SUN SERVICE SYSTEM

SERVICE DELIVERY MODEL

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TABLE OF CONTENTS

INTRODUCTION **2**
SUN SERVICE SYSTEM OVERVIEW **2**
SYSTEM STRUCTURE AND CORE SERVICES 4
SYSTEM STRUCTURE 4
CORE SERVICES 4
CONTRACTED SERVICES 5
FOCUS SERVICE POPULATIONS 5
REGIONAL BOUNDARIES AND SUN COMMUNITY SCHOOL SITES 6
REGIONAL BOUNDARIES 6
SUN COMMUNITY SCHOOL SITES 6
ADMINISTRATIVE MODELS 8
CONTRACTED SERVICES 8
REQUIRED SYSTEM WIDE APPROACHES AND SERVICE EXPECTATIONS 8
SUN COMMUNITY SCHOOLS AND LAYERED SERVICES **12**
SUN COMMUNITY SCHOOLS 12
FOCUS POPULATIONS 12
SITES AND CONTRACTORS 12
THE FRAMEWORK 13
PILLARS 14
OTHER CONTRACTUAL REQUIREMENTS 24
SUN COMMUNITY SCHOOLS OUTPUTS AND OUTCOMES 27
LAYERED SERVICES 28
EARLY KINDERGARTEN TRANSITION PROGRAM (EKT) 29
LEAP INTO KINDERGARTEN (PORTLAND PUBLIC SCHOOLS) 31
HUNGER RELIEF SERVICES 33
PRENATAL - 3RD GRADE (P-3) 35
FAMILY RESOURCE NAVIGATION 39
SCHOOL-LINKED SERVICES **41**
MULTNOMAH STABILITY INITIATIVE (MSI) 41
ENERGY BILL PAYMENT ASSISTANCE 48
SUN YOUTH ADVOCACY PROGRAM 49
SUN PARENT-CHILD DEVELOPMENT SERVICES 55
EVALUATION **61**
APPENDIX: SUN SERVICE SYSTEM WELLNESS GUIDELINES **62**
REQUIRED RELEASE OF INFORMATION FORMS **66**

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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, 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.

SUN SERVICE SYSTEM OVERVIEW

The SUN Service System is a unique city-county-school-nonprofit partnership designed to align and integrate key social and support services for children, youth and their families toward two long-term outcomes: increased academic success for all youth, and an overall reduction in poverty in our community. The services and this System are aligned with the Theory of Change that was developed to guide the System's approach and investments, and is a critical mechanism for reaching these long-term community outcomes. The mission and vision of the SUN Service System:

Vision: *A community that effectively engages and supports all children and families so they are healthy, educated and prosperous.*

Mission: *Collaborate to create an efficient system of supports that provides equitable opportunities for every child and family to thrive.*

This System model continues the important changes to the System's structure, service delivery approaches and allocation of resources that were implemented in 2015. These changes to the system reflect a deepened commitment to equity and improving academic and social outcomes for students and families of color in our community. In order to provide more equitable opportunity for individual and community success, the System and the System's partners, including Multnomah County, must consider different approaches to eliminate structural barriers which institutionalized discrimination and create roadblocks to success, resulting in disparate outcomes for people of color. For the SUN Service System in particular, the adoption of the Theory of Change was an important part of this effort and laid the foundation for these changes.

The Theory of Change articulates the overarching approach for achieving the goals of academic and economic opportunity and success for all children and families. It outlines the importance of eliminating disparities that exist between White communities and communities of color across all indicators and institutions. The focus on racial justice is intentional and is a foundation for the approach of the SUN Service System as a whole. It drives service delivery, allocation of resources, transformational approaches and the focus on culturally specific and culturally responsive services. The Theory of Change states that:

We will improve the wellbeing of our entire community by collaborating and integrating strategies and services that have been shown to improve educational and economic outcomes for people of color and those living in poverty.

When examined through this lens, the SUN Service System uses a targeted universalism approach, first articulated by Professor john a. powell of the Haas Institute. As defined by powell's Othering and Belonging Institute, "targeted universalism means setting universal goals pursued by targeted processes to achieve those goals. Within a targeted universalism framework, universal goals are established for all groups concerned. The strategies developed to achieve those goals are targeted, based upon how different groups are situated within structures, culture, and across geographies to obtain the universal goal."

Other partnerships, collaboratives and community wide efforts have grown in our community since the inception of the SUN Service System, and the System aligns with many of these. As a System, and as individual service providers, we are deeply engaged with others to promote collective impact efforts that support positive outcomes for children and families. Examples abound, and they merit mention as the connections throughout the System are essential to success.

These partnerships weave together an effective service delivery network. Multnomah County, specifically the Department of County Human Services (DCHS), serves as the "managing partner" for the System, but does so in partnership with a variety of key organizations in our community. Six school districts, the City of Portland Parks & Recreation, nonprofit organizations, All Hands Raised, Oregon Housing and Community Services, Housing and Urban Development, Oregon Department of Human Services, the Portland Children's Levy, United Way, and Early Learning Multnomah, to name several, all work together to align and prioritize resources for the most effective collective approach possible. These partnerships evolve and grow over time, and our commitment to collective impact is steadfast and will continue to be so over time.

FUTURE FUNDING

We propose this Model as it is written, with the important caveat that service areas may be subject to change. This may mean, either during the procurement process or during contracting, changes to funding amounts for services and/or service levels and types. Decisions about funding for FY26 and for the following years are made by the Board of Commissioners and therefore we cannot guarantee funding or program service levels.

As part of the work with the Sponsors Table to address the needs of families and providers, the priority for the future of SUN Community Schools is to focus on building additional funds and resources that addresses the need for increased services. These additional funds, if acquired, will go towards the implementation of deeper services in existing SUN Community Schools. Deeper services could look like increasing program capacity in order to provide more opportunities for extended day programming. We will communicate these changes as soon as they are known.

SYSTEM STRUCTURE AND CORE SERVICES

SYSTEM STRUCTURE

The elements described in this document represent the evolution of the SUN Service System since its inception in September 2003. The School-Aged Policy Framework, adopted by the Board of County Commissioners in February 2003, remains the policy foundation for this service delivery system. This policy foundation is strengthened by the System's adoption of its Theory of Change in January 2014, clearly stating our commitment to equity broadly, with a focus on racial justice.

The System will continue to have two principal service delivery methodologies. The first is geographically focused, using a regional structure to describe regional service catchment areas. The regions align with high school catchment areas and are as follows:

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

The second area is services designed to serve six culturally specific communities. These are:

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

** NOTE: The Slavic focus population includes immigrants from the former Soviet Union and Eastern European countries. The term Slavic was chosen by the Slavic Coalition as the manner by which the community would be referred. The coalition has representatives from countries that speak Slavic languages as well as the broader former Soviet and Eastern European nations and represents the interests of this broad group. This definition is carried forth throughout this document.*

CORE SERVICES

Core services of the SUN Service System are designed to span a continuum of social and support services. All services are culturally responsive and developmentally appropriate, promote resilience and stability, and emphasize a strength-based perspective. Service activities across the system are integrated and coordinated in order to maximize resources, minimize duplication and enhance overall effectiveness. Written, collaborative agreements help to define access points and service integration components. The core services detailed in this model are those that are currently contracted for by Multnomah County in partnership with the City of Portland, school districts, and other partners. System core services provided directly by Multnomah County or by other partners are not detailed here, but are integral to the success of the SUN Service System.

CONTRACTED SERVICES

The SUN Service System serves all of Multnomah County. Regional boundaries have been adopted for the purposes of organization, contracting and service delivery; these are aligned with high school catchment areas. Some services are delivered regionally and some through culturally specific services that are delivered in locations within the county that are familiar and easily accessible to the specific community served. There are two key distinctions in primary service locations: school-based services and school-linked services.

School-based services are those services housed and primarily delivered at a school site. The primary recipients of the services are the students enrolled in the school and the community immediately adjacent to the school. SUN Community Schools are school-based services.

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

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

County-contracted services:

- Five geographic regions: Regional school-based and school-linked services
- Culturally specific services: School-based and school-linked services

Culturally specific services are ones that are designed to serve 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

FOCUS 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 challenges and disconnection from school**.

- **Historically underserved children, youth and families:** communities that have experienced structurally and individually-based racism and classism, leading to disparate social, educational and economic outcomes.

- **Families experiencing poverty**: Households whose income is at or below 200% of the Federal Poverty Level (FPL), and who are able to participate in activities designed to increase their actual income or earning potential. Households with school-age children, seniors and persons with disabilities, and households from communities that are disproportionately represented in poverty will be prioritized. Those disproportionately represented in poverty include: African American,

African Immigrant, Asian Pacific Islander, Latino, Native American and Slavic.

- **Culturally specific communities:** Services are designed to meet the specific needs of a particular culturally specific population.

By identifying these 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.

REGIONAL BOUNDARIES AND SUN COMMUNITY SCHOOL SITES

REGIONAL BOUNDARIES

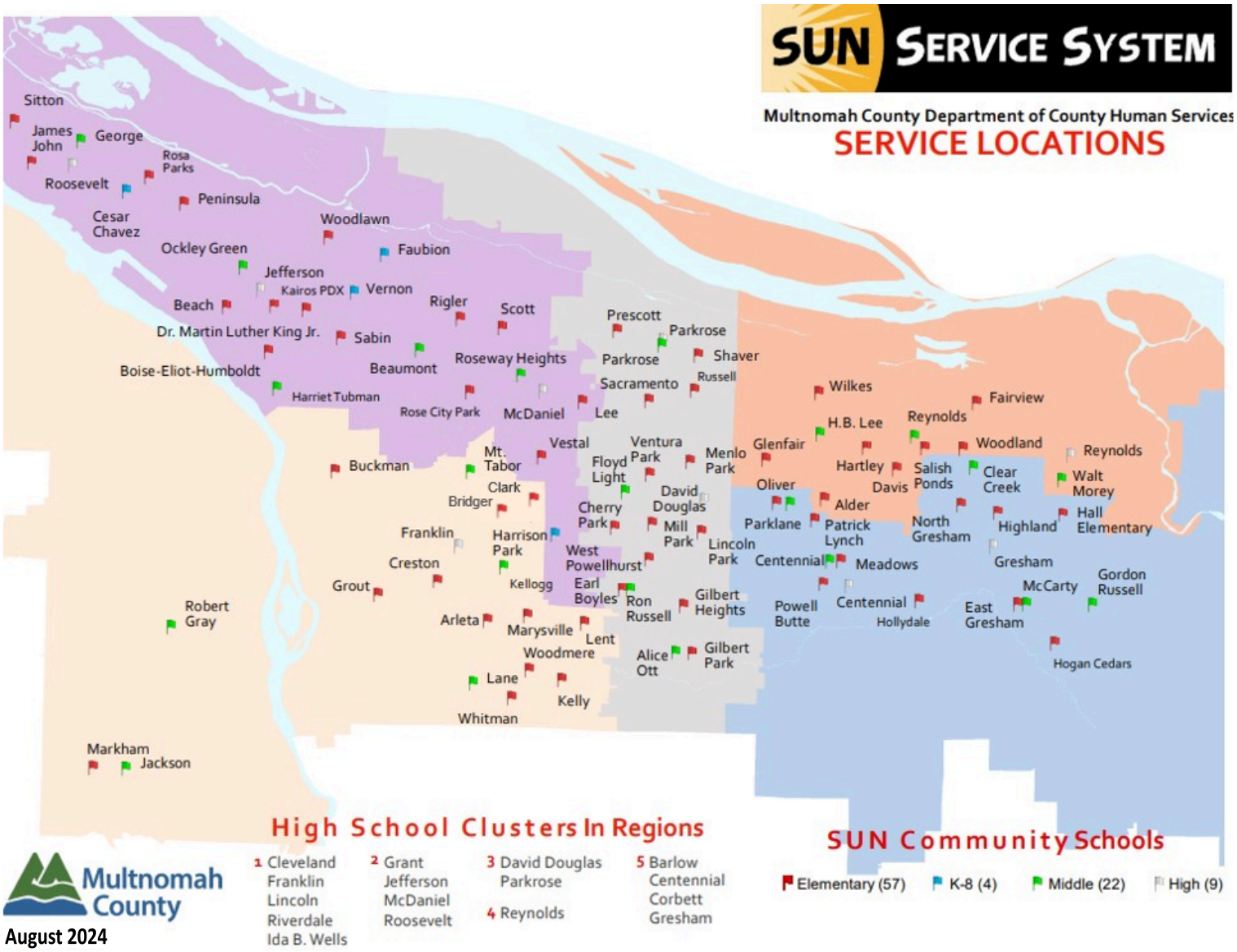
The SUN Service System's regions correspond with high school cluster catchment areas within Multnomah County. The following table represents each region and the high school cluster(s) within that region. The map on the next page shows the regional boundaries.

SUN Service System Service Regions

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

SUN COMMUNITY SCHOOL SITES

As stated, 94 schools are SUN Community Schools as part of the SUN Service System. Of these sites, 81 are procured through the DCHS SUN Service System RFPQ and contracted through Multnomah County. Services at the remaining sites are delivered through City of Portland employees or nonprofits funded through non-county grants (Portland Children's Levy, or other partners), or were selected using the interview method previously noted. All SUN Community School sites and lead agencies follow the same model, which is described in this document. The map on the next page shows the locations of the 94 sites.



Multnomah County

August 2024

ADMINISTRATIVE MODELS

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

- **Sole Provider, in a region or culturally specific services:** Organizations may determine that they alone are best suited to provide the full array of services for a given geographic area or countywide component. In this approach, the sole contractor would not have any other formal, contractual relationships with other service providers to provide any of the service components. However, collaborative relationships with allied service providers are expected and required within the System.

- **Lead Agency, with one or more subcontractors:** In this administrative model, one organization assumes the responsibility as the lead contractor with the county, and formally subcontracts portions of the service components to another organization or organizations.

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

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

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

CONTRACTED SERVICES

This section describes the strategies and services contracted to nonprofit agencies by Multnomah County as managing partner of the SUN Service System. Contracts are awarded through the DCHS SUN Service System RFPQ process. Many other services that are delivered directly or contracted by partner organizations also are aligned into the SUN Service System (e.g., Student Health Centers, School Based Mental Health, Multnomah County Library, Oregon Department of Human Services Family Coaches and so forth). Those aligned services are not described in this document.

REQUIRED SYSTEM WIDE APPROACHES AND SERVICE EXPECTATIONS

SYSTEM WIDE APPROACHES

As described in the SUN Theory of Change, the SUN Service System consists of a set of core services as well as several key overall approaches that are employed across the System. The system wide approaches that are expected to be utilized by all SUN Service System contractors in the implementation of all services or strategies are outlined in this section.

1. CULTURALLY RESPONSIVE SERVICES

A culturally responsive approach is one that is respectful of, and relevant to, the beliefs, practices, culture and linguistic needs of diverse populations and communities whose members identify as having particular cultural or linguistic affiliations. Affiliation can be place of birth, ancestry or ethnic origin, sexual orientation, gender identity, ability/disability, religions, and/or preferred language or language spoken at home.

Cultural responsiveness describes the capacity to respond to the issues of diverse communities and the intersectionality of those experiences.

Intersectionality refers to the interconnectedness of social categories, such as race, gender, class, sexuality, and ability–all of which shape an individual's experiences and opportunities. Intersectionality recognizes that different forms of discrimination and privilege often intersect and create unique challenges for people with multiple identities.

Cultural responsiveness therefore requires knowledge and capacity at different levels of intervention: systemic, organizational, professional and individual.

Cultural responsiveness is embedded not only in programmatic design but also in the organizational structure including, hiring and leadership.

2. APPLY THE PRINCIPLES AND CONCEPTS OF EQUITY, EMPOWERMENT, RACIAL JUSTICE AT ALL LEVELS THROUGH:

- **A Whole-Family Approach** for impacting both child and adult success. The SUN Service System supports children holistically so they complete school, thus improving the long-term economic success of our community. Contracted and partner agencies also provide resources and opportunities to parents and other adults so they are healthy and successful, thus supporting children's development and learning, and contributing to the broader well-being of the community.
- **Universal and Inclusive Strategies** that address the needs of both the dominant and marginal groups, ensuring that the universal system is culturally responsive and equitable.
- **Focused Services** that offer context-specific support to those most affected by structural racism and disparities. Focused services within the SUN Service System include those that are specific to communities of color, people living in poverty, and sexual and gender minorities.
- **Accountability** to the community with clear measures and reporting mechanisms.

3. ASSERTIVE ENGAGEMENT

Assertive Engagement is the approach to social service engagement used in the SUN Service System. Assertive Engagement is an approach to helping relationships based on research into human behavior and particularly what promotes positive behavior change. Assertive Engagement principles will guide system design as well as all services offered to parents, families, teens and youth who engage in services through the System.

Assertive Engagement builds hope, leadership and community by:

- Articulating a clear hierarchy in which the people needing or seeking help are seen as the experts with power over their own choices and lives
- Viewing the people needing or seeking help as capable of choosing the solutions to their own problems
- Using hope as a source of motivation and strength for finding solutions
- Requiring persistence and creativity on the part of anyone in a helping relationship
- Recognizing that how helpers offer help is far more important than what help they offer
- Employing active listening and empathy as a powerful resource

In Assertive Engagement, services are offered using trauma informed and strengths based practices in a persistent and creative way so people can draw on their unique strengths and resources and select the level of support they desire. Helpers work to keep people engaged in a process that supports them in making changes in their lives that move them towards goals they have set for themselves. Assertive Engagement services are not passive. Assertive Engagement demands that helpers see both asking for help and making life changes as difficult processes that are the job of the person served. The helper's job is to work creatively and persistently to make those processes easier even for those most impacted by trauma and systemic oppression.

4. TRAUMA AND HEALING-INFORMED PRACTICE

Trauma and Healing-Informed Practice recognizes the signs of trauma and incorporates strategies to create safe environments and relationships, and to nurture resiliency and hope. Trauma-Informed Practice is based on research on adverse childhood experiences (ACEs), which shows that as traumatic experiences increase in a person's life, the risk for negative short- and long-term outcomes increases proportionally. The additive effect of multiple ACEs can hamper executive function, physical health and learning ability in both adults and youth. Moreover, marginalized communities are at higher risk for exposure to ACEs due to a number of factors, including the experiential reality of institutional racism, historical oppression and poverty. Trauma-Informed Practice includes: (1) the ability to recognize signs and impacts of trauma in SUN participants; (2) the capacity to respond to trauma through intentional policies, practices and procedures that heal, build relationships and build resistance to re-traumatization; (3) engaging in proactive program design that anticipates some of the potential needs of program participants who have experienced trauma, and (4) support staff who may have experienced trauma themselves and/or who are supporting program participants who have experienced trauma.

SERVICE EXPECTATIONS

1. CORE SERVICES

DCHS expects that core services will be available consistently across the county, regardless of geographic area or culturally specific population. It is understood that services and populations often overlap. Identifying specific services for a particular population does not mean that only that particular population can access those services. The department promotes a "No Wrong Door" practice for service access so that individuals and families may seek service engagement from a service provider they choose.

In general, all services are for all primary service populations within the System, except where funding sources or program specifications dictate eligibility requirements. It is expected that individuals and families will be able to access an array of services, based on a comprehensive and holistic intake assessment, regardless of the initial service request.

2. COLLABORATION, INTEGRATION AND ALIGNMENT

Collaboration among all contractors and partners within the SUN Service System is essential to achieving the greatest collective impact possible. All service activities across the system are to be integrated and coordinated in order to maximize resources, minimize duplication and enhance overall effectiveness.

3. PARTICIPATION IN PROGRAM AND SYSTEM MEETINGS AND TRAININGS

DCHS expects that staff from contracted agencies will participate fully in program, supervisory and leadership meetings and trainings convened by the SUN Service System and Community Services Division staff. At a minimum this includes:

- Direct service staff are required to attend all regularly scheduled program contractor/network meetings and required trainings. Representatives at network meetings are responsible for updating the county on their agency's services and activities, and therefore, must be authorized to do so.

- Program supervisors are required to attend all regularly scheduled program supervisor meetings.

4. WELLNESS GUIDELINES

As a system of care focused on children, youth and families, the SUN Service System plays an integral role in promoting wellness in our community. The System has the opportunity to have a significant impact through all of its service providers. SUN is uniquely positioned to promote healthy active living, given its distribution of services across the county in convenient locations, its focus on culturally specific services, and its strong, established relationships with youth, families and communities. The System's Wellness Guidelines are intended to be implemented within current budgets to shift behavioral change over time. It is expected that contractors will follow the Wellness Guidelines, which can be found in the Appendix.

SUN COMMUNITY SCHOOLS AND LAYERED SERVICES

SUN COMMUNITY SCHOOLS

SUN Community Schools are a place-based, collective impact strategy to improve children's educational success and family stability. The strategy develops full-service neighborhood hubs where the school and partners from across the community come together to make sure children and families have what they need to be successful—in school and in life. SUN Community Schools mobilize and strategically organize community resources to provide:

- A strong core instructional program during the school day provided by district staff
- Expanded learning opportunities for youth and families
- Authentic and culturally responsive paths for family engagement
- Wrap around and integrated services including social, health and mental health resources
- Shared leadership with families and the community

SUN Community Schools remove barriers for students and families so they can achieve academic success, family stability and economic prosperity. SUN Community Schools transform local schools into community learning centers and service delivery sites year-round: before and after school, evenings, weekends and during the summer. SUN Community Schools are open to the entire community and people of all ages, but focus their recruitment and service integration efforts on the students, families and community living in the catchment area for that school.

The SUN site manager is responsible for the overall coordination of extended-day services, activities and partnerships in the building. All service contractors at a SUN Community School site are expected to work collaboratively with the SUN Community School site manager to create an integrated system of services for students and families.

FOCUS POPULATIONS

SUN Community School services and programs follow a targeted universal approach. This means that while they are not exclusive to a particular group and serve a broad range of students and families from the school site and surrounding community, focused recruitment of students at risk of academic failure and those who are historically underserved is required.

SITES AND CONTRACTORS

SUN Community Schools are located in 94 schools, funded through a variety of sources. Regardless of funding source, all SUN Community Schools have a non-school-district lead contractor that acts as managing partner for the community schools effort. Lead contractors may be nonprofit agencies or City of Portland Parks & Recreation staff. Multnomah County contracts for 81 SUN Community Schools through nonprofit organizations identified through a competitive public Request for Proposal process. Attachment J shows the 94 SUN Community School sites and indicates the contractor type for each school, as well as indicating which community schools are procured and contracted through the county.

THE FRAMEWORK

Essentials for Community School Transformation as outlined by the National Center for Community Schools, in the circle below, represents the landscape of a SUN Community School. Each component is an important component with various elements provided by partners in collaboration with the SUN Services System. The Pillars, in orange, focus on areas of particular influence for the contracted services in the SUN Service System.

PILLARS

The 2017 *Community Schools as an Effective School Improvement Strategy* report from the Learning Policy Institute and the National Educational Policy Center supports community schools as an evidence-based strategy for equitable school improvement. The study defined four pillars within the community school strategy: Shared Leadership, Integrated Support (Wrap Around) Services, Family Engagement and Expanded Learning. These mirror the components of the existing model for SUN Community Schools, but with slightly different organization and categorization. In 2023,
The U.S. Department of Education noted a strong evidence base for community schools including a RAND study that demonstrated improved attendance and student achievement. In addition, a study in Albuquerque showed a seven to one ($7-$1) Return on Investment for every $1 invested in a community school coordinator.

PILLAR 1: SHARED LEADERSHIP

1. SITE OPERATIONS AND COLLABORATION

The lead contractor collaboratively manages the implementation of the SUN Community Schools strategy with the school leadership and staff. This includes the hiring process for a SUN Community School site manager, needs assessment, planning processes and budgeting.

2. SITE MANAGEMENT AND REQUIRED STAFFING

At each SUN Community School, a full-time site manager facilitates and provides leadership for a collective impact collaboration at the school site and develops systems to coordinate an array of social and support services for children, families and community members. As part of this, the site manager coordinates and supports partners at the school, in alignment with the School Improvement Plan, to ensure the maximum impact of collective efforts on academic success.
In the extended-day hours, the site manager acts as the coordinator of all extended-day services and partners within a school building.

The SUN Community School site manager:

- Provides leadership for and facilitates planning, development and implementation of a collective, collaborative effort between school staff, community members, partner organizations, families and youth to improve educational outcomes and family stability.
- Plans and directs efforts to engage youth, families and the community in the school at various levels (needs assessment/planning input, receipt of services, participation in volunteer and paid work, decision making and leadership).
- Develops and coordinates a Family Leadership Team.
- Facilitates alliances and partnerships with state, county, city, nonprofit and community organizations (such as businesses and faith communities) to establish a continuum of services delivered at or linked to the school site. The aim is to provide the greatest level of access and integration to the community.
- Provides services directly.
- Manages scheduling, oversight and evaluation of extended-day programs, services and staff.
- Designs and manages volunteer systems, including volunteer recruitment, training and support outside of the school day.
- Develops additional resources for the children and families at the school through leveraging resources from partners and pursuing other opportunities (such as grants or donation requests).
- Establishes relationships with local businesses to promote their involvement in the school.

At sites that receive the 100% funding level, a part-time activities coordinator/extended-day assistant is required as part of the SUN model. The number of hours of activity coordination is established through annual planning, budgeting and prioritization that occurs collaboratively between the principal, lead contractor and site manager.

The Lead Agency (whether Regional Service Provider, culturally specific contractor, or city) provides supervision and linkage for the SUN Community School site. The Lead Agency co-manages the SUN Community School development and implementation with the school principal. SUN Community School Lead Agency roles include:

- Hiring the SUN Community School site manager jointly with the principal and appropriate Family Leadership Team members, school staff, parents and/or community partners. The Lead Agency, with the established advisory group(s), the school(s) and other participants, will develop a job

description outlining the responsibilities and roles of the SUN Community School site manager.

- Participating in the development and facilitation of the SUN Community School Family Leadership Team.
- Providing input and guidance into the Annual Plan for each SUN Community School
- Providing leadership at SUN Community School sites for resource development and business partnership work.
- Linking the SUN Community School with services and resources of the Lead Agency.
- Sharing best practice information and expertise on youth development, promoting school success, service access, self-sufficiency, community building and other areas to the site managers and schools.
- Participating in school district functions that are relevant or connected to SUN CS and partnership.

Supervising individuals across multiple sites presents a range of complexities. To ensure effective services for families, it's crucial that school-based staff receive both connection and support from their agency.

To best support positive collaboration, SUN Community Schools Supervisors are expected to meet individually with each Site Manager at least once a month and work with Site Managers to assess training needs and support their participation in relevant and required training. They will meet quarterly with the Site Manager and the Principal and notify the Principal, District Liaison, and Multnomah County of any changes to SUN Community Schools Site Managers as soon as possible, and no later than one day after departure or new hire. Supervisors are to review Annual Plans and Narrative Reports prior to submission to Multnomah County. Supervisors will establish and maintain a positive relationship with the District Liaison in each District the agency serves and attend district meetings as identified by the County and District Liaison for SUN Community Schools. Supervisors should serve as a resource for the Site Managers when addressing district-level issues and Supervisors are expected to review data quarterly to ensure staff are meeting expectations for data entry and communicate any issues regarding data to the County program specialist and data team as soon as an issue arises.

3. NEEDS ASSESSMENT

Both initial and ongoing needs assessments are key to ensuring that the services and partnerships developed meet the specific needs of the individual school community, and that resources are used in a focused way to address priority gaps and issues. Site managers work collaboratively with the principal, Family Leadership Team, community partners, school staff, youth, parents and community members to conduct local needs assessment. Needs assessment should include review of data/outcomes, interviews with key players in the school community, identifying barriers and opportunities experienced by historically underserved communities, focus groups and community visioning. Community visioning is intended to be done during the first year of a site's development, and revisited regularly (every two to three years, or more frequently if needed). For new SUN Community School sites, expectations for the fall of the first year include specific outreach and needs assessment activities. See the "New Sites" section on page 27 for more information. The needs assessment is then used to establish a SUN Community School annual plan and budget.

4. ANNUAL PLAN

The Annual Plan outlines a comprehensive aligned service system that addresses the unique needs of the school site and supports the School Improvement Plan or Comprehensive Achievement Plan. Alignment between the Annual Plan and its focus area(s) and the school's efforts and planning is essential to achieving the most strategic use of partnerships and resources, and thus making the greatest gains. Extended-day activities are to be linked with the school-day vision, curriculum and teaching practices in order to provide a consistent, integrated experience for youth and families. The principal and Family Leadership Team participate in development of the annual plan. School principal and agency supervisor signs off on the final Annual Plan and the budget for the SUN Community School funding the Lead Agency receives in its contract.

5. OPERATING FUNCTIONS

The Lead Agency ensures that the following functions are fulfilled as part of the SUN Community School effort: operations, service coordination for individual students and families, partner coordination, and service access/information and referral. The manner in which these functions are fulfilled will vary from site to site and is based on existing structures. New teams or groups do not need to be established if there are existing groups or structures that can carry out these functions.
The Lead Agency supervisor, site manager and principal act as an operations team for the SUN effort, collaborating to track and address operational issues at the site. The site manager and principal develop clear roles and establish a regular meeting time to support operations and other efforts. The Lead Agency supervisor provides support for community school implementation and connects the site to the Lead Agency's resources (human, social, operational and programmatic).

6. ATTENDANCE

Most SUN schools have a district-adopted protocol in place outlining attendance as a priority and establishing the set and progression of interventions that occur to support students and their families to achieve regular school attendance. These schools collect data on student attendance, including reasons for absence, attendance rate and interventions provided. A school-based data team tracks student attendance regularly through team meetings involving SUN staff. The schools also have school wide strategies designed to highlight and communicate the importance of regular attendance to students and families. Agency SUN staff are part of the team creating and implementing these strategies. Regular attendance must sometimes be supported by additional services, including wraparound services or case management. SUN is integral to coordinating services for students and facilitates extended-day activity registration.

SUN Community School site managers and Lead Agency supervisors play a key role in the successful functioning of the attendance model. Specifically, they:

- Incorporate attendance activities and goals into broader SUN Community School planning.
- Coordinate and facilitate the Family Leadership Team, which is comprised of families and, in secondary schools, youth.
- Participate in the student attendance response and schoolwide teams and schoolwide universal actions.

- Provide or broker services to support students who are chronically absent.

As with the work of SUN Community Schools in general, engaging families and communities and building positive relationships is central to the attendance-focused work. The SUN site manager, with support from the Lead Agency, is responsible for building and facilitating a Family Leadership Team as part of the broader SUN strategy. Middle and high schools include students as part of the Family Leadership Team. The team is focused on family leadership and skill development and should consider chronic absence and attendance strategies as part of its work.

7. MEETINGS, TRAININGS AND WORK SESSIONS

SUN Community School program supervisors are expected to attend all SUN Community School program supervisor meetings and SUN Community School site managers are expected to attend all SUN Community School site manager meetings. Both groups are to attend any required training and bi-annual work sessions with principals and district liaisons (examples include the annual collaborative meeting and the year-end work session, to name two). Representatives at network meetings have the responsibility and authority to update the county on agency activities that have an impact on SUN Community School services.

PILLAR 2: INTEGRATED SUPPORT SERVICES (WRAP AROUND)

1. SERVICE ACCESS/INFORMATION AND REFERRAL

Integrated support is a core component of the SUN Community School (SUN CS) model. Helping to meet basic needs and connecting families to resources increases family stability. SUN Community Schools serve as an anchor strategy to deliver additional support through the SUN Service System, particularly for building financial stability and conducting outreach for housing, food, utility and health care resources.

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

In their role of service integration and coordination, SUN Community School site managers develop and maintain a communication and referral system among partners to ensure the linkage of students and families to a range of services. As part of this, SUN Community School site managers are expected to participate in groups of school staff and/or service contractors that identify specific students needing assistance and collaborate and integrate services to meet the needs of those students and their families (such as Attendance Student Engagement Response Teams, Student Intervention Teams, Data Teams, Care Teams, and Equity Teams).

2. 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.

PILLAR 3: FAMILY ENGAGEMENT

Youth, family and community engagement is essential to the assessment, design and implementation of services and programs within SUN Community Schools. Decisions are to be made with the youth, family and community members they affect. In alignment with SUN's collective impact approach, services and programs are to be implemented within the context of broad youth, family and community engagement. Within SUN Community Schools, this focuses on engaging those who live in the neighborhood and those receiving support from the community school as partners to support academic achievement and student success. It is particularly important to engage youth and families experiencing poverty, racism and disparate outcomes. A list of the required engagement activities and some examples of optional areas can be found in the following table (2).

YOUTH AND FAMILY ENGAGEMENT

Engagement Area	Required Service Component(s)	Optional Service Components
Youth	● Participation/input in program and service planning ● Leadership opportunities ● Roles in decision making	● Event planning and hosting ● Focus groups ● Issue advocacy
Parents and Family Members	● Outreach ● Relationship-building activities ● Parenting support ● Adult education activities ● 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 in programming, in determining services or offerings, and in broader school decision making. Youth input is to be sought and inform activity offerings and services available. Youth leadership opportunities can include but are not limited to a student advisory group, organizing and hosting family events, setting priorities and leading activities.

1. FAMILY ENGAGEMENT

Family engagement and involvement activities are those focused on ensuring that parents and other family members feel welcome, safe and a sense of belonging at the school, have connections to school

and SUN provider staff, and have information and support to help their children succeed academically. It must seek to engage families who are historically underserved by schools. Families should be informed of activities and services available at the school, inform program offerings, be involved in decision making, and engaged as full partners in their students' education. Family engagement activities at SUN Community Schools may include, but are not limited to:

- Outreach, including phoning, written communication and home visits
- Adult education, parent support and life skills development
- Family educational nights on topics such as school expectations and homework help
- Family and community events providing support to the whole community through efforts such as health fairs, energy assistance and multi-cultural celebrations
- Activities to build relationships among parents, teachers and administrators
- Access to resources, as needed, in areas such as document translation, application assistance, etc.
- Leadership training and mentorship of parent leaders
- Family strengthening programs focusing on honoring family knowledge and cultural capacity

A key strategy for family engagement within each school is the Family Leadership Team. The Family Leadership Team is a low barrier leadership development strategy that centers participants' voice and priorities. It is a required group of parents and family members. At middle and high schools, students can be included. The group serves as a core group of people who may participate in the creation of the SUN Community School Annual Plan, support student success, and help create the conditions necessary for successful family-school partnerships. The Family Leadership Team includes intentional outreach and engagement of marginalized students and families. It is based on the Dual Capacity Framework that highlights the importance of collaborating with families. The Family Leadership Team can be called anything folks would like and can be used in an already established family group as long as families are able to provide input about SUN Community Schools or the school community. While there will be fluctuations of family engagement the goal is to be working towards an established Family Leadership Team in the different stages of development.

2. 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, navigating parent teacher conferences, developmental changes for youth, immigration/citizenship, home ownership and financial literacy.

3. COMMUNITY ENGAGEMENT

Community engagement involves the broader community—including businesses, community organizations, faith groups and neighbors—in the planning and implementation of SUN Community

Schools programs, services and events. The goal is to have each SUN Community School be community driven, and to include the community in supporting schools and school-based programs that combine academics, recreation and social/health services. Providing information about school based activities and opportunities to participate in or engage with the school is the minimum level of engagement. Community school representatives also can participate in community meetings, support efforts to improve the school for families, and build partnerships with businesses to provide services, activities or expertise.

Business partnership development at SUN Community School sites encompasses the creation of partnerships between individual schools and businesses to provide innovative educational activities for youth and meaningful ways for adults to become involved in schools. The focus is on creating strategic partnerships that foster relationships between a business's employees, students and school staff; are tied to current school and business goals so they benefit both partners; expand over time; and focus on helping students thrive.

PILLAR 4: EXPANDED LEARNING OPPORTUNITIES

Each SUN Community School site is required to provide expanded learning opportunities as outlined in the following table (3). Some service components are required and some are optional to allow for local determination and tailoring of offerings to students and/or community needs. A list of the required service components and examples of optional areas can be found in Table 3. The optional list is not meant to be exhaustive or all-inclusive. The System encourages innovation and development of strategies that reflect emerging trends, issues and best practices from the community and research. All services are to be delivered using an Assertive Engagement approach and must be culturally responsive, including incorporating elements that promote the development of a positive cultural identity in all youth.

EXPANDED LEARNING OPPORTUNITIES

Core Service Domain	Required Service Component(s)	Optional Service Components
Educational Support and Skill Development	● 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)	● Student internships, youth employment training ● Service learning projects Project-based learning ● Youth case management ● Mentoring

Core Service Domain	Required Service Component(s)	Optional Service Components
Enrichment	● Educational and cultural enrichment ● Recreation including physical activity	● Visual and performing arts

1. EDUCATIONAL SUPPORT AND SKILL DEVELOPMENT

Educational Support and Skill Development services are delivered during the extended day (before and after school, evenings, weekends and summer) and encompass a wide spectrum of services aimed at providing the educational and developmental support both students and adults need to ensure children's school success and healthy development, including the development of life skills. Although each SUN Community School determines the specific activities that will meet the needs of its students, parents and community, all SUN Community Schools must offer extended-day activities that provide additional learning opportunities and experiences to students as well as adult education. One-third of SUN Community School extended-day activities are to be academically linked. An academically linked activity is one that is intentionally designed to integrate academic content and develop skills that support educational success.

A. ACADEMIC SUPPORT

Academic support is the central focus of extended-day activities. Many types of activities fall under the academic support category, including:

- Academic classes such as Math Masters, Science Club and others
- Homework assistance in schools that assign homework
- Dedicated reading time and literacy focus
- Tutoring focused on building specific academic skills
- Mentoring, or providing guidance and role model relationships for students to support youth in many areas, including academic, social, cultural, emotional and behavioral
- Project-based learning
- Service learning activities

B. HOMEWORK ASSISTANCE

Each site is required to provide 30 minutes per program day of homework assistance for schools that assign homework or other academic support appropriate to the age level of the students at the site. Many elementary schools do not have homework but students still need to complete assignments not completed during the school day and read.

C. TUTORING/MENTORING

Tutoring focuses on building specific academic skills. It involves strategies and concepts taught during the school day as well as supplemental or additional strategies that reinforce the lesson. Extended-day activities commonly use active engagement and experiential learning.

Mentoring includes a spectrum of services and activities ranging in breadth and depth. Whether peer to peer or adult with youth, mentoring provides positive youth relationships for

guidance that support youth in healthy development including academic, social, emotional and behavioral growth.

D. SUMMER PROGRAMS

Summer programs are offered between a school's final day of class in an academic year and the beginning of the next academic year, typically June-August. Whenever possible, the summer program offering will align with district strategy for supporting students. Each school is required to provide a minimum of four weeks of summer programming if in an effort to collaborate with school districts the number of weeks can be less. For year-round schools, it is expected there will be at least four weeks of programming scheduling during breaks between cycles. Program offerings range from enrichment and recreation to academic support and skill building. Schools are to provide activities to support student transitions such as from early childhood to kindergarten, elementary to middle school and middle school to high school.

E. ACTIVITIES THAT DEVELOP POSITIVE CULTURAL IDENTITY

Positive self-identity is an important aspect of youth development and a student's success. Providing opportunities for youth to learn and develop a positive cultural identity is a critical element to programming and youth development. Intentional strategies to build awareness, confidence and identity while better understanding historical events and institutional barriers improve youths' understanding of themselves and their environment.

F. TRANSITION SUPPORTS FOR STUDENTS

Transition supports are for students who are moving from one educational setting to another and include home or early learning to kindergarten, elementary to middle school, middle school to high school and high school to post-secondary employment and education. Activities range from early exposure to the school setting or early start programs and site visits to skills training and activities that inform and support the steps required for admission/certification to post-secondary options.

G. LIFE SKILLS DEVELOPMENT

Life skills development encompasses a wide array of strategies that build social, emotional and cognitive capacities in children, youth and adults to help them interact with others positively and avoid risky, trauma inducing behaviors and violent situations. Life skills development should be integrated into the general approach of SUN Community Schools and every service they provide. SUN Community Schools also may offer classes, support and empowerment groups focused on building specific skills and/or supportive networks, such as conflict management, anti-bullying, peer mediation, communication, social network building, violence prevention, parenting, and gender-specific and culturally specific support around resiliency and empowerment.

H. HIGH SCHOOL-SPECIFIC SERVICES

Youth in high school have specific needs and supporting their development as they complete their K-12 education is vital to their ability to contribute to the community and pursue their aspirations. Services specific to high school youth might include health services, including mental health; post-secondary planning; certification and admission requirements for post-secondary options; entrepreneurial opportunities; and college/career exploration.

2. ENRICHMENT

Enrichment classes define a broad array of additional services, programs and activities, such as cooking, art, music, recreation and technology education programs. SUN Community Schools are required to provide enrichment and recreation activities for students that are designed to reinforce and complement the school's regular academic program. Enrichment and recreation classes for adults also are to be offered in community schools based on community need and interest.

OTHER CONTRACTUAL REQUIREMENTS

INFORMATION SHARING WITH SCHOOL

The Lead Agency will provide the following information to the school principal or designee at the beginning of each session of programming (unless other timing is specified): access to Release of Information forms, a list of registered students and schedules, and a list of instructors and background check status. Information will be shared using a timeline and manner agreed upon by both parties.

CONFIDENTIALITY

The contractor must collect and maintain a SUN Community School Parental Release of Information form for each participating student in order to share data with the county and its evaluators.

The contractor must ensure that all staff who obtain or learn confidential information while providing SUN Community School services, do not disclose this information to third parties unless the Release of Information from the parent/guardian has been obtained. Refer to "Release of Information Forms" pg 66.

REGISTRATION INFORMATION AND FEE STRUCTURE

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

FEES AND COSTS TO CONTRACTORS

SUN Community School Fee Structure: Contractors must operate under the fee structure established by the System partners to promote consistency and equity across the county. The structure was developed to allow those families who are able to pay fees a mechanism through which to do so. It is essential that efforts are made to ensure that fees are not a barrier to participation. The fee structure is as follows:

- There are two tiers of fees within the structure. Tiers are based on poverty with the determining criteria being the school's percentage of Students Experiencing Poverty as defined by Oregon

Department of Education. .

- 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.

SUN COMMUNITY SCHOOL FEE STRUCTURE

Tier	Poverty Criteria	Fee Amount for Extended-Day Activities
Tier 1	High-Poverty Schools (those at 45% or higher Students Experiencing Poverty) and High Schools	No Fees
Tier 2	Lower Poverty Schools (those with 44% or lower free and reduced-price meals)	Fees charged by activity or class using a sliding scale beginning at $0

Building Usage Costs: As part of the SUN Service System collaboration, school districts provide building space for community school activities and services at no cost to the Lead Agency during regular custodial hours, including breaks when the building is closed to students. Building use during hours when the custodian is not scheduled to be in the building should be discussed with the individual school and district. Depending on the district, there may be an associated cost for late evenings and weekends.

BEHAVIOR AND REASONABLE ACCOMMODATIONS

The contractor must adopt and implement behavioral expectations and discipline protocols that represent best practice and share such expectations and protocols with parents and guardians at the time of registration and prior to participation.

The SUN Community School site manager and staff will work with parents, students and school staff to make recommendations and meet reasonable accommodation needs so all students have positive, beneficial and safe experiences. SUN Community Schools do not deliver special education services. Alternative strategies and resources will be used whenever possible to support an individual's successful participation in an activity. The contractor will use the district process when considering reasonable accommodation for SUN activities and making requests of the district, where applicable. The contractor must use the established SUN request for reimbursement process for requesting additional funding for reasonable accommodations through SUN contract, DCHS.

SAFETY AND BUILDING USE

The contractor must comply with any criminal records check and fingerprinting requirements as

stipulated by the school district(s) for its employees and volunteers. If the district(s) stipulate changes, the contractor will implement changes immediately and have two months to come into total compliance with requirements.

For any partner program operating under the auspices of SUN Community Schools, the contractor must ensure the partner program is in compliance with the school district's criminal history verification requirements for program staff and volunteers. Verification will be done at the partner program's expense for all employees who may have unsupervised contact with students as a result of the provision of services as part of SUN Community Schools. Agencies are encouraged to develop Memoranda of Understanding with partners that include this requirement.

The contractor is to follow the community use of buildings guidelines for its school district when scheduling the use of district buildings.

At each SUN Community School site, a safety plan is to be in place prior to the start of programming.

A safety notebook is to be developed and maintained. The notebook should be kept in a designated location and made available to the school, district, and/or SUN Service System upon request. The notebook is to include emergency procedures, staff and partner information, and student behavior expectation information so another staff member can act as back-up site manager, as necessary, in an emergency. Mechanisms to share safety plans with extended-day staff (notebook, clipboards, etc.) also need to be in place and kept updated.

At each SUN Community School site, fire and other emergency drills are to be conducted at least once per term. Fire drills should mirror the school-day practices. Fire drills during non-school hours are to be logged in the same place as the school-day drills.

COMMUNITY AWARENESS AND PUBLIC RELATIONS

SUN Community Schools must comply with the SUN Community Schools Public Relations Standards established by the city and county, including using all required logos and taglines in any outreach or marketing materials and media.

SCHOOL 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.

NEW SITES

New sites are to comply with all SUN Community School expectations, with the following additions or exceptions:

- Full extended-day programming begins winter term
- Fall term is to include broad community engagement, vision setting, needs assessment, and operational inclusion of Lead Agency and staff as follows:
    - Host a SUN presentation, jointly with the principal, for staff, and distribute SUN information at school events
    - Hold individual meetings with key school and community members
    - Hold two (2) meetings or events focused on the vision of SUN Community Schools and gather input from a broad group of stakeholders, paying particular attention to families historically disconnected from school
    - Establish the site's Family Leadership Team and meet two (2) times during fall term
    - Conduct a needs assessment and develop the site's Annual Plan with the school, including focus area targets aligned with the School Improvement Plan (SIP) or Comprehensive Achievement Plan (CAP) and targeted strategies that focus on specific populations facing disparities
    - Establish a referral system for school staff and partners to communicate about students and families and connect them to services

Note: The manner in which providers for new sites will be selected is outlined in the "Contracted Services, SUN Community Schools" section on page 8.

SUN COMMUNITY SCHOOLS OUTPUTS AND OUTCOMES

Community Schools Outputs & Outcomes	100% funding level	75% funding level	New Sites (first year)	Source
# of hours per week the school is open to the community to provide service beyond school class time. Includes: ● 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

Community Schools Outputs & Outcomes	100% funding level	75% funding level	New Sites (first year)	Source
# of children/youth served in enrolled extended-day activities or individual, group and family support	200 students	150	167	Grouptrail
# of students involved with SUN Community School who participate regularly (30 days or more)	100 students	75	67	Grouptrail
# of students who are at risk of academic failure	100	75	67	Grouptrail
# of extended-day non-enrollment family programs or community events	3	3	3	Grouptrail
# of adults (parents and community members) who participate in enrolled adult education	50	35	35	Grouptrail
% 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 9th graders who earn at least 6 credits	80%	80%	80%	SUN SS from MESD

LAYERED SERVICES

The core SUN Community School model provides an infrastructure and relationships that act as a vehicle for delivering additional services at the school site in an efficient, effective and aligned manner. For this reason, a variety of services providing additional depth of support to families are layered at SUN Community School sites. Many of these services are provided by community partners. Some are

contracted to the SUN Lead Agency through Multnomah County, including the Early Kindergarten Transition Program and Hunger Relief Services. The SUN Community School site manager is responsible for aligning and coordinating (but not directly providing) all of these services as part of their overarching role. Layered services are currently provided at some, but not all, SUN Community School locations. The locations where layered services are provided may vary from year to year, and are anticipated to grow over time. Attachment J shows the FY24 locations of layered services.

EARLY KINDERGARTEN TRANSITION PROGRAM (EKT)

The Early Kindergarten Transition Program (EKT) is for incoming kindergarten students and their families/caregivers. EKT is intended to be part of a broader kindergarten transition plan at identified elementary and K-8 sites that includes a variety of transition supports, ranging from low to high intensity, beginning the school year prior to kindergarten and continuing into the kindergarten year.

FOCUS POPULATION

EKT serves children who will be entering kindergarten at the identified school site in the fall and their parents, caregivers or family members. This program is intended primarily to reach children who meet one or more of the following criteria:

- Children with no preschool experience
- Children who participated in Head Start
- Children of color or from a culturally specific community
- Children receiving early childhood special education services

Schools prioritize their outreach using the list above based on the needs of their communities, with priority given to children with no preschool experience. *Parents, caregivers and family* is defined as parents, grandparents and other family members, and adults who are significantly involved in the child's life.

SERVICE COMPONENTS

This program is a school-based summer program to increase parental involvement in their children's learning, children's attendance in kindergarten, and children's success in school. The program is based around two core components:

1. **Class time** for children in kindergarten classrooms that are led by a kindergarten teacher.
2. **Family engagement activities** that include a facilitated parent/caregiver group and other activities intended to promote positive family-school relationships. Other important programmatic requirements include a program orientation for parents/caregivers prior to the start of the program, and follow-up with participating families after the start of the school year.

PROGRAM REQUIREMENTS

1. STAFFING

Children's Classroom: Staffed by a kindergarten teacher from the school with adequate classroom support from paid staff and/or volunteers.

Family Engagement: Facilitated by staff who have prior experience facilitating parent/adult groups and engaging diverse groups of parents/caregivers. Parent groups and other family engagement activities must reasonably accommodate non-English speaking families

Child Care: High-quality child care will be provided during family engagement activities.

2. LENGTH OF PROGRAM/CONTACT HOURS

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

II. **Children's Classroom:** A minimum of 30 hours of total "class" time with children (occurring over this 2 week period).

III. **Family Engagement:** The program will include a minimum of 8 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, (6 hours total min) or home visits.

- Any Remaining Hours can be used for:

    - *Individual check in with families
    - *EKT Follow Up Activity/Reunion

    EKT Follow up Activity/Reunion is not required unless the school is a P-3 Site.

3. PROGRAM LOCATION

With the exception of school building closure, programs should be held at the school where children will be entering Kindergarten

4. MEALS

Meals are provided at no charge to families

- Breakfast will be provided for children in the program, including those in child care during parent meetings.
- Lunch will be available for children for all days of the program
- Refreshments can be offered for parents/caregivers.
- Meal times can be counted towards required contact hours if structured as a facilitated and/or structured group activity that meets the goals of the program.

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.

5. **TRANSPORTATION**

To the extent possible, provide transportation for programming or transportation support by providing public

transportation tickets/passes to families in need.

6. **DATA EXPECTATIONS**

All data regarding program participants and their attendance must be entered into the County Data System from each school by September 15th. They include the following:

- EKT students' days of attendance and all EKT family engagement activities/events and participants attendance.
- Each program will be responsible for administering EKT Family Surveys provided by Multnomah County SUN Service System prior to the last day of EKT programming and turn in any paper survey forms by September 15th.
- Schools will work with the Multnomah County SUN Service System to identify data that will be shared and tracked to measure outcomes for program participants.

7. OUTPUTS AND OUTCOMES

EKT Outputs & Outcomes	Target	Source
# of children who participate in each EKT classroom and attend 90% of class sessions	20	Grouptrail
% of children who have parents/caregivers participating in the parent engagement components	75%	Grouptrail
% of participating children who meet one or more of the following criteria: ● No preschool experience ● Participated in Head Start ● BIPOC or from culturally-specific communities ● Receiving early childhood special education services. Priority should be given to children with no preschool experience.	90%	SUN SS from MESD

LEAP INTO KINDERGARTEN (PORTLAND PUBLIC SCHOOLS)

Leap into Kindergarten is a family transition program held at Portland Public Schools Title I school sites designed to support the most underserved families with an intentionally smooth and caring transition to Kindergarten. For students and families, the program focuses on building relationships and practicing the functional and literacy routines foundational to the Kindergarten day.

PROGRAM REQUIREMENTS

1. **STAFFING**

- Children's classroom: staffed by a Kindergarten teacher from the school with adequate classroom support from paid staff and/or volunteers.
- Family Engagement: Facilitator(s) should have prior experience facilitating parent/adult groups and in engaging diverse groups of parents/caregivers. Parent Group and other family engagement activities must reasonably accommodate non-English speaking families.

2. LENGTH OF PROGRAM

- Programming schedule is determined by every Leap to K PPS Site to occur primarily in August.
- Children's Classroom: 4 hours of total "class"time.
- Family Engagement: 8 hours of total family engagement activities using the following
- strategies:
    - Facilitated Parent Group during the summer
    - EKT Reunion/Follow Up Activity in the fall

3. PROGRAM LOCATION

- With the exception of school building closures due to construction and unsafe spaces, programs should be held at the school where children will be entering Kindergarten.

4. MEALS

- Refreshments can be offered for parents/caregivers.
- Snacks will be provided for students.

5. EVALUATION AND DATA

- Each program will be responsible for administering and turning in before and/or post evaluations, provided by PPS and it will be shared to SUN Partners & Multnomah County.
- All data regarding program participants and their attendance must be entered into GroupTrail from each school by September 15

6. OUTCOMES AND CURRICULUM

- Each program will work towards the goals outlined in the program model for each program component and ensure that the required strategies and curriculum strands are in place.

7. SYSTEM WIDE PLANNING AND COORDINATION

- Schools will participate in system-wide planning and coordination convened by the PPS Central Office Team in collaboration with district EKT lead staff to support implementation of the programs, including group and individual meetings.

8. OUTPUTS AND OUTCOMES

Leap into Kindergarten Outputs & Outcomes	Target	Source
# of children who participate in each classroom and attend 90% of class sessions	20	Grouptrail

Leap into Kindergarten Outputs & Outcomes	Target	Source
% of participating children who meet one or more of the following criteria: ● No preschool experience ● Participated in Head Start ● BIPOC or from culturally-specific communities ● Receiving early childhood special education services. Priority should be given to children with no preschool experience.	90%	SUN SS, MESD
% of children who have parents/ caregivers participating in the parent engagement components of the program - Parents will be present while students are present as that is the agreement for families to participate	75%	Grouptrail

HUNGER RELIEF SERVICES

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

FOOD PANTRY

SUN Community School Food Pantries provide families with approximately 50 pounds of nutritious food each visit, the equivalent of three to five days' worth of food, so families can provide meals for students when they aren't in school. SUN Food Pantry sites distribute food at least twice each month, preferably weekly, throughout the entire calendar year. The contractor will distribute food to at least 40 households each time the food pantry is open for distribution, and at least one-third of these households should have children. SUN Community School Pantries are open to the entire community and people of all ages, but focus their recruitment and service on the students, families and community living in the catchment area for that school and prioritize serving BIPOC, immigrant and refugee communities. SUN Hunger Relief operational funds allow agencies to designate a lead staff person to coordinate food pantry operations. Current SUN Community School Food Pantry sites are indicated in Attachment J but may change over time. They may have a variety of funding sources: Multnomah County, Oregon Food Bank and the Portland Children's Levy and private fundraising. SUN Community School Food Pantry sites work in partnership with the Oregon Food Bank in a number of areas, including ordering/acquiring food supplies; training; and following the Oregon Food Bank's required client intake procedures, evaluation activities and reporting guidelines.

FREE FOOD MARKET

The SUN School Free Food Market is a monthly distribution of fresh fruit and vegetables provided in partnership with the Oregon Food Bank. SUN Hunger Relief operational funds allow agencies to designate a lead person to coordinate Free Food Market distributions. The contractor will distribute emergency food to at least 60 households each time the Market is open for distribution. SUN Free Food Market sites will participate in Oregon Food Bank training, evaluation activities and reporting guidelines. Free Food Market sites for FY2024 are indicated in Attachment J but may change over time.

SUMMER AND AFTERSCHOOL MEALS & SNACKS

Most SUN Community Schools are eligible to serve free meals or snacks to youth in after school programming and during school breaks through the school district's USDA meal programs. At these schools it is the expectation that SUN staff will not be primarily responsible for meal service, but will assist and coordinate with the school district as part of programming.

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

At selected SUN Community School sites, meal distribution may be extended for additional weeks to ensure countywide availability of summer meals to community children. At these sites, the SUN Community School Lead Agency provides activities and supports meal service to at least 25 children (ages 1-18) per day on extended summer service days, in partnership with the school district Nutrition Services and using the USDA Summer Food Service Program when eligible.

OUTPUTS AND OUTCOMES

Hunger Relief Services Outputs & Outcomes	Target	Source
Food Pantry: Average # of households served per weekly or bi-monthly distribution	40	SUN SS from Oregon Food Bank
Free Food Market: Average # of households served per monthly distribution	60	SUN SS from Oregon Food Bank
% of those served at pantries who identify as BIPOC, including immigrants or refugees	70%	SUN SS from Oregon Food Bank
% of households served at pantries that include a child	30%	SUN SS from Oregon Food Bank
Extended Access Meals/Snacks: average # of children 1-18 served per day during extended periods	25	SUN SS from school districts

PRENATAL - 3RD GRADE (P-3)

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

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

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

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

EARLY LEARNING ACTIVITIES

- Play & Learn Groups: lead two groups per week for caregivers and their children ages 0-5. At least one of the groups per week is culturally-specific or led in a language besides English. Parents receive information and hands on materials to support their child's learning in a fun environment and engaging activities they can continue at home

- Early Kindergarten Transition program: support outreach, help coordinate, and lead the summer kindergarten parent/caregiver group which shares important information to help them prepare for kindergarten, build relationships with other families and learn from each other in the community. EKT builds on the family's strengths.

- Support K-3rd grade academics, social-emotional learning, music, movement, and creativity by providing opportunities for children to connect with other families by hosting events or provide extended day classes that are funded or facilitated by a P-3 Coordinator specific to the grade level.

PARENT ENGAGEMENT & SUPPORT

- Parent Leadership: support and co- lead with SUN Site Manager to build an ongoing family leadership team/group or work with one that may already exist in the school community, to provide opportunities to build community within the school across cultures, provide space and time where parents can work together, and support parent leaders to be problem-solvers within the school
- Bridge a gap: act as a liaison between families of color and families who speak languages besides English and the school

- Parent Cafe: provide opportunities for parents to use the skills they have as leaders and experts in their own lives and communities, inviting parents/caregivers and others in their school

community to engage in intimate authentic conversations on relevant topics that is important to them, working on protective factors to build strong families and strengthen community

- Resource navigation: help families find social service resources and connect them with early learning opportunities

SCHOOL PARTNERSHIPS AND INITIATIVES

- Alignment: coordinate early learning partners in the school building and deepen the connections between the school and these partners

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

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

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

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

Locations: Location of sites may vary as they are dependent on the result of the application process.

OUTPUTS AND OUTCOMES

Prenatal - 3rd Grade Programming

Required Activity	Frequency	P-3 Coordinator Role	Outputs/ Outcomes	Source
1. Early Learning Activities				
Play & Learn (P&L) Groups	2x per week, 90 minutes or more (Summer: 1x/week) At least one group per week is culturally responsive or led in a language besides English P&L Groups run concurrently with all sessions of SUN extended-day programming, including 1 P&L group during the summer session	Following the Kaleidoscope model, P-3 Coordinators plan, coordinate, recruit participants and lead groups for caregivers and their children ages 0-5 that include: 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	40 adults attend at least one P&L group 20 adults attend 5 or more P&L group	WellSky Community Services P-3 Narrative Report Addendum to SUN CS Half-Yearly and End of Year Report
Coordination and collaboration with Early Kindergarten Transition (EKT)	Lead/facilitate EKT parent group meetings during EKT programming. 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.	Work in partnership with school & SUN Site Manager to recruit families for EKT Work in partnership with SUN Site Manager to coordinate EKT Lead caregiver groups and family engagement activities during the summer, including EKT orientation Work with families to encourage consistent EKT attendance. Coordinate fall and winter events in partnership with Kindergarten Teachers (sites are encouraged	75% of children will have parents/ caregivers participating in the parent engagement component of the program	WellSky Community Services

Required Activity	Frequency	P-3 Coordinator Role	Outputs/ Outcomes	Source
		to invite all kindergarten families, not just those who attended EKT)		
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
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

Required Activity	Frequency	P-3 Coordinator Role	Outputs/ Outcomes	Source
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

FAMILY RESOURCE NAVIGATION

Households facing economic, housing and other barriers benefit from dedicated navigation and advocacy support that can work alongside them. 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. In response, family resource navigation supports are layered in SUN Community School sites with the highest poverty levels.

At the SUN CS sites with a Family Resource Navigator position, they are funded for a staff person who is embedded in the SUN Community School, and is available throughout the fiscal year including the summer at specific schools.

Core program services and activities include, but are not limited to:

1. 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).
2. Group skill building and workshops for parents
3. Language supports and reducing language barriers
4. Outreach (information awareness raising about potential resources for families)

STRATEGIES FOR SUCCESS

FRNs have a goal of supporting 100 people a year, focused on the adult caregivers in the family of students attending SUN schools. Strategies focus on equity, connection and collaboration.

- **Equity**- FRNs are culturally responsive and support the needs of families, prioritizing families of color. The program goal is that 80% of people served by FRNs identify as Black, Indigenous, and People of Color, including immigrants and refugees. An emphasis is on building a sense of belonging, celebrating culture, and reducing language barriers.

- **Connection**- The FRN will work with the SUN CS site manager to support family engagement strategies in order to gain trust and build relationships with families so they can feel comfortable asking for support. FRNs will utilize Assertive Engagement principles to engage households in relationships that help them expand their sense of what is possible. Families are offered resources,

services and information in a menu format where they decide what goals are most urgent and important to them and what help they need to reach those goals. Households are the experts regarding what they need.

- **Collaboration**- FRNs will collaborate with school building administrators and SUN CS staff to identify families who could use additional support navigating systems of care, and to spread the word about FRN services to the school community. FRNs will also collaborate with community service providers and departments within their agency to be able to leverage resources, conduct outreach and make referrals for services. Although we recognize that accessing resources within systems of care is limited, we emphasize the successful connection or warm hand off of families to appropriate assistance programs, as well as reducing barriers to accessing these resources. Collaboration also occurs through the County-wide network of FRNs, and attendance is expected at FRN all-staff meetings.

OUTPUTS AND OUTCOMES

FRN Outputs and Outcomes	Target	Source
Number of individuals who receive support from Family Resource Navigator*	100 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.

FAMILY RESOURCE NAVIGATION FILE STANDARDS

Providers delivering family navigation services are required to meet Client File Standards.

REQUIRED INFORMATION	Description
Intake	Completed agency registration form (if applicable) and all required WellSky participant data characteristics: Name, DOB, Gender, Race/Ethnicity (using Inclusive Identity Categories), Zip code
Service Types	Required record of Service Types provided for individuals served by FRN staff include these (either from a data export or in WellSky): ● Case Management ● Language Support ● Group Skill Building and Workshops ● Outreach & Information (tracked in data export when possible. Or provide total tally, when not enrolled and not tracked in database)

REQUIRED INFORMATION	Description
Client Assistance	When a provider is requesting reimbursement for Client Assistance funds including gift cards, in addition to the above information, the agency's invoice log must include the following information: ● Client Identification Number- unique to every household served; upon request, organizations must be able to produce records to match client ID to specific household. ● Vendor-if applicable ● Amount Received ● Date Received ● Description

SCHOOL-LINKED SERVICES

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

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

Locations and distribution of school-linked services are negotiated annually as part of contract negotiations in a collaborative process with the contractor, the county and school districts, as appropriate. Current demographic and poverty data, as well as equitable dispersal of services, will be considered in this process. Some services have specific requirements for locations and distribution, which are detailed in the service descriptions that follow in this section. For Regional Service Providers, the contractor must deliver services within the regional boundaries at locations that are conveniently located for participants and have a consistent schedule.

MULTNOMAH STABILITY INITIATIVE

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

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

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

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

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

1. LIFE DOMAINS AND DESIRED OUTCOMES

MSI supports families to pursue their goals in five domains:

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

2. ASSUMPTIONS ABOUT FAMILIES

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

- Alleviating the experience and impact of poverty and injustice creates environments in which children thrive.

3. FOCUS POPULATIONS

MSI services households that are currently housed, whose income is at or below 200% of the Federal Poverty Level (FPL), and who are able to participate in activities designed to increase their actual income or earning potential.

Households with school-age children, and households that are disproportionately represented in poverty will be prioritized. Those disproportionately represented in poverty include African American, African Immigrant, Asian Pacific Islander, Latino, Native American, and Slavic people.

4. MSI COMPONENTS

A. ASSERTIVE ENGAGEMENT

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

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

- Engagement and relationship building
- Exploration and fostering of hope as it manifests in each family
- Utilizing listening skills to help families develop agency in their lives
- Contacting families frequently, at times, locations and durations chosen by the families
- Offering of a menu of rent assistance, client assistance and workforce training services that support the families' priorities and goals
- Each Assertive Engagement staff person is expected to work with twenty-five (25) families annually

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

B. FLEXIBLE CLIENT SERVICE ASSISTANCE

Flexible services and supports will be available to households in a menu format. Households choose what suits their hopes and goals. Flexible services will include payments for items and services the household chooses, but may also include standard offerings MSI contractors create because many MSI households choose them. The purpose of flexible services is to provide relief from the trauma associated with a scarcity of resources and disrupt dominant narratives that blame financial instability on poor

individual choices and instead trust participants' agency and expertise. This trauma relief will expand hope and help families take steps toward their vision of a more stable future.

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

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

C. ALIGNED SERVICES

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

It is anticipated that all MSI families will utilize some form of workforce training products to help them achieve their employment goals. Housing assistance, benefits assistance, and coordination with the Temporary Assistance for Needy Families (TANF) program and other DHS benefits also will support families in reaching their goals.

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

- **LEGAL SERVICES**
  An array of legal services are offered to MSI households by the Community Law Division of Metropolitan Public Defender (MPD).

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

- **HOUSING ASSISTANCE**
  Rent assistance funds are made available to MSI households through the Short-Term Rent

Assistance program operated by Home Forward.

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

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

D. REGIONAL LONG TERM RENT ASSISTANCE (RLRA) VOUCHERS

- Service providers will be provided access to a finite number of RLRA vouchers to support households from communities of color. These vouchers are available through a partnership between Home Forward (who manages the vouchers), the Joint Office of Homeless Services (JOHS) through the Supportive Housing Services ballot measure, and YFS. These vouchers provide a source of long term housing stability for eligible families. At this time there is no additional funding for staff capacity, rather families who receive a voucher will remain on the established MSI caseload. Allocation of vouchers for culturally specific communities will follow the overall funding allocation for the SUN Service System as outlined previously in this document (see Section 3, Focus Populations above)

- RLRA vouchers are awarded to families at the discretion of each culturally specific agency. Funding for these vouchers (Metro Supportive Housing Services Measure 26-210 passed by voters in 2020) will sunset in 2030 unless extended. It is anticipated that some families may, over time, need and/or want less engagement with agency staff. In these circumstances we would expect that agencies maintain some nominal contact with the family (monthly, quarterly or annually) just to check in. Likewise, if the family leaves the housing and thus the voucher, or needs support to move to another residence, we expect the agency that originally worked with that household to re-engage.

5. MSI ANNUAL OUTPUTS AND OUTCOMES

MSI Outputs & Outcomes		Target	Source
Assertive Engagement Services	Number of households served per MSI Staff person	● 25	WellSky Community Services
Stably Housed	Percentage of households served that remain in permanent housing 6 months after exit	● 90%	WellSky Community Services

5. MSI CLIENT FILE STANDARDS

Providers delivering Multnomah Stability Initiative services are required to meet Client File Standards. A client file is required for all households who receive MSI Services through the Youth and Family Services Division. ***Minimum client file standards include:***

REQUIRED INFORMATION	Description
Intake/Application Form - General Client Information	Agency intake / application – Must include all required client data characteristics and a statement that all information contained on form is true and correct to the best of their knowledge. Form must be signed and dated by both case manager and client – Data is entered into WellSky/ServicePoint If a client is denied service – Client must be notified in writing of the denial and informed of their right to appeal and request a fair hearing regarding that determination.
Income Documentation	All gross income received within the previous thirty (30) days from the start of services for all household members age eighteen (18) or older must be documented in writing to determine service eligibility. Agencies are required to retain copies of the written documentation in the client file. Income verification examples include copies of: ● Pay stubs ● Benefit award letters or copies of documents used to verify income ● Persons who are self-employed and who are unable to provide income documentation must complete a Self-Employment Worksheet: Attachment A - Section 6: Exhibit 2. (This form has been developed by Oregon Housing and Community Services (OHCS), Low Income Home Energy Assistance Program (LIHEAP) and has been adapted for use in this program. Agencies may not use a substitute to this form) ● Persons with zero income must complete a Declaration of Personal Income: Attachment A - Section 6: Exhibit 3. (This form has been developed by OHCS, LIHEAP Program and has been adapted for use in this program. Agencies may not use a substitute to this form) Household income eligibility must be recertified at a minimum of annually at the time of their enrollment anniversary.
Strengths Based Assessment	Strengths Based Assessment completed and signed by case manager and the client. Areas of assessment include but are not limited to: household's strengths and assets, basic needs, training, employment, health, substance abuse, individual household members' needs, etc. The Assessment is designed to coincide with the Assertive Engagement Case Management Model and connect to the MSI Domains. Potential

REQUIRED INFORMATION	Description
	eligibility for child support and entitlement benefits is addressed and documented in the client file.
Service Plan/Case Plan	The service plan and its stated goals are agreed upon by the client and case manager and correlate with the intended goals of the program funding (household stability, etc.) They reflect the results of the assessment and have measurable activities and timelines identified to achieve the goals. The Service Plan/Case Plan is designed to coincide with the Assertive Engagement Case Management Model and connect to the MSI Domains. The plan is reviewed with the client on a regular basis or at a minimum of every three months and if necessary, revised. In-person contact must be made with a client at a minimum of monthly. The case plan is signed by both the case manager and client.
Progress Notes/Case Notes	All contacts with and on behalf of the client must be recorded in progress notes. Notes must document how client's needs are being addressed in a timely manner and must include: ➢ Date ➢ Staff ID and Signature ➢ Duration of time ➢ Description of activity, i.e., home visit, phone call ➢ Factual description of what transpired ➢ Document client's efforts to achieve goals ➢ When appropriate, termination documentation and exit information
Required Documents	*Signed* – ● Authorization for Release of Information ● Grievance procedures ● Client Confidentiality Statement signed by both client and case manager.
Flexible Client Service Assistance Information	All flexible service must be supported by: ● Receipts of purchases ● Client signature verifying the receipt of the client assistance ● Vendor / supplier name ● Signed and executed lease agreement when paying for full or partial rent At no time should clients receive cash. Purchases must relate to the client's needs as detailed in the service plan and progress notes.
Supervisory Review of Client File	The supervisor's review must be clearly documented in the client file and describe any necessary corrections. The required follow up action must be documented along with the verification of the correction. The documentation must be signed, dated and easily identifiable in the file (within 30 days of enrollment; every six months; and at exit).

REQUIRED INFORMATION	Description
Exit Information	Client exit information must be present in the file and include: enrollment and exit dates, reason for exit, housing type destination, contact information, alternative contact information, and income and non-cash benefits at exit and WellSky follow-up dates. The agency may develop its own form or use the form provided by Multnomah County.
Evidence of Follow-up for households receiving rental assistance	Client file includes documentation that follow-ups at 6 and 12 months were completed and entered into WellSky on time.

ENERGY BILL PAYMENT ASSISTANCE

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

A. LIHEAP AND OEAP

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

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

Energy Bill Payment Assistance contractors must perform LIHEAP intake and client education and OEAP intake services in accordance with the guidelines and regulations listed in the county's program instructions and in the Oregon Housing and Community Services Department Energy Assistance Programs (LIHEAP and OEAP) Operations Manual
https://www.oregon.gov/ohcs/energy-weatherization/Pages/energy-service-provider-resources.aspx

Energy Bill Payment Assistance contractors are required to:

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

- Contractors are expected to be flexible, to make energy assistance available to the public.

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

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

SUN YOUTH ADVOCACY PROGRAM

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

1. FOCUS POPULATIONS

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

2. LENGTH OF SERVICE

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

3. SERVICE LOCATIONS

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

Where SYA services are delivered at SUN Community Schools, SYA staff are expected to work collaboratively with the SUN Community School site manager to create an integrated system of services

for students and families. The SUN site manager is responsible for the overall coordination of services, activities and partnerships in the building.

4. CORE SERVICE CATEGORIES AND COMPONENTS

A. YOUTH ADVOCACY

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

- **ADVOCACY AND SUPPORT ACTIVITIES**

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

  - Monitoring data in partnership with school, SUN and other staff to identify students who could benefit from services and intervene with them early and consistently; this may include participating in school-based data, attendance or screening committees
  - Providing personalized early outreach
  - Assessing both strengths and needs of the participant
  - Engaging in partnership with the participant to develop and periodically review an individualized action/success plan
  - Advocating for the youth and coordinating supports with all agencies, contractors and resources involved in the plan
  - Documenting contacts and services
  - Advocating for organizational, community and institutional responsiveness
  - Looking beyond individual action plans to broader trends for the purpose of evaluating and refining the service system
  - Seizing opportunities to influence social change

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

It is also essential that services are provided in a consistent and predictable manner. Many youth who are struggling experience life as a series of random events over which they have little control, and in

which adults are unpredictable and often unsafe. Successful youth advocacy rebuilds that sense of control, predictability and safety.

B. SUPERVISION

Supervision expectations for SYA follow SUN Service System and agency guidelines. This includes reflective supervision, staff meetings, and direct observation. During a SUN Youth Advocate's first year of service, supervisors should provide regular monitoring by doing a site visit, observing the goal-setting process, and out-of-school support on a monthly basis. For experienced SUN Youth Advocates, supervisor observation of a personal visit and proof of feedback are required annually. SYA supervisors work to support SUN youth advocates in understanding and utilizing the assertive engagement, trauma-informed, and youth-adult partnership frameworks to support students. With that, SYA supervisors work to support collaboration between advocates, district administration, and Multnomah County. To ensure consistent communication and collaboration between the SYA Supervisor and the school and district administration supervisors should provide at least quarterly updates about the work being performed by advocates, program outcomes and outputs, advocate schedules, and contact information. Additionally, the SYA supervisor tracks program performance through outcomes and outputs and works to ensure that advocates have a safe, productive, and adequate work environment free from racism, sexism, ageism, heterosexism, homophobia, and transphobia. In ensuring a safe work environment, SYA supervisors should be meeting with principals to discuss any site specific challenges or needs on at least a quarterly basis.

C. 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 will help families navigate and understand the education system, facilitate communication within the family unit and between families and school staff, participate as advocates for families in discipline and other systemic meetings, and arrange/support community celebrations.

D. OUT-OF-SCHOOL-TIME SUPPORTS

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

- Academic Support (e.g., homework help, tutoring, etc.)
- Summer Programs
    - Supporting Ninth Grade Counts programs in your district or at your school service location.
    - 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

E. SERVICE BROKERING AND CONNECTION

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

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

F. CLIENT ASSISTANCE

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

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

5. OTHER CONTRACTUAL REQUIREMENTS

SYA contractors are to work closely with school staff to identify students who may need support, communicate about students' needs and collaboratively support youth. SYA contractors must collect and maintain Multnomah County's school district-approved Release of Information form for each youth served yearly. SYA contractors are expected to acquire Synergy access from school districts and obtain state identification numbers for all youth they serve and input the numbers into WellSky no later than the 15th day of the month following the month the youth was enrolled. Wellsky data requirements are listed in the SYA Wellsky Handbook https://multco.us/info/early-childhood-and-youth-program-handbooks

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.

Additionally, SYA contractors must maintain consistent communication with the Youth Programs Program Specialist, attend all Multnomah County sponsored SYA meetings, and return all Multnomah County reporting by the date designated by the Youth Program Specialist or in the program instructions.

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

SYA ANNUAL OUTPUT AND OUTCOMES

SYA 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 ● 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 ● Attendance ● Academics/career ● Self-esteem ● Positive cultural identity development ● Pro-social friends and activities ● Positive behavior ● Relationships with family/caring adults ● Basic needs	65%	WellSky Community Services
% of Engaged Youth* who are not chronically absent, both across all grades and in the following, specific grade levels: ● 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.

5. SYA STUDENT FILE STANDARDS

Student participant files are required for all SUN Youth Advocacy participants through the SUN Service System. The following minimum Student File Standards **must be met by providers delivering SYA services**:

REQUIRED INFORMATION	Description
General Participant Information	Completed agency registration form, including all required WellSky/ServicePoint participant data characteristics: Name, DOB, Gender, Inclusive Identity (Race/Ethnicity/Origin), Primary Language, Zip Code, Current School, SSID Number. Risk factors of students collected from school referral source, assessment form, or during client's ongoing participation in SUN Youth Advocacy services.
Other Required Documents	SUN Youth Advocacy Authorization for Release of Information signed by parent or guardian. Refer to "Release of Information" form, pg 67. Agency Grievance Procedures and Client Confidentiality Statement signed by parent/guardian, participant, and SYA staff.
Assessment Information	Primary strength-based assessment form completed. The assessment is signed and dated by participant and youth advocate when required by the agency.
Individual Action Plan	The individualized action/success plan is created in partnership with participants and correlates with the intended goals of SYA. The plan reflects the results of the assessment and has measurable activities and timelines identified. The plan is reviewed with the participant on a periodic basis. In- person contact must be made with participants at a minimum twice a month and recorded in WellSky/ServicePoint. The plan is signed by the participant and youth advocate when required by the agency.
Progress Notes	In-person contacts must be made with participants as often as necessary, at a minimum twice a month (preferably 1:1 advocacy/case management twice a month). Progress notes must include: ● Date, type of service, and length of time with participant; ● Details of service provided such as how participant's needs are met, and/or actions related to participant's progress towards individualized action/success plan goals; ● Documentation of exiting participants from the program. The file should include a completed exit summary and status of SYA Student Survey administration at exit. Progress Notes must corroborate with what has been entered into the WellSky data system.

REQUIRED INFORMATION	Description
Client Assistance Information ***** NOTE: This section is not applicable unless the contract agency has a dedicated line item for Client Assistance in their SYA program budget.*	All client assistance purchased from SYA budget must be supported by: ● Receipts of purchases (copies in the file) ● Participant signature verifying the receipt of the client assistance ● Vendor / supplier name At no time should participants receive cash and the purchase must relate to the participant's needs as detailed in the individual action plan and progress notes.
Supervisory Student File Review	SYA Supervisors must review student files & individualized action/success plans on a quarterly basis and place a dated signature in the file that signifies when the review was conducted.

SUN PARENT-CHILD DEVELOPMENT SERVICES

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

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

1. FOCUS POPULATION

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

2. LENGTH OF SERVICE

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

3. CORE SERVICE CATEGORIES AND COMPONENTS

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

A. DEVELOPMENTAL SCREENING

Agencies will ensure that Developmental Screening is conducted on a regular basis to identify strengths and potential areas of concern, using a tool that checks for language, intellectual, social-emotional and motor development. A developmental screening is to occur at least annually and within 6

months of program entry. Participating children screened as not reaching age appropriate growth and development or social-emotional development according to the measures' protocols are rescreened within 6 months and/or referred for assessment to the Multnomah Early Childhood Program or a physician.

B. HEALTH SCREENING

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

C. PERSONAL VISITS

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

D. GROUP CONNECTIONS

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

E. RESOURCE CONNECTIONS

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

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

F. TRANSITION SUPPORT

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

- Supporting registration at the appropriate school during the spring prior to the child entering

kindergarten.

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

G. CLIENT ASSISTANCE

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

4. OTHER CONTRACTUAL REQUIREMENTS

- Written guidelines and procedures for how to screen for DV and how to handle cases where DV is present or suspected.
- PCDS programs are encouraged to make connections with school-based SUN programs like EKT (Early Kindergarten Transition and P-3. PCDS group connection meetings can also be held at SUN School sites pending availability.
- Connection to other SUN Service System Programs.
- Connection to Preschool for All.

5. COMMUNITY LINKAGES AND RELATIONSHIPS

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

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

PCDS Outputs & Outcomes	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

PCDS Outputs & Outcomes	Target	Source
% of clients who indicate at exit that: ● 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

PCDS CLIENT FILE STANDARD

Providers delivering case management services are required to meet Client File Standards. A client file is required for all households who receive case management through the SUN Service System. **Minimum client file standards include:**

REQUIRED INFORMATION	Description
Intake/ Application Form - General Client Information	Agency intake / application – Must include all required client data characteristics for PCDS Services and entry into ServicePoint. Elements should include referral source, demographic and cultural/linguistic information, high needs characteristics, clear date of enrollment, and child information for all enrolled children. Form must have a statement that all information contained on form is true and correct to the best of their knowledge. The form must be signed and dated by both parent educator and client. If a client is denied service – Client must be notified of the denial and informed in writing of their right to a fair hearing regarding that determination.
Mutual Participation Agreement/ Consent to Participate in Services	Agreement explaining services, expectations for participation by the family, limits of services and mandatory reporter requirements, record keeping, data collection activities, and use of data. Signed and dated by both client and parent educator. (PAT has a sample Participation Agreement.)
Other Required Intake Documents	Following are other required documents for every PCDS family. All of the following must be signed and dated by the client: ● Authorization for Release of Information to the following: Agency's PCDS program, the SUN Service System of the Department of County Human Services ● Completed "Client Consent to Release of Information for Data Sharing in Multnomah County" ● Agency grievance policy and appeals process, and ● Client Confidentiality form
Health Screening	Documentation that Health screening is conducted on a regular basis, consisting of hearing, vision and general health status, including

REQUIRED INFORMATION	Description
Review	monitoring a child's immunization record. A health review is completed within 90 days of enrollment and at least annually thereafter. Results and any necessary follow-up actions will be maintained in the child's file. 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. Also contains a copy of a child's most recent immunization record from ALERT Immunization Information System, or if not available, a written statement from the Parent Educator on immunization status.
Family -Centered Assessment and Domestic Violence Screening	Assessment that assists parent educators with understanding families' strengths, resources, and needs in each of the areas listed below. ● Parenting (such as parent knowledge, capacity, parenting practices, and/or parent-child relationship) ● Family relationships and formal and informal support systems ● Parent educational and vocational information ● Parent general health ● Parent/child access to medical care, including health insurance coverage ● Adequacy and stability of income for food, clothing, and other expenses (including potential eligibility for child support and entitlement benefits) ● Adequacy and stability of housing Assessment should be completed within 90 days of enrollment and then at least annually thereafter. Assessment should be completed and signed and dated by the parent educator (and if agency policy, signed by the client). Domestic Violence (DV) Screening (e.g., Relationship Assessment Tool by Futures without Violence) to assess the presence of DV at least annually. (It is allowable to indicate the date this tool was completed in the progress notes, and not to keep this form in the file.)
Family-Centered Goal(s)-Identification and Goal(s)-Planning Document	Led by the parent and supported by the parent educator, a document that identifies goals and a plan to achieve goals (e.g., PAT's Goal Tracking Sheet). The document must have at least one parent-centered goal and one child-centered goal. Goals should reflect the results of the family-centered assessment and include the following: ● Goal(s) and status of goal(s) ● Specific steps/activities to accomplish goals ● Any resources needed, and ● Timeline (date goal is established, target completion date, date goals are reviewed and date goal is achieved) The plan is re-evaluated and regularly adjusted, at a minimum of every six months, to include new goals to address the household's changing circumstances.

REQUIRED INFORMATION	Description
Progress Notes/Case Notes	All contacts with and on behalf of the client must be recorded in progress notes, and/or PAT-recommended documents such as the following: ● Contact / Service History form (e.g. PAT's Annual Individual Service Record) ● Personal Visit Record, ● Participation in Group Connections ● Personal Visit Plans If choosing to use PAT documents/forms, a separate narrative log must be included in each client file so parent educators have the option of documenting important services and notes that can't be captured in PAT documents/forms. This may include information related to referrals for developmental screening, completion of DV assessments, interactions with families at the groups, etc. Progress notes and/or above PAT documents must: 1. Corroborate what has been entered into the WellSky/Service Point data system. 2. Document how client's needs are being addressed in a timely manner and must include: ● Date ● Staff ID ● Duration of time ● Description of activity, i.e., home visit, phone call, and attempts ● Factual description of what transpired ● Evidence of client's efforts to achieve goals ● When appropriate, termination documentation or exit summary.
Child Developmental Screening	A record of developmental screening results from the Ages & Stages Questionnaires (ASQ) and Ages & Stages Questionnaires Social-Emotional (ASQ-SE) or other similar tool. This includes: ● Completed questions ● Written screening summary ● Other follow-up information (e.g., referral forms, date of referrals, Multnomah Education Service District (MESD) reports, etc.)
Resource Connections Log	A record with the name of the resource, date made, type of resource, follow-up needed, and status (PAT has a Resource Connections and Tracking Tool.)
Client Assistance Information	All client assistance must be supported by the following in the client file: ● Receipts of purchases ● Client signature verifying the receipt of the client assistance ● Vendor / supplier name

REQUIRED INFORMATION	Description
	● How client assistance supports a clear and direct benefit to the participant's success to the goals of the program or participant.
Supervisory Review of Client Files	Documentation that supervisor reviewed all client files annually. The supervisor's review must be clearly documented and describe the findings, if any, the follow up action required to correct the issue/finding and documentation that the finding(s) was/were corrected.
Exit Form (for closed clients)	Client Exit Form should contain the following: ● enrollment and exit dates/age, ● reason for exit, ● summary of contacts and services offered and received ● status of resource connections made ● status of age-appropriate development at the time of exit ● destination, ● contact information, ● alternative contact information, and ● any follow-up dates to enter outcome information into Service Point. Other Documents/Forms at Exit: ● Information to capture for WellSky/ServicePoint reporting at exit (e.g., referral to Head Start or other preschool program, actual enrollment, connection to school) ● PCDS Parent Survey (CSQ/Client Satisfaction Questionnaire)

EVALUATION

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

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

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

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

- Documenting the breadth and depth of SUN Service System programs (e.g., describing the

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

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

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

Service and program providers funded through the System are expected to participate in evaluation activities and will be required to collect and report process and outcome data. Changes in evaluation procedures—including the data providers are asked to collect and report—may arise as a result of data analysis and consideration of the implication of findings. Providers are expected to accommodate such changes. Currently, three data systems—WellSky Community Services, OPUS, and GroupTrail—serve as the primary modes for System data collection and reporting. In several instances, narrative reports are also used, either alone or in combination with information provided within these data systems.

APPENDIX: SUN SERVICE SYSTEM WELLNESS GUIDELINES

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

1. HEALTH PROMOTION AND EDUCATION

A. Promote physical activity and healthful eating within existing programs and case management models to support wellness.

B. Refer and link clients to physical activity (e.g., intramural leagues, free community-based fitness classes) as well as nutrition education (e.g., healthful cooking classes, healthful eating literature) as applicable to individual and family needs.

2. PROVIDE NUTRITIOUS FOOD AND PROMOTE HEALTHFUL CHOICES AT EVENTS, GROUPS AND OTHER MEETINGS FOR ADULTS AND FAMILIES.

A. Every effort shall be made to distribute healthful foods at family and group events. This includes:

- Offering fruits and vegetables, whole grains and low-fat dairy
- Incorporating foods of higher nutritional value when offering foods of lower nutritional value
- Limiting refined ("white") grains, including white bread, white rice, white pasta and white flour
- Limiting the purchase of food and products prepared by deep frying

B. Align with statewide nutrition standards (Oregon Nutrition Standards, HB 2650 Oregon Law) for food and beverages served outside of the federal Afterschool Meal and Snack Program to children and youth. For children age 5 or under, programs should align with any programmatic standards that exist for the contractor or with the nutrition standards listed in this document.

C. Foods of diverse selection shall be provided to include cultural and ethnic favorites.

D. Water is the preferred beverage (where age appropriate) and will be made available with all meals and snacks.

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

A. Snacks served will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Snacks offered should be based on the children's ages and other considerations (i.e., dietary restrictions and allergies). See attached Food and Beverage Guidelines for more details.

B. Soda and other beverages that do not meet the standards in section II.B should not be distributed.

C. Food or beverages will not be used as a regular incentive nor withheld as punishment.

D. Water is the preferred beverage and will be made available with all meals and snacks.

4. IMPLEMENT STANDARDS THAT LIMIT NON-EDUCATIONAL SCREEN TIME FOR CHILDREN ALIGNED WITH AGE APPROPRIATE RECOMMENDATIONS BY THE AMERICAN ACADEMY OF PEDIATRICS

A. Limit screen time for children under 2 years of age.

B. Limit non-educational screen time in programs and activities. Computer and portable technology use during regular programs and activities shall be homework-related or part of a specific activity during programming.

C. The use of non-educational screen time (e.g., movies, free time on computers, etc.) as incentives should be sporadic.

D. The use of screen time in free time should be limited.

GUIDELINES FOR SUN COMMUNITY SCHOOLS

1. ALIGN WITH STATEWIDE NUTRITION STANDARDS (OREGON NUTRITION STANDARDS, HB 2650 OREGON LAW) FOR FOOD AND BEVERAGES SERVED OUTSIDE OF THE FEDERAL AFTERSCHOOL MEAL AND SNACK PROGRAM TO CHILDREN AND YOUTH DURING REGULAR PROGRAMMING.

A. Snacks served in SUN Community Schools will make a positive contribution to children's diets and

health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Snacks offered during all regular programming served outside of the federal Afterschool Meal and Snack Program should be based on the children's ages and other considerations (i.e., dietary restrictions and allergies) and be in alignment with Oregon Nutrition Standards.

B. Soda and other beverages that do not meet the Oregon Nutrition Standards should not be distributed.

C. Water is the preferred beverage and will be made available with all meals and snacks.

D. SUN Community School site managers and contractors will not use food or beverages as a regular incentive and will not withhold food or beverages as punishment.

2. PROVIDE NUTRITIOUS FOOD AND PROMOTE HEALTHY CHOICES AT SUN COMMUNITY SCHOOLS FAMILY NIGHTS, SHOWCASES AND OTHER EVENTS.

A. SUN Community Schools will make every effort to distribute healthful foods at family and group events. This includes:

- Offering fruits and vegetables, whole grains and low-fat dairy
- Incorporating foods of higher nutritional value when offering foods of lower nutritional value
- Limiting refined ("white") grains, including white bread, white rice, white pasta and white flour
- Limiting the purchase of food or products prepared by deep frying

B. Soda and other beverages that do not meet the Oregon Nutrition Standards should not be distributed.

C. Water is the preferred beverage and will be made available with all meals and snacks.

D. Foods of diverse selection shall be provided to include cultural and ethnic favorites.

3. PROVIDE AND PROMOTE OPPORTUNITIES FOR MODERATE TO VIGOROUS PHYSICAL ACTIVITY FOR SUN COMMUNITY SCHOOL YOUTH PARTICIPANTS.

A. The SUN Community School goal is for students to engage in at least 60 minutes of moderate to vigorous physical activity each week during non-school hours.

B. To this end, SUN Community Schools will offer and promote activities that encourage students to engage in physical activity for at least 60 minutes each week. Examples include recess, structured classes, sports teams, exercise clubs, activity incorporated into other programming, and/or promotion of physical activity at home or in the community.

C. Programming and promotional efforts should include opportunities for both structured and unstructured activities for students to release energy and relieve stress.

D. All SUN Community School participants, including students with disabilities and special health-care needs, should have access to physical activity offerings.

E. SUN Community School site managers and contractors will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, classes) as punishment.

F. Activity offerings should be reflective of and responsive to students' cultural and ethnic origins and

cultural norms/values.

4. IMPLEMENT STANDARDS THAT LIMIT NON-EDUCATIONAL SCREEN TIME ACTIVITY ALIGNED WITH AGE APPROPRIATE RECOMMENDATIONS BY THE AMERICAN ACADEMY OF PEDIATRICS.

A. SUN Community Schools will limit non-educational screen time in programs and activities. Computer and portable technology use in SUN Community Schools shall be homework related or a part of a specific activity during programming.

B. The use of non-educational screen time (e.g., movies, free time on computers, etc.) as an incentive should be sporadic.

C. The use of screen time in free time should be on a limited basis.

NUTRITION STANDARDS FOR CHILDREN & YOUTH

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

1. **Preschool Children, age 5 or under**
    - **USDA CHILD AND ADULT CARE FOOD PROGRAM**
2. **School Aged Children and Youth**
    - **GUIDELINES**
    - **OREGON NUTRITION STANDARDS**

REQUIRED RELEASE OF INFORMATION FORMS

SUN Community School Release of Student Information 20__ - 20 ___

Student Last Name **Student First Name**

Our SUN Community School is a collaboration of **[District]**, Multnomah County, the City of Portland and many community partners and agencies who come together to support children's success in school and life. We do this by working together to meet the specific needs of our students and their families.

In order to provide your child with the best services and support possible, the SUN Community School Site Manager needs your permission to be able to share information with the people who are teaching and serving your child specifically. This information may include student name, student ID #, grade level, achievement test scores, course grades and grade point averages, attendance, Individual Education Plan, demographic, and behavior/discipline information. The SUN Community School Site Manager will only share this information when it is required by a partner organization or supports your student's success. This information may also be shared with the City/County SUN Initiative and their evaluation contractors for program evaluation.

Organizations receiving information about your student are informed of state and federal confidentiality provisions. This includes employees and volunteers managed by the SUN Community School site manager and staff of other partner agencies providing the activities in which my child participates. They are not authorized to release information to any agency or person not listed in this release without specific written consent of the parent/legal guardian.

Children may participate in SUN activities whether or not their Parent/Guardian agrees to the release or exchange of educational information to other staff or agencies.

Check box AND sign below:

☐ **YES**, I authorize the release and exchange of student records with staff of programs/activities that I register my child for and for evaluation purposes.

☐ **NO**, I do NOT authorize the release and exchange of student records with staff of programs/activities that I register my child for or for evaluation purposes, but I want my child to participate in SUN activities.

Parent/Legal Guardian Signature: **Date**

This permission is effective from **9/1/20___until 8/31/20___** unless cancelled in writing.

Multnomah County SUN Service System
SUN Youth Advocacy Program
AUTHORIZATION TO OBTAIN AND RELEASE INFORMATION

Instructions: *To validate form, please legibly print student name; type names of agency/ subcontract agency, school district, designated partners; and provide signature and date.*

Student Last Name **Student First Name**

As the Parent and/or Legal Guardian of the aforementioned student participant of SUN Youth Advocacy Program (SYAP), I understand that my permission is needed to enable agencies and schools that are working on his/her behalf to share student information and records with each other, so that opportunities to meet his/her needs are maximized.

I specifically authorize the release and exchange of the following information: Student Name, District Student ID#; Grade Level; Achievement Test Scores; Course Grades and Grade Point Averages; Attendance Data and Information; and Behavior/Discipline Data and Information between **(name of School District), City of Portland/Multnomah County SUN Service System staff, (name of provider agency),** and their volunteers, evaluators and partners designated below.

I understand that for the purposes of coordinating support to my child, that **(name of provider agency and subcontract agency if applicable)** employees and school district employees may also verbally share information regarding my child's education and development.

Youth may participate in SYAP whether or not their Parent/Guardian agrees to the release or exchange of information between the school and other agencies.

Designated partners for (name of provider agency and subcontract agency if applicable) **are:**

- ■
- ■
- ■
- ■
- ■
- ■

This permission is effective 7/1/2025 to 6/30/2026 unless cancelled in writing. My signature indicates that my consent is freely given.

_____ _____

Date Signature of Parent/Legal Guardian

Those receiving information under this release understand that this information is protected under State and Federal law. They are not authorized to release it to any agency or person not listed in this release without specific written consent to the parent/legal guardian.