build on their values and create mutual resources and support and are engaged in their communities.
- 4. Income:** Family income meets basic needs, reduces debt and allows asset building.

5. **Positive Child Development:** Children are safe and successful.

2. ASSUMPTIONS ABOUT FAMILIES

- All families can be engaged when approached with persistence and creativity, and every family can be successful if offered the right services and supports.
- Stability occurs when families are treated as the experts in their own lives, and when families are stable, children thrive, achieve academically and graduate from high school.
- The ability to make choices about one's life is critical, and families are capable of choosing the right services and support to help them achieve their goals.
- Families live in communities, and both communities and families benefit from those relationships.
- Families can restore physical, emotional and cognitive capacity impacted by the trauma of poverty and racial injustice.
- Alleviating the experience and impact of poverty and injustice creates environments in which children thrive.

3. FOCUS POPULATIONS

MSI services households that are currently housed, whose income is at or below 200% 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, and households 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 people.

4. MSI COMPONENTS

A. ASSERTIVE ENGAGEMENT

Assertive Engagement principles guide all MSI system elements. Direct services provided by staff funded by MSI are Assertive Engagement Services.

An Assertive Engagement staff person works with each family, offering services and supports at a frequency, location and duration chosen by each family. Assertive Engagement staff provide a direct connection with each family, designed to nurture and foster the household's innate ability to envision and realize a brighter future as they choose from a menu of flexible and aligned services and supports that promote hope, leadership and community. These services include:

- Engagement and relationship building
- Exploration and fostering of hope as it manifests in each family
- Utilizing listening skills to help families develop agency in their lives

- Contacting families frequently, at times, locations and durations chosen by the families
- Offering of a menu of rent assistance, client assistance and workforce training services that support the families' priorities and goals
- Each Assertive Engagement staff person is expected to work with twenty-five (25) families annually.

The duration of Assertive Engagement is determined by each family, based on what is most urgent and important to them in reaching their goals. Engagement is expected to range from 12 to 36 months, with contact being offered at least once per week. Engagement timeline may look different for families who are receiving an RLRA voucher (see section D below).

B. FLEXIBLE CLIENT SERVICE ASSISTANCE

Flexible services and supports will be available to households in a menu format. Households choose what suits their hopes and goals. Flexible services will include payments for items and services the household chooses, but may also include standard offerings MSI contractors create because many MSI households choose them. The purpose of flexible services is to provide relief from the trauma associated with a scarcity of resources and disrupt dominant narratives that blame financial instability on poor individual choices and instead trust participants' agency and expertise. This trauma relief will expand hope and help families take steps toward their vision of a more stable future.

Flexible services are offered and delivered using Assertive Engagement. They are not ends in themselves but are tools, selected by households, to expand their ability to create and follow self-determined paths toward meeting their goals. Flexible services will seldom be adequate to fully mitigate the effects of poverty or lift households out of poverty. They are to be used creatively and flexibly as part of the larger effort to restore households to a greater sense of hope, leadership and community. Examples of flexible services include:

- Basic needs assistance
- Child care
- Counseling/therapy
- Education expenses
- Health care expenses
- Housing debt payment
- Housing placement support
- Assistance obtaining identification or other records
- Job training
- Legal services
- Transportation
- Trauma services
- Utilities

C. ALIGNED SERVICES

MSI is an aligned service system with Assertive Engagement staff acting as guides for families as they utilize services that historically have required separate efforts with separate systems to access.

It is anticipated that all MSI families will utilize some form of workforce training products to help them achieve their employment goals. Housing assistance, benefits assistance, and coordination with the

Temporary Assistance for Needy Families (TANF) program and other DHS benefits also will support families in reaching their goals.

Assertive Engagement staff are expected to work with families to develop their goal and action plans, advocating and coordinating with aligned systems to allow families to experience a single plan of their own design across all service systems in a seamless way.

- **WORKSOURCE, INC.**

Staff of WorkSource, Inc. (WSI), called employment liaisons, are jointly funded by the county and WSI to train Assertive Engagement staff on the use of the WorkSource system, career mapping, and providing access to WorkSource products that are useful to MSI households in meeting their employment goals. MSI households have prioritized access to WorkSource products.

- **HOUSING ASSISTANCE**

Rent assistance funds are made available to MSI households through the Short-Term Rent Assistance program operated by Home Forward.

- **DHS SELF-SUFFICIENCY**

MSI households who are on TANF receive services coordinated between Assertive Engagement staff and plan coordinators at DHS, designed to support the household's goals for prosperity.

- **BENEFITS ASSISTANCE**

MSI households who are unable to work due to disability, but who are not receiving disability benefits, will receive referral to the county-funded Homeless Benefit Recovery Project for assistance with applying for Supplemental Security Income or Social Security Disability.

D. REGIONAL LONG TERM RENT ASSISTANCE (RLRA) VOUCHERS

- MSI households who are from communities of color will have access to a finite number of RLRA vouchers. These vouchers are available through a partnership between Home Forward (who manages the vouchers), the Joint Office of Homeless Services (JOHS) through the Supportive Housing Services ballot measure, and YFS. These vouchers provide a source of long term housing stability for eligible families. At this time there is no additional funding for staff capacity, rather families who receive a voucher will remain on the established MSI caseload. Allocation of vouchers for culturally specific communities will follow the overall funding allocation for the SUN Service System as outlined previously in this document (see Section 3, Focus Populations above)
- RLRA vouchers can be for as long as necessary (and as long as the funding remains). It is anticipated that some families may, over time, need and/or want less engagement with agency staff. In these circumstances we would expect that agencies maintain some nominal contact with the family (monthly, quarterly or annually) just to check in. Likewise, if the family leaves the housing and thus the voucher, or needs support to move to another residence, we expect the agency that originally worked with that household to re-engage.

5. MSI ANNUAL OUTPUTS AND OUTCOMES

TABLE 8
MSI Annual Outputs and Outcomes

SUN Service System	Outcomes	Target	Source
Assertive Engagement Services	Number of households served per MSI Staff person	<ul style="list-style-type: none"> 25 	Wellsky Community Services
Stably Housed	Percentage of households served that remain in permanent housing 6 months after exit	<ul style="list-style-type: none"> 90% 	Wellsky Community Services

6. ENERGY BILL PAYMENT ASSISTANCE

Energy Bill Payment Assistance refers to the Low Income Home Energy Assistance Program (LIHEAP), the Oregon Energy Assistance Program (OEAP), and the City of Portland Water/Sewer Service Low Income Assistance Program.

A. LIHEAP AND OEAP

The purpose of LIHEAP and OEAP is to provide assistance to income-eligible households to offset the rising costs of home energy that are excessive in relation to household income, specifically winter heating costs and cooling costs. These are not entitlement programs and they are not intended to meet the entire energy burden of a household. The LIHEAP program is based on the federal fiscal year and generally starts in October or November, depending on the passage of the budget by Congress. The majority of the funds are spent in six months, but occasionally funds are available until September. The OEAP program operates year-round, also based on the federal fiscal year.

Energy Bill Payment Assistance program benefits consist of fuel assistance payments, client education, self-help weatherization kits, and utility liaison activities for eligible clients. Payments will be made to home energy suppliers on behalf of eligible households, and direct payments can be made based on the criteria listed in the program instructions.

Energy Bill Payment Assistance contractors must perform LIHEAP intake and client education and OEAP intake services in accordance with the guidelines and regulations listed in the county's program instructions and in the Oregon Housing and Community Services Department Energy Assistance Programs (LIHEAP and OEAP) Operations Manual

<https://www.oregon.gov/ohcs/energy-weatherization/Pages/energy-service-provider-resources.aspx>

Energy Bill Payment Assistance contractors are required to:

- Maintain consistent hours of service and be available to answer questions and provide energy assistance, including documentation verification
- Work closely with utility companies
- Provide energy education
- Manage daily/weekly program allocations
- Maintain up-to-date energy information via voicemail to keep the public informed about changes in program funds and hours of service
- Provide special outreach to senior and disabled customers who are homebound or living in housing complexes
- Contractors are expected to be flexible, to make energy assistance available to the public.

B. CITY OF PORTLAND WATER/SEWER SERVICE LOW-INCOME ASSISTANCE PROGRAM

The City of Portland Water/Sewer Service Low-Income Assistance Program helps low-income households pay their water bills. Contractors perform intake applications in accordance with the program's requirements. The county pays contractors \$22 per completed application. The city then directly pays a fixed amount on the applicant's quarterly water bill and, in addition, will help once per year with a crisis payment.

SUN YOUTH ADVOCACY PROGRAM

SUN Youth Advocacy Program (SYA) fosters youth social, emotional and professional development and academic achievement by providing a variety of year-round, school-linked, age-appropriate supports to children and youth who are at risk of academic failure and dropping out of school. SYA contractors are expected to engage parents and family members of SYA participants to the greatest extent possible to support the participant's success. Two areas of focus for SYA support are the transitions from elementary school to middle school and from middle school to high school, as these are key points at which students disengage and/or drop out of school with an additional focus and resources in David Douglas and Reynolds school districts.

1. FOCUS POPULATIONS

SYA services are intended primarily to serve middle and high school-age students who are experiencing racial discrimination, structural barriers and who are traditionally underserved. This includes youth who attend alternative schools. The target age of entry into SYA services is fifth to tenth grade. Focused recruitment of students experiencing academic failure and those who are historically underserved students is required. These students may include but are not limited to those who have any of these characteristics: behavioral issues; delinquent behavior; English not primary language; immigrant and/or refugee background; families experiencing justice-system involvement, discord, domestic violence and mental health; foster care; gang involvement (or risk thereof); homelessness; individualized education plan (IEP); mental health; poor academic performance; poor class attendance; poverty; substance abuse; suspension/expulsion; and teen pregnancy.

2. LENGTH OF SERVICE

Length of service should be driven by participant engagement and achievement of program goals. In general, the target length of service is two years. There is no maximum length of service for SYA. Students who have not actively participated in the program for 90 days are to be exited from the program. However, if the 90 days occur over the summer, it is at the discretion of the SYA advocate and supervisor to exit the youth, or to wait to see if the participant will re-engage at the start of the school year.

3. SERVICE LOCATIONS

Locations and distribution of SYA services are negotiated annually in a collaborative process with the contractor, county and school districts. Current demographic information about schools and neighborhoods, and community-specific needs and assets will be considered in this process.

Where SYA services are delivered at SUN Community Schools, SYA staff are expected to work collaboratively with the SUN Community School site manager to create an integrated system of services for students and families. The SUN site manager is responsible for the overall coordination of services, activities and partnerships in the building.

4. CORE SERVICE CATEGORIES AND COMPONENTS

A. YOUTH ADVOCACY

The goal for SYA is to provide an adequate level and intensity of services and support to students so they can reach their individual goals and attain academic success. Utilizing Assertive Engagement, youth advocates create a collaborative, person-centered relationship that allows youth to develop the motivation to change. Advocates are to connect with youth individually in person twice a month at a minimum. More frequent contact is encouraged at the beginning of service to establish a strong connection and allow for early assessment and goal development.

- **ADVOCACY AND SUPPORT ACTIVITIES**

SYA is a comprehensive service provided to at-risk youth and their families who are experiencing single, complex and/or multiple issues that affect their ability to succeed academically and have a prosperous adulthood. Advocates engage in a variety of activities throughout their interaction with, and on behalf of, program participants to support participants in reaching identified goals and program outcomes. Required activities include:

- Monitoring data in partnership with school, SUN and other staff to identify students who could benefit from services and intervene with them early and consistently; this may include participating in school-based data, attendance or screening committees
- Providing personalized early outreach
- Assessing both strengths and needs of the participant
- Engaging in partnership with the participant to develop and periodically review an individualized action/success plan

- Advocating for the youth and coordinating supports with all agencies, contractors and resources involved in the plan
- Documenting contacts and services
- Advocating for organizational, community and institutional responsiveness
- Looking beyond individual action plans to broader trends for the purpose of evaluating and refining the service system
- Seizing opportunities to influence social change

The establishment of a collaborative relationship between the SYA advocate, the participant and their family (as possible) through Assertive Engagement and the utilization of strengths-based youth development models is key. SYA staff encourage the development of both cognitive and non-cognitive areas, including growth mindset, a sense of belonging, and a positive cultural identity.

It is also essential that services are provided in a consistent and predictable manner. Many youth who are struggling experience life as a series of random events over which they have little control, and in which adults are unpredictable and often unsafe. Successful youth advocacy rebuilds that sense of control, predictability and safety.

B. WHOLE FAMILY SUPPORT AND FAMILY ENGAGEMENT

In keeping with the whole family approach of the System, a relationship with the youth's family (including non-parental caregivers or guardians), when possible and supportive for the youth, is established and advocacy and support services are made available to the whole family. As part of this, SYA staff conduct home visits, facilitate communication within families and between families and school staff, participate as advocates for families in discipline and other systemic meetings, and arrange community celebrations.

C. OUT-OF-SCHOOL-TIME SUPPORTS

SYA staff provide an array of supports during out-of-school time for the youth they are working with intensively or as introductory opportunities to identify youth to engage in 1:1 support. A wide array of out-of-school-time groups can be provided. Required activities include:

- Academic Support (e.g., homework help, tutoring, etc.)
- Summer Programs
 - Life Skills Development: These activities should be incorporated into the general approach of SYA work through individual, family or group interaction. Some examples include:
 - Building social, emotional and cognitive capacities and skills in youth participants to help them interact positively with others and avoid risky behaviors and violent situations
 - Offering classes and support and/or empowerment groups that build specific skills, such as conflict management, anti-bullying, peer mediation, communication, social network building, violence prevention, gender-specific and culturally specific support, and empowerment

D. SERVICE BROKERING AND CONNECTION

It is critical that participants in the SYA program are provided access, information and referral, and linkages to a wide range of other support services including out-of-school-time, career and social supports. Connecting youth to social, physical, mental and behavioral health services is also critical. Examples of social, physical and mental health services include:

- Student Health Centers and Multnomah County School-based mental health consultants.
- Basic needs services targeted to families who need assistance with food, clothing and other areas related to shelter and self-sufficiency. Rent assistance, energy assistance and transitional housing services are for families that meet specific federal poverty or homelessness criteria.
- Mental health services
- Addiction services (e.g., alcohol, tobacco and other drug services)

E. CLIENT ASSISTANCE

Client assistance is an allowable service and expenditure but must be requested and approved in the contractor budget. Client assistance is a monetary resource used to access services and goods aimed at supporting participants to achieve academic and life success. Clients should not receive cash. Allowable expenditures include only those expenses that clearly support the delivery of services and show a clear and direct benefit to the participant's success. Client files must contain documentation explaining how the assistance fits into the client's plan and goals. Examples of eligible purchases within the SYA include but are not limited to:

- Bus tickets
- School supplies
- Eye glasses
- School uniforms/clothing
- Healthful food
- Dental supplies and services

5. OTHER CONTRACTUAL REQUIREMENTS

SYA contractors are to work closely with school staff to identify students who may need support, communicate about students' needs and collaboratively support youth. SYA contractors must collect and maintain Multnomah County's school district-approved Release of Information form for each youth served. SYA contractors are expected to acquire Synergy access from school districts and obtain state identification numbers for all youth they serve and input the numbers into Wellsky Community Services no later than the 15th day of the month following the month the youth was enrolled.

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

SYA contractors are to participate in collaborative meetings and partnering with school districts to offer summer programs or encourage youth to participate in offerings led by other organizations.

TABLE 9
SUN Youth Advocacy Program Annual Outputs and Outcomes

Output and Outcomes	Target	Source
Unduplicated # of youth served per SYA staff person	30	Wellsky Community Services
% of youth served who make progress toward or achieve case plan goals at program exit <ul style="list-style-type: none"> ● Attendance ● Academics/career ● Self-esteem ● Positive cultural identity development ● Pro-social friends and activities ● Positive behavior ● Relationships with family/caring adults ● Basic needs 	80%	Wellsky Community Services
% of un-exited students who make progress toward or achieve case plan goals by the end of the school year <ul style="list-style-type: none"> ● Attendance ● Academics/career ● Self-esteem ● Positive cultural identity development ● Pro-social friends and activities ● Positive behavior ● Relationships with family/caring adults ● Basic needs 	65%	Wellsky Community Services
% of Engaged Youth* who are not chronically absent, both across all grades and in the following, specific grade levels: <ul style="list-style-type: none"> ● 6th grade ● 9th grade 	77%	School Districts
% of Engaged Youth* in 9th grade who earn 6 credits	70%	SUN SS will gather data from district

* “Engaged Youth” are participants who are enrolled in SUN Youth Advocacy services for 45 days and have received 15 hours of case management in the fiscal year.

SUN PARENT-CHILD DEVELOPMENT SERVICES

SUN Parent Child Development Services (PCDS) are an important component in the SUN Service System. The overall aim in PCDS is on providing services to parents and their children from prenatal through kindergarten entry (through age 6) to promote healthy development, positive parenting and school readiness.

As a component of Early Learning Multnomah (ELM) system alignment efforts, PCDS actively support ELM's mission that "every child in Multnomah County is prepared to succeed in school and life, regardless of race, ethnicity or class." PCDS will do 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. PCDS will strive to be part of an aligned and coordinated home visiting system, which will ensure that families experience quality home visiting services with a culturally relevant and family-centered approach.

1. FOCUS POPULATION

The focus population for PCDS is parents and their children from birth through kindergarten entry (through age 6). Target age of enrollment in PCDS is prenatal to 3 years to allow for the optimal duration of service before preschool or kindergarten entry.

2. LENGTH OF SERVICE

The goal is to engage families in service for at least two years.

3. CORE SERVICE CATEGORIES AND COMPONENTS

This section details the services required as part of contracted PCDS.

A. DEVELOPMENTAL SCREENING

Agencies will ensure that Developmental Screening is conducted on a regular basis to identify strengths and potential areas of concern, using a tool that checks for language, intellectual, social-emotional and motor development. A developmental screening is to occur at least annually and within 6 months of program entry. Participating children screened as not reaching age appropriate growth and development or social-emotional development according to the measures' protocols are rescreened within 6 months and/or referred for assessment to the Multnomah Early Childhood Program or a physician.

B. HEALTH SCREENING

Agencies will ensure that families are connected to a health care provider and that Health Screening is conducted annually, consisting of hearing, vision and general health status, including monitoring a child's immunization record. Results of health screening and any necessary follow-up actions will be noted.

C. PERSONAL VISITS

Personal visits are conducted by parent educators in culturally responsive ways that emphasize parent-child interaction, development-centered parenting, and family well-being. Parent educators conduct at least one visit per month per enrolled family. Home visits are preferred, but personal visits at other locations, when they best meet the cultural or personal needs of the parent, are allowed.

D. GROUP CONNECTIONS

Group connections are activities that provide opportunities for families to build social connections, engage in parent-child interaction and increase their knowledge of how to support children's development. Agencies will offer Group connections; locations of groups can vary. Offering groups at SUN Community Schools (working through the SUN Community School site manager) is encouraged.

E. RESOURCE CONNECTIONS

Resource connections help families reach their goals and address their needs. Resource connections strengthen parental resilience and obtain support that will lead to family success and self-sufficiency. The process of connecting families to resources includes the following:

- With a deep understanding of family goals and needs, parent educators partner with families to problem solve and identify informal and formal community resources to address parent identified needs, goals and desires.
- Parent educators support families by identifying and reducing common barriers to accessing resources such as transportation, language and lack of familiarity or trust with agencies.
- Parent educators follow-up with any recommended resources to address any barriers, and document and track the status of a connection,

F. TRANSITION SUPPORT

Transition support to kindergarten, Head Start, Early Head Start or other preschool programs is provided to link families and children to the appropriate preschool or school. Linking children includes:

- Supporting registration at the appropriate school during the spring prior to the child entering kindergarten.
- Helping families access transition resources at the appropriate school before the child enters kindergarten. This includes summer programs and relationship-building and information gathering opportunities such as Connect to Kindergarten events.
- Advocating for and supporting enrollment in Head Start or other preschool programs for participating children. Transition support may also include a period of follow-up to ensure the transition is successful.

G. CLIENT ASSISTANCE

Client assistance is a monetary resource used to access services and goods aimed at supporting participants' success. Client assistance is an allowable service and expenditure but must be requested and approved in the contractor's budget. Clients may not receive cash; gift cards are allowed. Client files must contain documentation explaining how the assistance supports the client's plans and goals.

4. OTHER CONTRACTUAL REQUIREMENTS

- Written guidelines and procedures for how to screen for DV and how to handle cases where DV is present or suspected.
- PCDS programs are encouraged to make connections with school-based SUN programs like EKT

(Early Kindergarten Transition and P-3. PCDS group connection meetings can also be held at SUN School sites pending availability.

- Connection to other SUN Service System Programs.
- Connection to Preschool for All.

5. COMMUNITY LINKAGES AND RELATIONSHIPS

The PCDS contractor will participate in service and system coordination efforts of the SUN Service System and Early Learning Multnomah to address issues such as coordinated referrals, service access and matching participants to programs that best meet their needs.

6. SUN PARENT-CHILD DEVELOPMENT SERVICES ANNUAL OUTPUTS AND OUTCOMES

TABLE 10
SUN Parent-Child Development Services Annual Outputs and Outcomes

Output/Outcome	Target	Source
# of unduplicated children served per 1 FTE PCDS Parent Educator	20	Wellsky Community Services
# of group connections offered each month	3 (minimum)	Narrative Report
% of children who have been developmentally screened using the ASQ	85%	Wellsky Community Services
% of children who are current with immunizations at exit	90%	Wellsky Community Services
% of clients who indicate at exit that: <ul style="list-style-type: none"> ● They have identified at least one goal for themselves. ● Staff honored their culture and languages. ● They are comfortable asking PCDS staff when they have questions. 	80%	Wellsky Community Services
Participating children served for at least two years	50%	Wellsky Community Services

EVALUATION

Evaluation enables the SUN Service System to describe, monitor and make data-informed recommendations regarding contracted services and programs. As such, evaluation is critical to the successful development, operation, and sustainability of the SUN Service System over time. System evaluation occurs in partnership with the community to align efforts and offer pragmatic, meaningful information and solutions that are culturally responsive and consistent with public discourse and needs.

Evaluation outcomes and reports are designed for dissemination to multiple audiences, including:

- State and federal funders
- The Multnomah County Board of Commissioners
- The Multnomah County Department of County Human Services (DCHS)
- The SUN Service System Coordinating Council and its sponsor partners
- Community agencies, including System contractors
- Tax payers

Goals of evaluation work include, but are not limited to:

- Documenting the breadth and depth of SUN Service System programs (e.g., describing the populations served, typical length of stay in services, etc.)
- Documenting the extent to which SUN Service System programs are achieving desired outcomes
- Developing recommendations for service and program improvements
- Identifying and designing methods for disaggregating data and reducing disparities in Multnomah County
- Providing data-driven information to the multiple audiences delineated above so stakeholders both within and outside the System have a fuller understanding of how the different parts of the System function and interact

The SUN Service System evaluation plan currently focuses on both process and outcome evaluation not only to clarify how programs are implemented and how services are delivered, but also to capture program-wide and system-wide progress and results

Future System evaluation work will endeavor to achieve two complementary objectives. First utilize a continuous improvement framework to showcase up-to-date program delivery and outcome information. Second, more deeply and rigorously explore—via the use of advanced methodologies (including those put forth in the Theory of Change and County-wide racial equity tools) and statistical analyses—the extent to which programs are producing positive change, and for whom, when and via what community paradigms. By working toward both goals, System evaluation will be better able to celebrate and share successes, identify gaps and reduce disparities, while more intentionally integrating principles and practices of equity, empowerment and racial justice.

Service and program providers funded through the System are expected to participate in evaluation activities and will be required to collect and report process and outcome data. Changes in evaluation procedures—including the data providers are asked to collect and report—may arise as a result of data analysis and consideration of the implication of findings. Providers are expected to accommodate such changes.

Currently, three data systems—Wellsky Community Services, OPUS, and GroupTrail—serve as the primary modes for System data collection and reporting. In several instances, narrative reports are also used, either alone or in combination with information provided within these data systems.

SYSTEM RESOURCES

ADMINISTRATIVE RATES

An administrative rate cap is set at 15% of program costs—not the total award amount for a specific service—or as prescribed by a specific funding source if it is less than 15%. In any proposed administrative model that has more than one entity providing services (i.e. not the Sole Provider model), the total administrative rate stays at 15% and any administrative rate passed along to other entities must be negotiated with the subcontractor(s).

ALLOCATION METHODOLOGY

The 2023 SUN Service System Request for Proposal and resulting contracts continue the allocation methodologies implemented during the last procurement. The System’s general overarching allocation principles are:

1. Allocate resources based primarily on poverty
2. Assure a base level of service geographically spread across the county.

Regional Allocations

The regional allocation percentages are based on both poverty (Free and Reduced-Price Lunch) and race/ethnicity data (students of color) from the Oregon Department of Education. The specific percentages remain the same as the last system model.

**TABLE 12 (Subject to Change)
Allocation Percent per Region**

Region	Allocation Percent
Region 1	18.8%
Region 2	26.8%
Region 3	19.9%
Region 4	16%
Region 5	18.5%

Culturally-Specific Allocations

The allocation amount to culturally specific services within the system overall is based on the percentage of children ages 0-6 living in poverty (185% of the federal poverty level) who are from a culturally specific population. The data source for this allocation is an average of American Community Survey (ACS) 2021 5-Year data, analyzed by ECO Northwest to determine more definitive race and ethnicity categories than the general ACS data. The analysis estimated that 74.1% of children 0-6 in our community are children of color and living in poverty. Taking into consideration system and service viability issues, the SUN Service System currently allocates 60% of total system resources to culturally specific services.

The total culturally specific funding for the System overall is divided among the six populations using a set percentage of funding for each population. The percentage for each culturally specific population is based on the ACS data set described above with analysis of the percentage of children 0-6 in our community who are children of color and living in poverty within each culturally specific population. That methodology results in percentages for each of the six prioritized culturally specific populations, as outlined in the following table.

TABLE 13 (Subject to Change)
Allocation for Culturally Specific Populations

Culturally Specific Population	Resource Allocation (% of Culturally Specific Funding)
Latino	45.7%
African American	22.8%
Asian-Pacific Islander	14.4%
Native American	7.0%
Slavic	5.2%
African Immigrant	4.9%

SERVICE ALLOCATION FACTORS

TABLE 14
Service Allocation Factors

Service Type	Allocation Factor for Regional Services	Allocation Factor for Culturally Specific Population
Multnomah Stability Initiative	% of students in region who qualify for free and-reduced price meals, and students of color (BIPOC)	% of total culturally specific allocation, then allocated by per population percent
Energy Bill Payment Assistance	% of students in region who qualify for free and-reduced price meals, and students of color (BIPOC)	% of total culturally specific allocation, then allocated by per population percent
SUN Parent-Child Development Services	Base allocation, plus prorated amount using 2022 population projection of households with children under the age of 5, living in poverty.	Base allocation, plus prorated amount using the per population percents
SUN Youth Advocacy Program	Set allocation per region	% of total culturally specific allocation, then allocated by per population percent
SUN Community Schools	<ul style="list-style-type: none"> • Base funding for each site, based on whether site is 100% or 75% funded • Additional funding for sites with “layered services”: Food Pantry, Free Food Market, Early Kindergarten Transition and P3. 	

The preceding table and resultant funding amounts are estimates, and considered the core, or base funding, for these program areas. In some instances, other funding may be layered or added to a given program area and may follow that funders’ expectations or another method. For example, the SUN Parent-Child Development Services program has additional funding for culturally specific services from Early Learning Multnomah; this is not reflected in the base or core but will be in the RFP (and resultant contracts). Funding for services such as Prenatal to 3rd grade (P-3), Early Kindergarten Transition and Hunger Relief efforts (e.g Emergency Food Pantries and Free Food Market Sites) will be allocated for those specific services.

APPENDIX: SUN SERVICE SYSTEM WELLNESS GUIDELINES

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

1. 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.

2. 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.

3. ALIGN WITH SCHOOL DISTRICTS’ NUTRITION STANDARDS FOR FOODS AND BEVERAGES SERVED OUTSIDE OF THE FEDERAL SNACK AND MEAL PROGRAMS TO CHILDREN AND YOUTH DURING REGULAR ACTIVITIES AND PROGRAMMING

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.

4. 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

1. 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.

2. 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.

3. 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.

4. 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 & YOUTH

The types and amounts of foods served to children and youth will conform to specific program guidelines. If nutrition guidelines do not exist for the program, foods served should conform to:

1. Preschool Children, age 5 or under

- [USDA CHILD AND ADULT CARE FOOD PROGRAM](#)

2. School Aged Children and Youth

- [GUIDELINES](#)
- [OREGON NUTRITION STANDARDS](#)

DRAFT