



SUN Service System RFPQ Stage 2 Pre Proposal Session

**SUN SERVICE SYSTEM Programs & Service
Delivery**

**December 12th, 2024
1:00PM-3:00PM**

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Agenda

Part 1

1. Stage 2 Overview & Timeline
2. SUN Service System Overview
3. Required System Wide Approaches
4. Service Expectations

Part 2

1. SUN CS
2. Layered Services (EKT, P3, Hunger Relief, FRN)
3. Questions and Answers
4. Linked Services (MSI & EA, SYA, PCDS)
5. Questions and Answers

Part 3

1. SUN SS Service Delivery Structure
2. Current FY25 Contract Allocations
3. Questions and Answers

Part 4

1. RFPQ Stage 2 Question Categories
2. RFPQ Application Scenarios
3. Central Procurement
4. Questions and Answers

***All questions asked in this presentation are not binding unless posted to the Q & A Board**



SUN Service System RFPQ Stage 2

Focus of today's presentation:

1. Program components of the SUN Service System:
 - SUN Community Schools
 - Layered services
 - Linked services
 - Service components and outputs & outcomes
2. Service delivery structure/categories: Regional vs Culturally Specific
3. RFPQ Stage 2 Question Categories

We will be referring to **Attachment B, Service Delivery Model** throughout this presentation

Speak

Raise
Hand

Chat



SUN Service System RFPQ Stage 2 Overview

Applicants must be qualified in Stage 1 to proceed.

Qualified **subcontractors** in Stage 1 do not need to submit lone standing proposals

Stage 2 focuses on programmatic experience, service delivery and knowledge of the population served.

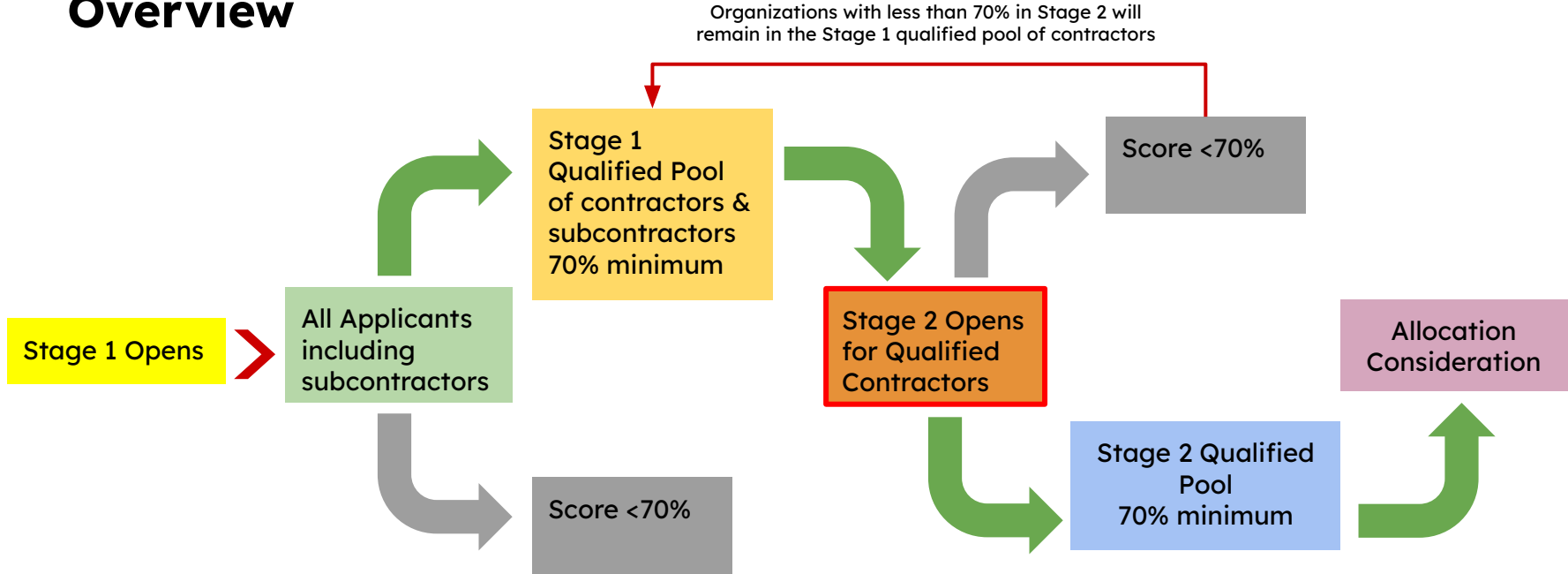
Stage 2 seeks to establish a pool of qualified applicants to deliver SUN Service System Programming via 2 service categories: *Regional and Culturally Specific Services*.

Applications will be evaluated by a diverse committee with experiences in the program areas. Evaluation will determine the final pool of qualified applicants. Minimum score 70%.

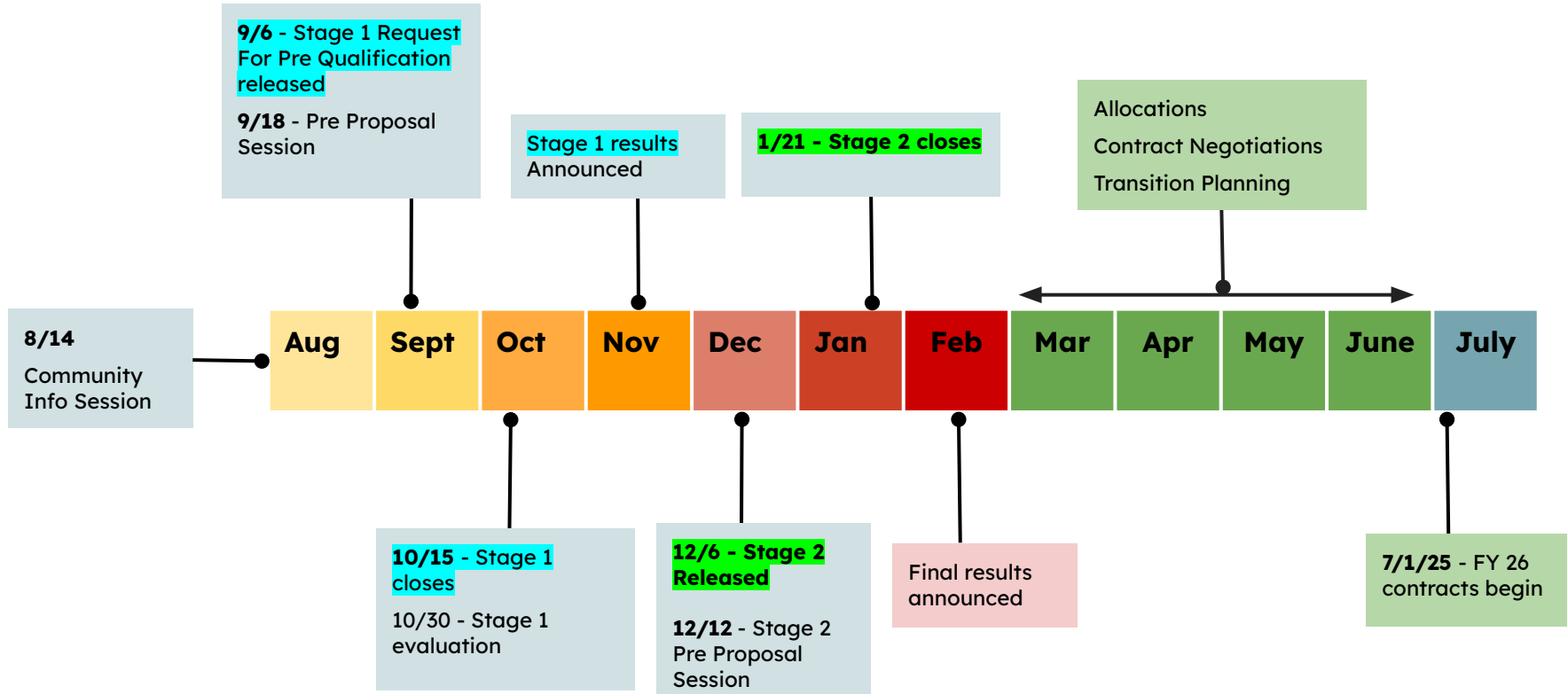
****Being qualified does not automatically result in a contract****



RFPQ Process Overview



Stage 2 Timeline



SUN SERVICE SYSTEM



School Based

Outside School



Community Schools & Layered Services

Linked Services

- Early Kindergarten Transition
- Prenatal to 3rd Grade
- Hunger Relief & Food Pantries
- Family Resource Navigation

- SUN Youth Advocacy
- Parent Child Development Services
- Multnomah Stability Initiative & Energy Assistance
- Sexual & Gender Minority Youth

Required System Wide Approaches / Attachment B pg 8-10

1. **Culturally Responsive Services**

2. **Apply the principles of Equity, Empowerment, Racial Justice at all levels**

3. **Assertive Engagement**

4. **Trauma and Healing Informed Practice**



Service Expectations / Attachment B, pg 11

Service Expectations	
Core Services	“No Wrong Door” practice for service access so that individuals and families may seek service engagement from a service provider they choose. All services are for all primary service populations within the System, except where funding sources or program specifications dictate eligibility requirements.
Collaboration, Integration & Alignment	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 & 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.
Wellness Guidelines	SUN is uniquely positioned to promote healthy active living, given its distribution of services across the county in convenient locations, its focus on culturally specific services, and its strong, established relationships with youth, families and communities.



SUN Community Schools

SUN Community Schools are a **place-based**, collective impact strategy to improve children's educational success and family stability.



SUN Community Schools / Attachment B, pg 12-27

Focus Populations	Service Components
<p>Students at risk of academic failure and those who are historically underserved</p>	<p>Shared Leadership - Site operations & Collaborations, Site Management and Staffing, Needs Assessment, Annual Plan, Operating Functions, Attendance, Meetings, trainings and Work Sessions</p> <p>Integrated Support Service (Wrap Around) - Service Coordination, Partner coordination, Service Access/Information and Referral</p> <p>Family Engagement- Youth, Family and Community Engagement, Adult education and support</p> <p>Expanded Learning Opportunities - Academic support, homework assistance, tutoring/mentoring, summer programs, activities that develop positive cultural identity, transition supports for students, life skills development, high school specific services and enrichment classes</p>



Youth and Family Engagement Attachment B, Table 2, pg 19

Engagement Area	Required Service Component(s)	Optional Service Components
Youth	<ul style="list-style-type: none"> ● Participation/input in program and service planning ● Leadership opportunities ● Roles in decision making 	<ul style="list-style-type: none"> ● Event planning and hosting ● Focus groups ● Issue advocacy
Parents and Family Members	<ul style="list-style-type: none"> ● Outreach ● Relationship-building activities ● Parenting support ● Adult education activities ● Family and community events Family Leadership Team 	<ul style="list-style-type: none"> ● Family strengthening classes ● Home visits ● Building civic capacity and understanding of the system
Community	<ul style="list-style-type: none"> ● Outreach ● Family and community events 	<ul style="list-style-type: none"> ● Business partnerships ● Community service ● Faith-based partnerships ● Participate in community meetings

Expanded Learning Opportunities Attachment B, Table 3, pg 21

Core Service Domain	Required Service Component(s)	Optional Service Components
Educational Support and Skill Development	<ul style="list-style-type: none"> ● Academic support ● Homework assistance (in schools that assign homework) ● Tutoring ● Summer programs ● Life skills development ● Activities that promote positive cultural identity development ● Transition supports for students ● Adult education and support (ESL, GED, parenting, etc.) ● Elementary and K-8: Early Kindergarten Transition program (where identified) · High Schools: Workforce development, career and college exploration, Ninth Grade Counts participation (where identified) 	<ul style="list-style-type: none"> ● Student internships, youth employment training ● Service learning projects Project-based learning ● Youth case management ● Mentoring
Enrichment	<ul style="list-style-type: none"> ● Educational and cultural enrichment ● Recreation including physical activity 	<ul style="list-style-type: none"> ● Visual and performing arts

SUN Community Schools Attachment B, pg 33-24

Output or Outcome	100% funding level	75% funding level	New Sites (first year)	Source
<p># of hours per week the school is open to the community to provide service beyond school class time. Includes:</p> <ul style="list-style-type: none"> • Extended-day times (before and after school) • Lunch and recess • Evening hours • Office hours (providing services to families and students) • Weekend hours 	15 hrs per week minimum	12 hrs per week	15 in winter and spring	Half-Yearly Narrative Report
# of weeks of summer programming unless otherwise planned with district plans	4 weeks	4	0	Half-Yearly Narrative Report
# of children/youth served in enrolled extended-day activities or individual, group and family support	200 students	150	167	Grouptrail
# of students involved with SUN Community School who participate regularly (30 days or more)	100 students	75	67	Grouptrail
# of students who are at risk of academic failure	100	75	67	Grouptrail



SUN Community Schools Attachment B, pg 33-24

Output or Outcome	100% funding level	75% funding level	New Sites (first year)	Source
# of extended-day non-enrollment family programs or community events	3	3	3	Grouptrail
# of adults (parents and community members) who participate in enrolled adult education	50	35	35	Grouptrail
% reduction in chronic absence rate for all regularly attending students—across grades—as well as for youth in the following, specific grade levels: <ul style="list-style-type: none"> · Kindergarten · 6th grade · 9th grade 	Chronic absence rate of 10% or less OR 10% reduction in chronic absence rate from previous year	Chronic absence rate of 10% or less OR 10% reduction in chronic absence rate from previous year	Chronic absence rate of 10% or less OR 10% reduction in chronic absence rate from previous year	SUN Service System (SUN SS) from MESD
% of regularly attending 9th graders who earn at least 6 credits	80%	80%	80%	SUN SS from MESD

SUN Community Schools Attachment B, pg 33-24

Output or Outcome	100% funding level	75% funding level	New Sites (first year)	Source
% 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

Layered Services

Layered 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.



Early Kindergarten Transition / Attachment B, pg 27-29

EARLY KINDERGARTEN TRANSITION (EKT)	Focus Populations	Service Components
<p>School-based summer program to increase parental involvement in their children's learning, children's attendance in kindergarten, and children's success in school.</p>	<ul style="list-style-type: none">• 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	<ol style="list-style-type: none">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.



EKT/ Attachment B, pg 35

Output or Outcome	100% funding level	75% funding level	New Sites (first year)	Source
Early Kindergarten Transition Programming				
# of children who participate in each EKT classroom	20	N/A	N/A	Wellsky Community Services
% of children who have parents/ caregivers participating in the parent engagement components	75%	N/A	N/A	Wellsky Community Services
% of participating children who have no preschool experience	90%	N/A	N/A	SUN SS from MESD

Prenatal-3rd Grade / Attachment B, pg 30-32

PRENATAL - 3rd GRADE (P3)	Focus Populations	Service Components
P-3 schools build trust and stronger connections between families and the school promotes positive transitions to kindergarten, supports parents becoming advocates for their child's education and increases families' access to needed resources.	Families with young children who are future students of P3 schools	<ul style="list-style-type: none">• Early Learning Activities• Parent Engagement & Support• School Partnership Initiatives

*P-3 Schools were selected through an application process that involved SUN Lead Agencies, SUN Site Managers, Kindergarten Teachers, District Administrators, and Principals. P-3 Schools are funded through Early Learning Multnomah's Kindergarten Partnership & Innovation Grant.

P-3/ Attachment B, pg 36-38

Required Activity	Frequency	P-3 Coordinator Role	Outputs/ Outcomes	Source
1. Early Learning Activities				
Play & Learn (P&L) Groups	<p>2x per week, 90 minutes or more (Summer: 1x/week)</p> <p>At least one group per week is culturally responsive or led in a language besides English</p> <p>P&L Groups run concurrently with all sessions of SUN extended-day programming, including 1 P&L group during the summer session</p>	<p>Following the Kaleidoscope model, P-3 Coordinators plan, coordinate, recruit participants and lead groups for caregivers and their children ages 0-5 that include:</p> <ol style="list-style-type: none"> 1. Child-directed play 2. Coordinated group activity 3. Intentional caregiver learning 4. Intentional efforts to help caregivers build supportive relationships 5. Opportunities for children to interact with each other 6. Intentional opportunities for caregiver leadership 	<p>40 adults attend at least one P&L group</p> <p>20 adults attend 5 or more P&L group</p>	<p>Wellsky Community Services</p> <p>P-3 Narrative Report Addendum to SUN CS Half-Yearly and End of Year Report</p>



P-3/ Attachment B, pg 36-38

Required Activity	Frequency	P-3 Coordinator Role	Outputs/Outcomes	Source
Early Kindergarten Transition (EKT)	<p>Lead/facilitate EKT parent group meetings during EKT programming.</p> <p>1 EKT Follow Up family event (one in the fall/winter or one in the spring are designed to reconnect EKT families, support a positive transition to kindergarten.</p>	<p>Work in partnership with school & SUN Site Manager to recruit families for EKT</p> <p>Work in partnership with SUN Site Manager to coordinate EKT</p> <p>Lead caregiver groups and family engagement activities during the summer, including EKT orientation</p> <p>Work with families to encourage consistent EKT attendance. Coordinate fall and winter events in partnership with Kindergarten Teachers (sites are encouraged to invite all kindergarten families, not just those who attended EKT)</p>	75% of children will have parents/caregivers participating in the parent engagement component of the program	Wellsky Community Services



P-3/ Attachment B, pg 36-38

Required Activity	Frequency	P-3 Coordinator Role	Outputs/Outcomes	Source
2. Family Engagement & Support				
Parent Leadership Activities	Minimum of 3X during school year(to be held quarterly) Parent Cafes (which qualify as a leadership activity to help build a family leadership team/group in the school community) must be offered at least 3x during school year	Following the Parent Cafe model, plan, coordinate, recruit participants and lead the group Cultivate and nurture diverse parent leaders. Create opportunities for new leaders to build confidence and connections. Work with SUN Site Manager & Principal to determine additional parent leadership activities. Sites are encouraged to consider how the P-3 Coordinator helps their Family Leadership Team grow and thrive.	30 people attend at least one Parent Cafe Family Leadership Team is strengthened	Wellsky Community Services P-3 Narrative Report Addendum to SUN CS Half-Yearly and End of Year Report
Resource Navigation	Ongoing	Support families to find social service and early learning resources	Outputs vary by sites and needs of families	P-3 Narrative Report Addendum to SUN CS Half Yearly and End of Year Report

P-3/ Attachment B, pg 36-38

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



Hunger Relief / Attachment B, pg 29-30

HUNGER RELIEF	Service Components
<p>Hunger relief efforts in SUN Community Schools are a vital support to ensure educational success and wellbeing of children and families. Select SUN Community School Sites receive funding from Multnomah County DCHS indirectly through subcontracts with Oregon Food Bank, which provides coordination of services for Pantries and Free Food Markets. Additional County funding may be available to select SUN Community Schools to extend access to Summer or Afterschool meals or snacks.</p>	<ul style="list-style-type: none">• Food Pantry: Food distribution at least twice a month• Free Food Market: Monthly distribution of fresh fruit and vegetables provided in partnership with Oregon Food Bank• Summer & Afterschool Meal and Snacks

Hunger Relief / Attachment B, pg 35

Output or Outcome	100% funding level	75% funding level	New Sites (first year)	Source
Hunger Relief Services				
Food Pantry: Average # of households served per weekly or bi-monthly distribution	40	N/A	N/A	SUN SS from Oregon Food Bank
Free Food Market: Average # of households served per monthly distribution	60	N/A	N/A	SUN SS from Oregon Food Bank
% of those served at pantries who identify as BIPOC, including immigrants or refugees	70%	N/A	N/A	SUN SS from Oregon Food Bank
% of households served at pantries that include a child	30%	N/A	N/A	SUN SS from Oregon Food Bank
Extended Access Meals/Snacks: average # of children 1-18 served per day during extended periods	25	N/A	25	SUN SS from school districts



Family Resource Navigation / Attachment B, pg 32-33

FAMILY RESOURCE NAVIGATION	Focus Populations	Service Components
<p>Family Resource Navigation supports skill building and confidence, reduces stressors in the home, and contributes towards financial stability so that students can learn and families can thrive.</p>	<ul style="list-style-type: none">• Households (with focus on families of color) facing economic, housing and other barriers benefit from dedicated navigation and advocacy support that can work alongside them.	<ul style="list-style-type: none">• Case Management supports (help navigating housing, food, utility and health resources, as well as other public benefits and employment resources. Offer one-on-one skill building).• Group skill building and workshops for parents• Language supports and reducing language barriers• Outreach (information awareness raising about potential resources for families)

FRN/ Attachment B, pg 38

SUN Service System	Outputs and Outcomes	Target # or %	Source
Family Resource Navigator	Number of individuals who receive support from Family Resource Navigator*	70 per school	Wellsky or agency's database
	Percent of people served by FRNs who identify as Black, Indigenous, and People of Color, including immigrants and refugees	80%	Wellsky or agency's database

* We do not expect this number to be unduplicated between Community Schools and Family Resource Navigators.



Q & A Engagement

Please use the “raise hand” feature to ask a question.

Type in the chat feature.

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Speak

Raise Hand

Chat



Linked Services

Linked Services are services housed at sites other than schools. These services are delivered at various community sites, which may include schools.



Multnomah Stability Initiative / Attachment B, pg 39-43

MULTNOMAH STABILITY INITIATIVE (MSI)	Focus Populations	Service Components
<p>Multnomah Stability Initiative (MSI) engages households living on low incomes in ways that foster hope, leadership and community so they avoid crises, achieve stability and access opportunities to reach prosperity. By protecting and building human capital in each family served by MSI, the economic well-being of the entire community is created, grown and maintained.</p>	<ul style="list-style-type: none">• Households with school age children that are currently housed, with income at or below 200% of the Federal Poverty Level (FPL), and are able to participate in activities designed to increase their actual income or earning potential.• Disproportionately represented households in poverty: African American, African Immigrant, Asian Pacific Islander, Latino, Native American, and Slavic communities.	<ul style="list-style-type: none">A. Assertive EngagementB. Flexible Client Service AssistanceC. Aligned ServicesD. Regional Long Term Rent Assistance Vouchers



MSI / Attachment B, pg 43

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

EA / Attachment B, pg 44

ENERGY ASSISTANCE	Focus Populations	Service Components
<p>Energy Assistance Multnomah County Energy Assistance Program provides home energy assistance to low-income households.</p> <p>The purpose of the program is to supplement home heating and cooling costs. It is not an entitlement program. It is also not intended to pay anyone's monthly or annual utility costs. Multnomah County receives funding from Oregon Housing and Community Services (OHCS) and Multnomah County subcontracts to non-profit agencies to administer the program. The program is year-round from October 1st through September 30th.</p>	<ul style="list-style-type: none">• Income-eligible households- 60% of the state median income	<ul style="list-style-type: none">A. LIHEAP: Low-Income Home Energy Assistance Program<ul style="list-style-type: none">- Federal funds- Fuel blind (NWN, PGE, PPL & bulk fuel)B. OEAP: Oregon Energy Assistance Program<ul style="list-style-type: none">- State Funds- PGE & PPL onlyC. City of Portland Water/Sewer Service Low-income Assistance Program



SYA / Attachment B, pg 45-49

SUN YOUTH ADVOCACY (SYA)	Focus Populations	Service Components
<p>SUN Youth Advocacy Program (SYA) fosters youth social, emotional and professional development and academic achievement by providing a variety of year-round, school-linked, age-appropriate supports to children and youth who are at risk of academic failure and dropping out of school.</p>	<ul style="list-style-type: none">• Middle and high school-age (5th - 10th grade) students who are experiencing racial discrimination, structural barriers. This includes youth who attend alternative schools.• Focused recruitment of students experiencing academic failure and those who are historically underserved	<ul style="list-style-type: none">A. Youth AdvocacyB. Whole Family Support and EngagementC. Out-of-School-Time SupportsD. Service Brokering and ConnectionE. Client Assistance

Output and Outcomes	Target	Source
Unduplicated # of youth served per SYA staff person	30	Wellsky Community Services
% of youth served who make progress toward or achieve case plan goals at program exit <ul style="list-style-type: none"> • Attendance • Academics/career • Self-esteem • Positive cultural identity development • Pro-social friends and activities • Positive behavior • Relationships with family/caring adults • Basic needs 	80%	Wellsky Community Services
% of un-exited students who make progress toward or achieve case plan goals by the end of the school year <ul style="list-style-type: none"> • Attendance • Academics/career • Self-esteem • Positive cultural identity development • Pro-social friends and activities • Positive behavior • Relationships with family/caring adults • Basic needs 	65%	Wellsky Community Services

Output and Outcomes	Target	Source
% of Engaged Youth* who are not chronically absent, both across all grades and in the following, specific grade levels: <ul style="list-style-type: none"> • 6th grade • 9th grade 	77%	School Districts
% of Engaged Youth* in 9th grade who earn 6 credits	70%	SUN SS will gather data from district

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

SYA, Attachment B, pg 49



PCDS / Attachment B, pg 50-52

PARENT CHILD DEVELOPMENT SERVICES (PCDS)	Focus Populations	Service Components
<p>PCDS aims to provide services to parents and their children from prenatal through kindergarten entry (through age 6) to promote healthy development, positive parenting and school readiness.</p>	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">A. Developmental Screening on a regular basis, at least annually and within 6 months of program entryB. Health Screening with health care providersC. Personal VisitsD. Group ConnectionsE. Resource ConnectionsF. Transition SupportG. Client Assistance

PCDS Attachment B, pg 52

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



Q & A Engagement

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Speak

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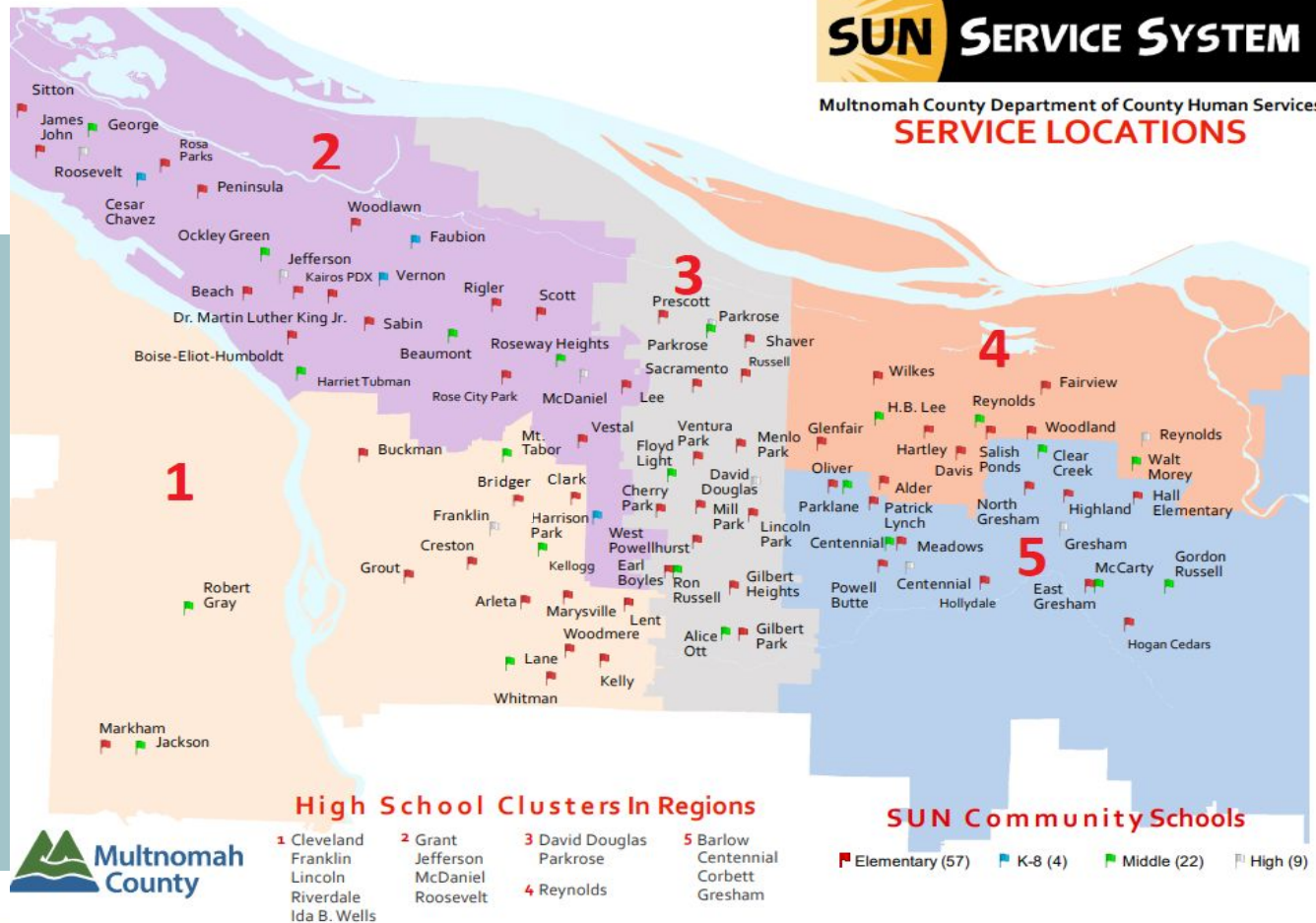
Service Areas

(Sections 1.2 - 1.3, Service Delivery Model pg 5-7)

Geographic Borders/Service Areas

The SUN Service System serves all of Multnomah County. Regional boundaries have been adopted for the purposes of organization, contracting and service delivery.

Culturally Specific Service providers will be expected to deliver services countywide.



SUN SS Service Delivery Structure

The SUN Service System has two principal service delivery methodologies.

REGIONAL

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

CULTURALLY SPECIFIC

2. The second area is services prioritized for six culturally specific communities.

Six (6) culturally specific populations are:

African American

African Immigrant

Asian/ Pacific Islander

Latino/e/x

Native American

Slavic



Regional Services

One (1) Contractor will be selected for each of the five (5) geographic regions to provide layered and school linked services.

A single Provider may be awarded more than one (1) region but may not be awarded more than two (2) regions.

A single Provider may not be awarded two (2) regions AND simultaneously be a subcontractor in another region

*****No single Contractor may be awarded more than 40% of the total SUN Service System resources.***

Regional Services

SUN Community Schools AND

Layered Services

- EKT
- P3
- Family Resource Navigation
- Food Pantry & Free Food Market Site

Linked Services

- SUN Youth Advocacy Program
- Multnomah Stability Initiative and Energy Assistance
- SUN Parent Child Development Services

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



Culturally Specific Services

Culturally specific services are ones that are provided for members a specific community and:

- Are designed by or adapted for the particular community served
- Reflect the values, beliefs, practices and worldviews of the community served
- Are provided in the preferred language of the community served
- Program staff and leadership reflect the community served

One (1) or more Contractor/s will be selected to provide Culturally Specific school-based and school-linked services for each of the six (6) culturally specific populations in each of the service areas.

A single provider may be awarded more than one (1) Culturally Specific Population service area.

****No single Contractor may be awarded more than 40% of the total SUN Service System resources.**

Six (6) culturally specific populations are:	Four (4) Categories Service Areas are:
African American	<ul style="list-style-type: none"> • SUN Community Schools + layered services • SUN Youth Advocacy Program • Multnomah Stability Initiative and Energy Assistance • SUN Parent-Child Development Services
African Immigrant	
Asian/ Pacific Islander	
Latino	
Native American	
Slavic	



Contract Allocation Considerations

Following Stage 2, Youth and Family Services Division will determine contract allocations to applicants that have qualified using defined criteria and priorities.

- It will be possible to qualify under this RFPQ process and not receive a funding allocation due to resource limitations and other factors.
- The Department does not guarantee any particular volume of business will be offered to any applicant who qualifies to provide services.
- A major consideration is the contract size that allows for agencies to have internal capacity to support program implementation and maintenance.



Regional Contract Allocations FY25 / Attachment K

***subject to change in FY26**

Service Type	Allocation Type	Region 1	Region 2	Region 3	Region 4	Region 5
Multnomah Stability Initiative (MSI)	Percents of Allocation Based on ODE FRL Data	\$247,663	\$353,020	\$347,648	\$299,511	\$243,882
Energy Assistance Includes LIHEAP, OEAP (OEAP = PGE & Pac Power Pass Through)	Percents of Allocation Based on ODE FRL Data	\$797,699	\$1,137,146	\$844,373	\$678,894	\$784,970
SUN Youth Advocacy Program (SYA)	Base Allocation	\$96,667	\$96,667	\$96,667	\$96,667	\$96,667
SUN Parent Child Development Services (PCDS)	Base Allocation Plus Pro-rated PSU Population	\$132,500	\$132,500	\$132,500	\$178,672	\$185,837
SUN Community Schools**	By Number of Schools Partial: \$101,291 Base: \$135,055 High School: \$144,187	\$1,123,366	\$954,515	\$743,346	\$810,330	\$1,199,991



Culturally Specific Contract Allocations FY25 / Attachment K

***subject to change in FY26**

Service Type	Allocation Type	African American	African Immigrant	Asian/Pacific Islander	Latino	Native American	Slavic
Multnomah Stability Initiative (MSI)	Percent of Allocation	\$450,548	\$97,615	\$286,874	\$902,968	\$138,311	\$102,746
Energy Assistance Includes LIHEAP, OEAP (OEAP = PGE & Pac Power Pass Through)	Percent of Allocation	\$1,451,134	\$311,867	\$916,506	\$2,908,633	\$445,524	\$330,961
SUN Youth Advocacy Program (SYA)	Percent of Allocation	\$481,155	\$120,729	\$354,794	\$1,045,376	\$500,562	\$128,120
SUN Parent Child Development Services (PCDS)***	Base Allocation Plus Pro-rated PSU Population	\$289,363	\$176,540	\$176,542	\$413,619	\$176,544	\$176,545
SUN Community Schools**	By Number of Schools Partial: \$101,291 Base: \$135,055 High School: \$144,187	\$1,557,979	\$270,110	\$1,429,443	\$2,161,849	\$0	\$270,111



Q & A Engagement

Please use the “raise hand” feature to ask a question.

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Regional Questions / Attachment E

Page limit: 12 pages

Group 2.2: Programmatic Questions		100% of Category Points
Regional Services		
2.2.1	Program Experience	15
2.2.2	Programmatic Partnerships	10
2.2.3	Relationship to the Regional Community	10
2.2.4	Regional Experience and Relationships	10
SUN Community Schools		
2.2.5	Experience: School-Based Services & Community Schools	5
2.2.6	Positive Youth Development	5
2.2.7	Family and Community Engagement	5
2.2.8	Shared Leadership and Collaboration	5
2.2.9	Wraparound Services	5
SUN Youth Advocacy		
2.2.10	Program Activities and Equity	10
Parent-Child Development Services		
2.2.11	Program Activities and Equity	10
Multnomah Stability Initiative & Energy Assistance		
2.2.12	Program Activities and Equity	10



Culturally Specific Questions / Attachments F - I & M

SUN Community Schools Attachment F - 6 page limit

Group 3.2: Programmatic Qualifications		100 Total Points Possible
3.2.1	Experience: School-Based Services & Community Schools	20
3.2.2	Positive Youth Development	20
3.2.3	Family and Community Engagement	20
3.2.4	Shared Leadership and Collaboration	20
3.2.5	Wraparound Services	20

MSI & EA Attachment G - 3 page limit

Group 4.2: Programmatic Qualifications		100 Total Points Possible
4.2.1	Program Activities and Equity	40
4.2.2	Program Experience	30
4.2.3	Programmatic Partnerships	30

SYA Attachment H - 3 page limit

Group 5.2: Programmatic Qualifications		100 Total Points Possible
5.2.1	Program Activities and Equity	40
5.2.2	Program Experience	30
5.2.3	Programmatic Partnerships	30

PCDS Attachment I - 3 page limit

Group 6.2: Programmatic Qualifications		100 Total Points Possible
6.2.1	Program Activities and Equity	40
6.2.2	Program Experience	30
6.2.3	Programmatic Partnerships	30

Culturally Specific Qualifications Attachment M - 4 page limit

Group 7.2: Culturally Specific Qualifications		100 Total Points Possible
7.2.1	Relationship to the Community	50
7.2.2	Community Engagement and Advocacy	50



Applying to Regional Contracting

Agency ABC services is planning to apply to Regions 1 and 3.

If allocated, ABC services will provide Regional SUN Community School Services AND layered AND linked services.

ABC services is also a **subcontractor** in region 4 for lead Agency XYZ.

Agency ABC submits applications for:	Attachments	Agency XYZ submits application for:	Attachments
<ol style="list-style-type: none"> Region 1 Region 3 <p>*ABC services can only be allocated up to 2 regions but <u>cannot</u> be a subcontractor in Region 4.</p>	<p>Attachment E, in a single proposal for Regions 1 & 3</p> <p>Q 2.2.3 & 2.2.4 must respond to all regions applied for.</p> <p>In Marketplace, select Region(s) applied for and identify subcontractor(s) if any.</p>	<ol style="list-style-type: none"> Region 4 as the lead agency with collaboration with Agency ABC <p>*If XYZ is allocated region 4, ABC will be the subcontractor if ABC is only allocated 1 region.</p>	<p>Attachment E, for Region 4</p> <p>Q 2.2.3 & 2.2.4 must respond to the region applied for.</p> <p>In Marketplace, select Region(s) applied for and identify ABC as the subcontractor.</p>



Applying to Culturally Specific Contracting

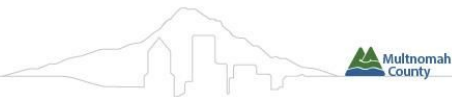
Agency 123 is a culturally specific organization. They'd like to apply for African Immigrant culturally specific SYA, Asian Pacific Islander Community Schools and Slavic & Asian Pacific Islander culturally specific populations for PCDS. Agency 123 is also applying to Region 5.

Agency 123 submits applications for:	Attachments
<ol style="list-style-type: none"> 1. Culturally Specific African Immigrant SYA 2. Culturally Specific Asian Pacific Islander Community Schools + Layered Services 3. Culturally Specific Slavic & API PCDS 	<p>F(Community Schools), H (SYA), I (PCDS for both Slavic and API in a single attachment) and M</p> <p>Attachment M must respond to all Culturally Specific community/communities chosen.</p> <p>In Marketplace, select culturally specific categories & community(s) applied for and identify subcontractor(s) if any.</p>
<ol style="list-style-type: none"> 4. Region 5 	<p>Attachment E</p> <p>Q 2.2.3 & 2.2.4 must respond to the region (s) applied for.</p> <p>In Marketplace, select Region(s) applied for and identify subcontractor(s) if any.</p>

*If allocated all 3 culturally specific contracts, Agency 123 will have to serve the chosen populations across Multnomah County

*If allocated Region 5, 123 services will provide Regional SUN Community School Services AND layered and linked services in the allocated region.





Proposer Cover Page Information

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Please enter your questions into groups below.

Export Questions

▼ Group 1.1: Submission Information

Instructions: Please indicate the category or categories that you will apply for through this stage.

#	Question Text	Conditional Upon	Response Type	
1.1.1	If you are applying for Regional Services, please identify the region(s) you intend to serve:	-	Multiple Select (Pick Many)	View
1.1.2	Culturally Specific Category (may select multiple)	-	Multiple Select (Pick Many)	View
1.1.3	If you are providing a Culturally Specific Service, please indicate the population(s) you seek to serve:	-	Multiple Select (Pick Many)	View
1.1.4	If you intend to utilize a subcontractor, please identify the subcontracted agency or agencies here:	-	Text (Multi-Line)	View



Evaluation

6 panels, 3-5 evaluators per panel with potential representation from:

- School Districts
- Multnomah County
- City of Portland
- Community Partners
- Community Members

****Evaluators will be divided into 6 panels and each panel will evaluate specific areas:**

1. Regions
2. Culturally Spec SUN CS
3. Culturally Spec SYA
4. Culturally Spec PCDS
5. Culturally Spec MSI
6. Culturally Spec Qualifications

****Correction from presentation 12.12.24**



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This event is **Open**, and will be closed on 1/21/2025 4:00 PM PST. You may view responses on 1/21/2025 4:00 PM PST.

SUN Services System

RFPQ-21-2025
 Stage 2: Service Category
 Qualifications
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Type: **Request for Programmatic Qualifications (RFPQ)**

Event Status: **Open**

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- Culturally Specific SUN Y...
- Culturally Specific Parent...
- Culturally Specific Qualifi...

Buyer Attachments

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Attachment ▲	Version ▲	Size ▲	Added By ▲	Modified Date ▲	Actions ▾
How to Complete and Submit a Response to a Sourcing Event - MMP Supplier Guide	-	-	Christy Tran	12/3/2024 11:55:11 AM	Actions ▾
Procedural Instructions_Proposals 04_02_2024.pdf	1	123 KB	Christy TRAN (Admin)	12/3/2024 11:55:11 AM	Actions ▾
Buyer+Attachment+A++SUN+Service+System+RFPQ.pdf	1	236 KB	Lucas Hoelter	12/4/2024 10:16:39 AM	Actions ▾
Buyer+Attachment+B++SUN+Program+Model+2024.pdf	1	2,358 KB	Lucas Hoelter	12/4/2024 10:16:39 AM	Actions ▾
SUN RFPQ Buyer Attachment C - Stage 1 Description.pdf	2	138 KB	Lucas Hoelter	12/5/2024 9:35:46 AM	Actions ▾
SUN RFPQ Buyer Attachment D - Stage 2 Description.pdf	1	114 KB	Lucas Hoelter	12/4/2024 10:16:39 AM	Actions ▾
SUN RFPQ Buyer Attachment E (Regional) .pdf	2	153 KB	Lucas Hoelter	12/5/2024 9:35:13 AM	Actions ▾
Buyer Attachment F (Culturally Specific Community Schools)-2.pdf	1	156 KB	Lucas Hoelter	12/4/2024 2:47:30 PM	Actions ▾
Buyer Attachment G (Culturally Specific MSI&EA)-2.pdf	1	149 KB	Lucas Hoelter	12/4/2024 2:47:30 PM	Actions ▾
Buyer Attachment H (Culturally Specific SYA)-2.pdf	1	148 KB	Lucas Hoelter	12/4/2024 2:47:30 PM	Actions ▾

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Thank You!



Questions?

Post on the Q & A board in Marketplace

Contact Central Procurement:

Jimmy Chao

jimmy.chao@multco.us (best)

503 988 9808

