



Building a Brighter Future for Kids and their Families

Core Services & Allocation Methodology Recommendations

SUN Service System Coordinating Council

December 7, 2007

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INTRODUCTION

This document contains an overview of the Coordinating Council work and its recommendations to leaders and policy makers on two specific areas related to the SUN Service System: core services and allocation methodology. These recommendations will be considered and incorporated into the budgetary and programmatic decisions of the SUN Service System partners.

BACKGROUND

In February 2007, the School Age Services Task Force culminated with the release of a report containing recommendations for how the County, with its partners, could strengthen and streamline services for children and families. The report included a recommendation to establish a Coordinating Council for the SUN Service System for the purpose of ensuring shared responsibility, coordination, and system oversight.

The SUN Service System Coordinating Council began meeting in April 2007. Membership configuration is based on the recommendations of the School Age Services Task Force and is comprised of key system partners, including Multnomah County, school districts, non-profit organizations, Oregon Department of Human Services, and the City of Portland. Lorenzo T. Poe, representing Multnomah County Office of Chair Ted Wheeler, is the Chair of the Coordinating Council. A list of Coordinating Council members can be found in Appendix C.

COORDINATING COUNCIL CHARGE

The charge of the Coordinating Council as set forth by the School Age Services Task Force is as follows:

The Council should consider and recommend the key functions of the SUN Service System, including but not limited to:

- a. Sustainability of the SUN Service System*
- b. Sustainable funding & allocation of resources*
- c. Structure and purpose of the system*
- d. Evaluation and achievement of outcomes*
- e. Service standards & best practices*
- f. Guidance for percent of resources to be dedicated to direct services*
- g. Definition of roles and responsibilities for the SUN Service System*
- h. Further definition of core services*
- i. System expansion/contraction*
- j. Coordination of technical assistance*
- k. Review and adjustment (as necessary) of Memoranda of Understanding related to the System*

Upon formation, the Coordinating Council prioritized its work based on the necessary sequencing of tasks and critical timelines among the partner organizations. As the workplan and timeline were developed, two priority areas of work emerged: definition of core services and allocation methodologies.

PROCESS

The timeline for identification of recommendations for core services and allocation methodologies was hastened by an immediate need by the County to define these issues for the SUN Service System procurement process to take place in Winter 2008 and by budget timelines in all the jurisdictions. In order to accomplish this in the established timeframe and ensure broad input and participation by community groups and other stakeholders, the Coordinating Council formed two workgroups, the Core Services Workgroup and Allocation Methodology Workgroup. Both workgroups were chaired and had participation from members of the Coordinating Council, along with participation from a broader group of community and partner representatives.

Core Services Workgroup

This workgroup met nine times from June-October 2007, including a culminating joint meeting with the Allocation Methodology Workgroup. A total of 31 people participated in the workgroup, representing community organizations and local government, including City of Portland, Multnomah County Department of County Human Services, Health Department, and Commission on Children and Families, Oregon Department of Human Services, and local school districts and service providers. Joanne Fuller, Director of Multnomah County Department of County Human Services, served as the Chair of this workgroup. A list of Core Services Workgroup participants can be found in Appendix C.

The Core Services work included recommendations for the following:

- Target population
- Long-term system outcomes
- Partnership definitions
- Core services

Allocation Methodology Workgroup

This workgroup met ten times from June-October 2007, including a culminating joint meeting with the Core Services Workgroup. A total of 21 people participated in the workgroup, representing community organizations and local government, including the City of Portland, Multnomah County Department of County Human Services, Oregon Department of Human Services, and local school districts and service providers. Lisa Pellegrino, Director of the Children's Investment Fund for the City of Portland, served as the Chair of this workgroup. A list of Allocation Methodology Workgroup participants can be found in Appendix C.

The Allocation Methodology work included recommendations for the following:

- Overarching allocation principles
- Specific allocation methodology for school-based and school-linked services

Coordinating Council

The recommendations were presented to the Coordinating Council in October 2007. Coordinating Council members then briefed and solicited input from key leaders and groups they represent in order to incorporate this feedback into the final recommendations. The recommendations were finalized and approved by the Coordinating Council at the end of November 2007.

CORE SERVICES RECOMMENDATIONS

OUTCOMES

Based on the School-Age Services Task Force recommendations, the following long-term outcomes were identified for the SUN Service System:

- ❖ Prosperity
- ❖ Desirable Places to Live
- ❖ Academic Success
- ❖ Healthy Kids & Families
- ❖ Children Ready to Enter School (0-5 years)

TARGET POPULATION

The primary target population of the SUN Service System is school-age children and their families (K-12) with the long-term vision of expanding this to include early childhood services and programs.

PARTNERSHIP DEFINITIONS

The SUN Service System consists of two levels of partner participation. The expectations, roles and responsibilities of the partners are dependent on their level of participation in the system.

COLLABORATION <i>Creating A New System</i>	COORDINATION <i>Sharing Resources</i>
Integrated	Coordinated
Collaboration	Partnership
Shared vision, mission, results and impacts	Resources shared for common issues
Priority Referrals	Referrals
Must use SUN Service System Allocation Methodologies	May use SUN Service System Allocation Methodologies
Included in the SUN Service System Memorandum of Understanding	Working Agreement Established
A SUN Service System Core Service	Not a SUN Service System Core Service
Funding and program decisions made jointly	Shared decisions for common issues
Must jointly contribute to the system	May contribute to the system

For most partners, not all the services that the partner delivers are involved in the SUN SS on a collaborative or coordinated level. A partner may have some services that are involved at a collaboration level, some at a coordination level, and some that are not involved in the SUN SS.

The core services of the SUN Service System are those that partners plan, fund, and deliver in *collaboration*.

CORE SERVICES

The following services were identified as core to the SUN Service System. These services are critical drivers to the long-term outcomes, and partner participation in relation to these services needs to exist on a *collaboration* level in order for the SUN Service System to be successful in meeting its outcomes. These services are delivered school-based, school-linked, or a combination of both.

Service Access, I&R, Linkage

Facilities

Transportation

Site Management/Service Integration

Academic Support and Skill Development

- Case Management¹
- Attendance Support
- Tutoring/Mentoring
- Enrichment/Recreation
- Homework Assistance
- Summer Programs
- Student Internships, Youth Employment Training, Meaningful Youth Job Opportunities
- Life Skills Development²

Parent & Family Involvement/Support for Academic Success

- Parent Support & Life Skills Development
- Interpretation/Translation Services
- Parent & Family Engagement

Anti-Poverty

- Capacity for relationships with families (Case Management)¹
- Anti-Poverty Education and Support
 - Financial Literacy
 - Adult Education
 - Life Skills
 - Self Advocacy
 - Linkage/Brokering
 - Soft Employment Skills
- Housing Stability
 - Rent Assistance
 - Housing Support
 - Permanent Supportive Housing
 - Systemic Landlord Support
- Economic Self-Sufficiency

- Workforce System Connection/Linkages
- Vocational Education & Training
- Niche Work and Classes
- Basic Needs
 - Shelter
 - Food
 - Energy
 - Transportation
 - Clothing

Health

- School-Based Health
 - Primary Health Care
 - Prevention

Mental Health

- School-Based Mental Health
 - Screening & Assessment
 - Crisis Intervention
 - Individual, Family and Group Treatment
 - Environmental Intervention
- Addiction Services
 - Screening & Assessment
 - Treatment
 - Prevention & Outreach

1. **Case Management** is defined as a method of providing services and a collaborative relationship between a service provider and a participant. The functions of participant-centered case management include:

- Assessing strengths and needs
- Developing individualized action plans
- Coordinating all agencies, providers, and resources involved in the plan
- Monitoring, revising, following-up on, and evaluating action plans (as appropriate)
- Documenting contacts and services
- Advocating for organizational, community, and institutional responsiveness
- Using required knowledge of and access to resources in delivering direct services and client assistance funds (as available)
- Motivating, supporting, and mentoring individuals to maximize potential of achieving action plan goals and possibility for engaging in the larger community
- Looking beyond individual action plans to wider trends for the purpose of evaluating and refining the service system
- Seizing opportunities to influence social change
- Following-up after service completion (as necessary)

2. This encompasses a broad range of services, including but not limited to:

- | | |
|-----------------------|-----------------------------|
| ● Conflict Management | ● Communication Skills |
| ● Anti-Bullying | ● Social Network Building |
| ● Peer Mediation | ● Youth Violence Prevention |

ALLOCATION METHODOLOGY RECOMMENDATIONS

PARAMETERS

When the Allocation Workgroup began meeting, the County Chair and the Director of the Department of County Human Services instructed us to make allocation methodology recommendations within the following parameters:

1. Assume that allocations between the different service areas of the SUN Service System (SUN Community Schools, anti-poverty services, Parent Child Development services, Social and Support Services for Educational Success) would stay roughly the same; and
2. Assume that the County would continue to use approximately 30% of the total SUN Service System resources to fund services for Target Outreach Populations (culturally specific services).

ALLOCATION PRINCIPLES

1. Allocate resources based primarily on poverty.
 - o For School-Based services: Poverty drives the location of services
 - o For School-Linked services: Poverty drives the percentage of funding allocated to a service region
2. Assure a base level of service geographically spread across the county for both school-based and school-linked services.
 - o For School-Based services: Use high school catchment areas as the geographic basis for allocating programming.
 - o For School-Linked services: Use the six SUN Service System regions as the geographic basis for allocating other SUN Service System resources.

ALLOCATION DEFINITIONS

School-based Services: Any services delivered at a school site including the SUN Community School (SUN CS) program.

School-linked Services: Services housed at sites other than schools. These services are delivered at various community sites, which may include schools.

High School Catchment Areas: Refers to groupings of schools in which the elementary schools feed into the middle school and the middle schools feed into the high school. For purposes of these recommendations, high school catchment areas are defined as follows:

Barlow	Centennial	Cleveland	Corbett	David Douglas
Franklin	Grant	Gresham	Jefferson	Lincoln
Madison	Marshall	Parkrose	Reynolds	Riverdale
Roosevelt	Wilson			

Alternative, charter and magnet schools are not included in the high school catchments, and the recommendations for allocation of school-based services do not apply to these school sites since they draw their attendance from across the district(s) and not through a

geographically based catchment system. The county and other providers currently provide services for eligible students attending these types of schools through a variety of other programs.

A list of existing SUN Community School sites organized by high school catchment areas can be found in Appendix B.

Poverty Index: The Poverty Index was developed by Multnomah County to rank the relative poverty of the populations attending each school in the county. Each school has a rank that equally weights the **percentage** of students participating in the federal Free and Reduced Price Lunch Program (FRL), and the **number** of students participating in the program. The rank is derived by first separately ranking the schools by the percentage of children participating in FRL and by the number participating in FRL. These two ranks are then averaged to yield the final rank.

The Committee then divided the ranked list of schools into quartiles such that the 1st quartile includes the schools with the highest ranks for poverty and the 4th quartile includes the schools with the lowest ranks for poverty. A copy of the index that includes the rank of each school and the quartile of the index into which each school falls is attached to these recommendations for reference.

The Poverty Index can be found in Appendix B.

SCHOOL-BASED SERVICES

RECOMMENDATIONS

1. Allocate a base level of resources in all high school catchments where the high school is in the top three quartiles for poverty using the Poverty Index. Lincoln, Riverdale and Corbett catchments do not qualify to receive a base level of funding because these three high schools are in the 4th quartile of the Poverty Index.

Allocate a base of 1 SUN CS site in each of the qualifying high school catchments. Maintain the currently operating sites serving the highest poverty population in the catchment area.

Based on this principle, the following currently operating SUN CS sites would continue operating:

- Hall ES (Barlow catchment)
- Centennial MS (Centennial catchment)
- Grout ES (Cleveland catchment)
- Alice Ott MS (David Douglas catchment)
- Arleta ES (Franklin catchment)
- Sabin ES (Grant catchment)
- East Gresham ES (Gresham catchment)
- King ES (Jefferson catchment)
- Rigler ES (Madison catchment)
- Marshall HS (Marshall catchment)

- Shaver (Parkrose catchment)
 - Alder (Reynolds catchment)
 - James John (Roosevelt catchment)
 - Markham (Wilson catchment)
2. Minimize site changes between high poverty sites within a cluster. Based on this principle, the Committee recommends that all existing SUN CS sites that are ranked in the 1st or 2nd quartiles of the Poverty index be maintained.
 3. Shift resources from currently operating sites with relatively lower poverty rankings. Based on this principle, the Committee recommends that all existing sites ranked in the 3rd and 4th quartiles of the Poverty Index in excess of the 1 “base” site **EITHER**
 - (a) receive a reduced government subsidy (75% of current funding level) with saved resources moving to higher poverty sites, **OR**
 - (b) relocate to a higher poverty site, prioritizing existing sites where time limited grants are funding current services.

The following currently operating sites would **either** be relocated **or** receive 75% of the current government subsidy:

- Dexter MS (3rd quartile; Gresham catchment)
 - Beaumont MS (3rd quartile; Grant catchment)
 - Mt. Tabor MS (3rd quartile; Franklin catchment)
 - Sellwood MS (3rd quartile; Cleveland catchment)
 - Buckman ES (4th quartile; Cleveland catchment)
 - Robert Gray MS (4th quartile; Wilson catchment)
 - Jackson MS (4th quartile; Wilson catchment)
 - Fernwood MS (4th quartile; Grant catchment)
 - Clear Creek MS (3rd quartile; Gresham catchment)
 - Metropolitan Learning Center (4th quartile; Lincoln catchment)
4. Funders, in consultation with affected partners including school districts and schools, shall decide whether to relocate or reduce funding for a site, and where to apply saved resources or relocate services. Funders and partners shall consider multiple factors in making these decisions including funder needs and restrictions, decisions on core services, school district and school site readiness/willingness to host a site, the ability of the school population to pay fees for after-school programs, and expiration of grant funding for current sites. Add new SUN CS sites with saved or new resources using the Poverty Index, with priority to schools in the top quartile of the Index.
 5. If any schools in which the SUN CS program is operating are closed by the school district, or if new schools are opened by the school district subsequent to the implementation of these initial recommendations, the Committee recommends that the Coordinating Council discuss the impact of school closures or openings on the SUN CS system in consultation with funders and partners affected by the change, and make recommendations for relocation of SUN CS services if necessary.

6. The county should re-compute the poverty rankings of all schools in the county after three years of the contract period for SUN CS services has ended and provide the new rankings to the Coordinating Council. The Council should review the updated rankings and recommend adjustments in per site funding or location of services if necessary.

SCHOOL-LINKED SERVICES: ANTI-POVERTY SERVICES

The county currently allocates anti-poverty program funds as follows:

- 33% of total anti-poverty funding is allocated to Target Outreach Populations which are countywide;
- 75% of the remaining funds are allocated to serve families in poverty with related children;
- 25% of the remaining funds are allocated to serve individuals in poverty;
- The percentage of families in poverty with related children and the percentage of all people in poverty is computed for each region based on 2000 census data;
- The percentage of families in poverty with related children for any given region is then multiplied by the total funds allocated to serve families in poverty to compute the allocation for the region. The same calculation is performed to arrive at the allocation of funds to serve individuals in poverty for each region.

RECOMMENDATIONS

The committee recommends that the county allocate 100% of the funds remaining after 33% of the total anti-poverty funding is allocated to Target Outreach Populations to serve families in poverty with related children. The committee recommends that the data used to compute the percentage of families in poverty with related children and the percentage of all people in poverty for each region be updated before the county contracts for these services in FY 2008/2009. The committee recommends that the county hire a qualified consultant to project poverty trends throughout the county based on the most recent available data on the number and percent of families with related children in each region.

SCHOOL-LINKED SERVICES: SOCIAL & SUPPORT SERVICES FOR EDUCATIONAL SUCCESS

The county currently allocates funds for Social and Support Services for Educational Success (SSSES) as follows:

- Approximately 15% of available funds are allocated to regional providers (the “Regional Funds”) to provide services to 13-17 year olds at risk for academic failure. Each region receives the same allocation regardless of population.
- Approximately 85% of available funds are allocated to Target Outreach Populations for children aged 6-18 who are at risk for academic failure (the “Culturally Specific Funds”) in the following cultural groups: African-Americans (19.7% of funds), African immigrants (8.11% of funds), Asian and Pacific Islanders (20% of funds), Latinos (28.7% of funds), Native Americans (13.9% of funds) and people of Slavic origins (9.59% of funds). Contractors for culturally specific services must provide services countywide.

RECOMMENDATIONS

The committee recommends that the county use the following formula to allocate Regional Funds:

1. Cease allocating an equal and flat amount of funds to each region and instead allocate funds based on the percentage of the target population living in a region.
 - a) Using the projection data developed in connection with the recommendation for allocation of anti-poverty funds, calculate the number of poor 6-18 year olds in the county, and in each region at a given point in time. Calculate the percentage of the entire population of poor 6-18 year olds that resides in each region.
 - b) Allocate funds for each region based on percentage of the total poor 6-18 year olds in that region.
 - c) If the funding level for a region falls below a reasonable “base amount” to provide services, consider contracting with fewer providers to offer services over a larger geographic area.
2. The committee considered, but could not agree, that the county should also take into account the percentage of the target population in the region that receives culturally specific services in allocating the regional funds. Committee members were divided on whether it would be worth the effort to gather and apply this data in the formula.
3. The committee recommends that the county gather or procure better and more accurate data on the portion of the county population that each cultural group makes up, and on the total number of members of each cultural group in the county.
4. In the context of committee discussion of allocation of resources for SSSSES services, some members of the committee asked that the county reconsider its division of resources between the various components of the SUN System, as well as its division of resources between culturally specific services and mainstream services. A consensus was not reached on this point, but committee members advocated strongly on both sides of the issue.

OTHER SERVICES

The county funds other services for school-aged youth (e.g. services for sexual minority youth, youth addictions, and gender specific services) that are delivered countywide. The committee did not discuss allocation of funding for these services and does not recommend any changes to the current methodology of providing countywide services based on program specifications.

Appendix A: Core Services Supplemental Materials

Vision, Outcomes, Service Principles

Logic Model

Working Definitions and Expectations for Partners

Collaboration Grid

Coordination Grid

SUN Service System

VISION

The ideal SUN Service System is one that:

Realizes the potential of those served through inclusive access to an array of effective services delivered through a collaborative approach and integrated across agencies, jurisdictions, and funders.

LONG-TERM OUTCOMES

Children Ready to Enter School (0-5 years)

Academic Success

Healthy Kids & Families

Prosperity

Desirable Places to Live

SERVICE PRINCIPLES

**Asset-Based ■ Youth Development ■ No Wrong Door ■ Culturally Specific
Culturally Competent ■ Community-Based ■ School-Based ■ Home-Based
Civic Engagement ■ Parent/Family Involvement**

SUN Service System Logic Model

VISION

The ideal SUN Service System is one that:
realizes the potential of those served through inclusive access to an array of effective services delivered through a collaborative approach and integrated across agencies, jurisdictions, and funders.

COLLABORATION & COORDINATION

SERVICES

- SERVICE ACCESS, I&R, LINKAGE
- FACILITIES
- TRANSPORTATION
- SITE MANAGEMENT/SERVICE INTEGRATION
- ACADEMIC SUPPORT AND SKILL DEVELOPMENT
 - Case Management
 - Attendance Support
 - Tutoring/Mentoring
 - Enrichment/Recreation
 - Homework Assistance
 - Summer Programs
 - Student Internships, Youth Employment Training, Meaningful Youth Job Opportunities
 - Life Skills Development
- PARENT & FAMILY INVOLVEMENT/SUPPORT FOR ACADEMIC SUCCESS
 - Parent Support & Life Skills Development
 - Interpretation/Translation Services
 - Parent & Family Engagement
- ANTI-POVERTY
 - Capacity for relationships with families (Case Management)
 - Anti-Poverty Education and Support
 - Financial Literacy
 - Adult Education
 - Life Skills
 - Self Advocacy
 - Linkage/Brokering
 - Soft Employment Skills
 - Economic Self-Sufficiency
 - Workforce System Connection/Linkages
 - Vocational Education & Training
 - Niche Work and Classes
 - Basic Needs
 - Shelter
 - Food
 - Energy
 - Transportation
 - Clothing
 - Housing Stability
 - Rent Assistance
 - Housing Support
 - Permanent Supportive Housing
 - Systemic Landlord Support
- HEALTH
 - School-Based Health
 - Primary Health Care
 - Prevention
- MENTAL HEALTH
 - School-Based Mental Health
 - Screening & Assessment
 - Crisis Intervention
 - Individual, Family and Group Treatment
 - Environmental Intervention
 - Addiction Services
 - Screening & Assessment
 - Treatment
 - Prevention & Outreach

OUTCOMES

Short-Term

KEY CURRENT MEASURES

- **Increase school attendance**
Indicator: attendance rates
- **Increase youth academic progress**
Indicators: benchmark scores in reading and math, teacher survey, students demonstrate competencies via multiple modes, credit gains
- **Increase recreational & enrichment opportunities for youth**
Indicators: number of classes offered, number of participants
- **Increase adult and youth life skills & assets**
Indicators: number and % of people who report gaining new skills and assets
- **Improved school behavior**
Indicator: Teacher Survey
- **Increase access to physical and mental health services for youth**
Indicators: number accessing preventive and primary health care and direct mental health services
- **Increase access to affordable early childhood services**
Indicators: number accessing services
- **Increase number of children & families able to meet basic needs**
Indicators: % accomplishing case plan goals, increase income

OTHER POSSIBLE MEASURES

- Increase the number of children screened for normal growth and development
- Increase youth engagement at each level in their learning
- Increase educational options for youth and adults
- Decrease suspensions & expulsions
- Increase positive intergenerational & intercultural connections
- Increase physical & emotional safety
- Increase community engagement
- Increase living wage employment
- Increase children and family connections to their school & community
- Increase job skills & readiness for youth and adults

Intermediate

KEY CURRENT MEASURES

- **Increase the number of children meeting developmental milestones**
Indicators: number and % of children up to date on immunizations, number and % of children with normal growth and development
- **Improve youth physical health**
- **Improve youth mental health**
- **Increase housing stability**
Indicators: number and % successful placement in permanent housing at time of exit, student mobility rates
- **Increase youth academic attainment**
Indicator: % meeting or exceeding benchmarks

OTHER POSSIBLE MEASURES

- Reduce isolation of parents & families
- Reduce achievement gap
- Increase pursuit of postsecondary learning
- Decrease gang involvement
- Decrease teen pregnancy
- Increase access to healthcare
- Increase social relationships
- Increase shared ownership
- Increase youth & adult civic engagement
- Decrease student mobility
- Increase affordable housing for families
- Decrease juvenile justice system involvement
- Increase high school graduation rates

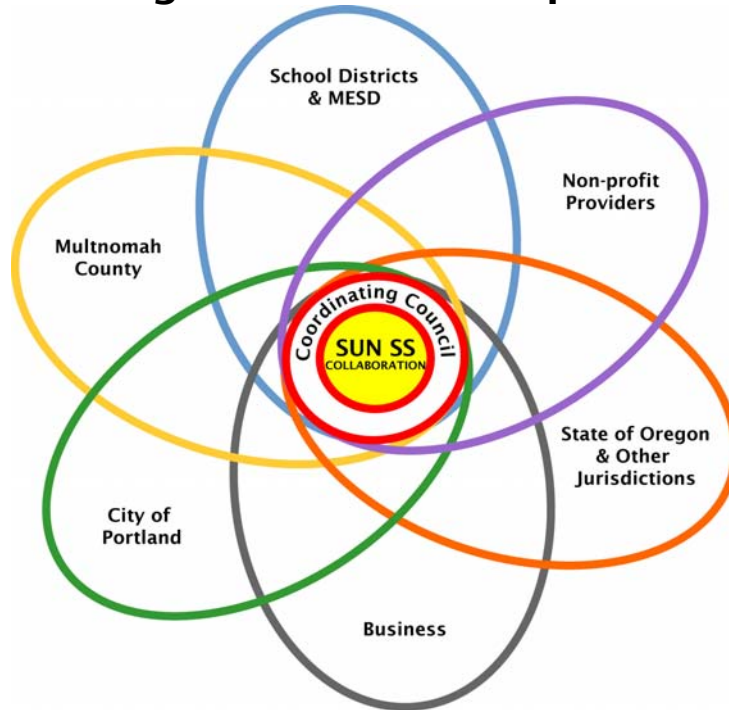
Long-Term

Prosperity

- Desirable Places to Live
- Academic Success
- Healthy Kids & Families
- Children Ready to Enter School (0-5 years)

SERVICE PRINCIPLES
 Asset-Based * Youth Development * No Wrong Door
 Culturally Specific * Culturally Competent
 Community-Based * School-based * Home-Based
 Civic Engagement * Parent & Family Involvement

SUN Service System Partners Working Definitions & Expectations



The SUN Service System (SUN SS) consists of two levels of participation by partners. The expectations, roles and responsibilities of the partners are dependent on their level of participation in the System.

COLLABORATION <i>Creating A New System</i>	COORDINATION <i>Sharing Resources</i>
Integrated	Coordinated
Collaboration	Partnership
Shared vision, mission, results and impacts	Resources shared for common issues
Priority Referrals	Referrals
Must use SUN Service System Allocation Methodologies	May use SUN Service System Allocation Methodologies
Included in the SUN Service System Memorandum of Understanding	Working Agreement Established
A SUN Service System Core Service	Not a SUN Service System Core Service

For most partners, not all the services that the partner delivers are involved in the SUN SS on a collaborative or coordinated level. A partner may have some services that are involved at a collaboration level, some at a coordination level, and some that are not involved in the SUN SS.

COLLABORATION

Creating a New System (the SUN Service System)

Partners involved at a collaborative level have a shared vision and mission with complex and interdependent systems of ongoing support. This is the level where the work of the various stakeholders in the SUN SS overlap as it relates to the target population(s) and shared goals of SUN SS. The yellow circle in the center of the diagram above represents the collaborative level of partnership. To be part of the SUN SS collaboration means:

- Working with other entities that are part of the System in the following ways:
 - Commitment to a common vision and mission: *Long-term poverty reduction through academic success*
 - Using established communication channels
 - Making appropriate funding and program decisions jointly
 - Role clarity for services delivered through the System
 - Jointly contributing to the System
- Delivering core SUN SS services through the SUN SS structure, including alignment with the regional boundaries and community and school-based access points (SUN Community Schools and Regional Service Centers)
- Using SUN SS allocation methodology when placing services and distributing funding.
- Following decisions and recommendations of the SUN SS Coordinating Council. Stakeholder groups that participate in the SUN SS on a collaborative level are represented on the Coordinating Council by a representative of their organization or interest group.
- Participating in system building and integration efforts such as: information and data sharing, formal written agreements, and shared system processes (joint case staffing, common releases of information, priority referrals, and so forth)
- Being incorporated in to communications materials and acknowledging SUN SS partners when giving presentations or talking to the media.

COORDINATION

Sharing Resources

At the coordination level, entities share resources for common issues without the deeper, interdependent set of relationships and integration that exist in a collaboration. This means:

- Working with SUN SS services/programs to coordinate efforts and provide easy access to services for clients who are target populations for SUN SS.
- Delivering services at community and school-based access points when appropriate (SUN Community Schools and Regional Service Centers)
- Serving a different or broader target population than the SUN Service System core services; these services may be part of different collaborative systems or coalitions that drive their work. (e.g. housing and employment services)
- Focusing coordination on a specific service or population of the SUN Service System (e.g. employment services for the adults in a family served by SUN).

Core Services Workgroup
 SUN Service System Coordinating Council
 Proposed Services: COLLABORATION

SERVICE CATEGORY	SERVICES
SERVICE ACCESS, I&R, LINKAGE	
FACILITIES	
TRANSPORTATION	
SITE MANAGEMENT/SVC INTEGRATION	
ACADEMIC SUPPORT & SKILL DEVELOPMENT	Case Management ¹
	Attendance Support
	Tutoring/Mentoring
	Enrichment/Recreation
	Homework Assistance
	Summer Programs
	Student Internships, Youth Employment Training, Meaningful Youth Job Opportunities
	Life Skills Development Including but not limited to: <ul style="list-style-type: none"> • Conflict Management • Anti-bullying • Peer Mediation • Communication Skills • Social Network Building • Youth Violence Prevention
PARENT & FAMILY INVOLVEMENT & SUPPORT FOR ACADEMIC SUCCESS	Parent Support & Life Skills Development
	Interpretation & Translation Services
	Parent & Family Engagement
ANTI-POVERTY	Capacity for relationships with families (Case Management) ¹
	Education & Support
	Financial Literacy
	Adult Education
	Life Skills
	Self Advocacy
	Linkage/Brokering
	Soft Employment Skills
	Housing Stability
	Rent Assistance
	Housing Support
	Permanent Supportive Housing
	Systemic Landlord Support
	Economic Self Sufficiency
	Workforce System Connections/Linkages
	Vocational Education and Training
	Niche Work and Classes
	Basic Needs
	Shelter
	Food
Energy	
Transportation	
Clothing	

HEALTH	School-Based Health
	Primary Health Care
	Prevention
MENTAL HEALTH	School-Based Mental Health
	Screenings & Assessment
	Crisis Intervention
	Individual, Family, Group Treatment
	Environmental Intervention
	Addiction Services
	Screening & Assessment
	Treatment
	Prevention & Outreach

1. **Case Management** is defined as a method of providing services and a collaborative relationship between a service provider and a participant. The functions of participant-centered case management include:

- Assessing strengths and needs
- Developing individualized action plans
- Coordinating all agencies, providers, and resources involved in the plan
- Monitoring, revising, following-up on, and evaluating action plans (as appropriate)
- Documenting contacts and services
- Advocating for organizational, community, and institutional responsiveness
- Using required knowledge of and access to resources in delivering direct services and client assistance funds (as available)
- Motivating, supporting, and mentoring individuals to maximize potential of achieving action plan goals and possibility for engaging in the larger community
- Looking beyond individual action plans to wider trends for the purpose of evaluating and refining the service system
- Seizing opportunities to influence social change
- Following-up after service completion (as necessary)

Core Services Workgroup
 SUN Service System Coordinating Council
 Proposed Services: COORDINATION

SERVICE CATEGORY	SERVICES
ACADEMIC SUPPORT & SKILL DEVELOPMENT	Credit Recovery
	Vocational Training
	GED
PARENT & FAMILY INVOLVEMENT & SUPPORT FOR ACADEMIC SUCCESS	Adult ESL/Literacy
	Before and After School Childcare
	Mental Health, DD, and A&D Services and Support
EARLY CHILDHOOD	Developmental Education, Screenings & Referrals
	Parent Education
	Parent Child Groups
	Early Childhood Education and Care
	Prenatal Care
	Well Baby Checkups
	Quality Childcare
	Early Literacy
	Immunizations
	Meals/Nutrition
WIC	
HEALTH	Community Health Clinics
	Community Immunizations
MENTAL HEALTH	Adult Mental Health Services

Appendix B: Allocation Methodology Supplemental Materials

Poverty Index
High School Catchment Areas
Coordination Grid

**SCP Poverty Index
Multnomah County Schools 2006-07 Data**

SUN CS in 07-08	SCHOOL	High School Cluster	LEVEL	DISTRICT	TOT_STU 2006-2007	STU_FRL ode 2006-2007	PERC_FRL ode 2006-2007	Poverty Index	Poverty Index Rank	FRL Quartile Rank
1	Alder	Reynolds	ES	Reynolds	541	498	92.1	0.11765	1	1
1	Rigler	Madison	ES	PPS	538	472	87.7	0.08	2	1
	Ron Russell	David Douglas	MS	David Douglas	784	627	80.0	0.07692	3	1
1	King	Jefferson	ES	PPS	458	421	91.9	0.07407	4	1
	Rosa Parks	Roosevelt	ES	PPS	435	387	89.0	0.05714	5	1
	Lincoln Park	David Douglas	ES	David Douglas	542	439	81.0	0.05556	6	1
	Mill Park	David Douglas	ES	David Douglas	493	408	82.8	0.05405	7	1
	Reynolds MS	Reynolds	MS	Reynolds	987	720	73.0	0.04878	8	1
	Ventura Park	David Douglas	ES	David Douglas	481	387	80.5	0.04255	9	1
1	Woodlawn	Jefferson	ES	PPS	450	372	82.7	0.04255	9	1
	Gilbert Heights	David Douglas	ES	David Douglas	587	458	78.0	0.04082	11	1
1	Vernon	Jefferson	ES	PPS	404	347	85.9	0.04	12	1
	Clarendon	Roosevelt	ES	PPS	401	345	86.0	0.04	12	1
1	Marshall HS	Marshall	HS	PPS	860	616	71.6	0.03846	14	1
1	Lane MS	Marshall	MS	PPS	527	411	78.0	0.03774	15	1
	David Douglas HS	David Douglas	HS	David Douglas	2,825	1,911	67.7	0.03704	16	1
1	James John	Roosevelt	ES	PPS	459	368	80.2	0.03704	16	1
1	Davis	Reynolds	ES	Reynolds	474	374	78.9	0.03571	18	1
1	Roosevelt HS	Roosevelt	HS	PPS	794	553	69.6	0.03509	19	1
	Hartley	Reynolds	ES	Reynolds	439	351	80.0	0.03448	20	1
1	HB Lee MS	Reynolds	MS	Reynolds	771	536	69.5	0.0339	21	1
1	Clark	Marshall	ES	PPS	508	389	76.6	0.03226	22	1
	Floyd Light MS	David Douglas	MS	David Douglas	760	518	68.2	0.03125	23	1
1	Binnsmead MS	Madison/Marshall	MS	PPS	484	373	77.1	0.03077	24	1
1	Glenfair	Reynolds	ES	Reynolds	491	374	76.2	0.0303	25	1
1	George MS	Roosevelt	MS	PPS	383	322	84.1	0.0303	25	1
1	Boise Eliot	Jefferson	ES	PPS	415	333	80.2	0.02985	27	1
1	Jefferson HS	Jefferson	HS	PPS	566	410	72.4	0.02985	27	1
1	Madison HS	Madison	HS	PPS	936	624	66.7	0.02941	29	1
	West Powellhurst	David Douglas	ES	David Douglas	470	361	76.8	0.02899	30	1
1	Kelly	Marshall	ES	PPS	439	345	78.6	0.02899	30	1
	Scott	Madison	ES	PPS	440	345	78.4	0.02857	32	1
1	Alice Ott MS	David Douglas	MS	David Douglas	713	482	67.6	0.02778	33	1
1	Whitman	Marshall	ES	PPS	384	312	81.3	0.02778	33	1
1	Woodmere	Marshall	ES	PPS	422	333	78.9	0.0274	35	1
	Benson	Magnet	HS	PPS	1,294	665	51.4	0.02564	36	1
1	Lent	Marshall	ES	PPS	400	316	79.0	0.02469	37	1
1	Shaver	Parkrose	ES	Parkrose	375	298	79.5	0.0241	38	1

**SCP Poverty Index
Multnomah County Schools 2006-07 Data**

SUN CS in 07-08	SCHOOL	High School Cluster	LEVEL	DISTRICT	TOT_STU 2006-2007	STU_FRL ode 2006-2007	PERC_FRL ode 2006-2007	Poverty Index	Poverty Index Rank	FRL Quartile Rank
1	Ockley Green MS	Jefferson	MS	PPS	442	333	75.3	0.02353	39	2
	Parkrose MS	Parkrose	MS	Parkrose	815	488	59.9	0.02353	39	2
	Humboldt	Jefferson	ES	PPS	240	226	95.8	0.02299	41	2
	Reynolds HS	Reynolds	HS	Reynolds	2,837	1,246	43.9	0.02299	41	2
	Salish Ponds	Reynolds	ES	Reynolds	510	351	68.8	0.02299	41	2
	Cherry Park	David Douglas	ES	David Douglas	460	334	72.6	0.02273	44	2
1	Gilbert Park	David Douglas	ES	David Douglas	626	393	62.8	0.02174	45	2
	Franklin HS	Franklin	HS	PPS	1,283	601	46.8	0.02174	45	2
1	Centennial MS	Centennial	MS	Centennial	1,006	495	49.2	0.02128	47	2
1	Parkrose HS	Parkrose	HS	Parkrose	1,121	529	47.2	0.02128	47	2
	Peninsula	Roosevelt	ES	PPS	299	242	80.9	0.02128	47	2
1	Earl Boyles	David Douglas	ES	David Douglas	451	324	71.8	0.02062	50	2
1	Portsmouth MS	Roosevelt	MS	PPS	286	232	81.1	0.02062	50	2
1	Marysville	Marshall	ES	PPS	368	279	75.8	0.02041	52	2
	Menlo Park	David Douglas	ES	David Douglas	462	323	69.9	0.0198	53	2
	Wilkes	Reynolds	ES	Reynolds	512	344	67.2	0.01961	54	2
	Prescott	Reynolds	ES	Parkrose	380	276	72.6	0.01923	55	2
1	Harold Oliver Primary	Centennial	ES	Centennial	506	339	67.0	0.01905	56	2
	Centennial HS	Centennial	HS	Centennial	1,848	655	35.4	0.01887	57	2
	Lee	Madison	ES	PPS	354	264	74.6	0.01852	58	2
1	Sitton	Roosevelt	ES	PPS	285	225	78.9	0.01802	59	2
1	Lynch View	Centennial	ES	Centennial	475	319	67.2	0.01754	60	2
1	East Gresham	Gresham	ES	Gresham-Barlow	502	326	64.9	0.01739	61	2
1	Faubion	Jefferson	ES	PPS	332	242	72.9	0.01709	62	2
1	Harold Oliver Intermedia	Centennial	ES	Centennial	402	273	67.9	0.01695	63	2
1	Lynch Wood	Centennial	ES	Centennial	597	338	56.6	0.01695	63	2
1	Arleta	Franklin	ES	PPS	370	260	70.3	0.01681	65	2
	Scott	Reynolds	ES	Reynolds	193	331	58.3	0.01653	66	2
1	Gregory Heights MS	Madison	MS	PPS	471	303	64.3	0.01626	67	2
	Tubman MS	Jefferson	MS	PPS	131	114	87.0	0.01613	68	2
	Gresham HS	Gresham	HS	Gresham-Barlow	1,784	495	27.8	0.01563	69	2
	Centennial Learning	Centennial	MS	Centennial	78	73	93.6	0.01515	70	2
	Beach	Jefferson	ES	PPS	412	264	64.1	0.01481	71	2
1	Hall	Barlow	ES	Gresham-Barlow	481	273	56.8	0.01471	72	2
	Vestal	Madison	ES	PPS	343	232	67.6	0.0146	73	2
	Lynch Meadows	Centennial	ES	Centennial	522	271	51.9	0.01418	74	2
	Sacramento	Parkrose	ES	Parkrose	405	252	62.2	0.01408	75	2
	Woodland	Reynolds	ES	Reynolds	545	274	50.3	0.01408	75	2

**SCP Poverty Index
Multnomah County Schools 2006-07 Data**

SUN CS in 07-08	SCHOOL	High School Cluster	LEVEL	DISTRICT	TOT_STU 2006-2007	STU_FRL ode 2006-2007	PERC_FRL ode 2006-2007	Poverty Index	Poverty Index Rank	FRL Quartile Rank
	Creston Elementary	Franklin	ES	PPS	309	211	68.3	0.01389	77	3
	Fairview	Reynolds	ES	Reynolds	407	249	61.2	0.01389	77	3
1	Grout	Cleveland	ES	PPS	333	223	67.0	0.01361	79	3
	Barlow HS	Barlow	HS	Gresham-Barlow	1,891	425	22.5	0.01351	80	3
	Grant HS	Grant	HS	PPS	1,691	392	23.2	0.01316	81	3
	Kellogg MS	Franklin	MS	PPS	269	181	67.3	0.01282	82	3
	Bridger	Marshall	ES	PPS	421	227	53.9	0.01274	83	3
	Highland	Gresham	ES	Gresham-Barlow	570	259	45.4	0.01258	84	3
	G Russell MS	Barlow	MS	Gresham-Barlow	774	290	37.5	0.01242	85	3
	Cleveland HS	Cleveland	HS	PPS	1,472	349	23.7	0.01242	85	3
1	Sabin	Grant	ES	PPS	432	219	50.7	0.0122	87	3
1	Dexter MS	Gresham	MS	Gresham-Barlow	657	263	40.0	0.01205	88	3
1	Clear Creek MS	Gresham	MS	Gresham-Barlow	710	267	37.6	0.0119	89	3
	North Gresham	Gresham	ES	Gresham-Barlow	533	233	43.7	0.01183	90	3
	Walt Morey MS	Reynolds	MS	Reynolds	736	269	36.5	0.01183	90	3
	Atkinson	Franklin	ES	PPS	549	234	42.6	0.0117	92	3
	Russell Academy	Parkrose	ES	Parkrose	434	212	48.9	0.01156	93	3
	Chief Joseph	Jefferson	ES	PPS	359	182	50.7	0.01149	94	3
1	Beaumont MS	Grant	MS	PPS	500	217	43.4	0.01117	95	3
	Hosford MS	Cleveland/Franklin	MS	PPS	476	209	43.9	0.01111	96	3
1	Markham	Wilson	ES	PPS	359	180	50.1	0.01111	96	3
	Troutdale	Reynolds	ES	Reynolds	494	214	43.3	0.01105	98	3
	Hogan Cedars Elementary School		ES	Gresham-Barlow	545	219	40.2	0.01105	98	3
	Astor	Roosevelt	ES	PPS	331	162	48.9	0.01081	100	3
	Irvington	Grant	ES	PPS	473	193	40.8	0.01058	101	3
	Butler Creek	Centennial	ES	Centennial	532	201	38.0	0.01042	102	3
	Powell Valley	Barlow	ES	Gresham-Barlow	523	198	37.9	0.01031	103	3
	Kelly Creek	Barlow	ES	Gresham-Barlow	517	181	35.0	0.0099	104	3
	Hollydale	Gresham	ES	Gresham-Barlow	474	165	34.8	0.00971	105	3
	Pleasant Valley	Centennial	ES	Centennial	516	164	31.8	0.00952	106	3
	Lewis	Cleveland	ES	PPS	293	113	38.6	0.00939	107	3
	Rose City Park	Madison	ES	PPS	406	134	33.0	0.00939	107	3
	Wilson HS	Wilson	HS	PPS	1,556	239	15.4	0.0093	109	3
	Sweet Briar	Reynolds	ES	Reynolds	477	136	28.5	0.00913	110	3
	West Gresham	Gresham	ES	Gresham-Barlow	357	114	31.9	0.00901	111	3
	Da Vinci	Magnet	MS	PPS	444	129	29.1	0.00901	111	3
1	Mt Tabor MS	Franklin	MS	PPS	633	155	24.5	0.00893	113	3
	Chapman	Lincoln	ES	PPS	478	132	27.6	0.00893	113	3
1	Sellwood MS	Cleveland	MS	PPS	515	131	25.4	0.00877	115	3

**SCP Poverty Index
Multnomah County Schools 2006-07 Data**

SUN CS in 07-08	SCHOOL	High School Cluster	LEVEL	DISTRICT	TOT_STU 2006-2007	STU_FRL ode 2006-2007	PERC_FRL ode 2006-2007	Poverty Index	Poverty Index Rank	FRL Quartile Rank
	Capitol Hill	Wilson	ES	PPS	341	106	31.1	0.0087	116	4
	Hayhurst	Wilson	ES	PPS	345	106	30.7	0.00866	117	4
	Corbett HS	Corbett	HS	Corbett	140	54	38.6	0.00858	118	4
	Woodstock	Franklin	ES	PPS	384	108	28.1	0.00858	118	4
1	Buckman	Cleveland	ES	PPS	506	119	23.5	0.00847	120	4
	Glencoe	Franklin	ES	PPS	498	117	23.5	0.00844	121	4
1	Robert Gray MS	Wilson	MS	PPS	457	109	23.9	0.00837	122	4
	Sunnyside	Franklin	ES	PPS	501	115	23.0	0.0083	123	4
	Llewellyn	Cleveland	ES	PPS	309	81	26.2	0.00823	124	4
1	Jackson MS	Wilson	MS	PPS	688	123	17.9	0.0082	125	4
	Corbett ES	Corbett	ES	Corbett	314	80	25.5	0.00816	126	4
1	Fernwood MS	Grant	MS	PPS	347	83	23.9	0.00813	127	4
	Lincoln HS	Lincoln	HS	PPS	1,498	143	9.5	0.00803	128	4
	Springwater Trail High School		HS	Gresham-Barlo	163	51	31.3	0.00803	128	4
1	Met Learning Center	Magnet/Lincoln	K-12	PPS	439	97	22.1	0.00797	130	4
	East Orient	Barlow	ES	Gresham-Barlo	444	97	21.9	0.00794	131	4
	Deep Creek	Barlow	ES	Gresham-Barlo	322	61	18.9	0.0076	132	4
	West Orient MS	Barlow	MS	Gresham-Barlo	423	71	16.8	0.00758	133	4
	Maplewood	Wilson	ES	PPS	307	56	18.2	0.00746	134	4
	Duniway	Cleveland	ES	PPS	446	61	13.7	0.00733	135	4
	Winterhaven	Magnet	K-8	PPS	344	54	15.7	0.00733	135	4
	Laurelhurst	Grant	ES	PPS	561	66	11.8	0.0073	137	4
	Damascus	Barlow	MS	Gresham-Barlo	356	54	15.2	0.00727	138	4
	West Sylvan MS	Lincoln	MS	PPS	896	72	8.0	0.00727	138	4
	Abernethy	Cleveland	ES	PPS	357	85	23.8	0.00722	140	4
	Alameda	Grant	ES	PPS	678	61	9.0	0.00722	140	4
	Bridlemile	Lincoln	ES	PPS	458	60	13.1	0.00722	140	4
	Skyline	Lincoln	ES	PPS	233	38	16.3	0.00722	140	4
	Richmond	Franklin	ES	PPS	360	50	13.9	0.00712	144	4
	Corbett MS	Corbett	MS	Corbett	177	25	14.1	0.00709	145	4
	Rieke	Wilson	ES	PPS	280	17	6.1	0.00685	146	4
	Stephenson	Wilson	ES	PPS	310	17	5.5	0.00683	147	4
	Ainsworth	Lincoln	ES	PPS	509	22	4.3	0.0068	148	4
	Hollyrood	Grant	ES	PPS	210	11	5.2	0.00676	149	4
	Forest Park	Lincoln	ES	PPS	508	3	0.6	0.0066	149	4
	Riverdale ES	Riverdale	ES	Riverdale	322	6	1.9	0.00667	150	4
	Riverdale HS	Riverdale	HS	Riverdale	221	5	2.3	0.00667	150	4
	Reynolds Learning Acad	Reynolds	HS	Reynolds	172					

High School Catchment Areas
Existing SUN Community School Sites (FY 2007/2008)

Barlow

Hall (2)*

Centennial

Centennial MS (2)
 Harold Oliver Primary(2)
 Lynch View (2)
 Harold Oliver Intermed (2)
 Lynch Wood (2)

Cleveland

Grout (3)
 Sellwood (3)
 Buckman (4)

David Douglas

Alice Ott MS (1)
 Gilbert Park (2)
 Earl Boyles (2)

Franklin

Arleta (2)
 Mt. Tabor MS (3)

Grant

Sabin (3)
 Beaumont MS (3)
 Fernwood MS (4)

Gresham

E. Gresham (2)
 Dexter MS (3)
 Clear Creek (3)

Jefferson

King (1)
 Woodlawn (1)
 Vernon (1)
 Boise Eliot (1)
 Jefferson HS (1)
 Ockley Green MS (2)
 Faubion (2)

Lincoln

MLC (4)

Madison

Rigler (1)
 Binnsmead (1)
 Madison HS (1)
 Gregory Heights (2)

Marshall

Marshall HS (1)
 Lane MS (1)
 Clark (1)
 Kelly (1)
 Whitman (1)
 Woodmere (1)
 Lent (1)
 Marysville (1)

Parkrose

Shaver (1)
 Parkrose HS (2)

Reynolds

Alder (1)
 Davis (1)
 HB Lee MS (1)
 Glenfair (1)

Roosevelt

James John (1)
 Roosevelt HS (1)
 George MS (1)
 Portsmouth MS (2)
 Sitton (2)

Wilson

Markham (3)
 Robert Gray (4)
 Jackson MS (4)

* Numbers in parenthesis refer to the quartile of the poverty index which the school falls into. The poverty index ranks school sites by poverty using a formula that includes the percentage of children participating in the federal free and reduced price lunch program in 2007 and the number children participating in the program. Schools in the top quartile (1) of the index are the highest poverty; schools in the bottom quartile (4) are the lowest poverty. Each list of schools in the catchment areas listed above are in descending order with the highest poverty schools at the top of the list and the lowest poverty schools at the bottom.

Appendix C: List of Members

COORDINATING COUNCIL

Name	Organization	Representing
Jerry Burns	Oregon Department of Human Services	Oregon Department of Human Services
Joanne Fuller	Multnomah County Department of Human Services	Multnomah County Department of Human Services
Barbara Kienle	David Douglas School District	East County School Districts
Krista Larson	Metropolitan Family Service	Non-Profit Service Providers
Nichole Maher	Native American Youth & Family Center	Culturally Specific Providers
Lisa Pellegrino	City of Portland Children's Investment Fund	City of Portland
Lorenzo T. Poe	Multnomah County Office of Chair Ted Wheeler	Multnomah County Office of Chair Ted Wheeler
Willie Poinsette	Portland Public Schools	Portland Public Schools
Marina Rulevskaya	Marshall High School Student	Youth/Multnomah Youth Commission
Bill Scott	Flexcar and Leaders Roundtable	Business and Leaders Roundtable
Lisa Turpel	City of Portland Parks & Recreation	City of Portland Parks & Recreation

CORE SERVICES

Vanetta Abdellatif, Multnomah County Health Department
 Polly Burton, Multnomah County Department of County Human Services
 Linda Castillo, Multnomah County Department of County Human Services
 Lee Po Cha, Immigrant Refugee Community Organization
 Tou Cha, Oregon Department of Human Services
 Nicole Croft, Native American Youth & Family Center
 Jill Daniels, Multnomah County Health Department
 Jean DeMaster, Human Solutions
 Julie Dodge, Multnomah County Commission on Children, Families, and Community
 Rey Espana, Native American Youth & Family Center
 Diane Feldt, Cascadia
 Joanne Fuller, Multnomah County Department of County Human Services
 Chocka Guiden, Multnomah County Department of County Human Services
 Diana Hall, Multnomah County Department of County Human Services
 Cardella Hopson, Self Enhancement, Inc.
 Tammy Jackson, Portland Public Schools
 Barbara Kienle, East County Schools

Mary Krogh, Multnomah County Department of County Human Services
Tina Lewis, Multnomah County Department of County Human Services
Mary Li, Multnomah County Department of County Human Services
Dunya Minoo, Portland Public Schools
Willie Poinsette, Portland Public Schools
Marina Rulevskaya, Multnomah Youth Commission
Peggy Samolinski, Multnomah County Department of County Human Services
Fatima Schoemaker, Native American Youth & Family Center
Erika Silver, Human Solutions
Judy Strand, Metropolitan Family Services
Angye Tilley, Native American Youth & Family Center
Cynthia Thomas, Metropolitan Family Service
Lisa Turpel, City of Portland Parks & Recreation
Suzanne Washington, Portland Impact

ALLOCATION METHODOLOGY

Lorena Campbell, East County Schools
Lee Cha, Immigrant and Refugee Community Organization
Nicole Croft, Native American Youth & Family Center
Nancy Culver, Multnomah County Department of County Human Services
Owen Dailey, Oregon Council for Hispanic Achievement
Diana Hall, Multnomah County Department of Human Services
Frances Hall, Neighborhood House
Fritz Hirsch, Immigrant and Refugee Community Organization
Krista Larson, Metropolitan Family Service
Nichole Maher, Native American Youth & Family Center
Dunya Minoo, Portland Public Schools
Lisa Pellegrino, City of Portland Children's Investment Fund
Mary Richardson, City of Portland Parks & Recreation
John Richmond, Oregon Department of Human Services
Peggy Samolinski, Multnomah County Department of County Human Services
Bill Scott, Flexcar and Leaders Roundtable
Susan Stoltenberg, Portland Impact
Nathan Teske, El Programa Hispano
Angye Tilley, Native American Youth & Family Center
Kathy Tinkle, Multnomah County Department of County Human Services