SOLICITATION ATTACHMENT I

SUN Service System

Service Delivery Model

November 6, 2015

Department of County Human Services
SUN Service System
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Multnomah County

TABLE OF CONTENTS

Introduction 1

SUN Service System Overview 1

System Structure and Core Services 3

System Structure 3

Core Services 3

Contracted Services 4

Primary Service Populations 4

Contracts 5

Regional Boundaries and SUN Community School Sites 7

Regional Boundaries 7

SUN Community School Sites 7

Administrative Models 9

Strategies and Services Contracted Through the SUN Service System 9

Required Systemwide Approaches and Service Expectations 10

School-Based Services and Strategies 13

SUN Community Schools 13

School-Linked Services 40

Evaluation 60

Data Collection 61

System Resources 62

Administrative Rates 62

Match Funding 62

Allocation Methodology 62

Service Allocation Factors 64

Allocation Adjustments During Contracting Cycle 65

Appendix A: SUN Service System Wellness Guidelines 66

For more information, please visit our website: https://multco.us/sun

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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. The focus on culturally specific services and the reallocation of resources for these services is one way the SUN Service System is addressing this.

This document and all documents referenced in this System Model can be found at this link on our web page: https://multco.us/sun

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 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 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, released in fall 2015, puts forth important changes to the System's structure, service delivery approaches and allocation of resources. 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. The changes in the SUN Service System are supported by those being considered at a county level. 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 institutionalize 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 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 powell of the Haas Institute. This approach posits that service approaches should strive for all youth to reach, for example 100% graduation, and that we must employ a variety of strategies to reach those goals—strategies that are both culturally responsive and culturally specific. One size does not fit all. Further, that there are practices, cultural norms and institutional arrangements that have helped created and maintain disparate outcomes, in particular. Targeted universalism is achieved by the System by allocating resources directly to culturally specific services and identifying target populations and unique service delivery strategies that drive to success.

The changes outlined in this document (and in the subsequent Request for Proposal), are:

1. A change in the number of service delivery regions from six to five.
2. A system wide allocation of 60% of resources for culturally specific services, up from the current allocation of 33%.
3. A clear definition of culturally specific services and the characteristics of organizations most qualified to provide these services.
4. A stated expectation that all organizations providing services in the SUN Service System must be culturally responsive.
5. The expectation that the principles and practices of Assertive Engagement are used throughout all service delivery programs.

Other partnerships, collaboratives and communitywide 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.

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 a 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, Wilson
Region 2: Jefferson, Grant, Madison, Roosevelt
Region 3: David Douglas, Parkrose
Region 4: Reynolds
Region 5: Barlow, Centennial, Corbett, Gresham

The second area is countywide service delivery, including services targeted for culturally specific communities and discrete services focused on substance abuse prevention and supports for sexual and gender minority youth. Six culturally specific communities are identified as follows:

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

** NOTE: The Slavic target 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 resiliency and self-sufficiency, and emphasize a strength-based perspective. All 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 countywide. 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
- SUN Youth Substance Abuse Prevention Services
- Sexual and Gender Minority Youth Services

County-contracted services:

- Five geographic regions: Regional school-based and school-linked services
- Culturally specific services: Countywide school-based and school-linked services
- SUN Youth Substance Abuse Prevention Services: Countywide school-linked services
- Sexual and Gender Minority Youth Services: Countywide 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 125% 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 those delivered countywide. Regional services are primarily delivered within a specific region. Countywide 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 supports 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

COUNTYWIDE CONTRACTS

CULTURALLY SPECIFIC SERVICES

The SUN Service System is using a new definition of Culturally Specific services developed through a collaborative county-wide work group, led by Chief Operating Officer Marissa Madrigal and the Director of the Office of Diversity and Equity Ben Duncan. This definition realizes the county stated belief that:

culturally specific services eliminate structural barriers and provide a sense of safety and belonging which will lead to better outcomes.

Culturally Specific services/programs **a**re those that are informed by specific communities, 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. These services and programs reflect the following characteristics:

- Programs are designed and continually shaped by community input to exist without structural, cultural, and linguistic barriers encountered by the community in dominant culture services or organizations AND designed to include structural, cultural and linguistic elements specific to the community's culture which create an environment of accessibility, belonging and safety in which individuals can thrive.
- Organizational leaders, decision-makers and staff have the knowledge, skills, and abilities to work with the community, including but not limited to expertise in language, core cultural constructs and institutions; impact of structural racism, individual racism and intergenerational trauma on the community and individuals; formal and informal relationships with community leaders; expertise in the culture's explicit and implicit social mores. Organizational leaders and decision-makers are engaged in improving overall community well-being, and addressing root causes.

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

SUN YOUTH SUBSTANCE ABUSE PREVENTION SERVICES

One contractor will be selected to provide youth substance abuse prevention services across the county, as defined in this model.

SEXUAL AND GENDER MINORITY YOUTH (SGMY) SERVICES

One contractor will be selected to provide SGMY services, as defined in this model.

SUN COMMUNITY SCHOOLS

Eighty-five (85) SUN Community Schools are in operation at the time of this System model (fiscal year 2015/2016). Sixty-seven (67) will be specifically procured through this 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 Regional Contractor and all existing culturally specific SUN Community School contractors will 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.

However, during year three of the procurement cycle, the department may issue a Request for Programmatic Qualifications to seek potential new SUN Community School contractors, who may be invited to subsequent new site interviews. Existing contractors (awarded through RFP 4~3119) will not need to apply to be considered as they already will be considered qualified to operate SUN Community Schools.

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, Wilson
2	Jefferson, Grant, Madison, Roosevelt
3	David Douglas, Parkrose
4	Reynolds
5	Barlow, Centennial, Corbett, Gresham

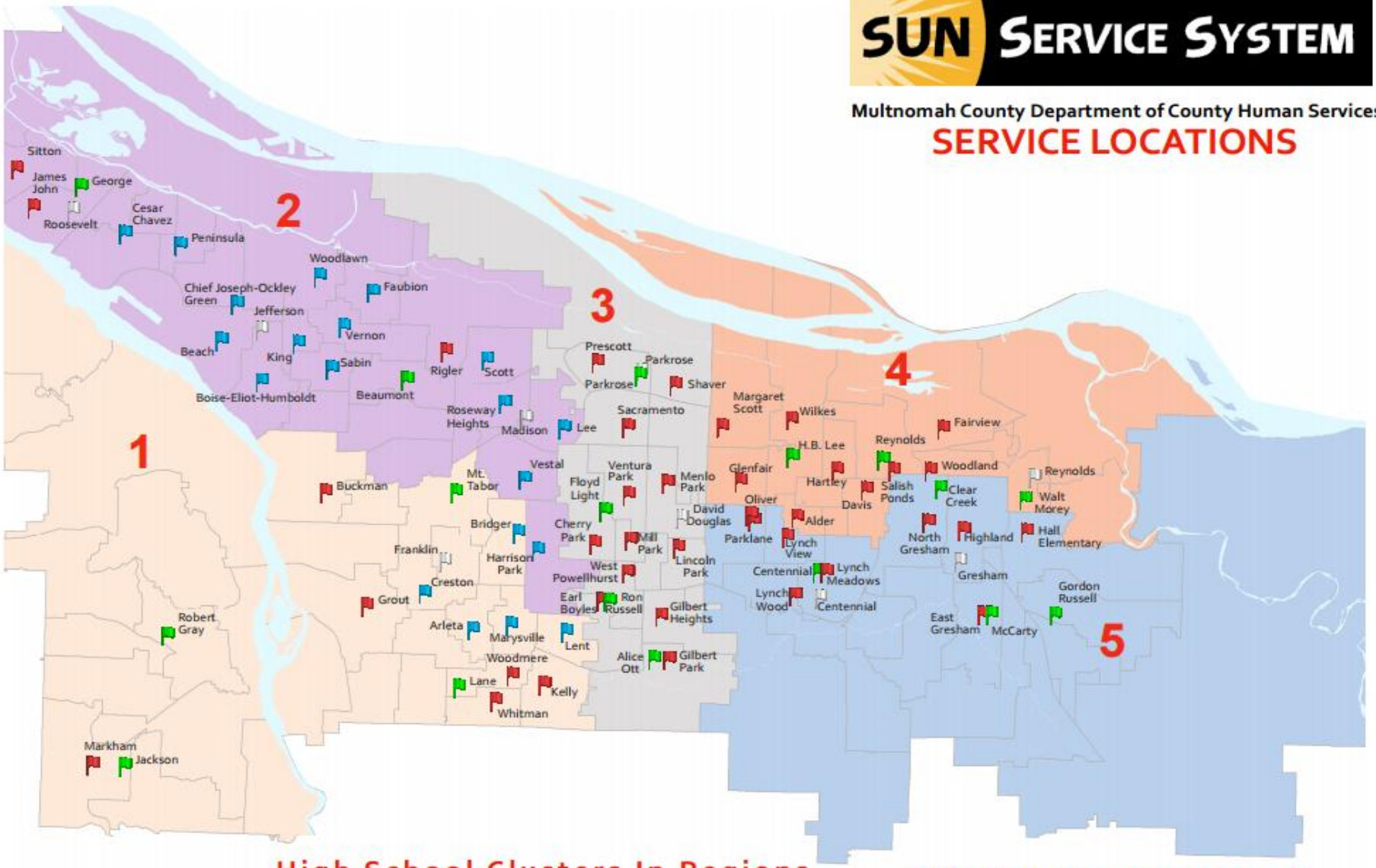
SUN COMMUNITY SCHOOL SITES

As stated 85 schools will be SUN Community Schools as part of the SUN Service System. Of these sites, 67 will be 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 (21st Century, Portland Children's Levy, or other partners). The map on the next page shows the locations of the 85 sites. A full list of the SUN Community School sites with region and provider type can be found in Table 6 on pg. 32.

SUN SERVICE SYSTEM

Multnomah County Department of County Human Services

SERVICE LOCATIONS



High School Clusters In Regions

1 Cleveland
Franklin
Lincoln
Riverdale
Wilson

2 Grant
Jefferson
Madison
Roosevelt

3 David Douglas
Parkrose

4 Reynolds

5 Centennial
Corbett
Gresham
Barlow

SUN Community Schools

Elementary (38) K-8 (20) Middle (17) High (9)

Multnomah County

September 2015

ADMINISTRATIVE MODELS

As outlined in the preceding "Contracting" section, contracts will be awarded for services delivered on a regional basis and for those delivered countywide. 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 for countywide 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, at least preliminary 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.

STRATEGIES AND SERVICES CONTRACTED THROUGH THE SUN SERVICE SYSTEM

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., School-Based Health Centers, Multnomah County Library, Oregon Department of Human Services Family Stability Case Workers, School District Attendance Staff, and so forth). Those aligned services are not described in this document.

REQUIRED SYSTEMWIDE APPROACHES AND SERVICE EXPECTATIONS

SYSTEM WIDE APPROACHES

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

CULTURALLY RESPONSIVE SERVICES

The System uses the following definition of culturally responsive services developed by the Coalition of Communities of Color and presented in *Protocol for Culturally Responsive Organizations,* Portland, OR: Center to Advance Racial Equity, Portland State University, 2014. This definition is supported at a county wide level.

Culturally responsive services are those that are respectful of, and relevant to, the beliefs, practices, culture and linguistic needs of diverse consumer / client populations and communities whose members identify as having particular cultural or linguistic affiliations by virtue of their place of birth, ancestry or ethnic origin, religion, preferred language or language spoken at home. Cultural responsiveness describes the capacity to respond to the issues of diverse communities. It thus requires knowledge and capacity at different levels of intervention: systemic, organizational, professional, and individual.

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. The SUN Service System Division will offer capacity-building opportunities to support the System, all of its contractors and its partners to become fully culturally responsive. This will be further developed, in partnership with all of the System's contractors, in fiscal year 2016-2017.

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

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 service 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 as a powerful resource

In Assertive Engagement, services are offered in an attractive, 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 toward prosperity as they see it. 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 the most fearful, mistrustful and reluctant.

SYSTEM WIDE SERVICE EXPECTATIONS

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 ACCESS AND ELIGIBILITY

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.

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.

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.

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 obesity prevention and 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. They are based on nationally accepted standards and recommendations including those of the American Academy of Pediatrics and Oregon Law 00455 (formerly House Bill 2650). They also are in alignment with obesity prevention policy efforts at the national level under the Communities Putting Prevention to Work Program, as well those being pursued locally by Multnomah County, school districts and the City of Portland.

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

SCHOOL-BASED SERVICES AND STRATEGIES

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
- Educational support and skill development for children, youth and adults
- Enrichment and recreation activities
- Family involvement and support
- Social, health and mental health resources
- Family and community events

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 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.

TARGET 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 experiencing academic failure and those who are historically underserved is required.

These students may include those who have some of these characteristics: behavioral issues; delinquent behavior; English not primary language; family issues including alcohol and drugs, criminality, discord, domestic violence and mental health; foster care; gang involvement (or risk of); homelessness; individualized education plan (IEP); mental health; poor academic performance; poor class attendance; poverty; substance abuse; suspension/expulsion; and teen pregnancy.

SITES AND CONTRACTORS

As stated previously, on July 1, 2015, SUN Community Schools are located in 85 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 67 SUN Community Schools through nonprofit organizations identified through a competitive public Request for Proposal process.

Table 6 (page 32) shows the 85 SUN Community School sites and indicates the contractor type for each school, as well as denoting which community schools are procured and contracted through the county.

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.

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.
- 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.

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

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 shall have the final decision on what services will be provided in the school. The principal and Family Leadership Team participate in development of and sign off on the final Annual Plan and the budget for the SUN Community School funding the Lead Agency receives in its contract.

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.

OPERATIONS

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).

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 Building Screening Committees, Student Intervention Teams, Data Teams, Response to Intervention Teams, Equity Teams, and Attendance Response Teams).

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.

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 School-Based Health Clinics, Regional Service Providerss, mental health consultants, culturally specific organizations, community clinics and other organizations that can provide these services.

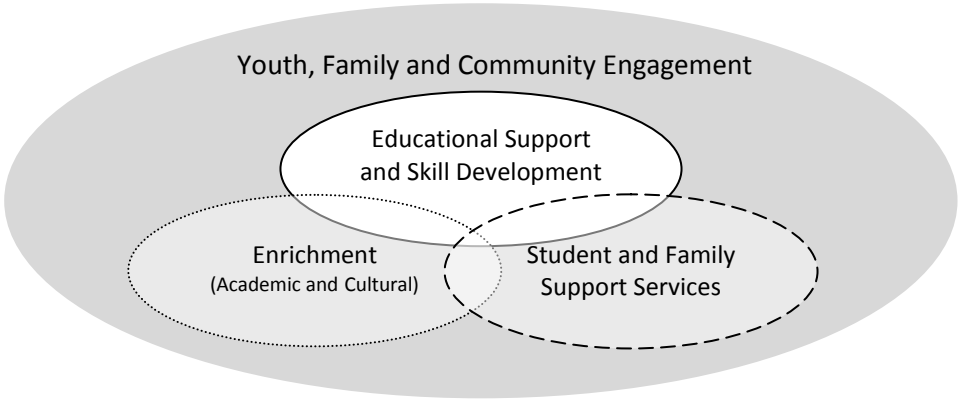
SUN COMMUNITY SCHOOL MODEL: SERVICE DOMAINS AND ENGAGEMENT

There are three core service domains within SUN Community Schools:

- Educational support and skill development for children and adults
- Enrichment
- Student and family support services

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

SUN Community School Model: Service Domains and Engagement



CORE SERVICE DOMAINS AND COMPONENTS

Each SUN Community School site is required to provide core services in three domains as outlined in following table (Table 2). Some service components within the domains are required and some are optional to allow for local determination and tailoring of offerings to client and/or community needs. A list of the required service components and examples of optional areas can be found in the Table 2. 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 2
Core Service Domains and Components

Core Service Domain	Required Service Component(s)	Optional Service Components
Educational Support and Skill Development (for children and adults)	• Academic support • Homework assistance • 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 PK-8: Early Kindergarten Transition program (where identified) • High Schools: Workforce development, career and college exploration, Ninth Grade Counts participation	• Student internships, youth employment training • Service learning projects • Project-based learning • Youth case management
Enrichment	• Educational and cultural enrichment • Recreation including physical activity	• Visual and performing arts
Student and Family Support Services	• Crisis planning • Brokering of basic needs, social, health and mental health services to address barriers to learning • Attendance supports • Transition supports for families	

EDUCATIONAL SUPPORT AND SKILL DEVELOPMENT (FOR CHILDREN AND ADULTS)

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.

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

- 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

Homework Assistance

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

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.

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. 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.

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

Transition Supports for Students

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

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.

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.

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.

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.

Student and Family Support Services

Support for students and families increases opportunities for students and families to achieve their goals and potential. Support services include emergency assistance such as energy, rent and utility; referral to health, mental health services and addiction services; and activities designed to support families working together in a respectful and effective manner. Additional areas in which families may need referral services include domestic violence, legal and immigration services.

Youth, Family and Community Engagement

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 (Table 3).

TABLE 3
Youth, Family and Community Engagement Service Components

Engagement Area	Required Service Component(s)	Optional Service Components
Youth	• Participation/input in program and service planning • Leadership opportunities	• Decision making • Event planning and hosting • Focus groups • Issue advocacy
Parents and Family Members	• Outreach • Relationship-building activities • Parenting support • Family educational nights • Family and community events • Family Leadership Team	• Family strengthening classes • Home visits • Building civic capacity and understanding of the system
Community	• Outreach • Family and community events	• Business partnerships • Community service • Faith-based partnerships • Participate in community meetings

YOUTH ENGAGEMENT

Youth engagement is fundamental to community schools. Youth outcomes improve when youth are actively and meaningfully involved both in programming and in determining services or offerings. 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.

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
- 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.

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.

OTHER CONTRACTUAL REQUIREMENTS

INFORMATION SHARING WITH SCHOOL

The Lead Agency will provide the following information to the school 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 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, ethnicity (using the designated options from ServicePoint), grade, address, emergency contact information, SUN behavioral language, SUN required yearly Release of Information form, and any additional partner release of information language.

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 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. 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 SPECIAL ASSISTANCE

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 requests for assistance 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 must use the established SUN Special Assistance Process

when considering special assistance needs and requesting additional funding from the SUN Service System Division.

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

School Furloughs 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.

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 trainings 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.

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 7.

LAYERED SERVICES AT SUN COMMUNITY SCHOOL SITES

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, Attendance Partnership Model 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 his or her overarching role. Layered services are currently provided at some, but not all, SUN Community Service locations. The locations where layered services are provided may vary from year to year, and is anticipated to grow over time. Table 6 (page 32) shows the FY16 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.

TARGET 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

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 group 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.

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.

LENGTH OF PROGRAM/CONTACT HOURS

Program Duration: The program will last two or three weeks and be scheduled to occur primarily in July or August.

Children's Classroom: A minimum of 36 hours of total "class" time with children will occur over this two- to three-week period.

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 and before December 31 of that 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.

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.

ATTENDANCE PARTNERSHIP SITES

Attendance Partnership Sites implement an attendance model that uses data teams and identified universal, targeted and youth and family engagement strategies to improve attendance for students who are chronically absent.

Attendance Partnership Sites 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. Attendance Partnership Sites 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. Attendance Partnership Sites 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 at Attendance Partnership Sites play a key role in the successful functioning of the attendance model. Specifically, they:

- Provide guidance on required attendance model elements for Communities Supporting Youth (CSY) attendance site activities, and submit data and reports with input from the school team.
- Incorporate CSY 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. This involves:
    - Handling logistics and note taking (scheduling, refreshments, supplies).
    - Conducting outreach and inviting people to attend.
    - Convening and facilitating meetings focused on SUN services, attendance and at least one action/issue identified by the Family Leadership Team.
    - Communicating with team members regularly to maintain connections.
- Participate on the student attendance response and schoolwide teams and schoolwide universal actions.
- Provide or broker services to support students who are chronically absent.
- The SUN Lead Agency supervisor acts as the liaison or conduit for information to and from the CSY collaborative.

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.

HUNGER RELIEF SERVICES

EMERGENCY FOOD PANTRY

Hunger relief efforts in SUN Community Schools are a vital support to ensure educational success and self-sufficiency of children and families. Emergency food pantries at SUN Community Schools 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 Community School Emergency 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. SUN Emergency Food Pantry sites distribute food at least twice each month, preferably weekly, throughout the entire calendar year. The contractor will distribute emergency 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 who attend the school. SUN Hunger Relief operational funds allow agencies to designate a lead staff person to coordinate food pantry operations. SUN Community School Emergency Food Pantry sites are indicated in Table 6 (page 32). They have a variety of funding sources: Multnomah County, Oregon Food Bank and the Portland Children's Levy. Some sites receive pantry staffing funding through Multnomah County DCHS contracts and some are funded directly by the Oregon Food Bank.

HARVEST SHARE

The SUN School Harvest Share 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 Harvest Share distributions. The contractor will distribute emergency food to at least 60 households each time the Harvest Share is open for distribution. SUN Harvest Share sites will participate in Oregon Food Bank training, evaluation activities and reporting guidelines. Harvest Share sites for FY2017 are indicated in Table 6 (page 32).

EXTENDED SUMMER MEALS

At selected SUN Community School sites, meal distribution is extended to ensure countywide availability of summer meals to children. At these sites, the SUN Community School Lead Agency provides activities and distributes meals to at least 50 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.

SUN COMMUNITY SCHOOL ANNUAL 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	15	12	15 in winter and spring	Half-Yearly Narrative Report
# of weeks of summer programming	4	4	0	Half-Yearly Narrative Report
# of children/youth served in enrolled extended-day activities or individual, group and family support	200	150	167	ServicePoint
# of students involved with SUN Community School who participate regularly (30 days or more)	100	75	67	ServicePoint

Output or Outcome	100% funding level	75% funding level	New Sites (first year)	Source
# of students who are at risk of academic failure	100	75	67	ServicePoint
# of extended-day non-enrollment family programs or community events	3	3	3	ServicePoint
# of adults (parents and community members) who participate in enrolled adult education	50	35	35	ServicePoint
% reduction in chronic absence rate for all regularly attending students—across grades—as well as for youth in the following, specific grade levels: • 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 students scoring at Level 3 (i.e., benchmark) or higher on Smarter Balanced language arts and math tests	TBD	TBD	TBD	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
% of regularly attending students who show improvement in at least one developmental and interim academic indicator, including: • Turning in homework on time • Homework completion to teacher's satisfaction • School attachment/engagement • Participation in class • Attentiveness in class • Classroom academic performance • Positive self-identity/confidence • Behavior • Working well with others/relational skills	75%	75%	75%	Teacher Survey
% of regularly attending students who indicate having or increasing/ strengthening each of the following (youth survey being piloted in FY16, items may change): • Social support during SUN • Sense of academic (school) belonging • Academic perseverance • Growth mindset • Academic identity • Academic self-efficacy	TBD	TBD	TBD	Youth Pre/Post Survey
Early Kindergarten Transition Programming				
# of children who participate in each EKT classroom	20	N/A	N/A	ServicePoint
% of children who have parents/ caregivers participating in the parent engagement components	75%	N/A	N/A	ServicePoint
% of participating children who have no preschool experience	90%	N/A	N/A	SUN SS from MESD
Hunger Relief Services				
Emergency Food Pantry: # of households served per pantry distribution	40	N/A	40	SUN SS from Oregon Food Bank
Harvest Share: # of households served per distribution	60	N/A	50	SUN SS from Oregon Food Bank

Output or Outcome	100% funding level	75% funding level	New Sites (first year)	Source
Extended Summer Meals: # of children 1-18 served per day during extended summer service weeks	50	N/A	50	SUN SS from school districts

TABLE 6

SUN Community Schools and Layered Services: Sorted by Region

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 at the time this model is being developed. Therefore, some of these layered services are in place at certain sites now, and others will be so as of July 1, 2016.

Region	Contracted through DCHS RFP	School	Contractor Type	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
1		Arleta K-8	Portland Parks & Recreation				
1	X	Bridger K-8	Culturally Specific: Latino				
1	X	Buckman Elementary	Region				
1	X	Creston K-8	Region				
1	X	Franklin High School	Region				
1		Grout Elementary	Portland Parks & Recreation				
1	X	Jackson Middle School	Region				
1	X	Kelly Elementary	Culturally Specific: Latino			X	
1		Lane Middle School	Portland Parks & Recreation			Y	
1	X	Lent K-8	Culturally Specific: Asian Pacific Islander		X	Y	
1	X	Markham Elementary	Region				
1	X	Marysville K-8	Region		X		
1		Mt. Tabor Middle School	Portland Parks & Recreation				
1	X	Robert Gray Middle School	Region				
1	X	Whitman Elementary	Region		X		
1	X	Woodmere Elementary	Region		X		
2	X	Beach K-8	Region				

Region	Contracted through DCHS RFP	School	Contractor Type	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
2		Beaumont Middle School	Portland Parks & Recreation				
2	X	Boise-Eliot – Humboldt PK-8	Culturally Specific: African American		X		
2	X	Cesar Chavez K-8	Culturally Specific: Latino		X	X	
2		Faubion PK-8	Portland Parks & Recreation				
2	X	George Middle School	Culturally Specific: African Immigrant	X			
2	X	Harrison Park K-8	Culturally Specific: Asian Pacific Islander		X	Y	
2	X	Harvey Scott K-8	Culturally Specific: Latino		X		
2	X	James John Elementary	Region		X		
2	X	Jefferson High School	Culturally Specific: African American				
2	X	King PK-8	Culturally Specific: African American				
2	X	Lee K-8	Culturally Specific: Asian Pacific Islander		X		
2	X	Madison High School	Culturally Specific: Asian Pacific Islander			X	
2	X	Ockley Green – Chief Joseph K-8	Region				
2	X	Peninsula K-8	Region				
2	X	Rigler K-8	Culturally Specific: Latino		X		
2	X	Roosevelt High School	Region	X		Y	
2		Roseway Heights K-8	Portland Parks & Recreation				
2	X	Sabin PK-8	Region				
2		Sitton Elementary	Portland Parks & Recreation	X	X		X
2	X	Vernon PK-8	Culturally Specific: African American				
2	X	Vestal K-8	Culturally Specific: Asian Pacific Islander		X		
2	X	Woodlawn PK-8	Culturally Specific: African American		X	Y	
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		

Region	Contracted through DCHS RFP	School	Contractor Type	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
3	X	David Douglas High School	Culturally Specific: African American	X		X	
3	X	Earl Boyles Elementary	Region		X	X	
3	X	Floyd Light Middle	Culturally Specific: Latino			Y	
3	X	Gilbert Heights Elementary	Region		X		
3	X	Gilbert Park Elementary	Culturally Specific: Slavic		X	X	
3	X	Lincoln Park Elementary	Culturally Specific: Asian Pacific Islander		X		
3	X	Menlo Park Elementary	Region		X	Y	
3	X	Mill Park Elementary	Culturally Specific: African Immigrant		X	Y	
3		Parkrose High School	Portland Parks & Recreation	X			
3		Parkrose Middle	IRCO (jointly funded by Portland Children's Levy, Portland Public Schools and Multnomah County)	X			
3	X	Prescott Elementary	Culturally Specific: African American	X	X		
3	X	Ron Russell Middle	Culturally Specific: Latino				
3	X	Sacramento Elementary	Region	X	X		
3	X	Shaver Elementary	Region	X	X	X	
3		Ventura Park Elementary	IRCO (jointly funded by Portland Children's Levy, David Douglas School District and Multnomah County)		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	X	X	
4	X	Davis Elementary	Region		X		X
4	X	Fairview Elementary	Region		X		
4	X	Glenfair Elementary	Region	X	X	X	
4	X	Hartley Elementary	Culturally Specific: Latino		X		
4	X	HB Lee Middle School	Region				

Region	Contracted through DCHS RFP	School	Contractor Type	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
4		Margaret Scott Elementary	Boys and Girls Club (funded by Portland Children's Levy and Boys & Girls Club)		X		
4	X	Reynolds High School	Culturally Specific: African American				
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		
4	X	Woodland Elementary	Culturally Specific: Latino		X		
5		Centennial High School	Impact NW (funded through district 21st CCLC grant)				
5		Centennial Middle School	Portland Parks & Recreation	X			
5	X	Clear Creek Middle School	Culturally Specific: Latino	X			
5	X	East Gresham Elementary	Culturally Specific: Latino	X	X	X	
5	X	Gordon Russell Middle	Region				
5	X	Gresham High School	Region				
5	X	Hall Elementary	Culturally Specific: Latino	X	X		
5	X	Highland Elementary	Culturally Specific: Latino	X	X		X
5		Lynch Meadows Elementary	Metropolitan Family Service (funded through district 21st CCLC grant)		X		
5	X	Lynch View Elementary	Culturally Specific: Native American		X	X	
5	X	Lynch Wood Elementary	Culturally Specific: Native American	X	X		X
5	X	Dexter McCarty Middle School	Region				
5	X	North Gresham Elementary	Region		X		
5	X	Oliver Elementary	Region		X		
5	X	Parklane Elementary	Region		X		

**NOTE: In the Emergency Food Pantry column, X = site funded by Multnomah County, Y = site 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 at the time this model is being developed. Therefore, some of these layered services are in place at certain sites now, and others will be so as of July 1, 2016.

Region	Contracted through DCHS RFP	School	Contractor Type (Table7 is sorted by this column)	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
4		Margaret Scott Elementary	Boys and Girls Club (funded by Portland Children's Levy and Boys & Girls Club)		X		
2	X	Boise-Eliot – Humboldt PK-8	Culturally Specific: African American		X		
2	X	Jefferson High School	Culturally Specific: African American				
2	X	King PK-8	Culturally Specific: African American				
2	X	Vernon PK-8	Culturally Specific: African American				
2	X	Woodlawn PK-8	Culturally Specific: African American		X	Y	
3	X	David Douglas High School	Culturally Specific: African American	X		X	
3	X	Prescott Elementary	Culturally Specific: African American	X	X		
4	X	Reynolds High School	Culturally Specific: African American				
2	X	George Middle School	Culturally Specific: African Immigrant	X			
3	X	Mill Park Elementary	Culturally Specific: African Immigrant		X	Y	
1	X	Lent K-8	Culturally Specific: Asian Pacific Islander		X	Y	
2	X	Harrison Park K-8	Culturally Specific: Asian Pacific Islander		X	Y	
2	X	Lee K-8	Culturally Specific: Asian Pacific Islander		X		
2	X	Madison High School	Culturally Specific: Asian Pacific Islander			X	
2	X	Vestal K-8	Culturally Specific: Asian Pacific Islander		X		
3	X	Lincoln Park Elementary	Culturally Specific: Asian Pacific Islander		X		
1	X	Bridger K-8	Culturally Specific: Latino				
1	X	Kelly Elementary	Culturally Specific: Latino			X	
2	X	Cesar Chavez K-8	Culturally Specific: Latino		X	X	

Region	Contracted through DCHS RFP	School	Contractor Type (Table7 is sorted by this column)	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
2	X	Harvey Scott K-8	Culturally Specific: Latino		X		
2	X	Rigler K-8	Culturally Specific: Latino		X		
3	X	Floyd Light Middle	Culturally Specific: Latino			Y	
3	X	Ron Russell Middle	Culturally Specific: Latino				
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		
4	X	Woodland Elementary	Culturally Specific: Latino		X		
5	X	Clear Creek Middle School	Culturally Specific: Latino	X			
5	X	East Gresham Elementary	Culturally Specific: Latino	X	X	X	
5	X	Hall Elementary	Culturally Specific: Latino	X	X		
5	X	Highland Elementary	Culturally Specific: Latino	X	X		X
5	X	Lynch View Elementary	Culturally Specific: Native American		X	X	
5	X	Lynch Wood Elementary	Culturally Specific: Native American	X	X		X
3	X	Gilbert Park Elementary	Culturally Specific: Slavic		X	X	
4	X	Walt Morey Middle	Culturally Specific: Slavic				
5		Centennial High School	Impact NW (funded through district 21st CCLC grant)				
3		Ventura Park Elementary	IRCO (jointly funded by Portland Children's Levy, David Douglas School District and Multnomah County)		X		
3		Parkrose Middle	IRCO (jointly funded by Portland Children's Levy, Portland Public Schools and Multnomah County)	X			
5		Lynch Meadows Elementary	Metropolitan Family Service (funded through district 21st CCLC grant)		X		
3		Cherry Park Elementary	Metropolitan Family Service (jointly funded by Portland Children's Levy, David Douglas School District and Multnomah County)		X		

Region	Contracted through DCHS RFP	School	Contractor Type (Table7 is sorted by this column)	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
3		West Powellhurst Elementary	Metropolitan Family Service (jointly funded by Portland Children's Levy, David Douglas School District and Multnomah County)		X		
1		Arleta K-8	Portland Parks & Recreation				
1		Grout Elementary	Portland Parks & Recreation				
1		Lane Middle School	Portland Parks & Recreation			Y	
1		Mt. Tabor Middle School	Portland Parks & Recreation				
2		Beaumont Middle School	Portland Parks & Recreation				
2		Faubion PK-8	Portland Parks & Recreation				
2		Roseway Heights K-8	Portland Parks & Recreation				
2		Sitton Elementary	Portland Parks & Recreation	X	X		X
3		Alice Ott Middle School	Portland Parks & Recreation				
3		Parkrose High School	Portland Parks & Recreation	X			
5		Centennial Middle School	Portland Parks & Recreation	X			
1	X	Buckman Elementary	Region				
1	X	Creston K-8	Region				
1	X	Franklin High School	Region				
1	X	Jackson Middle School	Region				
1	X	Markham Elementary	Region				
1	X	Marysville K-8	Region		X		
1	X	Robert Gray Middle School	Region				
1	X	Whitman Elementary	Region		X		
1	X	Woodmere Elementary	Region		X		
2	X	Beach K-8	Region				
2	X	James John Elementary	Region		X		
2	X	Ockley Green – Chief Joseph K-8	Region				
2	X	Peninsula K-8	Region				

Region	Contracted through DCHS RFP	School	Contractor Type (Table7 is sorted by this column)	Attendance Partnership Site	Early Kindergarten Transition Program	Emergency Food Pantry *	Harvest Share
2	X	Roosevelt High School	Region	X		Y	
2	X	Sabin PK-8	Region				
3	X	Earl Boyles Elementary	Region		X	X	
3	X	Gilbert Heights Elementary	Region		X		
3	X	Menlo Park Elementary	Region		X	Y	
3	X	Sacramento Elementary	Region	X	X		
3	X	Shaver Elementary	Region	X	X	X	
4	X	Alder Elementary	Region	X	X	X	
4	X	Davis Elementary	Region		X		X
4	X	Fairview Elementary	Region		X		
4	X	Glenfair Elementary	Region	X	X	X	
4	X	HB Lee Middle School	Region				
4	X	Salish Ponds Elementary	Region		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		X		
5	X	Parklane Elementary	Region		X		

**NOTE: In the Emergency Food Pantry column, X = site funded by Multnomah County, Y = site 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 Providers, and on a countywide basis by a culturally specific, youth substance abuse prevention, and/or sexual and gender minority youth 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. SUN Youth Substance Abuse Prevention Services
5. Sexual and Gender Minority Youth Services

SERVICE LOCATIONS AND DISTRIBUTION

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 crisis, 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 recent 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)
- Home Forward (HF)
- Oregon Department of Human Services (DHS)

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.

LIFE DOMAINS AND DESIRED OUTCOMES

MSI supports families to pursue their goals in six domains:

1. **Housing:** Families have safe, well-located and 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.
4. **Income:** Family income meets basic needs, reduces debt and allows asset building.
5. **Social Capital:** Families have relationships that build on their values and create mutual resources and support, and are active members of their community.
6. **Positive Child Development:** Children are safe and successful.

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.

TARGET POPULATIONS

MSI services target households whose income is at or below 125% 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 people.

Each MSI provider should allocate its services to eligible families as follows:

- One-third of families will be referred by the Homeless Families System of Care (HFSC).
- One-third will have at least one child participating in a high-poverty SUN Community School—defined as receiving 100% SUN Community School allocation.
- One-third of families will be connected through self-referral, 211 Info, or community outreach by MSI contractors and their community partners.

MSI COMPONENTS

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 forty (40) 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.

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. 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

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.

TABLE 8
MSI Annual Outputs and Outcomes

Output/Outcome	Target	Source
Number of households served	• TBD	
Housing • % of families in permanent housing at exit and all follow-up intervals • Families maintain stable housing • Housing meets household needs for size, health and safety • Housing location meets family needs for transportation, markets, green space, schools, work and community.	• 95% of households exit to permanent housing • 90% at three-month follow-up • 85% at six-month follow-up • 80% at 12-month follow-up • TBD: Likert scale data will be evaluated as a baseline against which targets can be developed in the future.	ServicePoint
Income • Income increases • Ratio of income to debt and expenses improves • Household has sufficient liquid assets to maintain stability • Worksource products	• TBD • TBD • TBD • TBD	ServicePoint
Social Capital • Community/prosperity groups attended • Relationships are meaningful and provide mutual support • Resources are shared among their self-defined community • Relationships and resources are based on and reflective of family culture	• TBD	ServicePoint
Education • Education attainment • Vocational training • Soft skills training and proficiency • Employment	• TBD • TBD • TBD • 60% of adults served are employed at exit and all follow-up intervals	ServicePoint
Health and Wellness • Households have adequate food and nutrition • Households are safe and able to recover from trauma in their lives (including DV, gang violence) • Parents and caregivers raise children to achieve their potential	• TBD	ServicePoint

Output/Outcome	Target	Source
Positive Child Development • Children are safe and successful in household, school and community	• TBD	ServicePoint

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.

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. 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 June. 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 (http://www.oregon.gov/ohcs/CRD/SOS/docs/2015-Energy-Assistance-Intake-Operations-Manual.pdf).

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 voice mail 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, but not mandated, to make energy assistance available to the public during non-traditional business hours.

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 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.

TARGET POPULATIONS

SYA services are intended primarily to serve middle and high school-age students who are experiencing racial discrimination and 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 those who have some of these characteristics: behavioral issues; delinquent behavior; English not primary language; family issues including alcohol and drugs, criminality, discord, domestic violence and mental health; foster care; gang involvement (or risk of); homelessness; individualized education plan (IEP); mental health; poor academic performance; poor class attendance; poverty; substance abuse; suspension/expulsion; and teen pregnancy.

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.

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.

CORE SERVICE CATEGORIES AND COMPONENTS

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 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.

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.

Out-of-School-Time Supports

SYA staff provide an array 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

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, health and mental health services also is critical. Examples of social, health and mental health services include:

- School-Based Health Clinics and 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)

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

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 a school district-approved Release of Information form for each youth served. SYA contractors are expected to acquire state identification numbers for all youth they serve and input the numbers into ServicePoint 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 the Ninth Grade Counts collaborative (part of the All Hands Raised partnership), both in collaborative meetings and either by offering summer programs as part of Ninth Grade Counts, partnering with school districts to offer summer programs, or encouraging youth to participate in offerings led by other organizations.

TABLE 9
SUN Youth Advocacy Program Annual Outputs and Outcomes

Output or Outcome	Target	Source
Unduplicated # of youth served per SYA staff person	40	ServicePoint
% of youth engaged for 15 hours of service or 45 days or more (Engaged Youth)	75%	ServicePoint
% of youth served who make progress toward or achieve case plan goals at program exit • Attendance • Academics/career • Self-esteem • Pro-social friends and activities • Positive behavior • Relationships with family/caring adults • Basic needs	90%	ServicePoint

Output or Outcome	Target	Source
% of unexited students who make progress toward or achieve case plan goals by the end of the school year • Attendance • Academics/career • Self-esteem • Pro-social friends and activities • Positive behavior • Relationships with family/caring adults • Basic needs	65%	ServicePoint
% of Engaged Youth scoring at Level 3 (i.e., benchmark) or higher on Smarter Balanced language arts tests	TBD	School Districts
% of Engaged Youth scoring at Level 3 or higher on Smarter Balanced math tests	TBD	School Districts
% of Engaged Youth who are not chronically absent, both across all grades and in the following, specific grade levels: • 6th grade • 9th grade	Chronic absence rate of 10% or less OR a 10% reduction in chronic absence rate from previous year	School Districts
% of Engaged Youth in 9th grade who earn 6 credits	70%	SUN SS will gather data from district
% of Engaged Youth 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 grade students, respectively)	70%	SUN SS will gather data from district
% of Engaged Youth who experience fewer suspensions and/or expulsions than in the previous year, or who have experienced no disciplinary action in the current year	70%	SUN SS will gather data from district
% of Engaged Youth who indicate having or increasing/ strengthening each of the following (youth survey being piloted in FY16, items may change): • Social support during SUN • Sense of academic (school) belonging • Academic perseverance • Growth mindset • Academic identity • Academic self-efficacy	TBD	Youth Pre/Post Survey

SUN PARENT-CHILD DEVELOPMENT SERVICES

SUN Early Childhood 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 birth 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.

TARGET POPULATION

The target 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.

LENGTH OF SERVICE

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

PARENTS AS TEACHERS (PAT)

PCDS are conducted according to the PAT model, as described in the PAT Model Implementation Guide and Quality Assurance Guidelines (http://www.parentsasteachers.org/training/model-implementation). Contractors (whether lead agencies or subcontractors) who deliver Parent Child Development Services are required to be PAT Affiliates; information about this can be found in the above cited document.

PAT is an evidence-based early childhood home visiting program that builds strong communities, thriving families, and children who are healthy, safe and ready to learn. The primary goals of the PAT model are:

- Increase parent knowledge of early childhood development and improve parenting practices
- Provide early detection of developmental delays and health issues
- Prevent child abuse and neglect
- Increase children's school readiness and school success

PCDS provide the full spectrum of PAT services, prenatal to kindergarten, through PAT-certified parent educators.

SUPERVISION

Supervision expectations for PCDS follow PAT guidelines. This includes reflective supervision, staff meetings and direct observation. During a parent educator's first year of service, supervisor observation of a personal visit, a screening and a group is required every six months. For experienced parent educators, supervisor observation of a personal visit and proof of feedback is required annually.

CORE SERVICE CATEGORIES AND COMPONENTS

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

Developmental Screening

Developmental screening will be 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. Developmental screenings are conducted using the Ages and Stages Questionnaire (ASQ) for all children enrolled in PCDS programs. The ASQ will be completed within 90 days of enrollment for children 4 months or older and at least every six months thereafter.

A social-emotional screening also is conducted using a PAT-approved tool. Social-emotional screenings will be completed within 90 days of enrollment for children 6 months or older and at least annually thereafter.

Participating children screened as not reaching age appropriate growth and development or social-emotional development according to the measures' protocols are referred for assessment to the Multnomah Early Childhood Program or a physician.

Health Screening

Health screening will be conducted on a regular basis, consisting of hearing, vision and general health status, including monitoring a child's immunization record. A health review is completed within 90 days of enrollment and at least annually thereafter.

Health screenings include a record of hearing, vision, and general health. Results and any necessary follow-up actions will be maintained in the child's health record. Ongoing monitoring of a child's immunization record will include recording dates of shots, whether the child is up to date, and any upcoming shots.

Personal Visits

Personal visits are conducted by parent educators in culturally responsive ways that emphasize PAT's three core areas: parent-child interaction, development-centered parenting, and family well-being.

Frequency of visits depends on a family's level of need and length of service in the program. Parent educators conduct at least one visit per month per enrolled family. The intent is to provide more intensive services during the first year, with less frequency as families become more stable and need less support. As general guidelines, targets are set at 24 visits during the first year and 12 visits during the second year.

Home visits are preferred, but personal visits at other locations, when they best meet the cultural or personal needs of the parent, are allowed.

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 a sufficient number of group connections per month in order for each family to attend at least one group connection per month, with a minimum of two group connections per month per 1.0 FTE Parent Educator. Agencies will provide incentives to reduce barriers to parent participation

in groups as needed (e.g., snacks, transportation, interpretation, etc.). Group connections must follow recommended formats by PAT to achieve goals.

Locations of groups can vary, depending on the activity. However, in order to encourage aligning children to the appropriate school when the child is ready for kindergarten, groups must be offered in at least two separate SUN Community Schools (working through the SUN Community School site manager).

Group connections must be primarily for PCDS families. Resource networking connects families to resources, including social and health services, to help them reach their goals and address their needs.

RESOURCE CONNECTIONS

As one of the main components of the PAT model and related to the PAT area of emphasis of "family well-being," 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,
- agencies will maintain an inventory of resources available in the community, including medical care, mental health care, and social services, and continuously train parent educators on these resources

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.

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. Client files must contain documentation explaining how the assistance supports the client's plan and goals. All client assistance in

a year is limited to 5% of total contracted funds and is based on actual need (not an automatic 5% of annual contracted funds). Examples of eligible purchases within PCDS include, but are not limited to:

- Bus Tickets
- Diapers
- Baby hygiene items
- Formula

OTHER CONTRACTUAL REQUIREMENTS

The contractor must strive to determine whether a child is receiving PAT services from another entity and may not serve a child if he or she is already receiving PAT services.

PCDS implements the Healthy Moms, Happy Babies curriculum to serve families who may be experiencing domestic violence (DV). Services include:

- Having written guidelines and procedures for how to screen for DV and how to handle cases where DV is present or suspected
- Ensuring that all home visitors are trained on the Healthy Moms, Happy Babies curriculum designed by Futures without Violence (FWV)
- Screening all families using the FWV Relationship Assessment Tool
- Distributing safety cards to families
- Assisting mothers/parents with safety planning
- When a screening indicates abuse, assisting parents with safety planning, and providing warm referrals to DV programs for parents experiencing DV

A waiting list for families who are eligible for services but can't be served due to full caseloads must be maintained by agencies. The contractor will provide support to families on a waiting list, such as connecting to resources, periodic communication and invitations to group connections. The contractor will inform families of their status on waiting lists periodically.

SERVICE LOCATIONS

Each contractor must make every attempt to deliver at least two of the PCDS groups in SUN Community School sites during the school year. Locations and distribution of PCDS services are negotiated annually as part of contract negotiations, through a collaborative process with the contractor, county and school districts. Current demographic and poverty information about schools and neighborhoods, as well as community-specific needs and assets will be considered in this process.

The intent behind the school delivery is to encourage parents who have both school-age and non-school-age children and parents who have children who are not yet school-age to come together at a school site. In all PCDS programs, regardless of the service delivery site, identification of the school site as a community resource and connection with the local school—building school readiness—is an important connection to be made. Contractors are expected to assist families in bridging the transition into kindergarten whenever children who are entering kindergarten are participating in PCDS.

Where PCDS are delivered at SUN Community Schools, PCDS 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.

As part of the SUN Service System collaboration, school districts provide building space for System activities and services, including PCDS activities, at no cost to the contractor or county during regular custodial hours. There may be an associated cost for late evenings or weekends.

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. This may include participation in a community of practice such as the Home Visiting Community of Practice led by Health Department Early Childhood staff.

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 1.0 PCDS Parent Educator	24	ServicePoint
% of families in their first year of service who participate in an average of two or more personal visits per month	75%	ServicePoint
% of families in their second or later year of service who participate in an average of one or more personal visits per month.	90%	ServicePoint
# of group connections offered each month per 1.0 PCDS Parent Educator	2	Mid-year narrative report
% of families who participate in an average of one or more group connections per month	90%	ServicePoint
% of children who have been developmentally screened using the ASQ and ASQ-SE within 90 days of program entry	85%	ServicePoint
% of children at exit who have been screened as not reaching age-appropriate growth and development who are referred for assessment	100%	ServicePoint
% of children who are current with immunizations at exit	90%	ServicePoint
% of clients who indicate at exit that: • They have gained new skills • Program services were helpful • Staff demonstrated cultural sensitivity • They had knowledgeable people to talk to when they had questions about their child/children	80%	ServicePoint
% of parents who have participated for six months who demonstrate strong nurturing of child/children	80%	ServicePoint
% of parents who have participated for six months who demonstrate positive discipline	80%	ServicePoint

Output/Outcome	Target	Source
% of parents who have participated for six months who demonstrate strong support of child development	80%	ServicePoint
% of children who have participated for six months who demonstrate strong regulation skills	80%	ServicePoint
Participating children served for at least two years.	50%	ServicePoint

SUN YOUTH SUBSTANCE ABUSE PREVENTION SERVICES

TARGET POPULATION

Youth ages 10-14 and their families who reside in Multnomah County are the primary target population. Family, caretaker or guardian participation is required for these family-focused prevention sessions.

CORE SERVICES

FAMILY-FOCUSED PREVENTION SESSIONS: STRENGTHENING FAMILIES PROGRAM 10-14 (SFP)

Family-focused prevention services will be provided in SUN Community Schools to youth ages 10-14 and their parents, guardians or caregivers using the Strengthening Families Program for Parents and Youth 10-14 Program Model (SFP). SFP is a video-based intervention designed to prevent or reduce adolescent substance use and other risky behaviors in youth 10-14 years old. Sessions are highly interactive and include role playing, discussions, learning games and family projects designed to improve parenting skills, build life skills in youth and strengthen family bonds. The program is delivered through parent, youth and family sessions using narrated videos that portray typical youth and parent situations.

The basic program is usually delivered over seven weeks of evening sessions. More information on Strengthening Families can be found at http://www.strengtheningfamiliesprogram.org and http://www.extension.iastate.edu.sfp10-14. All families who have taken the SFP course are encouraged to attend booster sessions after they have finished the regular series.

OTHER CONTRACTUAL REQUIREMENTS

Contractors will serve all eligible youth. Services may not be denied to any youth and family on the basis of income or ability to pay.

Contractors will maintain strong collaborations and have effective referral systems with school staff and other service contractors within the SUN Service System, including the following:

- Working with school-based and school-linked SUN Service System partners (e.g., district and school student services, prevention and counseling staff; SUN Service System Regional Service Providerss; culturally specific contractors; SUN Community Schools; School-Based Health Clinics; School-Based Mental Health services; SUN Youth Advocacy Program; and Sexual and Gender Minority Youth programs) to determine how Strengthening Families services will be made available to participants in those programs.
- Providing written information to each of the SUN Service System contractors regarding the Youth Prevention Services referral process at least once each fiscal year. At a minimum, the information will include a description of the available services and who is eligible to receive

them; how services are accessed, including who to contact at the provider agency for service (names, phone numbers and addresses); and any other pertinent/necessary information, such as available times, locations, etc.

- Ensuring compliance with districts' criminal history verification requirements. Verification will be done at the program's expense for all employees who will have unsupervised contact with students as a result of the provision of services as part of the SUN Service System.

SERVICE SITE LOCATIONS

The expectation is for Youth Substance Abuse Prevention services to be available on a countywide basis. The contractor will conduct priority outreach to SUN Community School middle schools and alternative schools located in Multnomah County. Locations of Strengthening Families will be negotiated with county staff and finalized by the 30th of September each school year.

YOUTH SUBSTANCE ABUSE PREVENTION ANNUAL OUTPUTS AND OUTCOMES

TABLE 11
Youth Substance Abuse Prevention Annual Outputs and Outcomes

Outputs and Outcomes	Target	Source
# of Strengthening Family (SFP) courses conducted	12	Narrative Report
# of families served through Strengthening Families courses	120	ServicePoint
% of parents surveyed who report improvement in five (5) or more parent survey questions	90%	ServicePoint
% of youth surveyed who report improvement in four (4) or more youth survey questions	75%	ServicePoint
% of families completing the Strengthening Families course as measured by attendance at six (6) of the seven (7) sessions	75%	ServicePoint
% of participating youth who experience fewer suspensions and/or expulsions than in the previous year, or who experience no disciplinary action in the current year.	85%	ServicePoint
# of Strengthening Family booster sessions conducted for each SFP course	3 Sessions	Narrative Report
# of families served through Strengthening Family booster sessions	35 Families	Narrative Report
# of parents surveyed (during booster sessions) who report improvement in five (5) or more parent survey questions	90%	Narrative Report
% of youth surveyed (during booster sessions) who report improvement in four (4) or more youth survey questions	75%	Narrative Report
% of families completing Strengthening Families booster sessions as measured by attendance at two (2) of the three (3) sessions	75%	Narrative Report

SEXUAL AND GENDER MINORITY YOUTH (SGMY) SERVICES AND TECHNICAL ASSISTANCE

Sexual and Gender Minority Youth (SGMY) Services and Technical Assistance are designed to address developmental, emotional, mental health and safety needs of gay, lesbian, bisexual, transgender and questioning youth.

TARGET POPULATION

The primary target population for SGMY services is youth age 12-17 who are experiencing academic failure and disconnection from school, and who identify as gay, lesbian, bisexual, transgender, queer or questioning.

CORE SERVICES

SGMY services are divided into two components:

1. **Social and support services** to provide outreach and direct service support to sexual and gender minority youth, including providing a safe space for sexual and gender minority youth at the Sexual Minority Youth Resource Center.
2. **Technical assistance supports** to enhance the capacity of SUN Service System, school-based and school-linked service contractors to competently serve sexual minority youth.

SOCIAL AND SUPPORT SERVICES

A total of 85% of the service contractor's time will be dedicated to the provision of social and support services for sexual minority youth who are identified as at-risk, as indicated by poverty, academic failure, truancy, mental health needs, social marginalization, and alienation and isolation due to internalized oppression, racism, homophobia and transphobia. These services include, but are not limited to:

- **Support groups** to provide safe and supportive environments for positive socialization, peer support, leadership and discussion of an array of topics of interest and concern to sexual and gender minority youth.
- **Counseling and/or case management** focused on sexual minority youth (who may be referred by System staff, including mental health consultants and staff associated with school-based and school-linked entities) that emphasizes areas such as crisis intervention and suicide prevention.

TECHNICAL ASSISTANCE

The remaining 15% of the service contractor's time will be dedicated to technical assistance supports that service contractors and schools need to build proficiency in service delivery for sexual and gender minority youth. Technical assistance supports include, but are not limited to:

- **Training** for group facilitators and school-based and school-linked staff, as well as all case managers and mental health consultants who provide case management and counseling to sexual and gender minority youth.

- **Consultation services** for case managers, mental health consultants, school-based health clinic staff and others associated with school-based entities to develop expertise in sexual and gender minority youth issues and culture.

OTHER CONTRACTUAL REQUIREMENTS

The contractor must designate at least one staff representative to attend all scheduled SUN Service System meetings. The agency's meeting designee will be called on to update the county on agency activities that have an impact on System services and therefore must be authorized to do so.

SEXUAL AND GENDER MINORITY YOUTH ANNUAL OUTPUTS AND OUTCOMES

TABLE 12
Sexual and Gender Minority Youth Annual Outputs and Outcomes

Output/Outcome	Target	Source
# of SUN Service System contractor staff and partners trained	300	Contractor Report
Training participants who self-report an increase in knowledge of LGBTQ issues/cultural competency	85%	Contractor Report
Training participants who self-report intention to use information in their professional work	85%	Contractor Report
# of volunteers trained	20	Contractor Report
Volunteers who use skills learned in volunteer training when providing support in resource center	70%	Contractor Report
# of school-based and school-linked contractors who receive individual consultation (teachers, counselors, community contractors and business persons)	50	Contractor Report
Community relation activities	35 meetings with community leaders; 5 public relations events; ongoing media outreach	Contractor Report
# of youth and families referred who receive case management and/or counseling	75	ServicePoint
# of weekly leadership development activities provided to participating youth	2 weekly meetings with a minimum of 5 participants	Contractor Report
Sexual Minority Youth Resource Center availability to sexual and gender minority youth	Resource center open 15 hours weekly serving a minimum of 300 youth annually	Contractor Report
Of the 75 youth receiving case management and/or counseling services, % who report reduction in at-risk behaviors	60%	ServicePoint
Of the 75 youth receiving case management and/or counseling services, % who remain in school or re-enroll in school	60%	ServicePoint

Output/Outcome	Target	Source
Of the 300 youth accessing services at the Sexual Minority Youth Resource Center, % who remain in school or re-enroll in school	60%	Contractor Report
Of the 300 youth accessing services at the Sexual Minority Youth Resource Center, % who report a reduction in at-risk behavior	60%	Contractor Report

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. System evaluation typically is conducted by DCHS evaluation staff who rely on and continuously refine established methods to generate valid, reliable and measurable results. For instance, as a result of being part of the DCHS-wide Visibility Initiative,

evaluation and data team staff built off of an existing measure of race and ethnicity to launch a new, more inclusive mode of collecting this information and using it to disaggregate outcomes and identify potential disparities.

In addition to examining outputs and outcomes specific to System services and programs, the evaluation staff within SUN works in collaboration with outside partners to promote joint efforts that are consistent with System goals. Presently, System evaluation staff have shared their expertise with partners such as All Hands Raised and Early Learning Multnomah, both of which aim to ensure that all children within Multnomah County are prepared to learn and able to succeed academically.

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.

DATA COLLECTION

Currently, two data systems—ServicePoint and OPUS—serve as the primary modes for System data collection and storage. 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).

MATCH FUNDING

Agencies participating in the System will be required to contribute match funds for services purchased through this System. A total of 15% match funding on the total award amount for each service type is required. Match amounts for these services may be in the form of cash or in-kind donations that relate directly to each of the purchased programs. “Relate directly” is described below.

In-kind match is the value of anything (property, equipment, staff, services or goods) contributed to a specific SUN Service System program area that would have been eligible costs for the given program, if the program were required to pay for such costs with the SUN Service System funds.

Cash match is actual cash contributed to a specific SUN Service System program area that is spent on eligible program area costs.

ALLOCATION METHODOLOGY

How resources are allocated in the SUN Service System continues to evolve to address shifting demographic trends and newly analyzed data sources that align with the overarching goals of the System. En route to updating the System model (and issuing an RFP), the department sought input from two distinct workgroups to provide recommendations about potential changes to (1) the regional configuration and how to best determine region size; and (2) how to allocate resources for culturally specific services across the System (not for individual populations or service areas).

Through these two workgroups, the general System allocation principles adopted by the SUN Service System sponsors and partners in 2007 were confirmed, and to an extent refined. These are:

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

The first workgroup met in winter/spring 2014 to consider the regional configuration and factors to consider when allocating resources for particular services. This group’s recommendations were consistent with the general principles outlined above, with one important addition—to include race and ethnicity along with poverty as factors to determine any percentage allocations.

The result is the following revision to the first principle above: *Allocate resources based on both poverty and race/ethnicity, using 2013-2014 Oregon Department of Education Free and Reduced-Price Lunch data.*

This workgroup recommended reconfiguring the regions to become more consistently sized, to use updated ODE data as the source to determine region sizes, and to continue to align regions with high school catchment areas. These newly configured regions are the basis for the regional component of the SUN Service System effective July 1, 2016. The percent allocations per region are in table 13 below.

TABLE 13
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%

The second workgroup, the SUN Culturally Specific Allocation Workgroup, was convened in Spring 2015 to recommend an approach to allocating resources for culturally specific services across the System. This group recommended using the percentage of children age 0-6 living in poverty (185% of the federal poverty level) who are from a culturally specific population as the basis for the overall allocation of culturally specific services. This analysis showed that 67% of children 0-6 in our community are children of color and living in poverty. The data source for this allocation is a five-year average of American Community Survey (ACS) data, analyzed by ECO Northwest to extract more definitive race and ethnicity categories than the general ACS data. Effective July 1, 2016, the SUN Service System will allocate 60% of total system resources to culturally specific services.

Specific allocation amounts for each culturally specific population are based on an updated data source which is the same as that used for the Culturally Specific Allocation Workgroup: the percentage of children age 0-6 living in poverty (185% of the federal poverty level) who are from a culturally specific population. The total culturally specific funding for the System overall is divided among the six populations using a set percentage of funding for each population. That methodology results in percentages for each of the six prioritized culturally specific populations, as outlined in the following table.

TABLE 14
Allocation for Culturally Specific Populations

Culturally Specific Population	Resource Allocation
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 15
Service Allocation Factor

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 non-white students	% 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 non-white students	% of total culturally specific allocation, then allocated by per population percent
SUN Parent-Child Development Services	Base allocation, plus pro-rated amount using 2014 population projection of households with children under the age of 5, living in poverty, developed by Portland State University	Base allocation, plus pro-rated 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	• Base funding for each site, based on whether site is 100% or 75% funded • Additional funding for sites with "layered services": Food Pantry, Harvest Share, Early Kindergarten Transition and/or Attendance Partnership Sites	
SUN Youth Substance Abuse Prevention Services	Set countywide allocation	
Sexual and Gender Minority Youth Services	Set countywide allocation	

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 Attendance Partnership sites, Early Kindergarten Transition and Hunger Relief efforts (e.g., Emergency Food Pantries and Harvest Share) will be allocated for those specific services.

ALLOCATION ADJUSTMENTS DURING CONTRACTING CYCLE

For all services, the department will review the updated free and reduced-price lunch data periodically and consider adjusting allocations to align with shifting population and demographic trends. In addition, for SUN Community Schools, a differentiated funding process will be considered by the funders and partners. Should such a funding methodology be adopted, it will be implemented as early as is feasible. Any overall funding adjustments will be considered according to the following outline:

TABLE 15
Potential Reallocation Schedule

Fiscal Year	Data Source Reviewed	Potential Date of Allocation Adjustment
2017-2018	Oregon Department of Education, Free and Reduced-Price Lunch	Fiscal Year 2018-2019
2019-2020	Oregon Department of Education, Free and Reduced-Price Lunch	Fiscal Year 2020-2021

APPENDIX A: SUN SERVICE SYSTEM WELLNESS GUIDELINES

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

I. 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.

II. 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.

III. Align with nutrition standards for foods and beverages served outside of the federal snack and meal programs to children and youth <u>during regular activities and programming.</u>

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.

IV. Limit commercial advertising in services provided.

A. To the extent possible, programs shall seek to limit commercial influences and exposure to advertising as it relates to nutrition, wellness and physical activity.

V. 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

I. 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.

II. 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.

III. 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.

IV. Limit commercial advertising in SUN Community Schools.

A. SUN Community Schools, to the extent possible, shall seek to limit commercial influence and exposure to advertising as it relates to nutrition, wellness and physical activity.

V. 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

Preschool Children (age 5 or under)

- **Snacks**: The types and amounts of foods served to preschool children will conform to specific program guidelines. If nutrition guidelines do not exist for the program, foods served should conform to USDA Child and Adult Care Food Program guidelines.
- **Beverages**: Allowable drinks are water, milk (or milk substitute for lactose-intolerant children), and diluted juice as follows:
  - Children under 2 years old: Serve whole milk.
  - Children 3-5 years old: Serve 1% or less milk.
  - We recommend limiting juice. If juice is served, serve 100% juice and dilute it by half with water.

School-Age Children and Youth: Oregon Nutrition Standards

- **Snacks:**
  - Set calorie limits per serving: 150 in elementary school, 180 in middle school, 200 in high school.
  - Total calories from fat may not exceed 35% (except for foods that are mainly nuts, eggs, cheese, non-fried vegetables, legumes or seeds).
  - Sugar content may not exceed 35% by weight except for fruits and vegetables.
  - Saturated fat may not exceed 10% of total calories; trans fat may not exceed 0.5 grams per serving.
- **Beverages: Elementary School**
  - Fruit or vegetable juice, individual serving size of 8 ounces or less and fewer than 120 calories (15 calories/ounce).
  - Milk or flavored milk, low-fat or fat-free, individual serving size of 8 ounces or less and fewer than 150 calories (19 calories/ounce).
  - Plain water is acceptable at every grade level.

- **Beverages: Middle School**
  - Fruit or vegetable juice, individual serving size of 10 ounces or less and fewer than 120 calories per 8 ounces (15 calories/ounce).
  - Milk or flavored milk, low-fat or fat-free, individual serving size of 10 ounces or less and fewer than 150 calories per 8 ounces (19 calories/ounce).
  - Plain water is acceptable at every grade level.
- **Beverages: High School**
  - Fruit or vegetable juice, individual serving size of 12 ounces or less and fewer than 120 calories per 8 ounces (15 calories/ounce).
  - Milk or flavored milk, low-fat or fat-free, individual serving size of 12 ounces or less and fewer than 150 calories per 8 ounces (15 calories/ounce).
  - No- or low-calorie beverages, individual serving size and fewer than 10 calories per 8 ounces (1.3 calories/ounce).
  - Other beverages, individual serving size of less than 12 ounces and fewer than 66 calories per 8 ounces (8 calories/ounce).
  - Plain water is acceptable at every grade level.