



SUN Service System – Service Delivery Model Questions and Answers

UPDATED Note to this Q&A document:

As of the close of business November 6, 2016, all questions or comments about the SUN Service System must be directed to Kelly Wilhelm, Kelly.wilhelm@multco.us. DCHS will not be updating any documents on our website after that time.

Q1. As a system-wide target that 60% of funding is allocated to culturally specific services and 40% to regional services, which services are included in this reallocation?

A1. These services are included: Multnomah Stabilization Initiative (MSI), Energy and Utility Assistance, Social Support Services for Educational Success (SSSES), Parent Child Development Services (PCDS) and SUN Community Schools. The system-wide total for these services is approximately \$14.2 million dollars.

SUN Youth Substance Abuse Prevention Services and Sexual and Gender Minority Youth Services are not included in the system total for reallocation.

Q2. Do the SUN Service System changes affect only the programs/providers funded by Multnomah County or will other partners have the same requirements when they renew funding (e.g. City of Portland, Portland Children's Levy, etc.)?

A2. These changes only affect the services that are being procured through Multnomah County's Request for Proposal process which does not include the following SUN Community Schools: eleven (11) City of Portland Parks and Recreation funded sites, five (5) funded by the Portland Children's Levy, and two (2) funded with a 21CCLC grant through Centennial School District.

Q3. Will there be limits on what an organization can be awarded?

A3. Yes. An organization will not be awarded more than two (2) regions. No one organization will be awarded more than 40% of the total system's resources.

Q4. Will the scope and/or function of the regional lead change?

A4. No. Multnomah County will continue to coordinate and support the functions currently provided as managing partner.

Q5. Is it possible for a collaborative group of organizations to be a "lead organization?"

A5. One organization would need to be identified as the lead with other organizations established as subcontractors, as outlined in the System Model.

Q6. If a lead organization that is not culturally specific subcontracts with a culturally specific organization, do the subcontract amounts count toward the 60%?

A6. No, such funding would not “count” in that manner. Anyone awarded a contract to deliver services in a region, no matter the contractor or if they have subcontractors, is considered a regional service provider and the funding is considered regional funding.

Likewise, anyone awarded to deliver any one of the culturally specific services, whether they have subcontractors or not, is considered a culturally specific service provider, and the funding is considered culturally specific.

Q7. Will new SUN Community School sites that recently participated in a selection process to determine the provider be subject to reconsideration or possible changes?

A7. Yes. See A2.

Q8. Is there going to be a provision for a percentage of administrative overhead for non-regional lead organizations?

A8. An administrative rate cap for all contracts is set at 15% of program costs. 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), without exceeding the 15% cap.

Q9. Will the ratio of one (1) supervisor for eight (8) sites remain regardless of how close the sites are together?

A9. The target ratio of 1 supervisor to 8 staff will remain regardless of site location(s).

Q10. Are providers in the SUN Service System required to be a 501(c)3 organization?

A10. No.

Q11. How will the System calculate the opportunity cost and support communities and schools if/when a contract changes organizations to minimize the possible change in service levels?

A11. The most important aspect of such changes is that program participants do not experience a disruption or cessation of service due solely to a change in service contractor; every effort

must be made to ensure a “soft handoff”. The SUN Service System is planning for an initial three month transition period to support providers and communities during any possible changes in provider or contracts. The hope is to have some overlapping funding between existing and new contractors, to the extent possible. We fully understand that transition will continue beyond that initial phase as well, and the Department will support these transitions.

Q12. Can a culturally specific lead organization subcontract to a culturally responsive organization for a SUN Community School or other service?

A12. In a lead/subcontractor model for culturally specific services, all organizations in the partnership will be evaluated as to whether they are culturally specific as part of the RFP review process. Both the lead and any subcontractors must score 70% on the Culturally Specific Qualification Questions, to be considered for an award.

Clarification: both the lead and any subcontractors must score 70% on the Culturally Specific Qualification Questions, for the population to be served, to be considered for an award.

Q13. What were the criteria used to designate a SUN Community School as culturally specific?

A13. A range of factors were considered when identifying individual schools to be culturally specific. These included (not necessarily in ranked order):

- Whether the site was to be procured through the RFP.
- Intent to minimize changes in current culturally specific designation.
- Goal to maintain 5-6 regional sites per region.
- The number of non-white students in the school using 2014-15 Oregon Department of Education data and district provided data where available.
- Targeted conversations to understand locations of smaller culturally specific communities.
- The number of students from a cultural group enrolled at the school.
- School feeder patterns.

Q14. What data source did you use to determine the percent of children of color ages 0-6 in poverty?

A.14 A five year American Community Survey data set was used for this process. The analysis employed a methodology that essentially dug deeper into responses about an individual’s ancestry and place of birth, in order to more fully count populations that are often included in other, more broad categories. The poverty status used was those who were between 0-185% of the Federal Poverty Level.

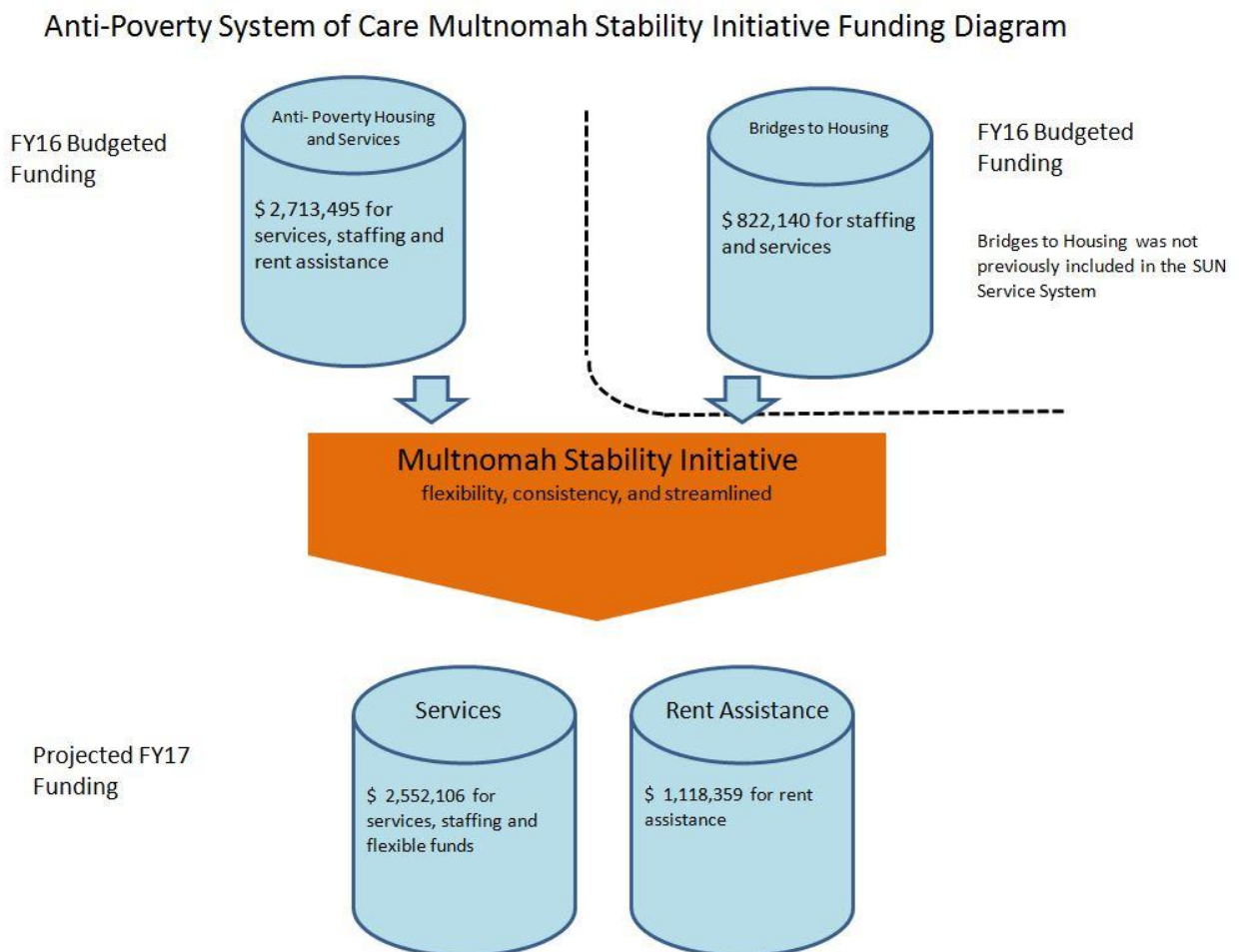
Q15. Why are schools run by Portland Parks and Recreation not subject to procurement and will they be expected to meet the same outputs, outcomes and be culturally responsive?

A.15 Portland Parks and Recreation (PPR) sites are operated by PPR and do not receive primary funding through this procurement. See A.2. PPR SUN sites' outputs, outcomes and service delivery are otherwise aligned with the system's requirements.

Q16. Several questions have come up about the changes to funding and approach with the full shift to the Multnomah Stability Initiative.

A16. The individual questions & responses are below.

Here is a diagram visualizing the shift to MSI.



Is there less money in the system after the change?

There is a decrease of approximately \$161,389 across the entire System. This is due to higher than anticipated HUD funding in the system for FY16.

What will happen to families currently served in Family Futures and Bridges to Housing?

No family will lose assistance. Families currently served in these programs and who continue to desire services and supports, will continue to receive them – either through maintenance efforts or transition to a new agency.

Is Family Futures going away?

No. Funding will be budgeted for use in the Homeless Family System of Care, and will be converted to 100% rent assistance. This transfer will better align grant required activities to services delivered, as well as reduce burdensome reporting and staff time tracking requirements.

Is Bridges to Housing going away?

No. B2H will be integrated into the larger MSI system of care to allow: systemwide access to services through additional agency access to funds; increased ability to tailor services to individual families; increased ability to braid funds from multiple programs (and use those funds more flexibly) to better meet family need; and, increased funding for culturally specific services.

What will happen to the Bridges to Housing project-based units?

B2H units will continue to be targeted towards low-income families with multiple challenges to achieving stability, as they always have been. Families will be served through MSI. Referrals will continue to be generated from the Homeless Families System of Care and Domestic Violence homeless shelters, as they are now.

How many staff positions will be cut? What will happen to staff?

The Multnomah Stability Initiative provides improved flexibility, consistency and streamlined processes and services for both clients and staff. We do anticipate there will be some changes in FTE. Final staffing counts will be determined by how organizations propose their staffing models and receipt of final allocations awards from funders.

How do I get my staff trained in Assertive Engagement?

The County offers access to free AE to its partners – both those currently under contract and those allied with the Anti-Poverty System of Care. In addition to adding capacity for training, new components for supervisor training, online tutorials, and consultation is being developed.

Q17. What is the expectation of the length of summer programs for SUN Community Schools?

4 weeks as noted on page 19 in System Model, under SUMMER PROGRAMS section.

Q18. Is the staffing pattern requirement the same for SUN community schools funded at the 75% level?

Yes, at a pro-rated level to correspond with 75% funding level.

Q19. Table 12, Page 59 - Based on the 60% funding allocation for culturally specific services, is there a specific funding cap for culturally specific populations?

No there is not a funding cap per se, per population. The 60% funding allocation for culturally specific services is for the SUN Service System as a whole.

Q20. I noticed Ninth Grade Counts is included in Youth Advocacy & SUN Schools, will both be required to run programs? If a culturally-specific organization has both contracts, will they be required to run separate Ninth Grade Counts programs?

No they will not.

Q21. Will you be doing interviews during contract review process? (Before awarding contracts)

An oral interview process may be conducted as part of the review process if it is determined to be in the best interest of the County. Oral interviews are only used to clarify information presented in a written application; it is not used to gather new information.

Q22. I understand that a culturally specific organization must score at least 70% to be approved. If a subcontractor scores less than 70% in an application, does that automatically mean the entire application is rejected? Or just the subcontractor's portion?

Both the lead and the subcontractor(s) must score a minimum of 70% to be considered for an award.

Q23. If we name a subcontractor in an application, are we bound to use them? I.E. if we write in a small subgrant and things change, will that be binding?

All subcontracting relationships, whether at the time of award, or subsequent to it, must have the approval of the Department of County Human Services. A clear rationale for selection or de-selection of a subcontractor must be outlined and approved. This outline will be required in the RFP, and should such a situation occur once the contract is in place, a similar rationale will be expected.

Q24. Given there are school identified as culturally specific, what role does the school play in determining approved contractors. For example, if a school has existing/preferred community partners providing culturally specific services, how are contracts determined in lieu of existing partnerships?

For this Request for Proposal process it is anticipated that school district representatives will be part of the overall application rating panel process. As such they will not be directly involved in determining contractors for individual sites in a given region, rather they will be involved in the entire application rating process.

Q24. If a provider applies for a region contract with the intent to subcontract with a culturally specific services provider to serve a school identified as culturally specific, is there a process to help region applicants identify culturally specific providers who exist in the various regions?

A 24. An applicant for a region will only operate SUN Community Schools in that region that are designated as "region" sites per table 6, page 32 in the System Model. By contrast, an organization who wants to deliver SUN Community Schools designated as culturally specific (per table 6, page

32), they will apply to deliver all of the population specific SUN Community Schools designated to that population.

Q25. What is the overall change in FTE for the Multnomah Stability Initiative for FY17?

A25. The net change in FTE will be the reduction of 4 positions across the program area. When MSI available funds for FY17 are compared with Anti-Poverty Case Management (APCM) available funds for FY16, there is an overall reduction amount equivalent to approximately 4FTE system wide.

Q26. I am wondering if the new PCDS RFP include requirements for the PCDS providers to be PAT affiliates. I noticed that the RFP states that the PAT curriculum will be used and that there is a requirement around Quality Assurance but with PAT National, there is also PAT affiliate status and I did not see that language used.

A26. Yes, we do expect SUN Parent Child Development Services providers to be PAT Affiliates. The updated Service Delivery Model released with the RFP will have this expectation/language as well.

Q27. Supposing Organization "A" wins a region. Does all the funding of that region count against the potential 40% funding ceiling for organization "A". Or, are subcontracts that Organization "A" makes to other organizations subtracted from that total?

A27. The fundamental application of the 40% rule is to the total amount of funding granted to an organization with which the County holds a contract (generally the Lead Agency). Any amount that a lead agency subcontracts to another organization is not "subtracted" from their total contract award.

Q28. Can an agency apply for lead in one region and subcontract in more than one other? I realize the answer to this must take into account the 40% rule however that is calculated.

A28. Yes they may.

Q29. I know that no organization can be the lead in more than 2 Regions. Does that also mean that no provider can be a Sub recipient in more than 2 Regions?

A29. It does not mean that.

Q30. Can culturally specific organizations, who win regional contracts, subcontract regional services to mainstream organizations? Is there a limit to the number of regions in which a provider can do work through subcontracts?

A30. See Question 12 and Q28. There is not a limit on the number of regions in which a provider can do work through subcontracts.

Q31. In the SUN SS RFP proposal question structure, Part II. part D says "culturally specific services subcontractor qualification is only required if proposing as a Lead Agency." Could you clarify this as it seems to contradict what was said about both the lead agency and subcontractor should be culturally specific (70%) to provide culturally specific services?

A31. In the citation above, Lead Agency refers to one of the allowable administrative models where a Lead Agency and subcontractors are proposed, as outlined on page 9 of the Service Delivery

Model. When a Lead Agency and subcontractor model is proposed, both the lead agency and subcontractor must score 70% in the Part D Culturally Specific Qualification. If an organization is applying as a Sole Provider, this does not apply.

Q32. When applying for regional services (i.e. region 1), do applicants not mention the culturally specific SUN CS in that regional proposal if not also applying as culturally specific?

A32. A regional services application only responds to the areas of service proposed to be operated by the Regional Service Provider.

Q33. Is there specific geographic criteria for eligibility for being a regional lead? If so, what is it?

A33. This is addressed in two ways. First, page 36 of the model clearly states that “the contractor must deliver services within the regional boundaries at locations that are conveniently located for participants and have a consistent schedule”. So, if a contractor wants to serve Region X (through either administrative model) the entity delivering the services must deliver them from a location(s) within the boundaries of Region X, to folks who are primarily from Region X.

The second part of this is that we do expect Regional contractors to be located in the region they plan to serve (at least by the time of contracting – 7/1/2016). “Located in” refers to service delivery sites within the region.

Q34. Can a Regional provider subcontract for a Regional SUN Community School?

A35. Yes.

Q35. How will the Portland Public Schools boundary changes affect SUN Community Schools?

A35. We will assess the changes when they are announced and will make determinations about the SUN sites in alignment with the District.

Q36. Does an organization have to apply for all of the culturally specific SUN Community Schools that are designated for a particular population, or can they apply for only one or two?

A36. Yes they must apply for all of them. An organization will apply to operate all of the SUN Community Schools for a given culturally specific population.

Q37. What is the “volume” of service for PCDS and SYA services?

A37. This will vary by the amounts of funding for a given region and/or a culturally specific population. However, Table 9 on page 51 of the October 2, 2015 version of the System Model states that the expectation is that 24 children per 1.0 PCDS Parent Educator will be engaged in services annually.

Likewise, for SUN Youth Advocacy services, Table 8 on page 45 of the October 2, 2015 version of the System Model states that the expectation is that 40 youth per 1.0 FTE youth advocate will be engaged in services annually.

Q38. What happens with partnerships that may be in place at a given SUN Community School when a contractor changes?

We would expect that existing partnerships continue at SUN Community Schools.

Q39. What is an overall timeline for some of the changes to the System?

A39. Please see next pages for this overview.



**SUN Service System -- Service Delivery Model Changes
A Timeline
November 6, 2015**

Note: There have been a series of significant changes made to the SUN Service System. Each of the changes had a vetting process that included a variety of stakeholders. For transparency and clarity, please review below to learn the actions, goals, key considerations and decision making groups for each.

Action	Goal	Decision Guided and/or Made By	Key issues/questions addressed by the action	Discussion period and Completion date
Adopt Multnomah Stability Initiative (MSI Model)	Engage households living on low incomes in ways that foster hope, leadership, and community so that they avoid crisis, achieve stability, and access opportunities to reach prosperity.	Planning Committee	How can we create, grow and maintain the economic well-being of the entire community? What package of services should be used to protect and build human capital?	Discussion: September 2014 Completed: April 2015
Reconfigure Regions	Determine the most effective number and size of the regions for the SUN Service System	Allocation Workgroup, SUN Coordinating Council and the SUN Service System Division	Should the number and size of the regions change or remain the same? If there are changes, what data should be used to determine region size and	Discussion: March - May 2014 Completed: June 2014

Action	Goal	Decision Guided and/or Made By	Key issues/questions addressed by the action	Discussion period and Completion date
			configuration?	
Determine Culturally Specific Allocation	Support culturally specific services that improve social and academic outcomes for people experiencing racism and discrimination	Findings of a workgroup of community leaders convened by DCHS to review demographic and census data for the SUN Service System. Used a newly analyzed set of the Census Bureau's American Community Survey data.	Should the allocation of funding in the SUN_Service System change for culturally specific populations? If so, how should the percentage allocation to culturally specific services be determined?	Discussion: April - June 2015 Completed: July 2015
Use principles and practices of Assertive Engagement consistently throughout all service delivery programs	Build hope, leadership and community. Assertive Engagement restores the cognitive capacity that is reduced by experiences of trauma, poverty and racism	SUN Service System Division and Community Services Division	What is the best way to help families that have experienced trauma, poverty and racism develop goals and action plans to get them to a brighter future?	Discussion: April - August 2015 Completed: October 2015
Designate selected SUN Community School sites as Culturally Specific	Allocate county resources in such a way that targeted communities receive the greatest benefit and positive impact possible.	SUN Service System Division, guided by Oregon Department of Education best practices and school district data about student populations.	Is there a method that can be adopted to consistently use data to designate SUN Community Schools?	Discussion: July - September 2015 Completed: October 2015

Action	Goal	Decision Guided and/or Made By	Key issues/questions addressed by the action	Discussion period and Completion date
Adopt definition and guidelines for culturally specific services	Provide service delivery that is holistic, that builds on the lived experiences of communities experiencing racism and poverty, and that creates a sense of belonging, safety and shared identity.	Internal County workgroup led by COO Marissa Madrigal and ODE Director Ben Duncan	How can DCHS and SUN Service System align with Multnomah County's approach to culturally specific services?	Discussion: May - August 2015 Completed: September 2015
Adopt definition and guidelines for culturally responsive organizations and services	Develop consistent approach for culturally responsive services and organizations across all Multnomah County contracts.	Internal County workgroup led by COO Marissa Madrigal and ODE Director Ben Duncan Developed by the Coalition of Communities of Color as outlined in the Protocol for Culturally Responsive Organizations	How can DCHS and SUN Service System align with Multnomah County's approach to culturally responsive services?	Discussion: May - August 2015 Completed: September 2015