



Multnomah County Oregon

Board of Commissioners & Agenda

connecting citizens with information and services

BOARD OF COMMISSIONERS

Diane Linn, Chair

501 SE Hawthorne Boulevard, Suite 600
Portland, Or 97214
Phone: (503) 988-3308 FAX (503) 988-3093
Email: mult.chair@co.multnomah.or.us

Maria Rojo de Steffey,
Commission Dist. 1

501 SE Hawthorne Boulevard, Suite 600
Portland, Or 97214
Phone: (503) 988-5220 FAX (503) 988-5440
Email: district1.@co.multnomah.or.us

Serena Cruz, Commission Dist. 2

501 SE Hawthorne Boulevard, Suite 600
Portland, Or 97214
Phone: (503) 988-5219 FAX (503) 988-5440
Email: serena@co.multnomah.or.us

Lisa Naito, Commission Dist. 3

501 SE Hawthorne Boulevard, Suite 600
Portland, Or 97214
Phone: (503) 988-5217 FAX (503) 988-5262
Email: lisa.h.naito@co.multnomah.or.us

Lonnie Roberts, Commission Dist. 4

501 SE Hawthorne Boulevard, Suite 600
Portland, Or 97214
Phone: (503) 988-5213 FAX (503) 988-5262
Email: lonnie.j.roberts@co.multnomah.or.us

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FEBRUARY 6, 2003

BOARD MEETING

FASTLOOK AGENDA ITEMS OF INTEREST

| | |
|---------|---|
| Pg 2 | 9:30 a.m. Opportunity for Public Comment on Non-Agenda Matters |
| Pg 2 | 9:30 a.m. Second Reading and Possible Adoption of an ORDINANCE Amending MCC Chapter 38, Land Use Code Columbia River Gorge National Scenic Area |
| Pg 3 | 9:35 a.m. RESOLUTION Consenting to Appointments of County Representatives to Children's Investment Fund Committees and Establishing County Reporting and Accountability Processes |
| Pg 3 | 10:00 a.m. RESOLUTION Adopting the School-Aged Services Policy Framework Report: Findings and Policy Recommendations |

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Thursday, 9:30 AM, (LIVE) Channel 30
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Thursday, February 6, 2003 - 9:30 AM
Multnomah Building, First Floor Commissioners Boardroom 100
501 SE Hawthorne Boulevard, Portland

REGULAR MEETING

CONSENT CALENDAR - 9:30 AM **NON-DEPARTMENTAL**

- C-1 Appointment of Robert Hawks, Non-Transporting Paramedic, to the EMERGENCY MEDICAL SERVICES MEDICAL ADVISORY BOARD
- C-2 Appointment of Mark Garber to the MULTNOMAH COUNTY LIBRARY BOARD

DEPARTMENT OF COUNTY HUMAN SERVICES

- C-3 Renewal of Intergovernmental Revenue Agreement 0310348 with Portland Public Schools for Safe Schools/Healthy Students Services in the Amount of \$498,717

DEPARTMENT OF COMMUNITY JUSTICE

- C-4 Budget Modification DCJ03_07 Appropriating a Grant Award of \$2,405.21 for the Londer Learning Center from ABT Associates Inc. for Curriculum and Program Development

REGULAR AGENDA - 9:30 AM **PUBLIC COMMENT - 9:30 AM**

Opportunity for Public Comment on Non-Agenda Matters. Testimony is Limited to Three Minutes per Person.

DEPARTMENT OF BUSINESS AND COMMUNITY SERVICES - 9:30 AM

- R-1 Second Reading and Possible Adoption of an ORDINANCE Amending MCC Chapter 38, Land Use Code Columbia River Gorge National Scenic Area to Make Technical Corrections

NON-DEPARTMENTAL - 9:35 AM

R-2 RESOLUTION Consenting to Appointments of County Representatives to Children's Investment Fund Committees and Establishing County Reporting and Accountability Processes

R-3 Intergovernmental Agreement 0310494 with the City of Portland for the Management and Allocation of the Children's Investment Fund

COMMISSION ON CHILDREN, FAMILIES AND COMMUNITY
OFFICE OF SCHOOL AND COMMUNITY PARTNERSHIPS - 10:00 AM

R-4 Consideration of RESOLUTION Adopting the School-Aged Services Policy Framework Report: Findings and Policy Recommendations. Presented by Sue Cameron. 1 HOUR REQUESTED.

AGENDA PLACEMENT REQUEST

BUD MOD #:

Board Clerk Use Only:

Meeting Date: February 6, 2003

Agenda Item #: C-1

Est. Start Time: 9:30 AM

Date Submitted: 01/08/03

Requested Date: 2/6/2003

Time Requested: N/A

Department: Non-Departmental

Division: Chair's Office

Contact/s: Delma Farrell

Phone: 988-3953

Ext.: 83953

I/O Address: 503/600

Presenters: Consent Calendar

Agenda Title: Appointment of Robert Hawks, Non-Transporting Paramedic, to the Emergency Medical Services Medical Advisory Board

NOTE: If Ordinance, Resolution, Order or Proclamation, provide exact title. For all other submissions, provide clearly written title.

1. **What action are you requesting from the Board? What is the department/agency recommendation?** Recommend appointment.
2. **Please provide sufficient background information for the Board and the public to understand this issue.** The purpose of the Emergency Medical Services Medical Advisory Board is to approve proposed rules; consult with appropriate persons, departments, agencies and organizations and advise the director; review the policies and procedures of the Medical Resource Hospital(s) and report findings and recommendations to the director. Membership includes 3 physicians interested and involved in pre-hospital emergency care, one each recommended from the following organizations: the Multnomah County Medical Society, the American College of Emergency Physicians, and MRH (Medical Resource Hospital); 1 physician recommended by the County Health Officer as a member at large; 1 nurse specializing in emergency care and recommended by the Emergency Nurses Association; 2 paramedics recommended by organizations representing paramedics. Members are appointed to 3-year terms by the County Chair with approval of the Board of County Commissioners.
3. **Explain the fiscal impact (current year and ongoing).** No fiscal impact.

NOTE: If a Budget Modification or a Contingency Request attach a Budget Modification Expense & Revenues Worksheet and/or a Budget Modification Personnel Worksheet.

If a budget modification, explain:

- ❖ What revenue is being changed and why?
- ❖ What budgets are increased/decreased?
- ❖ What do the changes accomplish?
- ❖ Do any personnel actions result from this budget modification? Explain.
- ❖ Is the revenue one-time-only in nature?
- ❖ If a grant, what period does the grant cover?
- ❖ When the grant expires, what are funding plans?

NOTE: Attach Bud Mod spreadsheet (FORM FROM BUDGET)

If a contingency request, explain:

- ❖ Why was the expenditure not included in the annual budget process?
- ❖ What efforts have been made to identify funds from other sources within the Department/Agency to cover this expenditure?
- ❖ Why are no other department/agency fund sources available?
- ❖ Describe any new revenue this expenditure will produce, any cost savings that will result, and any anticipated payback to the contingency account.
- ❖ Has this request been made before? When? What was the outcome?

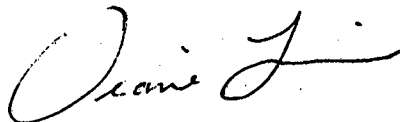
If grant application/notice of intent, explain:

- ❖ Who is the granting agency?
- ❖ Specify grant requirements and goals.
- ❖ Explain grant funding detail – is this a one time only or long term commitment?
- ❖ What are the estimated filing timelines?
- ❖ If a grant, what period does the grant cover?
- ❖ When the grant expires, what are funding plans?
- ❖ How will the county indirect and departmental overhead costs be covered?

4. Explain any legal and/or policy issues. None.
5. Explain any citizen and/or other government participation that has or will take place. N/A

Required Signatures:

Department/Agency Director:



Date: 1/8/2003

Budget Analyst

By:

Date:

Dept/Countywide HR

By:

Date:

AGENDA PLACEMENT REQUEST

BUD MOD #:

Board Clerk Use Only:

Meeting Date: February 6, 2003

Agenda Item #: C-2

Est. Start Time: 9:30 AM

Date Submitted: 01/08/03

Requested Date: 2/6/2003

Time Requested: N/A

Department: Non-Departmental

Division: Chair's Office

Contact/s: Delma Farrell

Phone: 503 988-3953

Ext.: 83953

I/O Address: 503/600

Presenters: Consent Calendar

Agenda Title: Appointment of Mark Garber to the Library Board

NOTE: If Ordinance, Resolution, Order or Proclamation, provide exact title. For all other submissions, provide clearly written title.

1. **What action are you requesting from the Board? What is the department/agency recommendation?** Recommend appointment.
2. **Please provide sufficient background information for the Board and the public to understand this issue.** The Library Board advises the Board of County Commissioners on matters relating to library services, policies and funding. The Library Board serve as the Citizen Budget Advisory Committee for the County's Library Department. There are 15 members of the Library Board, appointed to 4-year terms by the County Chair with approval of the Board of County Commissioners.
3. **Explain the fiscal impact (current year and ongoing).** No fiscal impact.

NOTE: If a Budget Modification or a Contingency Request attach a Budget Modification Expense & Revenues Worksheet and/or a Budget Modification Personnel Worksheet.

If a budget modification, explain:

- ❖ **What revenue is being changed and why?**
- ❖ **What budgets are increased/decreased?**
- ❖ **What do the changes accomplish?**
- ❖ **Do any personnel actions result from this budget modification? Explain.**
- ❖ **Is the revenue one-time-only in nature?**
- ❖ **If a grant, what period does the grant cover?**
- ❖ **When the grant expires, what are funding plans?**

NOTE: Attach Bud Mod spreadsheet (FORM FROM BUDGET)

If a contingency request, explain:

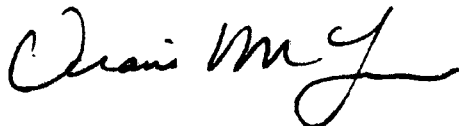
- ❖ **Why was the expenditure not included in the annual budget process?**
- ❖ **What efforts have been made to identify funds from other sources within the Department/Agency to cover this expenditure?**
- ❖ **Why are no other department/agency fund sources available?**
- ❖ **Describe any new revenue this expenditure will produce, any cost savings that will result, and any anticipated payback to the contingency account.**
- ❖ **Has this request been made before? When? What was the outcome?**

If grant application/notice of intent, explain:

- ❖ **Who is the granting agency?**
- ❖ **Specify grant requirements and goals.**
- ❖ **Explain grant funding detail – is this a one time only or long term commitment?**
- ❖ **What are the estimated filing timelines?**
- ❖ **If a grant, what period does the grant cover?**
- ❖ **When the grant expires, what are funding plans?**
- ❖ **How will the county indirect and departmental overhead costs be covered?**

- 4. Explain any legal and/or policy issues. No legal or policy issues.**
- 5. Explain any citizen and/or other government participation that has or will take place. N/A**

Required Signatures:



Department/Agency Director:

Date: 1/08/2003

Budget Analyst

By:

Date:

Dept/Countywide HR

By:

Date:

AGENDA PLACEMENT REQUEST

BUD MOD #:

Board Clerk Use Only:
Meeting Date: February 6, 2003

Agenda Item #: C-3

Est. Start Time: 9:30 AM

Date Submitted: 01/28/03

Requested Date: Next Available

Time Requested: N/A

Department: County Human Services

Division: MHAS

Contact/s: Leslie Goodlow-Baldwin

Phone: 503.988.3999

Ext.: 22872

I/O Address: 166/6

Presenters: Consent Calendar

Agenda Title: Intergovernmental Agreement with Portland Public Schools (Renewal) 0310348 for Safe Schools/Healthy Students. The total revenue amount is \$498,717.

NOTE: If Ordinance, Resolution, Order or Proclamation, provide exact title. For all other submissions, provide clearly written title.

1. **What action are you requesting from the Board? What is the department/agency recommendation?** The Department of County Human Services recommends County Chair approval of the attached revenue IGA with Portland Public Schools for Safe Schools/Healthy Students Services, for the period October 1, 2002 through June 30, 2003.
2. **Please provide sufficient background information for the Board and the public to understand this issue.** The Department is renewing its agreement with Portland Public Schools for Safe Schools/Healthy Students Services for fiscal year 2002/03.
3. **Explain the fiscal impact (current year and ongoing).** There is no fiscal impact for this current year. Funds have been already budgeted at \$1.89 million but are being reduced to bring the budget in line with what the County will actually receive (\$498,717). (DCHS is preparing a Bud Mod.) In addition, at this point in time there is no funding for FY 04 and the program is in a ramp-down phase.

NOTE: If a Budget Modification or a Contingency Request attach a Budget Modification Expense & Revenues Worksheet and/or a Budget Modification Personnel Worksheet.

If a budget modification, explain:

- ❖ **What revenue is being changed and why?**
- ❖ **What budgets are increased/decreased?**
- ❖ **What do the changes accomplish?**
- ❖ **Do any personnel actions result from this budget modification? Explain.**
- ❖ **Is the revenue one-time-only in nature?**
- ❖ **If a grant, what period does the grant cover?**
- ❖ **When the grant expires, what are funding plans?**

NOTE: Attach Bud Mod spreadsheet (FORM FROM BUDGET)

If a contingency request, explain:

- ❖ **Why was the expenditure not included in the annual budget process?**
- ❖ **What efforts have been made to identify funds from other sources within the Department/Agency to cover this expenditure?**
- ❖ **Why are no other department/agency fund sources available?**
- ❖ **Describe any new revenue this expenditure will produce, any cost savings that will result, and any anticipated payback to the contingency account.**
- ❖ **Has this request been made before? When? What was the outcome?**

If grant application/notice of intent, explain:

- ❖ **Who is the granting agency?**
- ❖ **Specify grant requirements and goals.**
- ❖ **Explain grant funding detail – is this a one time only or long term commitment?**
- ❖ **What are the estimated filing timelines?**
- ❖ **If a grant, what period does the grant cover?**
- ❖ **When the grant expires, what are funding plans?**
- ❖ **How will the county indirect and departmental overhead costs be covered?**

- 4. Explain any legal and/or policy issues. None**
- 5. Explain any citizen and/or other government participation that has or will take place. This is an ongoing partnership with Portland Public Schools for Safe Schools/Healthy Students Services.**

Required Signatures:

Department/Agency Director:

Date:

**Budget Analyst
By:**

Date:

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MULTNOMAH COUNTY CONTRACT APPROVAL FORM

(See Administrative Procedure CON-1)

Contract #: 0310348

Pre-approved Contract Boilerplate (with County Counsel signature) ☐ Attached ☒ Not Attached

Amendment #: 0

| Class I | Class II | Class III |
|---|--|--|
| <input type="checkbox"/> Professional Services not to exceed \$50,000 (and not awarded by RFP or Exemption) <input type="checkbox"/> Revenue not to exceed \$50,000 (and not awarded by RFP or Exemption) <input type="checkbox"/> Intergovernmental Agreement (IGA) not to exceed \$50,000 <input type="checkbox"/> Expenditure <input type="checkbox"/> Revenue <input type="checkbox"/> Architectural & Engineering not to exceed \$10,000 (for tracking purposes only) | <input type="checkbox"/> Professional Services that exceed \$50,000 or awarded by RFP or Exemption (regardless of amount) <input type="checkbox"/> PCRB Contract <input type="checkbox"/> Maintenance Agreement <input type="checkbox"/> Licensing Agreement <input type="checkbox"/> Construction <input type="checkbox"/> Grant <input type="checkbox"/> Revenue that exceeds \$50,000 or awarded by RFP or Exemption (regardless of amount) | <input checked="" type="checkbox"/> Intergovernmental Agreement (IGA) that exceeds \$50,000 <input type="checkbox"/> Expenditure <input checked="" type="checkbox"/> Revenue Non-190 Agreement APPROVED MULTNOMAH COUNTY BOARD OF COMMISSIONERS AGENDA # <u>C-3</u> DATE <u>02.06.03</u> DEB BOGSTAD, BOARD CLERK |

| | | | | | |
|-------------|-----------------------------------|-----------|--------------------------------------|----------|-------------------|
| Department: | County Human Services | Division: | Mental Health and Addiction Services | Date: | November 25, 2002 |
| Originator: | Rosemary Celaya-Alston | Phone: | 22872 | Bldg/Rm: | 166/6 |
| Contact: | Lynn Ervins & Keith Mitchell (GA) | Phone: | 26644 & 29373 | Bldg/Rm: | 166/7 |

Description of Contract **This IGA is being renewed for FY2002/03 for Safe Schools/Healthy Students Services in the amount of \$498,717.**

| | | |
|---|-------------------------|---------|
| RENEWAL: <input checked="" type="checkbox"/> | PREVIOUS CONTRACT #(S): | 0210024 |
| RFP/BID: NA/IGA | RFP/BID DATE: | |
| EXEMPTION | EXEMPTION EXPIRATION | ORS/AR |
| #/DATE: | DATE: | # |
| CONTRACTOR IS: <input type="checkbox"/> MBE <input type="checkbox"/> WBE <input type="checkbox"/> ESB <input type="checkbox"/> QRF <input type="checkbox"/> N/A <input checked="" type="checkbox"/> NONE (Check all boxes that apply) | | |

| | | |
|-------------------------------------|--|--|
| Contractor | Portland Public Schools, Child Services Center | |
| Address | 531 SE 14 th Avenue Portland, OR 97214 | Remittance Address (If different) |
| Phone | 503.916.5840 | Payment Schedule / Terms |
| Employer ID# or SS# | 93-6000830 | <input type="checkbox"/> Lump Sum \$ <input type="checkbox"/> Due on Receipt |
| Effective Date | October 1, 2002 | <input checked="" type="checkbox"/> Monthly \$ Invoice <input type="checkbox"/> Net 30 |
| Termination Date | June 30, 2003 | <input type="checkbox"/> Other \$ <input type="checkbox"/> Other |
| Original Contract Amount \$ | 498,717 | |
| Total Amt of Previous Amendments \$ | | <input type="checkbox"/> Requirements \$ |
| Amount of Amendment \$ | | |
| Total Amount of Agreement \$ | 498,717 | Encumber <input type="checkbox"/> Yes <input type="checkbox"/> No |

REQUIRED SIGNATURES

Department Manager J. Ball, Jr.
 Purchasing Manager [Signature]
 County Counsel [Signature]
 County Chair [Signature]
 Sheriff [Signature]
 Contract Administration [Signature]

DATE 1/9/03
 DATE 1/10/03
 DATE 2/6/03
 DATE
 DATE

| | | | |
|---------------------------|--|-------------------------------|--|
| SAP CUSTOMER CODE 300057A | | PREVIOUS DEPT REFERENCE REV 5 | |
| | | FY02/03WBS | |
| 01 | | CA SAFE SS | |
| | | | |
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**INTERGOVERNMENTAL AGREEMENT
FOR SAFE SCHOOLS/HEALTHY STUDENTS GRANT INITIATIVE
EXPANSION OF MENTAL HEALTH SERVICES TO SCHOOLS AND THE
COMMUNITY**

Contract # 0310348

THIS INTERGOVERNMENTAL AGREEMENT is between MULTNOMAH COUNTY, a home rule political subdivision of the State of Oregon, acting by and through its Department of County Human Services, hereafter "COUNTY," and PORTLAND PUBLIC SCHOOLS, SCHOOL DISTRICT NO.1, MULTNOMAH COUNTY, OREGON, a quasi-municipal corporation of the State of Oregon, hereafter "DISTRICT."

WITNESSETH:

WHEREAS, DISTRICT's Student Services Department's Prevention Program requires services which COUNTY is capable of providing, under the terms and conditions hereinafter described; and

WHEREAS, COUNTY's Department of County Human Services, is able and prepared to provide such services as DISTRICT does hereinafter require, under those terms and conditions set forth;

NOW THEREFORE, in consideration of those mutual promises and the terms and conditions set forth hereafter, the parties agree as follows:

1. TERM

This Agreement shall become effective October 1, 2002 and shall expire June 30, 2003, unless sooner terminated under the provisions hereof.

2. SERVICES

COUNTY's services under this Agreement shall consist of the following:

A. Expand the supported classroom model to 19 additional classrooms (\$325,000)

The County will expand Supported Classroom Services in 19 special education classrooms identified by the District. Supported Classroom Services consists of a coordinated array of medically appropriate mental health services delivered to students enrolled in participating special education (SLC-B - Structured Learning Center-Behavior) classrooms.

B. Provide mental health services by hiring 5 mental health consultants to serve non-school-based clinic schools (\$173,717). This component is to expand an existing system to serve students, families and community members who may otherwise not be served. The staffing will include 4.0 FTE who work the school year, plus 1.0 FTE mental health consultant who will work year-round (at least one of these must be dually credentialed). A 0.5 FTE licensed clinical supervisor will be hired for these staff. Staff assigned under this contract will be mutually agreed upon by the District and County. In the event an assigned staff person is unable to work for more than two days per month or more than 10 days for the life of the contract the County will reimburse the District contract or provide short-term replacement staff at the District's discretion.

3. NOTICES AND REPRESENTATIVES

All notices, certificates, or communications shall be delivered or mailed postage

prepaid to the parties at their respective places of business as identified below, unless otherwise designated in writing.

To: COUNTY Rosemary Celaya-Alston
Clinical Services Director,
Department of County Human Services
421 SW 6, Suite 500
Portland, OR 97204-1620
(503) 248-3999 x22872

To: DISTRICT Tammy Jackson
Safe Schools Specialist,
Portland Public Schools
531 SE 14th Avenue
Portland, Oregon 97214
(503) 916-5840 x454

4. COMPENSATION

- A. The COUNTY is authorized to bill Medicaid and or other insurance providers for reimbursement of costs for services delivered under this contract to the extent allowable under the rules and guidelines governing Medicaid and other insurance reimbursement. All funds reimbursed will return to the program and used either to expand the mental health services as described under **2.A.** and **2.B.** or to offset DISTRICT (Safe Schools/Healthy Students) expenditures.
- B. DISTRICT agrees to pay COUNTY up to but not to exceed \$498,717 for performance of the services described herein. The maximum amount of \$498,717 includes salaries, fringe benefits, medical insurance for the positions described in Section II; administrative indirect overhead; expenses related to the operation of the services such as mileage, copying, postage, communication technologies, general office supplies, etc.

NOTE: Compensation for services described in **2.B.** Mental Health Consultants and costs associated with the project will be shared between COUNTY and DISTRICT at the following rate:

\$162,324 48% COUNTY (Medicaid reimbursement)
\$173,717 52% DISTRICT (Safe Schools/Healthy Students Initiative carryover)

- 1) Billing will be for time and materials (expenditures) spent on this SS/HS project. DISTRICT will reimburse COUNTY monthly upon receipt of an itemized invoice, reflecting allowable expenditures as identified herein. Invoices shall be sent to:

Julie McGalliard, Prevention Program
Portland Public Schools, 531 SE 14th Avenue, Portland, Oregon 97214
(503) 916-5840 x277

- 2) Payment terms will be net 30 days.

- C. DISTRICT certifies that sufficient funds are available and authorized to finance the costs of this Agreement through June 30, 2003. In the event that funds cease to be available to DISTRICT in the amounts anticipated during the remainder of the fiscal year, either DISTRICT or COUNTY may terminate the Agreement or the parties by mutual agreement may reduce Agreement funding accordingly. DISTRICT will notify COUNTY as soon it receives notification from funding source. Reduction or termination will not affect payment for expenses incurred prior to the effective date of such action.

5. CONFIDENTIALITY

COUNTY, PPS and other involved agencies will comply with federal, state and school district confidentiality regulations, and will share/exchange information in order to provide assistance to students and families, and for evaluation purposes.

A consent to release and exchange information form, acceptable to both parties, will be developed so each party will share/exchange information in order to provide assistance to students and families, and for evaluation purposes.

6. MONITORING AND ASSESSMENT

The parties agree to collaboratively participate with the Portland Safe Schools/Healthy Students Initiative program evaluators in an evaluation process to monitor performance outcomes under this Agreement. PPS agrees to allow Department of County Human Services access to all appropriate data reflecting services to students and families provided under this Agreement. Department of County Human Services agrees to allow PPS access to all appropriate data reflecting services to students and families provided under this Agreement.

7. ACCESS TO RECORDS

Each party shall have access to the books, databases, documents and other records, including Medicaid billing and reimbursement records, of the other which are related to this Agreement for the purpose of examination, copying and audit, unless otherwise limited by law. Each party will share/exchange information in order to provide assistance to students and families, and for evaluation purposes.

A consent to release and exchange information form, acceptable to both parties, has been created so each party can share/exchange information in order to provide assistance to students and families, and for evaluation purposes.

INTERGOVERNMENTAL AGREEMENT STANDARD CONDITIONS

1. INDEPENDENT CONTRACTOR STATUS

COUNTY is an independent contractor and is solely responsible for the conduct of its programs. COUNTY, its employees and agents shall not be deemed employees or agents of DISTRICT.

2. INDEMNIFICATION

A. DISTRICT shall defend, hold and save harmless COUNTY, its officers, agents, and employees from damages arising out of the tortious acts of DISTRICT, or its officers, agents, and employees acting within the scope of their employment and duties in performance of this Agreement subject to the limitations and conditions of the Oregon Tort Claims Act, ORS 30.260 through 30.300, and any applicable provisions of the Oregon Constitution.

B. COUNTY shall defend, hold and save harmless DISTRICT, its officers, agents, and employees from damages arising out of the tortious acts of COUNTY, or its officers, agents, and employees acting within the scope of their employment and duties in performance of this Agreement subject to the limitations and conditions of the Oregon Tort Claims Act, ORS 30.260 through 30.300, and any applicable provisions of the Oregon Constitution.

3. WORKERS' COMPENSATION INSURANCE

COUNTY shall maintain workers' compensation insurance coverage for all non-exempt workers, employees, and subcontractors either as a carrier-insured employer or a self-insured employer as provided in ORS Chapter 656.

4. TAXPAYER IDENTIFICATION NUMBER

DISTRICT shall furnish to COUNTY its federal employer identification number, as designated by the Internal Revenue Service.

5. SUBCONTRACTS AND ASSIGNMENT

COUNTY shall neither subcontract with others for any of the work prescribed herein, nor assign any of COUNTY's rights acquired hereunder without obtaining prior written approval from DISTRICT.

6. RECORD CONFIDENTIALITY

COUNTY and DISTRICT agree to keep all client records confidential in accordance with state and federal statutes and rules governing confidentiality.

7. ACCESS TO RECORDS

DISTRICT's authorized representatives shall have access, upon reasonable request and during regular office hours, to the books, documents, papers and records of COUNTY which are directly pertinent to this Agreement for the purpose of making audit, examination, excerpts and transcripts.

8. ADHERENCE TO LAW

In connection with their activities under this Agreement, COUNTY and DISTRICT agree to adhere to all applicable federal, state and local laws, including but not limited to laws, rules, regulations and policies concerning equal employment opportunity, affirmative action, workers' compensation, minimum and prevailing wage requirements, and nondiscrimination in service delivery.

9. AMENDMENTS

Any modification to the provisions of this Agreement, whether initiated by COUNTY or DISTRICT, shall be reduced to writing and signed by both parties.

10. WAIVER OF DEFAULT

Waiver of a default shall not be deemed to be a waiver of any subsequent default. Waiver of any breach of any provision of this Agreement shall not be deemed to be a waiver of any other or subsequent breach and shall not be construed to be a modification of the provisions of this Agreement.

11. EARLY TERMINATION

A. This agreement may be terminated prior to the expiration of the agreed-upon term:

- 1) Immediately by mutual written consent of the parties or at such time as the parties agree; or
- 2) By either party upon 30 days written notice to the other, delivered by certified mail or in person.

B. Payment to COUNTY will include all services provided through the day of termination.

C. Termination under any provision of this paragraph shall not affect any right, obligation or liability of COUNTY or DISTRICT which accrued prior to such termination.

12. NOTICE OF LITIGATION

Each party shall give the other immediate notice in writing of any action or suit filed or any claim made against that party which may result in litigation in any way related to this Agreement.

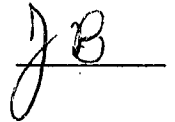
13. OREGON LAW AND FORUM

This Agreement shall be construed and governed according to the laws of the State of Oregon.

14. INTEGRATION

This Agreement contains the entire Agreement between the parties pertaining to its subject matter and supersedes all prior written or oral discussions or agreements.

15. Attachment 1 is incorporated by reference and made a part of this agreement.



IN WITNESS WHEREOF, the parties have caused this Contract, including the Standard Conditions and any attachments incorporated herein, to be executed by their duly authorized officers.

PORTLAND PUBLIC SCHOOLS

By _____

Title _____

Date _____

MULTNOMAH COUNTY, OREGON

By Chari W. J.

Title Multnomah County Chair

Date FEBRUARY 6, 2003

APPROVED AS TO FORM:

By _____
General Counsel for School District No. 1
Multnomah County, Oregon

Date _____

By J. Ball
Director
Department of County Human Services

Date 1/9/03

REVIEWED:

County Counsel for Multnomah County, Oregon

By Patricia W. H.

Date 1/10/03

APPROVED MULTNOMAH COUNTY
BOARD OF COMMISSIONERS
AGENDA # C-3 DATE 02.06.03
DEB BOGSTAD, BOARD CLERK

INTERGOVERNMENTAL AGREEMENT FOR SAFE SCHOOLS/HEALTHY
STUDENTS GRANT INITIATIVE EXPANSION OF MENTAL HEALTH
SERVICES TO SCHOOLS AND THE COMMUNITY

Attachment 1

CRIMINAL HISTORY VERIFICATION

County shall provide evidence to the District of a satisfactory criminal records check, including fingerprinting, for each mental health consultant FTE who may have direct unsupervised contact with students in performing services under this contract. Cost of this records check shall be borne by County.

CHILD ABUSE REPORTING

All parties shall comply with the child abuse reporting law (ORS 491B.005 through 419B.050) as if the party were a mandatory abuse reporter. Parties shall immediately report to the proper state or law enforcement agency circumstances supporting reasonable cause to believe that any child has been abused. In addition, parties shall immediately notify PPS of the incident and of their actions in compliance.

AGENDA PLACEMENT REQUEST

BUD MOD #: DCJ03_07

APPROVED MULTNOMAH COUNTY
BOARD OF COMMISSIONERS
AGENDA # C-4 DATE 02.06.03
DEB BOGSTAD, BOARD CLERK

Board Clerk Use Only:

Meeting Date: February 6, 2003

Agenda Item #: C-4

Est. Start Time: 9:30 AM

Date Submitted: 01/10/03

Requested Date: 1/30/03

Time Requested: 3 mins

Department: Community Justice

Division: Adult Community Justice

Contact/s: Shaun Coldwell

Phone: 988-3961

Ext.: 83961

I/O Address: 503/250

Presenters: Shaun Coldwell

Agenda Title: Budget Modification DCJ03_07 appropriating a grant award of \$2,405.21 for the Londer Learning Center from ABT Associates Inc. for curriculum and program development.

NOTE: If Ordinance, Resolution, Order or Proclamation, provide exact title. For all other submissions, provide clearly written title.

1. **What action are you requesting from the Board? What is the department/agency recommendation?** Department of Community Justice (DCJ) requests approval of a budget modification to add \$2,405.21 for the purchase of literacy and ESL materials by the Londer Learning Center.
2. **Please provide sufficient background information for the Board and the public to understand this issue.** This is a first time award from ABT Associates. It funds materials for the Londer Learning Center and data collection regarding student attendance, the latter information to be shared with ABT Associates for their study of adult basic education programs serving first-level learners.
3. **Explain the fiscal impact (current year and ongoing).** To our knowledge, this is a one time grant award for the current FY02-03 fiscal year.

NOTE: If a Budget Modification or a Contingency Request attach a Budget Modification Expense & Revenues Worksheet and/or a Budget Modification Personnel Worksheet.

If a budget modification, explain:

- ❖ What revenue is being changed and why?
- ❖ What budgets are increased/decreased?
- ❖ What do the changes accomplish?
- ❖ Do any personnel actions result from this budget modification? Explain.
- ❖ Is the revenue one-time-only in nature?
- ❖ If a grant, what period does the grant cover?
- ❖ When the grant expires, what are funding plans?

NOTE: Attach Bud Mod spreadsheet (FORM FROM BUDGET)

If a contingency request, explain:

- ❖ Why was the expenditure not included in the annual budget process?
- ❖ What efforts have been made to identify funds from other sources within the Department/Agency to cover this expenditure?
- ❖ Why are no other department/agency fund sources available?
- ❖ Describe any new revenue this expenditure will produce, any cost savings that will result, and any anticipated payback to the contingency account.
- ❖ Has this request been made before? When? What was the outcome?

If grant application/notice of intent, explain:

- ❖ Who is the granting agency?
- ❖ Specify grant requirements and goals.
- ❖ Explain grant-funding detail – is this a one-time only or long-term commitment?
- ❖ What are the estimated filing timelines?
- ❖ If a grant, what period does the grant cover?
- ❖ When the grant expires, what are funding plans?
- ❖ How will the county indirect and departmental overhead costs be covered?

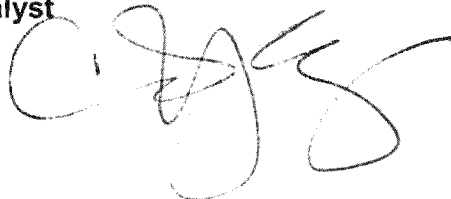
4. Explain any legal and/or policy issues. The department will follow all regulations regarding confidentiality in sharing student attendance data.
5. Explain any citizen and/or other government participation that has or will take place. N/A

Required Signatures:

Department/Agency Director: *John McConnon for Joanne Fuller* Date: 12/30/02

Budget Analyst

By:



Date: 1/9/03

Budget Modification:

EXPENDITURES & REVENUES

Please show an increase in revenue as a negative value and a decrease as a positive value for consistency with MERLIN.

| Line No. | Fund Center | Fund Code | Accounting Unit | | WBS Element | Cost Element | Current Amount | Revised Amount | Change Increase/ (Decrease) | Subtotal | Description |
|----------|-------------|-----------|-----------------|-------------|--------------|--------------|----------------|----------------|-----------------------------|----------|--|
| | | | Internal Order | Cost Center | | | | | | | |
| 1 | 50-10 | 32071 | | | CJ027.Londer | 50300 | 0 | (2,405) | (2,405) | | incr rev. from ABT Assoc for Londer Lrng |
| 2 | 50-10 | 32071 | | | CJ027.Londer | 60240 | 0 | 2,405 | 2,405 | | incr for literacy and ESL materials |
| 3 | | | | | | | | 0 | | | |
| 4 | | | | | | | | 0 | | | |
| 5 | | | | | | | | 0 | | | |
| 6 | | | | | | | | 0 | | | |
| 7 | | | | | | | | 0 | | | |
| 8 | | | | | | | | 0 | | | |
| 9 | | | | | | | | 0 | | | |
| 10 | | | | | | | | 0 | | | |
| 11 | | | | | | | | 0 | | | |
| 12 | | | | | | | | 0 | | | |
| 13 | | | | | | | | 0 | | | |
| 14 | | | | | | | | 0 | | | |
| 15 | | | | | | | | 0 | | | |
| 16 | | | | | | | | 0 | | | |
| 17 | | | | | | | | 0 | | | |
| 18 | | | | | | | | 0 | | | |
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| 25 | | | | | | | | 0 | | | |
| 26 | | | | | | | | 0 | | | |
| 27 | | | | | | | | 0 | | | |
| 28 | | | | | | | | 0 | | | |
| 29 | | | | | | | | 0 | | | |
| | | | | | | | | | 0 | 0 | Total - Page 1 |
| | | | | | | | | | 0 | 0 | GRAND TOTAL |



Abt Associates Inc.

memorandum

Date November 21, 2002
To Cynthia J. Stadel
From Judith A. Alamprese
Subject Londer Stipend

RECEIVED
NOV 25 2002
DCJ/FINANCE

A handwritten signature in dark ink, appearing to read "Judith A. Alamprese", is written over the printed name in the "From" field of the memorandum.

The \$2,000 stipend that the Londer Center received from Abt Associates Inc is for expenses incurred in curriculum and program development for the purchase of literacy and ESL materials. The remaining amount of the stipend is for the time that Esther Loanzon spent in scheduling data collection and in compiling students' attendance for Abt Associates' Study of Adult Basic Education Programs Serving First-Level Learners.

AGENDA PLACEMENT REQUEST

BUD MOD #:

Board Clerk Use Only:

Meeting Date: February 6, 2003

Agenda Item #: R-1

Est. Start Time: 9:30 AM

Date Submitted: 01/07/03

Requested Date: February 6, 2003

Time Requested: 1 Minute

Department: DBCS

Division: Land Use and Transportation

Contact/s: Gary Clifford

Phone: 503-988-3043

Ext.: 26782

I/O Address: 455/116

Presenters: Gary Clifford

Agenda Title: Second Reading and Possible Adoption of an ORDINANCE Amending MCC Chapter 38, Land Use Code Columbia River Gorge National Scenic Area to Make Technical Corrections

NOTE: If Ordinance, Resolution, Order or Proclamation, provide exact title. For all other submissions, provide clearly written title.

-
- 1. What action are you requesting from the Board? What is the department/agency recommendation?**

The Land Use Planning and Transportation Program recommends approval of this ordinance that makes minor technical corrections to zoning regulations adopted in Ordinances 944 and 998.

- 2. Please provide sufficient background information for the Board and the public to understand this issue.**

In the review of Ordinances 944 and 998 by the Gorge Commission staff, they determined that it is necessary to make two minor changes to language in the ordinance. First, as required by the Gorge Management Plan, language needs to be added in § 38.0530 that acknowledges that the comment period for review of Cultural Resources is longer than that required for other resources. Secondly, wherever the number range given for NSA Site Review ends in MCC 38.7090, the

number should be changed to 38.7085. That change excludes MCC section 38.7090 "Responses to an Emergency/Disaster Event" which is not a part of the Site Review approval criteria. Both of these amendments were inadvertent errors on the County's part and should be corrected.

3. Explain the fiscal impact (current year and ongoing). NA

NOTE: If a Budget Modification or a Contingency Request attach a Budget Modification Expense & Revenues Worksheet and/or a Budget Modification Personnel Worksheet.

If a budget modification, explain:

- ❖ **What revenue is being changed and why?**
- ❖ **What budgets are increased/decreased?**
- ❖ **What do the changes accomplish?**
- ❖ **Do any personnel actions result from this budget modification? Explain.**
- ❖ **Is the revenue one-time-only in nature?**
- ❖ **If a grant, what period does the grant cover?**
- ❖ **When the grant expires, what are funding plans?**

NOTE: Attach Bud Mod spreadsheet (FORM FROM BUDGET)

If a contingency request, explain:

- ❖ **Why was the expenditure not included in the annual budget process?**
- ❖ **What efforts have been made to identify funds from other sources within the Department/Agency to cover this expenditure?**
- ❖ **Why are no other department/agency fund sources available?**
- ❖ **Describe any new revenue this expenditure will produce, any cost savings that will result, and any anticipated payback to the contingency account.**
- ❖ **Has this request been made before? When? What was the outcome?**

If grant application/notice of intent, explain:

- ❖ **Who is the granting agency?**
- ❖ **Specify grant requirements and goals.**
- ❖ **Explain grant funding detail – is this a one time only or long term commitment?**
- ❖ **What are the estimated filing timelines?**
- ❖ **If a grant, what period does the grant cover?**
- ❖ **When the grant expires, what are funding plans?**
- ❖ **How will the county indirect and departmental overhead costs be covered?**

4. Explain any legal and/or policy issues.

Legal Notice will be placed in the newspaper announcing this amendment on January 15, 2003. These amendments are required by the Gorge Commission staff, who will then recommend approval of this ordinance, Ordinance 944, and Ordinance 998 to the Gorge Commission. Thereafter, final approval by the Gorge Commission and the U.S. Secretary of Agriculture is expected.

5. Explain any citizen and/or other government participation that has or will take place.

Approval by the Gorge Commission and the Secretary of Agriculture is required before any zoning regulation, including technical corrections to them, become effective. Public participation will be addressed through the newspaper notice and the public hearing before the Board of County Commissioners.

Required Signatures:

Department/Agency Director: *M. Cecilia Johnson* **Date:** 01/07/03

Budget Analyst

By: **Date:**

Dept/Countywide HR

By: **Date:**

BEFORE THE BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

ORDINANCE NO. ____

Amending MCC Chapter 38, Land Use Code Columbia River Gorge National Scenic Area to Make Technical Corrections

(Language ~~stricken~~ is deleted; double- underlined language is new.)

The Multnomah County Board of Commissioners Finds:

- a. On September 26, 2002, the Board adopted Ordinance No. 994 amending MCC Chapter 38 to make technical corrections.
- b. On November 7, 2002, the Board adopted Ordinance No. 998 that added language in § 38.0710 that was inadvertently omitted in Section 11 of Ordinance 994.
- c. The amendments to Chapter 38 General Management Areas by Ordinance 994 and 998 are effective on the date of adoption by: the Bi-State Gorge Commission for the General Management Areas, and by the U.S. Secretary of Agriculture for the Special Management Areas. These amendments have not yet been adopted by either the Gorge Commission or the Secretary of Agriculture.
- d. After review by the Gorge Commission staff, it is necessary to further amend language adopted in Ordinance 944. First, as required by the Gorge Management Plan, language needs to be added in § 38.0530 that acknowledges that the comment period for review of Cultural Resources is longer than that required for other resources. Also, wherever the number range given for NSA Site Review ends in MCC 38.7090, the number should be changed to 38.7085 in order to exclude the MCC section 38.7090 Responses to an Emergency/Disaster Event, which is not a part of the Site Review approval criteria.

Multnomah County Ordains as follows:

Section 1. § 38.0530 in Part 3: Administration and Procedures is amended to read as follows:

38.0530 Summary of decision making processes.

Permit Types

(B) Type II decisions involve the exercise of some interpretation and discretion in evaluating approval criteria. Applications evaluated through this process are typically assumed to be allowable in the underlying zone. County Review typically focuses on what form the use will take, where it will be located in relation to other uses, and its relationship to scenic, natural, cultural and recreational resources of the area. However, an application shall not be approved unless it is consistent with the applicable siting standards and in compliance with approval requirements. Upon receipt of a complete application, notice of application and an invitation to comment is mailed to the Gorge Commission; the U.S. Forest Service; the Indian tribal governments; the State Historic Preservation Office; the Cultural Advisory Committee; and property owners within 750 feet of the subject tract. The Planning Director accepts comments for 14 days after the notice of application is mailed, except for comments regarding Cultural Resources, which will be accepted for 20 days after the notice is mailed. The Planning Directors decision is appealable to the Hearings Officer. If no appeal is filed the Planning Directors decision shall become final at the close of business on the 14th day after the date on the decision. If an appeal is received, the Hearings Officer decision is the County's final decision and is appealable to the Columbia River Gorge Commission within 30 days after the decision is final. The decision is final the day the decision is signed by the Hearings Officer.

Section 2. § 38.2025 in the GGF and GSF Districts is amended to read as follows:

38.2025 Review Uses

(A) The following uses may be allowed on lands designated GGF, pursuant to MCC 38.0530 (B) and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied:

(B) The following uses may be allowed on lands designated GSF pursuant to MCC 38.0530 (B) when the use or development will be sited to minimize the loss of land suitable for the production of forest products and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied:

Section 3. § 38.2225 in the GGA and GSA Districts is amended to read as follows:

38.2225 Review Uses

(A) The following uses may be allowed on lands designated GGA pursuant to the provisions of MCC 38.0530 (B) and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied:

(B) The following uses may be allowed on lands designated GSA- 40 pursuant to MCC 38.0530 (B), provided that the use or development will be sited to minimize the loss of land suitable for the production of agricultural crops or livestock and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied:

Section 4. § 38.2425 in the GGRC District is amended to read as follows:

38.2425 Review Uses

The following uses may be allowed on lands designated GGRC, pursuant to MCC 38.0530 (B) and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied:

Section 5. § 38.2625 in the GGO and GSO Districts is amended to read as follows:

38.2625 Review Uses

(A) The following uses may be allowed on lands designated GGO, pursuant to MCC 38.0530 (B) and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied:

(B) The following uses are allowed on land designated GGO-GW, pursuant to MCC 38.0530 (B) and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied:

(C) The following uses are allowed on land designated GGO-SP, pursuant to MCC 38.0530 (B) and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied:

(D) The following uses may be allowed on lands designated GGO- GW:

(1) Existing quarries may continue operation if they are determined to be consistent with standards to protect scenic, cultural, natural and recreation resources pursuant to MCC 38.0530 (B) and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied.

(E) The following uses may be allowed on lands designated GSO, pursuant to MCC 38.0530 (B), when consistent with an open space plan approved by the U.S. Forest Service and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied:

Section 6. § 38.2825 in the GG-PR, GG-CR, and GS-PR Districts is amended to read as follows:

38.2825 Review Uses

(A) The following uses are allowed on all lands designated GG- PR pursuant to MCC 38.0530 (B) and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied:

(B) The following uses are allowed on all lands designated GG- CR pursuant to MCC 38.0530 (B) and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied:

(C) The following uses are allowed on all lands designated GS- PR pursuant to MCC 38.0530 (B) and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied:

Section 7. § 38.3025 in the GGR and GSR Districts is amended to read as follows:

38.3025 Review Uses

(A) The following uses may be allowed on lands designated GGR, pursuant to MCC 38.0530 (B) and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied:

(B) The following uses may be allowed on lands designated GSR, pursuant to MCC 38.0530 (B) and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied:

Section 8. § 38.3225 in the GGC District is amended to read as follows:

38.3225 Review Uses

(A) A single-family dwelling on a legally created parcel, pursuant to MCC 38.0530 (B) and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied.

Section 9. The effective date of the amendments to Chapter 38 Columbia River Gorge National Scenic Area, General Management Areas shall be the date of adoption by the Bi-State Gorge Commission. Amendments to Special Management Areas shall be effective upon acknowledgement by the United States Secretary of Agriculture.

FIRST READING:

January 30, 2003

SECOND READING AND ADOPTION:

February 6, 2003

BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

Diane M. Linn, Chair

REVIEWED:

THOMAS SPONSER, COUNTY ATTORNEY
FOR MULTNOMAH COUNTY, OREGON

By Sandra N. Duffy
Sandra N. Duffy, Assistant County Attorney

BEFORE THE BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

ORDINANCE NO. 1007

Amending MCC Chapter 38, Land Use Code Columbia River Gorge National Scenic Area to Make Technical Corrections

(Language ~~stricken~~ is deleted; double- underlined language is new.)

The Multnomah County Board of Commissioners Finds:

- a. On September 26, 2002, the Board adopted Ordinance No. 994 amending MCC Chapter 38 to make technical corrections.
- b. On November 7, 2002, the Board adopted Ordinance No. 998 that added language in § 38.0710 that was inadvertently omitted in Section 11 of Ordinance 994.
- c. The amendments to Chapter 38 General Management Areas by Ordinance 994 and 998 are effective on the date of adoption by: the Bi-State Gorge Commission for the General Management Areas, and by the U.S. Secretary of Agriculture for the Special Management Areas. These amendments have not yet been adopted by either the Gorge Commission or the Secretary of Agriculture.
- d. After review by the Gorge Commission staff, it is necessary to further amend language adopted in Ordinance 944. First, as required by the Gorge Management Plan, language needs to be added in § 38.0530 that acknowledges that the comment period for review of Cultural Resources is longer than that required for other resources. Also, wherever the number range given for NSA Site Review ends in MCC 38.7090, the number should be changed to 38.7085 in order to exclude the MCC section 38.7090 Responses to an Emergency/Disaster Event, which is not a part of the Site Review approval criteria.

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38.2625 Review Uses

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(B) The following uses are allowed on land designated GGO-GW, pursuant to MCC 38.0530 (B) and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied:

(C) The following uses are allowed on land designated GGO-SP, pursuant to MCC 38.0530 (B) and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied:

(D) The following uses may be allowed on lands designated GGO- GW:

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(E) The following uses may be allowed on lands designated GSO, pursuant to MCC 38.0530 (B), when consistent with an open space plan approved by the U.S. Forest Service and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied:

Section 6. § 38.2825 in the GG-PR, GG-CR, and GS-PR Districts is amended to read as follows:

38.2825 Review Uses

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(B) The following uses are allowed on all lands designated GG- CR pursuant to MCC 38.0530 (B) and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied:

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Section 7. § 38.3025 in the GGR and GSR Districts is amended to read as follows:

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(B) The following uses may be allowed on lands designated GSR, pursuant to MCC 38.0530 (B) and upon findings that the NSA Site Review standards of MCC 38.7000 through ~~38.7090~~38.7085 have been satisfied:

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Section 9. The effective date of the amendments to Chapter 38 Columbia River Gorge National Scenic Area, General Management Areas shall be the date of adoption by the Bi-State Gorge Commission. Amendments to Special Management Areas shall be effective upon acknowledgement by the United States Secretary of Agriculture.

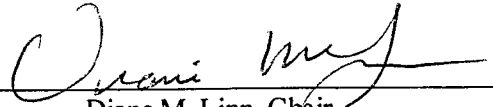
FIRST READING:

January 30, 2003

SECOND READING AND ADOPTION:

February 6, 2003


BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON


Diane M. Linn, Chair



REVIEWED:

THOMAS SPONSLER, COUNTY ATTORNEY
FOR MULTNOMAH COUNTY, OREGON

By 
Sandra N. Duffy, Assistant County Attorney

AGENDA PLACEMENT REQUEST

BUD MOD #:

Board Clerk Use Only:

Meeting Date: February 6, 2003

Agenda Item #: R-2

Est. Start Time: 9:35 AM

Date Submitted: 01/28/03

Requested Date: February 6, 2003

Time Requested: 20 minutes

Department: Non-Departmental

Division: Chair's Office

Contact/s: Chair Diane Linn, Kathy Turner, Chief of Staff

Phone: 503/988-3308

Ext.: 83308

I/O Address: 503/600

Presenters: Chair Diane Linn, Kathy Turner

Agenda Title: Resolution Consenting to Appointments of County Representatives to Children's Investment Fund Committees and Establishing County Reporting and Accountability Processes

1. What action are you requesting from the Board? What is the department/agency recommendation?

Request the Board approve Resolution Consenting to Appointments of County Representatives to the Children's Investment Fund Committees and Establishing County Reporting and Accountability Processes

2. Please provide sufficient background information for the Board and the public to understand this issue.

The City proposed, and voters approved, a local option property tax levy at the November 5, 2002 general election. The purpose of the levy was to create a Children's Investment Fund to make targeted investments in proven programs in the areas of early childhood development, after school and mentoring activities, and prevention of child abuse and neglect. The Levy is authorized for five successive years starting FY 2003-2004. This agreement is in effect as long as levy funds are available from the Children's Levy.

This Resolution will ensure the accountability for funds received from the levy.

3. Explain the fiscal impact (current year and ongoing).

No fiscal impact. The County will work with the City to ensure that administrative expenses are limited to 5%.

NOTE: If a Budget Modification or a Contingency Request attach a Budget Modification Expense & Revenues Worksheet and/or a Budget Modification Personnel Worksheet.

If a budget modification, explain:

- ❖ **What revenue is being changed and why?**
- ❖ **What budgets are increased/decreased?**
- ❖ **What do the changes accomplish?**
- ❖ **Do any personnel actions result from this budget modification? Explain.**
- ❖ **Is the revenue one-time-only in nature?**
- ❖ **If a grant, what period does the grant cover?**
- ❖ **When the grant expires, what are funding plans?**

NOTE: Attach Bud Mod spreadsheet (FORM FROM BUDGET)

If a contingency request, explain:

- ❖ **Why was the expenditure not included in the annual budget process?**
- ❖ **What efforts have been made to identify funds from other sources within the Department/Agency to cover this expenditure?**
- ❖ **Why are no other department/agency fund sources available?**
- ❖ **Describe any new revenue this expenditure will produce, any cost savings that will result, and any anticipated payback to the contingency account.**
- ❖ **Has this request been made before? When? What was the outcome?**

If grant application/notice of intent, explain:

- ❖ **Who is the granting agency?**
- ❖ **Specify grant requirements and goals.**
- ❖ **Explain grant funding detail – is this a one time only or long term commitment?**
- ❖ **What are the estimated filing timelines?**
- ❖ **If a grant, what period does the grant cover?**
- ❖ **When the grant expires, what are funding plans?**
- ❖ **How will the county indirect and departmental overhead costs be covered?**

4. Explain any legal and/or policy issues.

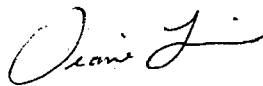
None.

5. Explain any citizen and/or other government participation that has or will take place.

Voters approved the Children's Investment Fund as a local option property tax levy in the November 5, 2002 general election.

Required Signatures:

Department/Agency Director:



Date: 1/28/2003

BEFORE THE BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

RESOLUTION NO. _____

Consenting to Appointments of County Representatives to Children's Investment Fund Committees and Establishing County Reporting and Accountability Processes

The Multnomah County Board of Commissioners Finds:

- a. The City proposed and voters approved a local option property tax levy at the November 5, 2002 general election.
- b. The purpose of the levy is to create a Children's Investment Fund to make targeted investments in proven programs in the areas of early childhood development, after school and mentoring activities, and prevention of child abuse and neglect.
- c. The City of Portland and Multnomah County will work together to ensure the funds received from the levy are allocated in a manner complementary with the local coordinated, comprehensive plan and to ensure accountability and equity throughout the system.
- d. The City of Portland and Multnomah County will work in partnership to assure that the intent of the voters is carried out.

The Multnomah County Board of Commissioners Resolves:

1. In accordance with the provisions of the Intergovernmental Agreement, the County Chair appoints Commissioner Lisa Naito as Multnomah County's representative to the Allocation Committee.
2. The Board of County Commissioners will appoint a second representative from the list developed by the Allocation Committee. The Board's priorities are to include someone with knowledge of issues relating to schools and children and families. The Board strongly supports membership on the committee that respects the values of our increasingly diverse community and is experienced in the delivery of culturally appropriate services.
3. Commissioner Naito and other Board appointments will provide a briefing to the Board on the activities of the Allocation Committee two times each year.
4. The Commission on Children, Families and Community (Commission) will review the Allocation Committee's plan and provide recommendations and input to the Board prior to Board action. As part of the Commission's process, the Early

BEFORE THE BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

RESOLUTION NO. 03-021

Consenting to Appointments of County Representatives to Children's Investment Fund Committees and Establishing County Reporting and Accountability Processes

The Multnomah County Board of Commissioners Finds:

- a. The City proposed and voters approved a local option property tax levy at the November 5, 2002 general election.
- b. The purpose of the levy is to create a Children's Investment Fund to make targeted investments in proven programs in the areas of early childhood development, after school and mentoring activities, and prevention of child abuse and neglect.
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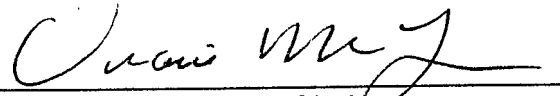
Childhood Care and Education Committee of the Commission will review the Allocation Committee's funding plan for the early childhood portion.

5. Board appointments will use the County's established Children's Services Frameworks – the Comprehensive Community Plan, the Early Childhood Framework and when adopted, the School Services Framework – to provide input on the allocation plan to the Allocation Committee.
6. In accordance with the Intergovernmental Agreement, Tony Mounts, Multnomah County Budget Manager, is appointed as the County's Project Manager.

ADOPTED this 6th day of February, 2003.



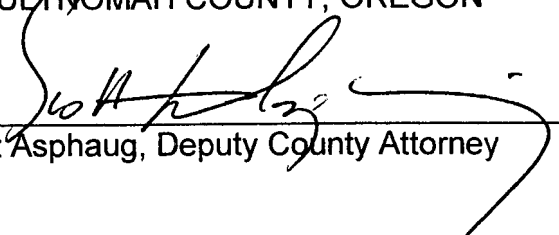
BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON


Diane M. Linn, Chair

REVIEWED:

THOMAS SPONSLER, COUNTY ATTORNEY
FOR MULTNOMAH COUNTY, OREGON

By


Scott Asphaug, Deputy County Attorney

AGENDA PLACEMENT REQUEST

BUD MOD #:

Board Clerk Use Only:

Meeting Date: February 6, 2003

Agenda Item #: R-3

Est. Start Time: 9:55 AM

Date Submitted: 01/28/03

Requested Date: February 6, 2003

Time Requested: 5 minutes

Department: Non-Departmental

Division: Chair's Office

Contact/s: Chair Diane Linn, Kathy Turner, Chief of Staff

Phone: 503/988-33008

Ext.: 83308

I/O Address: 503/600

Presenters: Chair Diane Linn; Kathy Turner, Chief of Staff

Agenda Title: Intergovernmental Agreement between Multnomah County and the City of Portland for the management and allocation of the Children's Investment Fund

1. What action are you requesting from the Board? What is the department/agency recommendation?

Request the Board approve the Intergovernmental Agreement with the City of Portland

2. Please provide sufficient background information for the Board and the public to understand this issue.

The City proposed, and voters approved, a local option property tax levy at the November 5, 2002 general election. The purpose of the levy was to create a Children's Investment Fund to make targeted investments in proven programs in the areas of early childhood development, after school and mentoring activities, and prevention of child abuse and neglect. The Levy is authorized for five successive years starting FY 2003-2004. This agreement is in effect as long as levy funds are available from the Children's Levy.

This IGA will ensure that the funds received from the levy are allocated in a manner complementary with the local coordinated, comprehensive plan and will ensure accountability and equity throughout the system.

3. Explain the fiscal impact (current year and ongoing).

No fiscal impact. The County will work with the City to ensure that administrative expenses are limited to 5%.

NOTE: If a Budget Modification or a Contingency Request attach a Budget Modification Expense & Revenues Worksheet and/or a Budget Modification Personnel Worksheet.

If a budget modification, explain:

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- ❖ **How will the county indirect and departmental overhead costs be covered?**

4. Explain any legal and/or policy issues.


None.

5. Explain any citizen and/or other government participation that has or will take place.

Voters approved the Children's Investment Fund as a local option property tax levy in the November 5, 2002 general election.

Required Signatures:

Department/Agency Director:



Date: 1/28/2003

A G R E E M E N T

This agreement is entered this _____ day of February 2003 by and between the City of Portland, Oregon (City) and Multnomah County, Oregon (County)

Recitals

- A. The City proposed and voters approved a local option property tax levy at the November 5, 2002, general election. The purpose of the levy is to create a Children's Investment Fund to make targeted investments in proven programs in the areas of early childhood development, after school and mentoring activities, and prevention of child abuse and neglect.
- B. The parties want to make the best use of scarce resources available for children's services and avoid duplication of efforts.
- C. The parties want to work together to ensure that the funds received from the levy are allocated in a manner complementary with the local coordinated, comprehensive plan and to ensure accountability and equity throughout the system.
- D. The parties will work in partnership to assure that the intent of the voters is carried out.
- E. The City recognizes the County's expertise and experience in administering children's programs.

Now therefore, the parties agree as follows:

1. Parties

- 1.1 City means the City of Portland, which imposed the Levy as authorized and approved by the voters of the City in the November 5, 2002, general election.
- 1.2 County means Multnomah County, Oregon.

2. Definitions

- 2.1 Levy is the Children's Levy submitted by the City Council and approved by voters in the November 5, 2002, general election.

The Levy is authorized for five successive years commencing with the fiscal year 2003-04, at a special tax rate of \$0.4026 per thousand dollars of assessed value, on all property in the City of Portland not exempt from taxation.

- 2.2 Children's Investment Fund or Fund means the special fund designated to receive the proceeds of the Children's Levy. The Children's Investment Fund will be established and maintained by the City. A subsidiary fund may be established in the event that the City is successful in attracting private sources to establish a leveraged "matching" fund. The money in the Children's Investment Fund shall be expended only for the Designated Purposes.
- 2.3 Designated Purposes means early childhood programs, child abuse prevention and intervention, and after school and mentoring programs for children.
- 2.4 Allocation Committee means the committee established to provide citizen oversight over expenditure of the Levy, and to allocate Levy revenues.
- 2.5 Commission means the Commission on Children, Families and Community of Multnomah County.
- 2.6 Administrative Expenses includes, but is not limited to, expenses for the City staff to the Allocation Committee, contract, and annual. Administrative expenses are limited under the Children's Levy authorization to five percent (5%) of the Children's Investment Fund.

3. Term

- 3.1 This agreement is in effect as long as Levy funds are available from the Children's Levy passed by the voters in November, 2002, but in no event longer than 7 years. This agreement will be effective as of the date of its execution.

4. City rights and responsibilities

- 4.1 The City will establish and maintain the Children's Investment Fund as a special fund. The proceeds of the Levy will be deposited in the Children's Investment Fund and authorized payments will be made from the Fund. The Children's

Investment Fund will be invested and reinvested by the City as authorized by state law and City Charter.

- 4.2 The City will report quarterly to the County, the Commission and the Allocation Committee regarding the amount available in the Fund.
- 4.3 The City will review and monitor the expenditures related to the Levy made by the County and the Commission.
- 4.4 The City will participate in the Allocation Committee.
- 4.5 The City will provide for an audit of expenditures annually. Audit expenses will be included in Administrative Expenses.
- 4.6 The City will review and, if appropriate, approve expenditures recommended by the Allocation Committee.
- 4.7 Proposed contracts recommended by the Allocation Committee will be submitted to the City for review and approval before execution by the County.
- 4.8 The City has the right, but not the obligation to assume any contract under this agreement in place of County if this agreement is terminated.
- 4.9 The City will appoint a project manager, who shall be the contact person for County and who shall receive notices provided under this agreement. The City's project manager is _____. The City may change its project manager at any time by giving notice to the County.
- 4.10 The City will work cooperatively with the County to ensure that administrative expenses are limited to 5%.

5. County rights and responsibilities

- 5.1 County will enter into contracts recommended by the Allocation Committee and approved by the City. These contracts will terminate if the City terminates this contract with the County unless assumed by the City as provided by section 4.8.
- 5.2 County will manage and administer the contracts for service executed on the recommendation of the Allocation Committee.
- 5.3 County will maintain detailed records and will report quarterly to the City, in a form approved by the City, regarding expenditures made with Levy funds.

- 5.4 The County will participate in the Allocation Committee.
- 5.5 The County will appoint a project manager, who will be the contact person for the City and who will receive notices provided under this agreement. The County's project manager is _____. The County may change its project manager at any time by giving notice to the City.
- 5.6 The County will work cooperatively with the City to ensure that administrative expenses are limited to 5%.

6. Allocation Committee membership

- 6.1 The Allocation Committee will be staffed by the Director of the Children's Investment Fund, a city employee. The Director will assist all members of the Allocation Committee and support them in carrying out their work.
- 6.2 The Allocation Committee will have five members, appointed as follows:
 - 6.2.1 One City Council member, appointed by the City Council.
 - 6.2.2 The County Chair or one member of the Board of County Commissioners, appointed by the County Chair.
 - 6.2.3 One representative of the Portland Business Alliance, appointed by the Portland Business Alliance.
 - 6.2.4 One citizen of the City of Portland with knowledge of issues relating to children and families, appointed by the Board of County Commissioners from a list agreed upon by the City, County and Alliance members.
 - 6.2.5 One citizen of the City of Portland with knowledge of issues relating to children and families appointed by the City Council from a list agreed upon by the City, County and Alliance members.
- 6.3 The Allocation Committee will create rules to assure that its actions are free from any conflicts of interest.
- 6.4 No government body will be precluded from becoming a recipient of Levy proceeds because one or more of its officials or employees is a member of the Allocation Committee.
- 6.5 The Allocation Committee will select a chair annually. The chair may serve more than one term.

- 2-6-03
AMENDED
5-0 7. ★
- 6.6 The Allocation Committee will be assisted in its allocation process by a Program Group in each of the three program areas: early childhood programs, child abuse prevention, and after school and mentoring programs. The Allocation Committee will select the members of the Program Groups and appoint a chair. Each Program Group may designate a co-chair. The Early Childhood Care and Education Council of the Commission will provide assistance and recommendations to the Early Childhood Program group.
 - 6.7 The Allocation Committee may establish other advisory groups as it considers appropriate.
 - 6.8 Allocation Committee members will be appointed for 2 year terms and may be re-appointed by the body that appointed them.
 - 6.9 Allocation Committee and Program Group members may be removed by the body that appointed them for any reason that the appointing body considers appropriate.

Allocation Committee Operations

- 7.1 The Allocation Committee will adopt by-laws for operation. The by-laws are subject to approval by the City Council.
- 7.2 The Allocation Committee will recommend each year a plan for allocation of amounts available in the Fund. The plan will allocate available funds among the three Designated Purposes. The Allocation Committee will use its best efforts to achieve an allocation that approximates the following: 50% of the funds for after-school and mentoring programs; 40% for early childhood programs; and 10% for child abuse prevention and intervention programs. These recommended allocation levels shall not require the Allocation Committee to fund any programs that fail to otherwise meet all of the funding criteria established by the Allocation Committee. The plan will identify specific contracts for providing those services. The contracts will be entered by the County.
- 7.3 The Allocation Committee will work with the Commission to facilitate integration and alignment of the Allocation Committee's recommended plan with the local coordinated comprehensive plan prepared by the Commission under ORS 417.775(4), the Multnomah County Board of County

Commissioner's adopted Early Childhood Framework and the School Aged Framework, when adopted.

- 7.4 The County Board will review the Allocation Committee's plan. The County Board will rely upon its expertise and experience in children's policy and administration, as well as on the County's established Children's Services Frameworks to provide advice and counsel to City Council regarding the plan's funding recommendations.
- 7.5 The plan will be submitted to the City Council for approval. City Council will be guided by the funding criteria established by the Allocation Committee as well as the County Board's recommendations and its Children's Services Frameworks in reaching its decision regarding the funding plan.
 - 7.5.1 If the City Council does not approve the entire plan, the plan will be remanded to the Allocation Committee. The Allocation Committee will consider modifying the plan, with recommendations by the County Board and resubmit it to the City Council.
- 7.6 If the entire resubmitted plan is not approved by the City Council, the City Council will adopt a plan and notify the Allocation Committee.
- 7.7 The City and County agree to evaluate the effectiveness of this agreement before the commencement of the second funding cycle. This agreement may be amended in writing to reflect any changes to this agreement as a result of that evaluation.
- 7.8 After the completion of two funding cycles, the Allocation Committee will evaluate, with assistance from the City Auditor, the process outlined in this agreement to assess whether it is working effectively. Any proposed changes to the process will be made through amendment to this agreement.
- 7.9 Contractors will be selected through a process that complies with the City's PTE contracting rules. The contracts recommended by the Allocation Committee will be submitted to the County for execution. Wherever possible, the City and County will allow a bidding contractor to submit one RFP where services are contemplated pursuant this agreement in addition to services provided separately to the County.

8. Expenditure principles

- 8.1 The Levy was established for specific limited purposes. The proceeds of the Levy may only be spent for those purposes.
- 8.2 It is the City's ultimate obligation to ensure that the Levy proceeds are properly spent.
- 8.3 Designated Purposes are defined as follows:
 - 8.3.1 Early childhood programs means programs that increase the number of children arriving at school healthy and developmentally ready to learn and that increase access to affordable, quality childcare.
 - 8.3.2 Child abuse prevention means programs that reduce incidents of child abuse, neglect, and family violence.
 - 8.3.3 After school and mentoring programs means programs that serve more children with quality after-school or mentoring activities linked to educational and social development.
- 8.4 The goals of the Levy are to:
 - 8.4.1 Increase the number of children entering school ready to learn.
 - 8.4.2 Increase the number of children who are reading at grade level by third grade.
 - 8.4.3 Increase access to quality, affordable childcare for preschool children.
 - 8.4.4 Reduce juvenile crime and the number of children who are crime victims.
 - 8.4.5 Help children grow up free of abuse and neglect.
 - 8.4.6 Increase the number of students successfully completing high school.
 - 8.4.7 Increase the number of students enrolled in public schools in Portland.
- 8.5 Funding criteria will be designed to make investments only in programs that are proven to provide long-term measurable results to the community. Funded programs must:
 - 8.5.1 Apply proven, research-based practices.
 - 8.5.2 Serve additional children and families not currently being served by existing programs.
 - 8.5.3 Maintain rigorous quality standards.

- 8.5.4 Focus on prevention and early intervention.
- 8.6 Investments will be coordinated with other service providers in order to avoid duplication and provide a continuum of services.
- 8.7 Because the Levy is paid by City of Portland taxpayers, programs will be funded only within the City of Portland.
- 8.8 The Allocation Committee will develop detailed standards funding programs based on best practices in the field.
- 8.9 The parties will meet annually to allocate the administrative expenses for the coming year and insure they do not exceed the 5% limit. If they are unable to reach agreement, the allocation of administrative expenses will be made by the Allocation Committee.

9. Expenditure procedures

- 9.1 As soon as Levy funds become available to the City, the City will notify County and the parties will agree upon an amount of start-up funds that will be provided to County.
- 9.2 After the initial payment of start-up funds, County will provide a quarterly statement to the City, specifying the amount of funds that were expended during the previous quarter.
- 9.3 The City will pay to County the amount specified in the quarterly statement within 30 days after receipt.

10. Termination and Remedies

- 10.1 Either party may terminate this agreement on 60-days written notice to the other party.
- 10.2 The City will have the right to terminate this agreement immediately if an audit indicates that County has expended funds outside the limitations of the Levy requirements.
- 10.3 Termination will not affect the right of County to receive payment for contract services already performed, unless those expenditures were unauthorized under the Levy requirements.
- 10.4 In the event of termination, the City may, but is not required to, assume the contracts that have been entered by County pursuant to this Agreement, and County will assign those contracts to the City upon the City's request.

11. Dispute resolution. The parties agree that they will attempt to resolve any disputes arising under this agreement by first submitting those disputes to one representative from the City Council selected by the Mayor and one representative from the County Board, selected by the County Chair. If the City and County representatives are unable to resolve the dispute, it will be submitted to mediation. If the dispute is not resolved through mediation within 30 days after submission, either party may pursue such other legal redress as is available.

12. General Provisions

12.1 Non-Discrimination. In carrying out activities under this agreement, County shall not discriminate against any person or entity because of race, color, religion, sex, age, handicap, familial status, sexual orientation, or national origin. County shall comply with the equal employment and non-discrimination requirements of the Portland City Code Section 3.100.005 (City Policies Relating to Equal Employment Opportunity, Affirmative Action and Civil Rights), 3.100.042 (Certification of Contractors), and Chapter 23 – Civil Rights.

12.2 Access to Records. The City or its representatives will have access to any books, general organizational and administrative information, documents, papers and records of County that are directly pertinent to this agreement, for the purpose of making audit examinations, excerpts, and transcriptions. All required records must be maintained by County for 5 years after the City makes final payment and all other pending matters are closed.

12.3 Maintenance of Records. County will maintain records on a current basis to support its billings to the City. The City or its representative shall have the authority to inspect, audit, and copy on reasonable notice and from time to time any records of the County regarding its activities under this agreement. County shall maintain those records for inspection, audit, and copying for 5 years from the date of completion or termination of this agreement.

12.4 Audit of Payments. The City, either directly or through a designated representative, may audit the records of County annually. If an audit discloses that payments to County were in excess of the amount to which County was entitled, or that

expenditures by County were for purposes not authorized by the Levy, County shall repay the amount of the excess or unauthorized payment to the City.

- 12.5 Indemnification. County will hold harmless, defend and indemnify the City and its officers, agents, and employees against all claims, demands, actions, and suits (including all attorney fees and costs) brought against any of them arising from County's work or any subcontractor's work under this agreement. The City will hold harmless, defend and indemnify County and its officers, agents, and employees against all claims, demands, actions, and suits (including all attorney fees and costs) brought against any of them arising from the City's work or any subcontractor's work under this agreement.
- 12.6 Insurance. County, its subcontractors, and all employers working under this agreement, are subject to the Oregon Workers' Compensation law and shall comply with ORS 656.017, which requires them to provide workers' compensation coverage for all their subject workers. County agrees that it will provide workers' compensation coverage and will require that all subcontractors provide workers compensation coverage during the duration of this agreement.
- 12.7 Independent Contractor Status. Allocation Committee members who are not otherwise City or County employees will not, by virtue of Committee membership, be or become City or County employees, and shall not be eligible because of Committee membership for any benefits through the City or County, including without limitation, federal social security, health benefits, workers' compensation, unemployment compensation, and retirement benefits.
- 12.8 Reporting Requirements. County will report on its activities in a format and by such times as prescribed by the City. Unless otherwise notified by the City, County shall make quarterly reports of its activities under this agreement, including the status Allocation Committee activities and contracts. County will make oral presentations to the City Council as requested by the City.
- 12.9 Oregon Law and Forum. This agreement shall be construed according to the law of the State of Oregon. Any litigation between the City and County arising under this agreement or out of work performed under this agreement shall occur, if in

the state courts, in the Multnomah County Circuit Court, and if in the federal courts, in the United States District Court for the District of Oregon.

12.10 Compliance with Laws. In connection with its activities under this agreement, County will comply with all applicable federal, state, and local laws and regulations.

12.11 No Waiver. The failure of either party to object to any breach of this agreement will not constitute a waiver of that party's right to object to any additional breach or to require specific performance of this agreement.

12.12 Amendment or modification. This agreement may be modified or amended only by a written document signed by each party.

12.13 Integration. This agreement contains the entire agreement between the City and County and supercedes all prior written or oral discussions or agreements regarding the Levy.

CITY OF PORTLAND

MULTNOMAH COUNTY OREGON

By: _____

By: _____

Date: _____

Date: _____

Portland City Attorney

REVIEWED

Thomas Sponsler, County Attorney
for Multnomah County, Oregon

By: _____

By: 
Scott Asphaug, Deputy County Attorney

~~APPROVED MULTNOMAH COUNTY
BOARD OF COMMISSIONERS
AGENDA # R-3 DATE 02.06.03
DEB BOGSTAD, BOARD CLERK~~

BOGSTAD Deborah L

From: FARRELL Delma D

Sent: Wednesday, February 05, 2003 3:21 PM

To: BOGSTAD Deborah L

Subject: Revised IGA for Item R-3 (Children's Investment Fund) on Feb. 6

Deb, this is an amended IGA for the Children's Investment Fund item on Feb. 6.

Scott Asphaug has advised Kathy that Diane or Lisa should move to amend the submitted IGA. From there, he says the BCC can approve the amended version and subsequently sign it as amended.

2/6/2003

MULTNOMAH COUNTY CONTRACT APPROVAL FORM

Pre-approved Contract Boilerplate (with County Counsel signature) ☐ Attached ☐ Not Attached Contract #: 0310494
Amendment #:

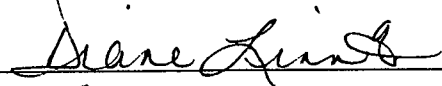
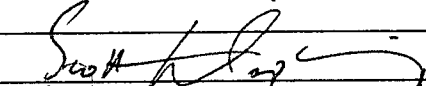
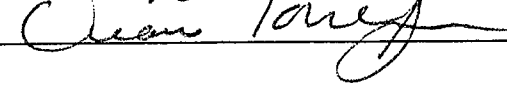
| | | |
|---|---|---|
| CLASS I <input type="checkbox"/> Professional Services not to exceed \$50,000 (and not awarded by RFP or Exemption) <input type="checkbox"/> Revenue not to exceed \$50,000 (and not awarded by RFP or Exemption) <input checked="" type="checkbox"/> Intergovernmental Agreement (IGA) not to exceed \$50,000 <input type="checkbox"/> Expenditure <input checked="" type="checkbox"/> Revenue <input type="checkbox"/> Architectural & Engineering not to exceed \$10,000 (for tracking purposes only) | CLASS II <input type="checkbox"/> Professional Services that exceed \$50,000 or awarded by RFP or Exemption (regardless of amount) <input type="checkbox"/> PCRB Contract <input type="checkbox"/> Maintenance Agreement <input type="checkbox"/> Licensing Agreement <input type="checkbox"/> Construction <input type="checkbox"/> Grant <input type="checkbox"/> Revenue that exceeds \$50,000 or awarded by RFP or Exemption (regardless of amount) | CLASS III <input type="checkbox"/> Intergovernmental Agreement (IGA) that exceeds \$50,000 <input type="checkbox"/> Expenditure <input type="checkbox"/> Revenue APPROVED MULTNOMAH COUNTY BOARD OF COMMISSIONERS AGENDA # R-3 DATE 02-06-03 DEB BOGSTAD, BOARD CLERK |
|---|---|---|

Department: Nondepartmental Division: Chair's Office Date: 1/28/2003
 Originator: Kathy Turner, Chief of Staff Phone: 503 988-3308 Bldg/Rm: 503/600
 Contact: Delma Farrell Phone: 503 988-3953 Bldg/Rm: 503/600
 Description of Contract: Agreement between Multnomah County and the City of Portland to ensure levy funds from the voter approved local option property tax levy, the Children's Investment Fund, are allocated in a manner complementary with the local coordinated, comprehensive plan and to ensure accountability and equity throughout the system

RENEWAL: ☐ PREVIOUS CONTRACT #(S): _____
 RFP/BID: _____ RFP/BID DATE: _____
 EXEMPTION #/DATE: _____ EXEMPTION EXPIRATION DATE: _____ ORS/AR #: _____
 CONTRACTOR IS: ☐ MBE ☐ WBE ☐ ESB ☐ QRF ☐ N/A ☐ NONE (Check all boxes that apply)

| | |
|--|--|
| Contractor <u>City of Portland</u> Address <u>1221 SW 4th, Room 340</u> <u>Portland OR 97204</u> Phone <u>503 823-4120</u> Employer ID# or SS# _____ Effective Date <u>Upon Signature</u> Termination Date _____ Original Contract Amount \$ <u>N/A</u> Total Amt of Previous Amendments \$ _____ Amount of Amendment \$ _____ Total Amount of Agreement \$ _____ | Remittance address _____ (If different) _____ Payment Schedule / Terms <input type="checkbox"/> Lump Sum \$ _____ <input type="checkbox"/> Due on Receipt <input type="checkbox"/> Monthly \$ _____ <input type="checkbox"/> Net 30 <input type="checkbox"/> Other \$ _____ <input type="checkbox"/> Other <input type="checkbox"/> Requirements Not to Exceed \$ _____ Encumber <input type="checkbox"/> Yes <input type="checkbox"/> No |
|--|--|

REQUIRED SIGNATURES:

Department Manager 
 Purchasing Manager 
 (Class II Contracts Only)
 County Counsel 
 County Chair _____
 Sheriff _____

DATE 1/28/03
 DATE _____
 DATE 1/28/03
 DATE 2-6-03
 DATE _____
 DATE _____

Contract Administration _____
 (Class I, Class II Contracts only)

| LGFS VENDOR CODE | | | | | | DEPT REFERENCE | | | | | |
|------------------|------|--------|-----|---------|----------|----------------|---------|---------|------------------|--------|---------|
| LINE # | FUND | AGENCY | ORG | SUB ORG | ACTIVITY | OBJ/ REV | SUB OBJ | REP CAT | LGFS DESCRIPTION | AMOUNT | INC DEC |
| 01 | | | | | | | | | | | |
| 02 | | | | | | | | | | | |
| 03 | | | | | | | | | | | |

A G R E E M E N T

This agreement is entered this _____ day of February 2003 by and between the City of Portland, Oregon (City) and Multnomah County, Oregon (County)

Recitals

- A. The City proposed and voters approved a local option property tax levy at the November 5, 2002, general election. The purpose of the levy is to create a Children's Investment Fund to make targeted investments in proven programs in the areas of early childhood development, after school and mentoring activities, and prevention of child abuse and neglect.
- B. The parties want to make the best use of scarce resources available for children's services and avoid duplication of efforts.
- C. The parties want to work together to ensure that the funds received from the levy are allocated in a manner complementary with the local coordinated, comprehensive plan and to ensure accountability and equity throughout the system.
- D. The parties will work in partnership to assure that the intent of the voters is carried out.
- E. The City recognizes the County's expertise and experience in administering children's programs.

Now therefore, the parties agree as follows:

1. Parties

- 1.1 City means the City of Portland, which imposed the Levy as authorized and approved by the voters of the City in the November 5, 2002, general election.
- 1.2 County means Multnomah County, Oregon.

2. Definitions

- 2.1 Levy is the Children's Levy submitted by the City Council and approved by voters in the November 5, 2002, general election.

The Levy is authorized for five successive years commencing with the fiscal year 2003-04, at a special tax rate of \$0.4026 per thousand dollars of assessed value, on all property in the City of Portland not exempt from taxation.

- 2.2 Children's Investment Fund or Fund means the special fund designated to receive the proceeds of the Children's Levy. The Children's Investment Fund will be established and maintained by the City. A subsidiary fund may be established in the event that the City is successful in attracting private sources to establish a leveraged "matching" fund. The money in the Children's Investment Fund shall be expended only for the Designated Purposes.
- 2.3 Designated Purposes means early childhood programs, child abuse prevention and intervention, and after school and mentoring programs for children.
- 2.4 Allocation Committee means the committee established to provide citizen oversight over expenditure of the Levy, and to allocate Levy revenues.
- 2.5 Commission means the Commission on Children, Families and Community of Multnomah County.
- 2.6 Administrative Expenses includes, but is not limited to, expenses for the City staff to the Allocation Committee, contract, and annual. Administrative expenses are limited under the Children's Levy authorization to five percent (5%) of the Children's Investment Fund.

3. Term

- 3.1 This agreement is in effect as long as Levy funds are available from the Children's Levy passed by the voters in November, 2002, but in no event longer than 7 years. This agreement will be effective as of the date of its execution.

4. City rights and responsibilities

- 4.1 The City will establish and maintain the Children's Investment Fund as a special fund. The proceeds of the Levy will be deposited in the Children's Investment Fund and authorized payments will be made from the Fund. The Children's

Investment Fund will be invested and reinvested by the City as authorized by state law and City Charter.

- 4.2 The City will report quarterly to the County, the Commission and the Allocation Committee regarding the amount available in the Fund.
- 4.3 The City will review and monitor the expenditures related to the Levy made by the County and the Commission.
- 4.4 The City will participate in the Allocation Committee.
- 4.5 The City will provide for an audit of expenditures annually. Audit expenses will be included in Administrative Expenses.
- 4.6 The City will review and, if appropriate, approve expenditures recommended by the Allocation Committee.
- 4.7 Proposed contracts recommended by the Allocation Committee will be submitted to the City for review and approval before execution by the County.
- 4.8 The City has the right, but not the obligation to assume any contract under this agreement in place of County if this agreement is terminated.
- 4.9 The City will appoint a project manager, who shall be the contact person for County and who shall receive notices provided under this agreement. The City's project manager is _____. The City may change its project manager at any time by giving notice to the County.
- 4.10 The City will work cooperatively with the County to ensure that administrative expenses are limited to 5%.

5. County rights and responsibilities

- 5.1 County will enter into contracts recommended by the Allocation Committee and approved by the City. These contracts will terminate if the City terminates this contract with the County unless assumed by the City as provided by section 4.8.
- 5.2 County will manage and administer the contracts for service executed on the recommendation of the Allocation Committee.
- 5.3 County will maintain detailed records and will report quarterly to the City, in a form approved by the City, regarding expenditures made with Levy funds.

- 5.4 The County will participate in the Allocation Committee.
- 5.5 The County will appoint a project manager, who will be the contact person for the City and who will receive notices provided under this agreement. The County's project manager is _____. The County may change it's project manager at any time by giving notice to the City.
- 5.6 The County will work cooperatively with the City to ensure that administrative expenses are limited to 5%.

6. Allocation Committee membership

- 6.1 The Allocation Committee will be staffed by the Director of the Children's Investment Fund, a city employee. The Director will assist all members of the Allocation Committee and support them in carrying out their work.
- 6.2 The Allocation Committee will have five members, appointed as follows:
 - 6.2.1 One City Council member, appointed by the City Council.
 - 6.2.2 The County Chair or one member of the Board of County Commissioners, appointed by the County Chair.
 - 6.2.3 One representative of the Portland Business Alliance, appointed by the Portland Business Alliance.
 - 6.2.4 One citizen of the City of Portland with knowledge of issues relating to children and families, appointed by the Board of County Commissioners from a list agreed upon by the City, County and Alliance members.
 - 6.2.5 One citizen of the City of Portland with knowledge of issues relating to children and families appointed by the City Council from a list agreed upon by the City, County and Alliance members.
- 6.3 The Allocation Committee will create rules to assure that its actions are free from any conflicts of interest.
- 6.4 No government body will be precluded from becoming a recipient of Levy proceeds because one or more of its officials or employees is a member of the Allocation Committee.
- 6.5 The Allocation Committee will select a chair annually. The chair may serve more than one term.

- 6.6 The Allocation Committee will be assisted in its allocation process by a Program Group in each of the three program areas: early childhood programs, child abuse prevention, and after school and mentoring programs. The Allocation Committee will select the members of the Program Groups and appoint a chair. Each Program Group may designate a co-chair. The Early Childhood Care and Education Council of the Commission will provide assistance and recommendations to the Early Childhood Program group.
- 6.7 The Allocation Committee may establish other advisory groups as it considers appropriate.
- 6.8 Allocation Committee members will be appointed for 2 year terms and may be re-appointed by the body that appointed them.
- 6.9 Allocation Committee and Program Group members may be removed by the body that appointed them for any reason that the appointing body considers appropriate.

7. Allocation Committee Operations

- 7.1 The Allocation Committee will adopt by-laws for operation. The by-laws are subject to approval by the City Council.
- 7.2 The Allocation Committee will recommend each year a plan for allocation of amounts available in the Fund. The plan will allocate available funds among the three Designated Purposes. The Allocation Committee will use its best efforts to achieve a balance in funding allotted among the three designated purposes of the Children's Initiative.. This recommended allocation shall not require the Allocation Committee to fund any programs that fail to otherwise meet all of the funding criteria established by the Allocation Committee. The plan will identify specific contracts for providing those services. The contracts will be entered by the County.
- 7.3 The Allocation Committee will work with the Commission to facilitate integration and alignment of the Allocation Committee's recommended plan with the local coordinated comprehensive plan prepared by the Commission under ORS 417.775(4), the Multnomah County Board of County Commissioner's adopted Early Childhood Framework and the School Aged Framework, when adopted.

- 7.4 The County Board will review the Allocation Committee's plan. The County Board will rely upon its expertise and experience in children's policy and administration, as well as on the County's established Children's Services Frameworks to provide advice and counsel to City Council regarding the plan's funding recommendations.
- 7.5 The plan will be submitted to the City Council for approval. City Council will be guided by the funding criteria established by the Allocation Committee as well as the County Board's recommendations and its Children's Services Frameworks in reaching its decision regarding the funding plan.
 - 7.5.1 If the City Council does not approve the entire plan, the plan will be remanded to the Allocation Committee. The Allocation Committee will consider modifying the plan, with recommendations by the County Board and resubmit it to the City Council.
- 7.6 If the entire resubmitted plan is not approved by the City Council, the City Council will adopt a plan and notify the Allocation Committee.
- 7.7 The City and County agree to evaluate the effectiveness of this agreement before the commencement of the second funding cycle. This agreement may be amended in writing to reflect any changes to this agreement as a result of that evaluation.
- 7.8 After the completion of two funding cycles, the Allocation Committee will evaluate, with assistance from the City Auditor, the process outlined in this agreement to assess whether it is working effectively. Any proposed changes to the process will be made through amendment to this agreement.
- 7.9 Contractors will be selected through a process that complies with the City's PTE contracting rules. The contracts recommended by the Allocation Committee will be submitted to the County for execution. Wherever possible, the City and County will allow a bidding contractor to submit one RFP where services are contemplated pursuant to this agreement in addition to services provided separately to the County.

8. Expenditure principles

- 8.1 The Levy was established for specific limited purposes. The proceeds of the Levy may only be spent for those purposes.

- 8.2 It is the City's ultimate obligation to ensure that the Levy proceeds are properly spent.
- 8.3 Designated Purposes are defined as follows:
 - 8.3.1 Early childhood programs means programs that increase the number of children arriving at school healthy and developmentally ready to learn and that increase access to affordable, quality childcare.
 - 8.3.2 Child abuse prevention means programs that reduce incidents of child abuse, neglect, and family violence.
 - 8.3.3 After school and mentoring programs means programs that serve more children with quality after-school or mentoring activities linked to educational and social development.
- 8.4 The goals of the Levy are to:
 - 8.4.1 Increase the number of children entering school ready to learn.
 - 8.4.2 Increase the number of children who are reading at grade level by third grade.
 - 8.4.3 Increase access to quality, affordable childcare for preschool children.
 - 8.4.4 Reduce juvenile crime and the number of children who are crime victims.
 - 8.4.5 Help children grow up free of abuse and neglect.
 - 8.4.6 Increase the number of students successfully completing high school.
 - 8.4.7 Increase the number of students enrolled in public schools in Portland.
- 8.5 Funding criteria will be designed to make investments only in programs that are proven to provide long-term measurable results to the community. Funded programs must:
 - 8.5.1 Apply proven, research-based practices.
 - 8.5.2 Serve additional children and families not currently being served by existing programs.
 - 8.5.3 Maintain rigorous quality standards.
 - 8.5.4 Focus on prevention and early intervention.

- 8.6 Investments will be coordinated with other service providers in order to avoid duplication and provide a continuum of services.
- 8.7 Because the Levy is paid by City of Portland taxpayers, programs will be funded only within the City of Portland.
- 8.8 The Allocation Committee will develop detailed standards funding programs based on best practices in the field.
- 8.9 The parties will meet annually to allocate the administrative expenses for the coming year and insure they do not exceed the 5% limit. If they are unable to reach agreement, the allocation of administrative expenses will be made by the Allocation Committee.

9. Expenditure procedures

- 9.1 As soon as Levy funds become available to the City, the City will notify County and the parties will agree upon an amount of start-up funds that will be provided to County.
- 9.2 After the initial payment of start-up funds, County will provide a quarterly statement to the City, specifying the amount of funds that were expended during the previous quarter.
- 9.3 The City will pay to County the amount specified in the quarterly statement within 30 days after receipt.

10. Termination and Remedies

- 10.1 Either party may terminate this agreement on 60-days written notice to the other party.
- 10.2 The City will have the right to terminate this agreement immediately if an audit indicates that County has expended funds outside the limitations of the Levy requirements.
- 10.3 Termination will not affect the right of County to receive payment for contract services already performed, unless those expenditures were unauthorized under the Levy requirements.
- 10.4 In the event of termination, the City may, but is not required to, assume the contracts that have been entered by County pursuant to this Agreement, and County will assign those contracts to the City upon the City's request.

11. Dispute resolution. The parties agree that they will attempt to resolve any disputes arising under this agreement by first submitting those disputes to one representative from the City Council selected by the Mayor and one representative from the County Board, selected by the County Chair. If the City and County representatives are unable to resolve the dispute, it will be submitted to mediation. If the dispute is not resolved through mediation within 30 days after submission, either party may pursue such other legal redress as is available.

12. General Provisions

12.1 Non-Discrimination. In carrying out activities under this agreement, County shall not discriminate against any person or entity because of race, color, religion, sex, age, handicap, familial status, sexual orientation, or national origin. County shall comply with the equal employment and non-discrimination requirements of the Portland City Code Section 3.100.005 (City Policies Relating to Equal Employment Opportunity, Affirmative Action and Civil Rights), 3.100.042 (Certification of Contractors), and Chapter 23 – Civil Rights.

12.2 Access to Records. The City or its representatives will have access to any books, general organizational and administrative information, documents, papers and records of County that are directly pertinent to this agreement, for the purpose of making audit examinations, excerpts, and transcriptions. All required records must be maintained by County for 5 years after the City makes final payment and all other pending matters are closed.

12.3 Maintenance of Records. County will maintain records on a current basis to support its billings to the City. The City or its representative shall have the authority to inspect, audit, and copy on reasonable notice and from time to time any records of the County regarding its activities under this agreement. County shall maintain those records for inspection, audit, and copying for 5 years from the date of completion or termination of this agreement.

12.4 Audit of Payments. The City, either directly or through a designated representative, may audit the records of County annually. If an audit discloses that payments to County were in excess of the amount to which County was entitled, or that expenditures by County were for purposes not authorized by

the Levy, County shall repay the amount of the excess or unauthorized payment to the City.

- 12.5 Indemnification. County will hold harmless, defend and indemnify the City and its officers, agents, and employees against all claims, demands, actions, and suits (including all attorney fees and costs) brought against any of them arising from County's work or any subcontractor's work under this agreement. The City will hold harmless, defend and indemnify County and its officers, agents, and employees against all claims, demands, actions, and suits (including all attorney fees and costs) brought against any of them arising from the City's work or any subcontractor's work under this agreement.
- 12.6 Insurance. County, its subcontractors, and all employers working under this agreement, are subject to the Oregon Workers' Compensation law and shall comply with ORS 656.017, which requires them to provide workers' compensation coverage for all their subject workers. County agrees that it will provide workers' compensation coverage and will require that all subcontractors provide workers compensation coverage during the duration of this agreement.
- 12.7 Independent Contractor Status. Allocation Committee members who are not otherwise City or County employees will not, by virtue of Committee membership, be or become City or County employees, and shall not be eligible because of Committee membership for any benefits through the City or County, including without limitation, federal social security, health benefits, workers' compensation, unemployment compensation, and retirement benefits.
- 12.8 Reporting Requirements. County will report on its activities in a format and by such times as prescribed by the City. Unless otherwise notified by the City, County shall make quarterly reports of its activities under this agreement, including the status Allocation Committee activities and contracts. County will make oral presentations to the City Council as requested by the City.
- 12.9 Oregon Law and Forum. This agreement shall be construed according to the law of the State of Oregon. Any litigation between the City and County arising under this agreement or out of work performed under this agreement shall occur, if in the state courts, in the Multnomah County Circuit Court, and if

in the federal courts, in the United States District Court for the District of Oregon.

12.10 Compliance with Laws. In connection with its activities under this agreement, County will comply with all applicable federal, state, and local laws and regulations.

12.11 No Waiver. The failure of either party to object to any breach of this agreement will not constitute a waiver of that party's right to object to any additional breach or to require specific performance of this agreement.

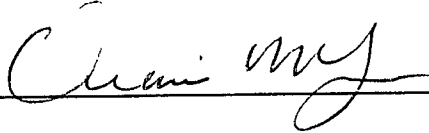
12.12 Amendment or modification. This agreement may be modified or amended only by a written document signed by each party.

12.13 Integration. This agreement contains the entire agreement between the City and County and supercedes all prior written or oral discussions or agreements regarding the Levy.

CITY OF PORTLAND

MULTNOMAH COUNTY OREGON

By: _____

By: 

Date: _____

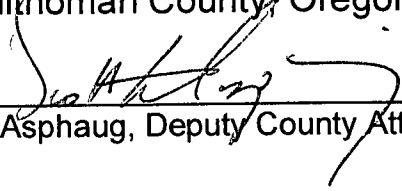
Date: 2.6.03

Portland City Attorney

REVIEWED

Thomas Sponsler, County Attorney
for Multnomah County, Oregon

By: _____

By: 
Scott Asphaug, Deputy County Attorney

APPROVED MULTNOMAH COUNTY
BOARD OF COMMISSIONERS
AGENDA # R-3 DATE 02-06-03
DEB BOGSTAD, BOARD CLERK

AGENDA PLACEMENT REQUEST

Board Clerk Use Only:
Meeting Date: February 6, 2003

Bud Mod #:

Agenda Item #: R-4

Estimated Start Time: 10:00 AM

Date Submitted: 01/29/03

Requested Date: February 6, 2003

Time Requested: 1 hour

Department: Non-Departmental

Division: CCFC

Contact/s: Sue Cameron / Lisa Pellegrino

Phone: 503-988-6906

Ext.: 86906

I/O Address: 166/1075

Presenters: Sue Cameron

Agenda Title: Resolution Adopting the School-Aged Services Policy Framework Report: Findings and Policy Recommendations

NOTE: If Ordinance, Resolution, Order or Proclamation, provide exact title. For all other submissions, provide clearly written title.

Please answer all relevant questions; leave others blank. Please do not alter form.

1. What action are you requesting from the Board? What is the department/agency recommendation?

- Adopt School Aged Services Policy Framework Report: Findings and Policy Recommendations.
- Direct appropriate departments to implement recommendations.

2. Please provide sufficient background information for the Board and the public to understand this issue.

In May of 2001, the Board of County Commissioners passed resolution No. 01-071 appointing a task force to develop recommendations for services to children and families in schools. The Commission on Children, Families and Community and the Office of School and Community Partnerships were charged with creating a school aged services policy framework to align county services for school aged youth. Lorenzo Poe and Sue Cameron co-chaired the advisory group. The framework was created with input from a wide range of focus groups, an advisory group, and community workshops. In addition, an inventory of

county programs for school aged youth, a best practices study on service integration for school aged youth and a service delivery study were completed to assist the advisory group and its co-chairs in creating the framework and recommending system changes.

The policy recommendations included in the framework are as follows:

1. **County Role:** Provide funds for school based and school linked services for children and their families that assist all students in succeeding in school. Use natural helpers, cultural mentors, professionals, paraprofessionals, parents, interns and volunteers to provide the support and resources that promote developmental assets and academic achievement. Define a core set of culturally appropriate goals, services, resources, and technical assistance activities.
2. **One System/One Backbone:** Design an integrated system of care that is geographically coordinated with other jurisdictions and that provides access, intake and linkages to serve communities countywide.
3. **Culturally Specific Programs:** The County, in partnership with the geographic and culturally specific entities, will strive to provide culturally and linguistically specific services to school aged children and their families countywide.
4. **Equity:** Distribute services based on population of children on free and reduced lunch, % of children on free and reduced lunch, and neighborhood poverty, using census, school, ODE and community and culturally determined data that is county validated.
5. **Boundaries:** Align service boundaries to establish effective interagency coordination between local, county, state and federal jurisdictions and community and business partners.
6. **Information and Referral:** Re-design information and referral system in order to provide equal access for residents of Multnomah County. Information and referral system will strive for a culturally specific and multi-lingual approach and have current and relevant data about available resources.
7. **Less Paperwork:** Align intake, measurement and databases with other departments and jurisdictions when appropriate.
8. **Departmental Linkage:** Designate the Office of School and Community Partnerships as the implementer of this Framework, with a clear accountability plan and an inclusive community involvement process.
9. **New Revenues:** Create a virtual grants office that will coordinate county departmental grants around school-aged services to support framework funding strategies.
10. **Evaluation:** Create and maintain strong, viable, consistent monitoring and evaluation system of desired outcomes of framework and process itself in partnership with community.

Please see the attached School-Aged Policy Framework Report: Findings and Policy Recommendations for more detail on the policy recommendations.

3. **Explain the fiscal impact (current year and ongoing).**

Fiscal impact will depend upon implementation planning which will occur after the policy recommendations are adopted.

NOTE: If a Budget Modification or a Contingency Request attach a Budget Modification Expense & Revenues Worksheet and/or a Budget Modification Personnel Worksheet.

If a budget modification, explain:

- ❖ **What revenue is being changed and why?**
- ❖ **What budgets are increased/decreased?**
- ❖ **What do the changes accomplish?**
- ❖ **Do any personnel actions result from this budget modification? Explain.**
- ❖ **Is the revenue one-time-only in nature?**
- ❖ **If a grant, what period does the grant cover?**
- ❖ **When the grant expires, what are funding plans?**

NOTE: Attach Bud Mod spreadsheet (FORM FROM BUDGET)

If a contingency request, explain:

- ❖ **Why was the expenditure not included in the annual budget process?**
- ❖ **What efforts have been made to identify funds from other sources within the Department/Agency to cover this expenditure?**
- ❖ **Why are no other department/agency fund sources available?**
- ❖ **Describe any new revenue this expenditure will produce, any cost savings that will result, and any anticipated payback to the contingency account.**
- ❖ **Has this request been made before? When? What was the outcome?**

If grant application/notice of intent, explain:

- ❖ **Who is the granting agency?**
- ❖ **Specify grant requirements and goals.**
- ❖ **Explain grant funding detail – is this a one time only or long term commitment?**
- ❖ **What are the estimated filing timelines?**
- ❖ **If a grant, what period does the grant cover?**
- ❖ **When the grant expires, what are funding plans?**
- ❖ **How will the county indirect and departmental overhead costs be covered?**

4. Explain any legal and/or policy issues involved.

See policy recommendations above.

5. Explain any citizen and/or other government participation that has or will take place.

Citizens and representatives of other governments participated in the advisory group (35+ members attended 8 meetings), focus groups (19 focus groups with 220 attendees), and community workshops (2 workshops with 75 attendees). Other groups such as Group 3, the Leaders Roundtable Action Team and the school superintendents were also consulted. The recommendations described above have been posted on the CCFC's web site since mid-November with a survey for interested people to submit further input. Over 200 people have responded with input on the recommendations. Many other groups have also given input during December 2002 and January 2003 including each of the Caring Communities, Directors of Student Achievement for Portland Public Schools, staff of county departments, and groups representing cultural and ethnic minorities.

**Proposed
School-Aged Policy
Framework
Policy Recommendations**

February 6, 2003

I. School-Aged Policy Recommendations for an Alignment Model

| Current situation and key questions | It is recommended that the County's Policy is.... | Implementation Options |
|---|---|--|
| 1) Role <ul style="list-style-type: none"> What is the role of the county as it relates to school-aged services? Are schools a good place to provide services? Key benchmarks: School success, decrease poverty, lower juvenile crime, readiness to learn, & improve government | Provide funds for school based and school linked services for children and their families that assist all students in succeeding in school. Use natural helpers, cultural mentors, professionals, paraprofessionals, parents, interns and volunteers to provide the support and resources that promote developmental assets and academic achievement. Define a core set of culturally appropriate goals, services, resources, and technical assistance activities. | Targeted Services: all to be discussed further in program development phase. Health Services: to be discussed further in program development phase. Mental Health Services and family case management: <ul style="list-style-type: none"> Assessment, pretreatment, treatment readiness, mental health consulting and aftercare, Mental health treatment. Social Services for educational support: <ul style="list-style-type: none"> Emergency services (e.g. utility assistance, emergency and transitional housing). Culturally specific family school coordination, attendance tracking, homework club, tutoring, mentoring, individual student and family intervention/case management, parent education, family advocate, literacy, family and community engagement. Library Services for educational support <ul style="list-style-type: none"> Books 2 U, Libros, School Corps |
| 2) One system/One backbone <ul style="list-style-type: none"> Several different systems of care exist FRC, SUN, Community and Family Service Centers, and more Clients don't know where to go for services. Staff are unable to do I&R well given the fragmentation | Design an integrated system of care that is geographically coordinated with other jurisdictions and that provides access, intake, and linkages to serve communities countywide. | <ul style="list-style-type: none"> Align the different system strategies to be one coordinated system. Define the role of the county. Define the role of the geographic based system. Implement the policy of no pass without a receiver. Do not pass clients on to another agency without knowing whether someone can meet their needs. Explore how DHS White City co-management model could be used for the geographic entity. |
| 3) Culturally Specific Programs <ul style="list-style-type: none"> SEI/African American Asian Family Center/ Asian Health and Service Center Bienestar/Villa de Clara Vista/Hispanic NARA/NAYA/Native | The county, in partnership with the geographic and culturally specific entities, will strive to provide culturally and linguistically specific services to school aged | <ul style="list-style-type: none"> It is the intent to "raise the bar" on providing services to diverse populations by increasing access for all culturally diverse children and families. County's diversity initiative will make recommendations around the delivery of culturally specific and appropriate services. Existing culturally specific programs will be |

Proposed School-Aged Policy Framework Policy Recommendations

February 6, 2003

| Current situation and key questions | It is recommended that the County's Policy is.... | Implementation Options |
|--|--|--|
| <p>American</p> <ul style="list-style-type: none"> ALMAS (OCHA, OHDC, El Programa Hispano) Slavic Coalition | <p>children and their families countywide.</p> | <p>a resource in building the capacity of our institutions to be culturally appropriate.</p> |
| <p>4) Equity</p> <ul style="list-style-type: none"> A consistent manner of distributing services to school aged children does not exist in the county. | <p>Distribute services based on population of children on free and reduced lunch, % of children on free and reduced lunch, and neighborhood poverty, using census, school, ODE and community and culturally determined data that is county validated.</p> | <ul style="list-style-type: none"> Two tiers of school based service support are being recommended. An index that equally takes into account both # and % of children on free and reduced lunch for each school. High poverty: 40% F/R and # of F/R higher. Low poverty: Below 40% F/R and # of F/R. Poorest half of neighborhood poverty index as defined by elementary school attendance boundaries. A set of risk factors will inform the programmatic design. See appendices for beginning list of risk factors. Priorities will be given to high risk children and their families. |
| <p>5) Boundaries</p> <ul style="list-style-type: none"> Different geographic boundaries for state, county, and schools No coordination within the systems of care Clients unaware of location of services Staff unable to form teams with other jurisdictions | <p>Align service boundaries to establish effective interagency coordination between local, county, state, and federal jurisdictions and community and business partners.</p> | <ul style="list-style-type: none"> Geographic areas will include more than one high school cluster but... K-12 cluster approach to services. DHS boundaries, 1) Wilson, Lincoln, Roosevelt 2) Jefferson 3) Grant Madison 4) Franklin, Cleveland, Marshall, 5) Parkrose, David Douglas 6) Reynolds, Barlow, Gresham, Centennial, Corbett. E.g. School based health clinics serve youth and families within the K-12 cluster. Align Caring Community boundary lines to six regional entities. Boundaries shall be used as guides but not be barriers to service delivery to children and families in areas where they choose to receive services. Culturally specific services could be provided countywide and aligned geographically. |
| <p>6) Information & Referral</p> <ul style="list-style-type: none"> Current system undefined Inconsistent information given to potential clients Staff time used inefficiently trying to find resources | <p>Re-design information and referral system in order to provide equal access for residents of Multnomah County. I & R system will strive for a culturally specific and multi-lingual approach and have current and relevant data about</p> | <ul style="list-style-type: none"> I/R should be multilingual. Central system has web/telephone access. Database needs to be designed to have up-to-date information about availability of services. Align all county I & R functions into one system keeping in mind eventual connection to future 211 system. Align with DHS when appropriate. Align I & R countywide and not just school aged services. |

Proposed School-Aged Policy Framework Policy Recommendations

February 6, 2003

| Current situation and key questions | It is recommended that the County's Policy is.... | Implementation Options |
|--|--|---|
| | available resources. | |
| 7) Less paperwork <ul style="list-style-type: none"> ▪ Duplicative paperwork for the... <ul style="list-style-type: none"> ✓ System ✓ Clients ✓ Staff | Align intake, measurement, and databases with other departments and jurisdictions when appropriate. | <ul style="list-style-type: none"> ▪ Design a single survey form for all agencies - state, county, and schools - to share and use, which protects client confidentiality and rights. ▪ Each agency could use the web-based survey that the client filled out (see DHS survey). ▪ Measure fewer items across systems. ▪ Use sampling and other ways to reduce amount of county funded evaluation. |
| 8) Departmental linkage <ul style="list-style-type: none"> ▪ County has school aged programs in almost every single department ▪ We often are viewed as fragmented by partners ▪ We often consider ourselves fragmented within our departments and among our departments ▪ We often operate through departmental silos. | Designate the Office of School and Community Partnerships as the implementer of this Framework, with a clear accountability plan and inclusive community involvement process. | <ul style="list-style-type: none"> ▪ OSCP to implement these recommendations by working with other departments that have school aged programs. ▪ Create subsystem managers who coordinate with OSCP and their departments. Use existing resources. ▪ This set of managers is building, ensuring and reporting on accountability related questions to OSCP for the entire system of county school aged services. ▪ Each manager will be assigned to a geographic region. Each will also have a related content expertise (Health, family justice, library, DHS, Schools, or mental health). ▪ Establish capability for technical assistance by experienced experts and consultants trained in evidenced based and culturally appropriate methods. ▪ Create a quality assurance plan, which addresses system of care issues, including effectiveness and efficiency, culturally competency, consumer satisfaction, risk management and other issues relating to implementation. |
| 9) New Revenues <ul style="list-style-type: none"> ▪ Increase revenues ▪ Tie new revenues to one system/one backbone | Create a virtual grants office that will coordinate county departmental grants around school aged services to support framework funding | <ul style="list-style-type: none"> ▪ Office can have a non-profit and non-governmental arm which might recruit monies for systems change technical assistance. ▪ The General Funding for this office could decrease to push it towards being self-funded. ▪ Explore strategies with community partners for expanding public revenue |

Proposed School-Aged Policy Framework Policy Recommendations

February 6, 2003

| Current situation and key questions | It is recommended that the County's Policy is.... | Implementation Options |
|---|---|---|
| | strategies. | sources to support school aged services to children and families that operates under the principle that all communities will be served equitably and prioritized by community need. |
| 10) Evaluation <ul style="list-style-type: none">▪ Evaluating a system of care does not exist currently within the county. | Create and maintain strong, viable, consistent monitoring and evaluation system of desired outcomes of framework and process itself in partnership with community. | <ul style="list-style-type: none">▪ Facilitate a process, which includes key stakeholders and the community, that would define systems' outcomes. |

II. Alignment Model: Redesign Service Package and Service Delivery

Policy Recommendation:

County funded services for school aged children should be organized through a new model that emphasizes access at all County schools to family support, health and mental health services.

The proposed Alignment Model of service delivery model for school aged services realignment intends to:

- Coordinate County funded services for school aged children and individuals and families in poverty, through a geographic framework.
- Align geographic boundaries with existing high school cluster boundaries.
- Provide services at geographically based sites.
- Re-design information and referral service system.
- Ensure access to health services in each high school cluster.

Shared Outcomes

The service delivery model will have shared outcomes across the system – no matter the service delivery locale.

The County's emphasis on school-aged children lends importance to providing social supports that allow children maximum opportunity to succeed in school. For those individuals without school-aged children and/or those experiencing homelessness and poverty, access to life skills supports to foster self sufficiency, housing stabilization and economic sufficiency are the intended goals.

Service Package

A core set of services will be accessible through each geographic region. These services are depicted in Table 1 and will be finalized with further program development work. Program development is being defined at this time.

Proposed School-Aged Policy Framework Policy Recommendations

February 6, 2003

Table 1. Service Type by Designated Site

| Service Type | Geographically Based Sites, culturally competent | School-Based | Culturally Specific |
|---|---|---------------------|---|
| Health Services: to be discussed further | | X | Yes, to be discussed with cultural diversity task force |
| Mental Health Services: Assessment, pretreatment, pre treatment readiness, mental health consulting and aftercare | | X | Yes, to be discussed with cultural diversity task force |
| Mental health treatment | X | | Yes, to be discussed with cultural diversity task force |
| Social services for educational support: Culturally specific family school coordination, progress tracking, attendance, homework club, tutoring, mentoring, individual student and family monitoring, parent education, FAST, literacy | X (as appropriate) | X | Yes, to be discussed with cultural diversity task force |
| Family and Educational Support for Alternative School students | X | | Yes, to be discussed with cultural diversity task force |
| Early Childhood Services | X | X (as possible) | Yes, to be discussed with cultural diversity task force |
| Family and Community Involvement | X | X | Yes, to be discussed with cultural diversity task force |
| Transitional Housing and Supportive Services, utility help, categorical funds and related services | X | | Yes, to be discussed with cultural diversity task force |

Role of the Geographic Entity

The geographic and/or culturally specific entities has several key roles to play in this model.

- Manage year round community and school based efforts in designated area(s).
- Hold the contract for identified services in given HS cluster(s).
- Provide direct service staff at identified school sites and geographic sites
- Sub contract for culturally specific services.
- Maintain positive, collaborative working relationships with cluster schools.
- Work closely with County staff to ensure consistent and full implementation of model.
- Work with other system partners both within this system and outside of it.
- Ensure that culturally appropriate services will be provided to school aged children. County's diversity initiative will make recommendations around the delivery of culturally appropriate services.
- Existing culturally specific programs will be a resource in building the capacity of our institutions to be culturally appropriate.

Role of School Based Services

Services sited at schools are the cornerstone of this service model; emphasis on school based service delivery represents a significant shift of county resources. Program development is being defined at this time.

Health Services

Details about how school based and community health services will be aligned with this model will be discussed further through the program development phase.

Mental Health Services and Family Case Management

- Assessment, pretreatment, treatment readiness, mental health consulting and aftercare
- Mental health treatment

Social Services for Educational Support

- Emergency services (e.g. utility assistance, transitional housing)
- Culturally specific family school coordination, progress tracking, attendance homework club, tutoring, mentoring, individual student and family monitoring, parent education, FAST, literacy, family and community involvement.
- Access point for community members seeking service; provide those services at the school site or link back to a specified geographic entity.

Prioritization of School Sites

The prioritization criteria will be used to determine which schools will serve as delivery sites for school based services. The three prioritization criteria are:

- Assets: school leadership, readiness for on site collaborative services and successful application in School Selection Process.
- Risks: free and reduced lunch population and total student population.

Proposed School-Aged Policy Framework Policy Recommendations

February 6, 2003

- Geographic equity: both within a high school and across the County.

Options for Implementation of Service Delivery Model

Each of the options presumes that a geographically based site and culturally specific centers would be funded no matter how many schools have school based services on site.

| Option A | Option B | Option C | Option D |
|--|---|---|--|
| 150 schools with a core set of services | 90 schools with a core set of services | 50 schools with a core set of services | Number of schools with a core set of services is open for discussion |
| All schools have on site services, set of services to be defined | High poverty schools (those with more than 40% FRL) have on site services. These are Title 1 schools. | 50 schools with highest FRL have on site services | Criteria for choosing is open for discussion |
| All schools have a linkage to a specified geographic entity | | | |

More detailed research about actual costs will need to be explored based on the scope of the model to be implemented. For example: 2002 census information will be analyzed for allocations of homeless funds across the County; categorical funding must be allocated appropriately; funds for I&R need more analysis pending the type and scope of that system and matching resources for all services must be explored.

BEFORE THE BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

RESOLUTION NO. _____

Adopting the School-Aged Services Policy Framework Report: Findings and Policy Recommendations

The Multnomah County Board of Commissioners Finds:

- a. Multnomah County has the following benchmarks:
 - Improve readiness to learn
 - Increase school success
 - Provide access to health and mental health services
 - Decrease poverty
 - Increase public safety
- b. Multnomah County currently funds a wide array of services for school aged youth and their families including health services, mental health services, services for educational support, crime prevention, interdiction and prosecution services, and library services. These services all contribute to the achievement of the County's benchmarks.
- c. Multnomah County seeks improved alignment of services for school aged youth to improve access to services for clients, to better integrate services both within the County and with other jurisdictional partners, and to make service delivery more efficient and effective.
- d. An extensive public involvement process was employed to develop policies for services to school aged youth and their families.

The Multnomah County Board of Commissioners Resolves:

1. The Board shall adopt the attached School-Aged Policy Framework Report: Findings and Policy Recommendations.
2. The Board adopts the following Policy Recommendations contained in the Framework Report:
 - **County Role:** Provide funds for school based and school linked services for children and their families that assist all students in succeeding in school. Use natural helpers, cultural mentors, professionals, paraprofessionals, parents, interns and volunteers to provide the support and resources that promote developmental assets and academic achievement. Define a core set of culturally appropriate goals, services, resources and technical assistance activities.
 - **One System/One Backbone:** Design an integrated system of care that is geographically coordinated with other jurisdictions and that provides access, intake and linkages to serve communities countywide.

- **Culturally Specific Programs:** The County, in partnership with the geographic and culturally specific entities, will strive to provide culturally and linguistically specific services to school aged children and their families countywide.
- **Equity:** Distribute services based on population of children on free and reduced lunch, percentage of children on free and reduced lunch, and neighborhood poverty, using census, school, ODE and community and culturally determined data that is county validated.
- **Boundaries:** Align service boundaries to establish effective interagency coordination between local, county, state and federal jurisdictions and community and business partners.
- **Information and Referral:** Re-design information and referral system in order to provide equal access for residents of Multnomah County. Information and referral system will strive for culturally specific and multi-lingual approach and have current and relevant data about available resources.
- **Less Paperwork:** Align intake, measurement and databases with other departments and jurisdictions when appropriate.
- **Departmental Linkage:** Designate the Office of School and Community Partnerships as the implementer of this Framework, with a clear accountability plan and inclusive community involvement process.
- **New Revenues:** Create a virtual grants office that will coordinate County departmental grants around school -aged services to support framework funding strategies.
- **Evaluation:** Create and maintain strong, viable, consistent monitoring and evaluation system of desired outcomes of framework and process itself in partnership with community.

3. The Office of School and Community Partnerships shall prepare a plan to implement the recommendations contained in the School Aged Policy Framework Report: Findings and Policy Recommendations, and shall present an implementation plan to the Board of County Commissioners no later than April 16, 2003.

ADOPTED this 6th day of February, 2003.

BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

Diane Linn, Chair

REVIEWED:
THOMAS SPONSLER, COUNTY ATTORNEY
FOR MULTNOMAH COUNTY, OREGON

By _____
Katie Gaetjens, Assistant County Attorney



School-Aged Services Policy Framework Report:

***Findings &
Policy Recommendations***

February 6, 2003

Executive Summary

In May 2001, the Board of County Commissioners passed a resolution appointing a task force to develop recommendations for services to children and their families in schools. The Board charged the task force with the following tasks:

- Creating an inventory of all existing school based and school related programs funded by the County
- Identifying overlap and duplication of effort
- Developing options for improving services and coordination
- Suggesting methods for maximizing state and federal funding for programs for school aged youth
- Proposing ways to reduce paperwork and improve data collection
- Identifying measurable outcomes

The Board asked the Commission on Children, Families and Community (CCFC) and the Office of School and Community Partnerships (OSCP) to fulfill the mandates outlined in the resolution and to provide them with a proposed policy framework for delivery of services to school aged youth and their families.

The CCFC and OSCP reviewed existing research on educational success for youth, needs assessments for cultural and ethnic communities, data from the 2000 census and data on the geographic distribution of resources for children in Multnomah County. The CCFC and OSCP also commissioned an inventory of all programs and services funded by the County for school aged youth and their families, a Service Delivery Study focusing on information and referral practices, and a best practices study on integrating services for school aged youth. This research raised the following issues:

- **Service and Program Fragmentation:** Programs and services for school aged youth are fragmented with multiple systems of care for at-risk youth. There is a lack of interdepartmental planning and coordination for school aged services within the County, and among jurisdictions. Most services for school aged youth are neither based in nor linked to schools.
- **Barriers to Service Integration:** Lack of common eligibility standards, multiple and prescriptive funding streams for services, and current confidentiality practices are barriers to better service integration.
- **Access, Geographic Distribution of Services, and Equity:** Whether a person can access services often depends upon where they live, or go to school, rather than whether they are eligible for a service. Service dollars are not spread equitably across the County.
- **School Based Services:** Best practices support basing some services for school aged youth at schools.
- **Information and Referral:** Information and referral is inconsistent in quality, and is done by (84%) of staff for OSCP programs and the Student Attendance Initiative.
- **Demographic Shifts:** There is an increasing population living in poverty East of the I-205. The County is increasingly diverse; the Hispanic population has nearly

tripled in a decade. There is a corresponding increase in need for culturally competent services.

With these issues in mind, the CCFC and OSCP constructed a process to gather input from County staff, non-profit service providers, parents, youth, cultural groups, community leaders and school personnel. A 35 member Advisory Group was impaneled and co-chaired by CCFC Executive Director, Sue Cameron, and the Director of OSCP, Lorenzo Poe. The Advisory Group was charged with advising the co-chairs in the development of policy recommendations. The CCFC also conducted 19 focus groups, and hosted two community workshops to gather input on the issues outlined above.

Using the research findings and input from stakeholders and community members, an ad hoc team of County staff developed draft policy recommendations for changes to the system of services for school aged youth and their families. This draft was posted on the web with a feedback survey for people to give input on the draft policy recommendations. In addition, the draft was circulated to stakeholders throughout the County for additional input. The following proposed policy recommendations reflect this input:

- County Role:
- One System/One Backbone:
- Culturally Specific Programs:
- Equity:
- Boundaries:
- Information and Referral:
- Less Paperwork:
- Departmental Linkage:
- New Revenues:

The CCFC and OSCP will present these proposed policy recommendations to the Board of County Commissioners for adoption on February 6, 2003.

I. Need for Development of a School Aged Policy Framework

In May of 2000, the Portland Multnomah Progress Board and the Commission on Children, Families & Community issued a report titled, *Educational Success for Youth: Aligning School, Family and Community*. The report provided a snapshot of student achievement data, data on youth risk factors and a comprehensive inventory of youth supports offered in the County. The authors highlighted research showing that educational success for all students is much more likely when schools, families and the community all work together in a coordinated and aligned manner to create high expectations, positive adult-child relationships, engaging experiences, and opportunities for youth to contribute.

The report also contained several specific recommendations for system changes by all stakeholders and providers of services, including Multnomah County. Specifically, the report recommended that the County:

- Create stronger linkages between the four (now five) departments (Department of Community Justice, Library, Office of School and Community Partnerships (OSCP), Health, and County Department of Human Services) providing school-based services through strategic and collaborative service planning, alignment around common outcomes and shared data on youth services.
- Take a comprehensive and strategic look at the youth services funded through the (former) Department of Community and Family of Services (now funded through OSCP) and consider consolidating programs.
- Assess the extent to which data systems are able to provide County managers, elected officials and community based organizations with information necessary to tracking youth outcomes and evaluating service effectiveness
- Facilitate a critical look at all existing school-based and family support services so that existing services can be realigned.

In response to these recommendations, as well as to other factors discussed below, the Multnomah Board of County Commissioners passed Resolution Number 01-071 Appointing a Task Force to Develop Recommendations for Services to Children and Their Families in Schools on May 31, 2001. A copy of the resolution is attached as Appendix 1. The Board noted that the County funds many programs for school aged youth including health clinics, mental health services, attendance support services, and family resource centers. The Board charged the task force with many of the recommendations described above including the following:

- Creating an inventory of all existing school based and school related programs funded by the County
- Identifying overlap and duplication of effort
- Developing options for improving services and coordination
- Suggesting methods for maximizing state and federal funding for programs for school aged youth
- Proposing ways to reduce paperwork and improve data collection

- Identifying measurable outcomes

The Board asked the Commission on Children, Families & Community (CCFC) and OSCP to fulfill the mandates outlined in the resolution and to provide them with a proposed policy framework for delivery of services to school aged youth.

Many factors contributed to the Board's request for a policy framework in the arena of services for school aged youth. The fragmentation of existing services and the lack of any County "system" for delivering services to school aged youth makes it difficult for children and families to access services. As the authors of the Educational Success report noted, "it [is] apparent that we do not have much of a system.... While many [people] had a good understanding of some part of the 'system,' no one was really able to describe the full scope of supports for school-aged youth. What we discovered is hundreds of different youth programs supported by chaotic funding streams and varying program expectations," (p. 69).

Awareness of changing demographics within the County also prompted the Board's call to undertake this work. The 2000 census documented significant increases in poor people living in East Multnomah County over the past ten years, as well as significant increases in nearly all minority populations. A 2001 report by the County's Office of Budget and Quality noted that school based services were not distributed equally across school districts in proportion to the percentage of total children served by each district. The report showed a concentration of school based services in Portland Public Schools and a lack of such services in many of the East County school districts. The report recommended taking action to assure more equitable distribution of school based services, and better access to community based services.

The increasing diversity and number of cultural and ethnic populations moving into the County over the past decade has resulted in increasing awareness of the need for culturally competent service delivery and culturally specific services, including bilingual services. In 1999, the Asian Pacific American Network of Oregon (APANO) created a comprehensive plan in which it noted the need for increased culturally specific services, especially in the areas of domestic violence, youth diversion and drug and alcohol prevention. Also in 1999 the Native American Rehabilitation Association of the Northwest, Inc., in collaboration with the Native American Youth Association, published a report titled *Assessment of the Needs of American Indian/Alaska Native Children and Youth in Multnomah County*. The report recommended more culturally specific educational experiences for Native American youth, as well as earlier identification and treatment of mental health problems. In 2001 the Latino Network issued a report titled, *Salir Adelante: A Needs and Assets Assessment of the Hispanic Community of Multnomah County*. The report recommended that services to Latinos in the County be culturally and linguistically specific, that programs be annually assessed against standards of cultural competence, and that Latino participation increase at every level of public policy development. Finally, the African American Commission on Mental Health has proposed a needs assessment and a study of culturally specific and multi-cultural mental health to address an identified lack of culturally specific services.

Finally, in a time of sharply declining public resources and a contracting economy, the Board recognized that the County must define and focus its role in supporting educational success, rationalize and align the array of services it funds to support school aged youth, find efficiencies and identify new revenue possibilities to support its efforts in this arena.

II. Research and Findings

In addition to considering the reports described above, the CCFC and OSCP produced additional reports, gathered data and consulted other internal and external reports to assist in analyzing existing County programs, best practices for system integration and delivery of children's mental health services, current information and referral practices, and current demographic data. The relevant research is described in detail below. This body of research raised issues of service and program fragmentation, barriers to service integration, and equitable access to services across the county.

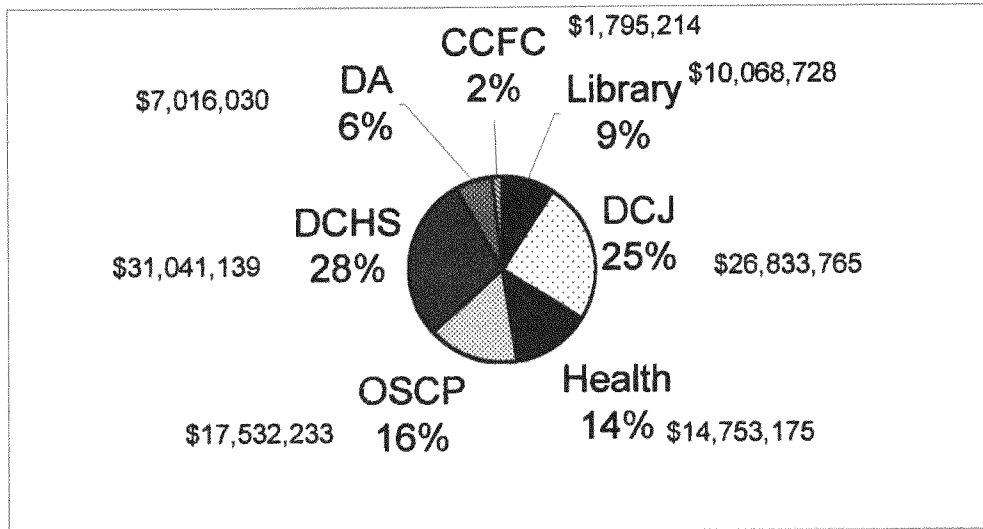
A. Inventory of County Funded Programs for School Aged Youth

In order to better understand County programs for school aged youth, the CCFC and OSCP, in cooperation with the County's Budget Office, created a detailed inventory of these programs. A copy of this inventory is attached as Appendix 2 and contains program descriptions, age group served, total budget for fiscal year 2002/2003, County general fund budget for fiscal year 2002/2003, whether the program is targeted or universally available, the geographic location of the service, whether the service is school based, school linked or County wide and whether the program is focused on prevention, intervention or interdiction

Programs for school aged youth are delivered by six County departments: the Library, the Department of Community Justice (DCJ), OSCP, the Health Department, the Department of Human Services (DCHS), and the District Attorney (DA), and one non-departmental unit, the CCFC. Across these departments, the County officially budgeted a total of \$109,040,284 from all funding sources for services to school aged youth in fiscal year 2002/2003.¹ (See Appendix 2). The following chart illustrates the relative budgets for school aged programs of these departments expressed as a percentage and in dollars.

¹ These figures do not reflect the mid-year budget reduction approved by the Board of County Commissioners on December 19, 2002.

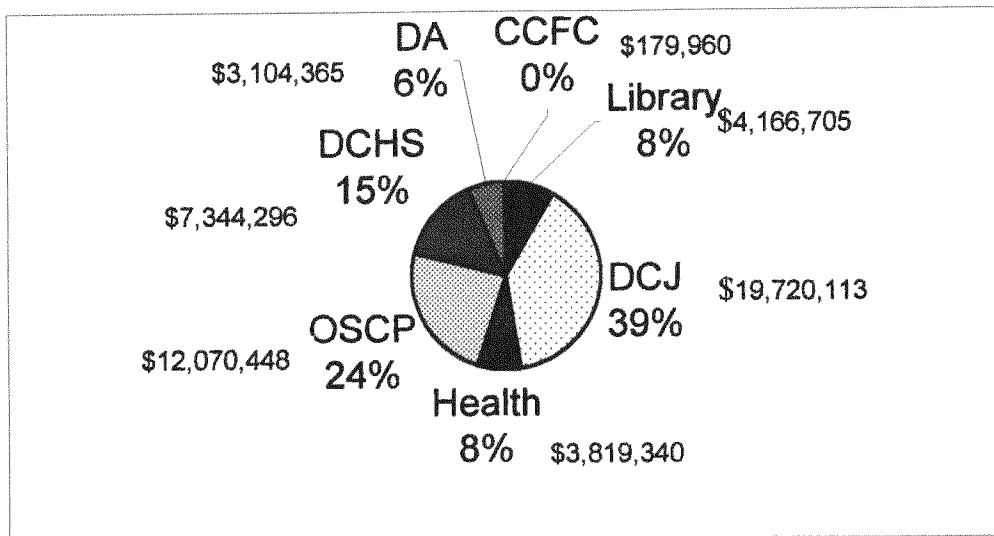
Funds from all Sources Budgeted for School Aged Youth by Department



The County general fund portion of the total budget for school aged youth programs is \$50,405,227 for fiscal year 2002/2003.² The following chart illustrates the relative budgets for school aged programs of these departments expressed as a percentage and in dollars.

County General Fund Budgeted for School Aged Youth by Department

² These figures do not reflect the mid-year budget reductions approved by the Board of County Commissioners on December 19, 2002.



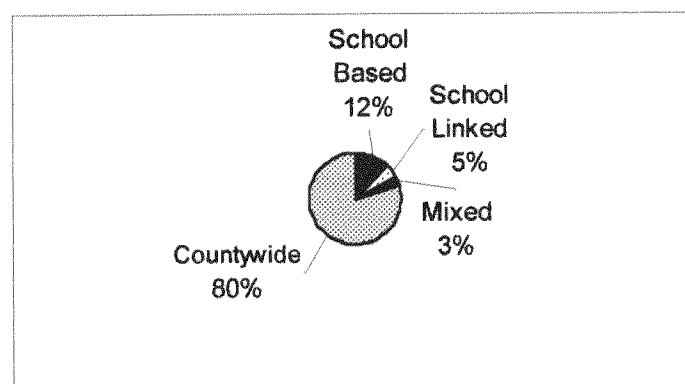
The inventory revealed several important issues:

1. The County funds over 100 separate programs for school aged youth and their families. Programs are planned, funded and managed separately by each of these departments. There is no structural mechanism for interdepartmental program planning for school aged youth, and no common goals or outcomes that apply across programs. When departments want to locate services at schools, each department negotiates with each school separately. This often requires schools and community based organizations to contract with separate arms of the same body for different types of services.
2. There is no mechanism for service planning within any consistent unit of geography. Programs are distributed throughout the County based on different criteria, and different units of geography from zip code to school sites selected on the basis of free and reduced price lunch program usage rates. This lack of integrated and coordinated service planning within a consistent unit of geography makes it difficult to assure equitable distribution of services across the County, to assure that total County resources are targeted to those most in need, and to coordinate with other jurisdictions that provide other social services based upon different geographies.
3. A detailed analysis of programs demonstrates that the County funds multiple "systems" aimed at supporting at-risk school aged youth and their families. These include the Youth Investment system, the Community and Family Service Center system, the Family Resource Centers, SUN schools, Caring Communities, school based mental health consultants, school based health centers, the Student Attendance Initiative and others. Many of these systems and programs have service integration and coordination components, have similar goals, outcomes and target populations and yet operate in overlapping geographies and with no overarching integration or coordination. The

multiplicity of systems is difficult for clients and service staff to negotiate, creates different levels of resources depending upon where a person can access services, creates multiple administrative structures, and makes it difficult to assess whether resources are spread equitably among populations in need.

4. The majority of County funded programs for school aged youth are neither linked to schools nor based in schools and thus not immediately accessible to youth who present with issues at school.³ (See Appendix 2). The following chart demonstrates that 80% of the funds budgeted to support school aged youth are allocated to programs that are neither school based nor school linked.

Funds from all Sources for School Based, School Linked and Countywide Services



In summary, the inventory quantifies the County's investment in services for school aged youth and their families, provides evidence of program fragmentation both across departmental lines, and within departments, reveals multiple systems of care for at risk youth and their families that are distributed based upon no consistent unit of geography, and highlights the lack of interdepartmental service planning and common program outcomes. While individual departments sought to offer quality programs and services, the lack of policy direction to guide these efforts has contributed to fragmentation over time. In addition, no formal structures existed to allow for interdepartmental planning to decrease fragmentation.

B. Recommendations for Children's Mental Health Redesign

Mental health services are currently provided in many schools throughout the County, as well as offered in other settings. (Appendix 2, Pages 8-10). In early 2002, the Child and Family System of Care Workgroup (the "Workgroup") convened by Commissioner Naito, issued their final Recommendations for Children's Mental Health Redesign. This report provides comprehensive recommendations for a mental health system for all

³ County departments designated services as school based, school-linked or countywide based upon the following definitions: 1) School based services are services delivered in a school building; 2) School linked services are services are either referred through schools or directly linked to a school or schools; 3) Countywide services are services that are not connected to schools in any discernible way.

children, and also makes valuable recommendations regarding how and where mental health services for school aged youth should be delivered. A copy of the full report is attached as Appendix 3.

The report notes that recent recommendations from the Surgeon General suggest tapping public schools to identify children with mental health issues, and locating mental health services at schools as a way to improve service to racial and ethnic minorities. The report recommends that mental health services for children should be provided in, or in coordination with schools. Schools, providers and the County must coordinate to provide appropriate screening, assessment and treatment. Parents must be engaged as full partners in developing a plan of care and services must be appropriate for the child and family's language, culture, community and values. Finally, for children that qualify for special education services under an Individualized Education Program, schools, mental health providers and other involved systems should formally coordinate services with each other and with the child's family.

The report specifically recommends the following:

- Improve outreach, screening and assessment for children and youth
- Expand and strengthen the continuum of services
- Seek ways to replace funding and/or service capacity of expiring grants, including Safe Schools and Center for Substance Abuse Targeted Capacity Enhancement
- Improve financing for high need children following residential placement
- Develop a coordinated system for mental health services throughout the schools that build on existing successful programs
- Improve long-range system-wide planning between schools and the County

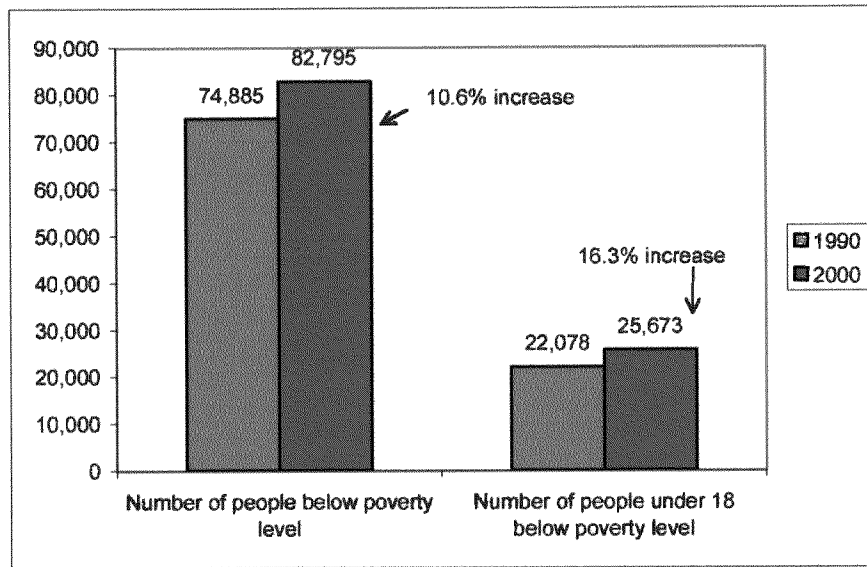
The report also makes specific recommendations for serving special youth populations including improving access, improving the continuum of services, improving services for homeless and sexual minority youth and youth involved with the juvenile justice system, improving transition to the adult system and improving access to and availability of wrap-around services.

C. 2000 Census Demographic Data

The CCFC conducted a detailed analysis of 2000 census and demographic data to analyze population shifts and determine whether the location of current services aligns with the location of those needing services. The data revealed that a significant portion of the County's growth in population from 1990 to 2000 was in East Multnomah County, both for the adult population and the population under 18. The census tracts experiencing the most growth are East of the I-205. Of the people who moved in Multnomah County between 1990 and 1996, 64.2% moved from within the Portland-Vancouver metropolitan area, while about 30% were from outside this area. People who moved from within the area tended to move to North Portland, East Portland and East Multnomah County. People who moved from outside the metropolitan area tended to move to Northwest, Southwest and parts of inner Northeast and Southeast Portland. Both local movers and

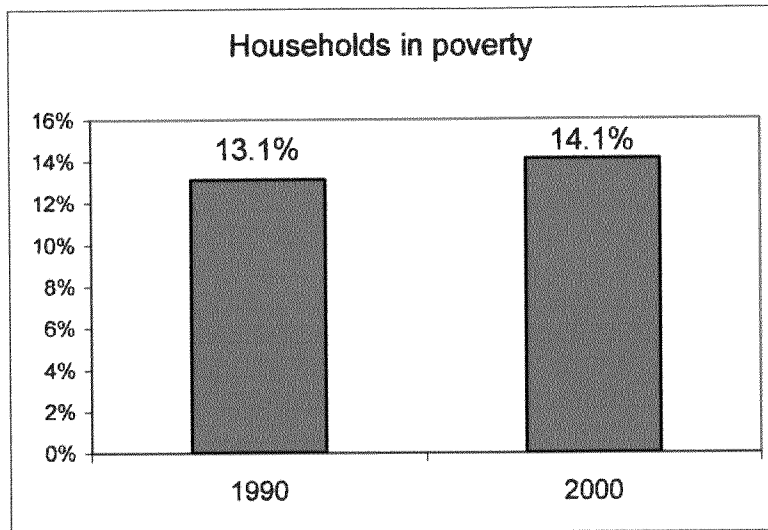
newcomers moved into East County. These trends reflect an increasing scarcity of affordable housing in the urban core, and the resulting movement of those seeking it to the East.

The number of people in Multnomah County living below the federal poverty level increased at a rate of 10.6% between 1990 and 2000. The number of people under age 18 in poverty increased at a faster rate (16.3%) than the rate of population growth between 1990 and 2000 (13.1%).



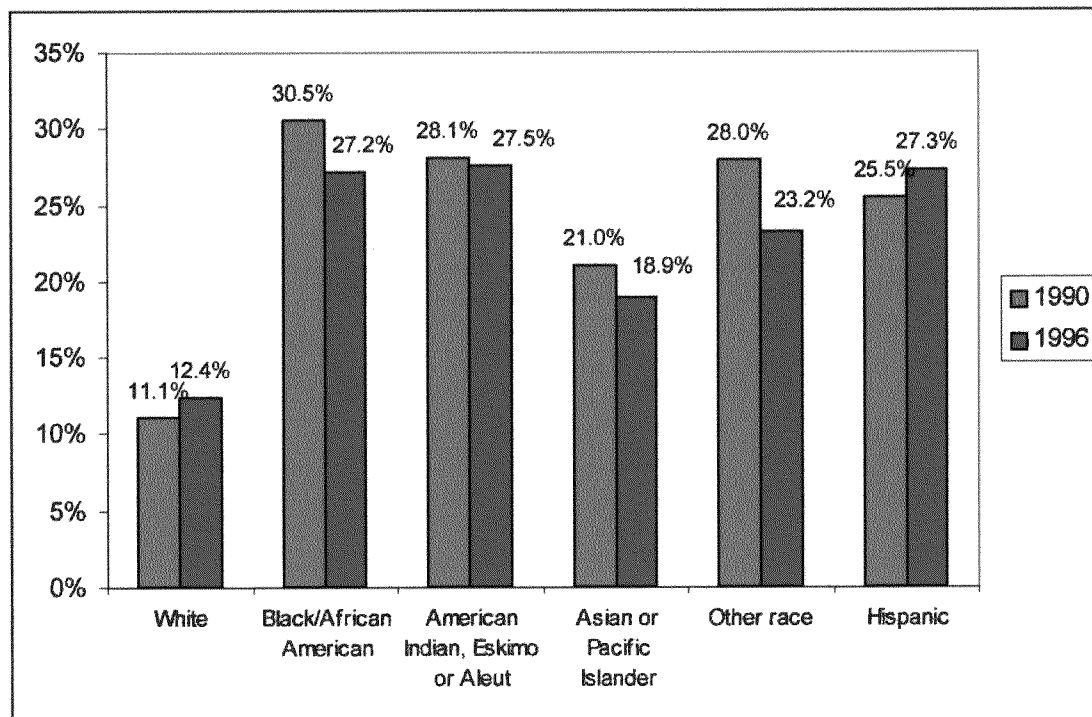
Source: U.S. Census Bureau, 1990 and 2000 Census

The number of households in poverty in the County increased from 13.1% to 14.1% during the 1990s.

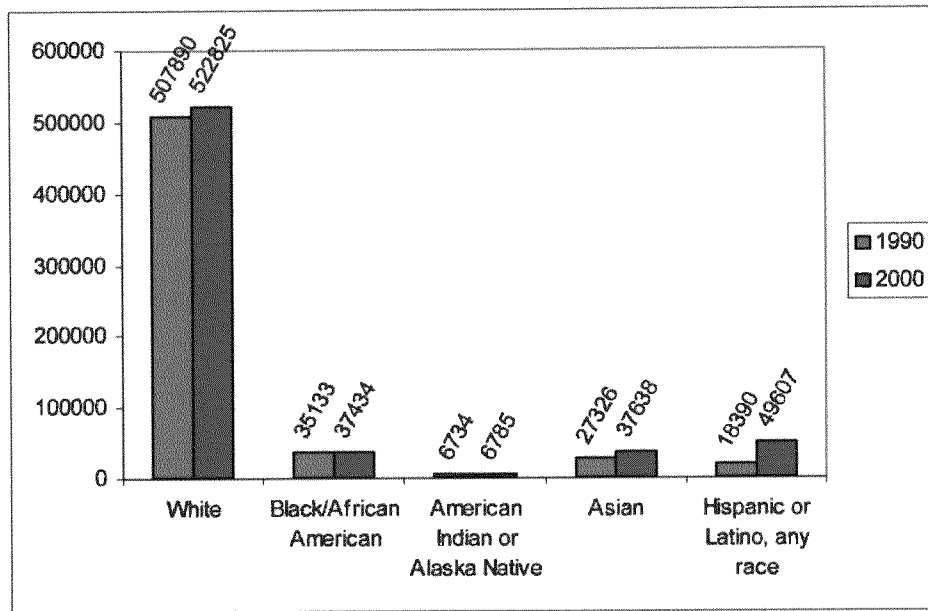


Areas that had high levels of poverty continued to have high levels of poverty. In addition, some areas had large increases in the number of adults and children in poverty especially in East County. At a block group level, the highest concentrations of people living in poverty are centered around sites of public housing. The percentage of minority group members in poverty was still much higher than the white population in 1996, although there was a decrease in the percentage of some minority groups living under the official federal definition of poverty.

Percent of people living in poverty, 1990 to 1996



Data from the 2000 census also shows increases in minority populations including Hispanic, Asian and African American. The Hispanic population nearly tripled over the decade. The maps in Appendix 4 show the distribution of the Hispanic, Asian, Native American and African American populations across the County. The chart below shows the population increases over the decade for racial and ethnic groups.



Because services are not delivered in consistent units of geography across County departments and programs, it is difficult to assess whether appropriate services are currently either accessible or located where children and families who need them reside (or can access them). As noted above, the County's Office of Budget and Quality analyzed County spending on programs for children by school district in 2001. A summary of the study and recommendations is attached as Appendix 5. This study demonstrated that 2001/2002 funding for school based programs, for family centers and homeless services was concentrated in the Portland Public Schools District, most of which is West of the I-205. Further, the proportion of funding for these services in the Eastern school districts was not commensurate with the proportion of the total population of students served by these districts. This study concluded that the County should redistribute some services for school aged youth based on the number of students served in each district. The demographic data cited above confirms this conclusion.

D. Service Delivery Study

Purpose and Design of Service Delivery Study

As part of the effort to identify overlap and duplication of effort, develop recommendations to improve service delivery and coordination, decrease paperwork and improve data collection, the CCFC and OSCP commissioned a Service Delivery Study.

A copy of the study is attached as Appendix 6. The County's Research and Evaluation unit conducted the study and considered the information and referral system, service delivery and linkage practices among programs delivered by OSCP and the Student Attendance Initiative (SAI), a program delivered by the Department of Community Justice. The researchers first took a census of all internal and external staff working in OSCP funded programs and in SAI. Using this list, they randomly selected 120 staff to interview, and interviewed 62 staff. The interview pool reflected the total pool of 418 staff associated with OSCP programs and SAI such that sample opinions can be generalized to the whole group with a moderately high degree of confidence. The interview tool asked staff for the following information:

- Information on the type of service provided
- The geographic location of the service
- The percentage breakdown of a staff person's job responsibilities for information and referral, case management, family advocacy, problem solving, counseling, sharing client information with other agencies and client follow-up
- Whether and how a staff person coordinates programs
- Whether the staff person provides direct services
- Whether and how staff connects to schools
- Whether the staff person is a culturally specific resource person

Staff were also presented with scenarios involving single and multi-problem families and asked to outline the services their agency would provide to help the client, and what other services staff would refer the family to. Staff was also asked to assess the strengths and weaknesses of their program and the system as a whole, and to give suggestions for redesigning the system.

Service Delivery Study Findings

The study found that service sites and staff are not necessarily clustered in areas where census data shows the highest populations of children under 18, single heads of households, and poverty. In addition, there are few sites and staff East of the I-205. Interviews showed that while some people are mobile, most staff is stationary and clients must access services at the agency location.

The study also found that while 84% of staff does some type of information and referral, there was no consistent response to the multi-problem family in terms of the information and referrals, and services staff would make or provide. Staff noted many challenges for service delivery in the County. Staff highlighted families' difficulty in accessing what services there are. Low quality, incomplete and inconsistent information and referral make it hard for families to find what is available. One staff person said, "It's as if we hide things on purpose." Staff also stressed a lack of services that were actually available to meet the myriad needs of families. This lack of available services often leads families to making many calls in hopes of finding someone who can help them, and leads staff to make referrals even though the chances of families finding what they need may be slim.

Service Delivery Study Recommendations

The study made several recommendations for system changes based on the findings including the following:

- Centralize the information and referral system and assuring that referrals are given to services that are actually available.
- Assure that staff that does information and referral have and dispense better and more consistent information on available services for a multiplicity of needs.
- Identify and promoting existing information and referral tools such as www.oregonhelps.org to both end users with computer access and to professionals who do information and referral.
- Consider service packages and/or bundling to make services available more uniformly across the County and to assure that clients take advantage of all services they are eligible for.
- Consider more mobile services to meet needs in geographic areas where there are no service delivery sites.
- Consider alternatives to current data collection such as assessing trends and using sampling to decrease time spend on paperwork.
- Devise ways to prevent future fragmentation that creates difficulty for clients trying to access services.

E. Best Practices Review

In developing the framework, the CCFC researched best practices for integrating delivery of services to school aged youth. The results of the research are compiled in a report titled, *Integration of Services for School-Aged Youth: A Review of Best Practices* and attached as Appendix 7. The report includes research on ideal service integration from the client's point of view, case studies of how other jurisdictions have worked to better integrate services at the local level, and recommended next steps for better service integration in the County.

Best Practices for Service Integration Report Findings

The ideal system for delivery of services allows clients to enter from multiple points, allows access to multiple services from any entry point, assesses a client's needs when the client first accesses services, uses a common needs assessment for all agencies in the system, and employs a common data system so that information can be easily shared across agencies. Service integration can focus on the federal, state or local level and different strategies may be used depending upon the services that are integrated.

At the local level, service integration approaches most commonly include:

- Case management
- Service co-location
- Information and referral
- Mobile service delivery
- Interagency agreements
- Co-application/co-eligibility procedures
- Non-categorical funding
- Programs and agency consolidation

Service delivery systems have used different processes for increasing the levels of cooperation, coordination, collaboration and integration of agencies. These most often are 1) coordinating administrative structures, 2) creating connections among service providers and 3) case management. Coordinating administrative structures includes changing information management systems across agencies so that systems can “talk to each other” about common clients. It is also necessary to standardize the type of information collected from clients so that information can be used and understood across agencies. Agencies must also deal with confidentiality issues. This can be done using a variety of methods including obtaining informed consent from clients to share information with other agencies, developing mutually agreed upon releases for sharing certain types of information across agencies, and developing interagency agreements and memoranda of understanding that specify what types of information will be shared, how it will be shared, who has access to the information, why the information is shared, and assurances blocking further disclosure. Case management helps clients with multiple needs access services from a variety of sources. However, case managers often lack skills beyond their specialty area, and multi-problem clients are often “managed” by case managers from different systems with conflicting plans for the client.

Basing services for school aged youth at schools is a common co-location strategy because many of the potential clients are already there. Schools are also often important focal institutions in neighborhoods and, in some cases, serve as community resource centers. Jurisdictions have employed multiple methods to integrate a variety of social and health services at school sites including universal assessment and referral of families at school registration for risk factors associated with school failure, forming collaboratives of key stakeholder groups that plan, implement and monitor jointly delivered school based services, and mobile health centers. The report cautioned against locating all services for school aged youth in schools and recommended a balance of community based services and school based services to meet the needs of youth who are not in school, and to assure that families who are not comfortable receiving service at schools have an alternative.

Information and referral systems must also be addressed to support service integration. A needs assessment should be conducted to determine the system design. Key issues are developing rules for the inclusion and exclusion of information and services, the range of services callers are likely to seek, the most frequently asked questions, the pattern of demand for information over time, how the system links to the real time availability of services, and the procedures for updating information. Regardless of how the system is designed, adequate staffing and technology must be available to support smooth functioning.

Best Practices for Service Integration Report Recommendations

After considering different approaches to service integration, and the current state of Multnomah County’s efforts in the arena, the report made the following recommendations:

- Multnomah County should identify a set of services for school-aged youth and children that would benefit from consolidation of funding and consider the

feasibility of working with the State of Oregon to consolidate funding for these services. Consolidation of funding would facilitate service integration at the local level.

- The County should examine the eligibility/assessment procedures of the agencies and programs that use County funds and identify a group that would benefit from using the same eligibility and assessment procedures. The County should then employ a combination of methods that would allow for sharing client information across these agencies.
- The County should consider the feasibility of improving service coordination through the use of a common client data system for this group of agencies and/or programs that allows for the collection of all client information that is common to the agencies and programs. The County should examine how case management is currently used in this set of agencies and programs and consider centralizing this function.
- The County should identify the current practices being used for information and referral across this group of agencies and programs and create a common system. The County should consider working with the ongoing 211 effort as a means to improving information and referral.

F. Summary of Issues Identified From Research

The existing research and new research commissioned for the development of the policy framework raised the following issues:

- **Service and Program Fragmentation:** Programs and services for school aged youth are fragmented with multiple systems of care for at-risk youth. There is a lack of interdepartmental planning and coordination for school aged services within the County, and among jurisdictions. Most services for school aged youth are neither based in nor linked to schools.
- **Barriers to Service Integration:** Lack of common eligibility standards, multiple, prescriptive funding streams for services, and current confidentiality practices are barriers to better service integration.
- **Access, Geographic Distribution of Services, and Equity:** Whether a person can access services often depends upon where they live, or go to school, rather than whether they are eligible for a service. Service dollars are not spread equitably across the County.
- **School Based Services:** Best practices support basing some services for school aged youth at schools.
- **Information and Referral:** Information and referral is inconsistent in quality, and is done by (84%) of staff for OSCP programs and SAI.
- **Demographic Shifts:** There is an increasing population living in poverty East of the I-205. The County is increasingly diverse; the Hispanic population has nearly doubled in a decade. There is a corresponding increase in need for culturally competent services.

The next section of this report details the public input collected by the CCFC and OSCP on these issues and the recommendations proposed in these studies to address them.

III. Public Input Process

With the issues outlined above in mind, the CCFC and OSCP constructed a process to gather input from County staff, non-profit service providers, parents, youth, cultural groups, community leaders and school personnel. The process was iterative with many components occurring simultaneously and with continuing revision of products as further feedback was gathered. In general, requests for input were centered on the following questions:

- What is the County's role in supporting students' educational success?
- What is the best way to organize delivery of services and how can the County ensure equitable distribution of resources?
- What types of services should be school based versus community based?
- What constitutes cultural competency?
- What parts of the current system work well for children and families, and what needs improvement?
- How should the County's investment in services for school aged youth be prioritized?
- Where are the opportunities for better linkage and coordination between and among programs and services for school aged youth, and the jurisdictions that provide the services?

After the recommendations for system change were developed based on research and input, many groups and individuals were solicited for input on the change recommendations. A web-based survey was posted to gather input on the change recommendations and input was incorporated into the draft framework. The draft framework, including the change recommendations, is detailed in the section IV of this report.

A. Groups Providing Input

Advisory Group

A 35 member Advisory Group was impaneled in June 2002 to advise the co-chairs, Kathy Turner⁴ and Lorenzo Poe, on developing a vision, goals, outcomes, strategies and recommendations. The members included service providers, County staff working in departments that provide services for school aged youth, school personnel, the State Department of Human Services, representatives of organizations of cultural and ethnic groups, Multnomah Education Service District, alternative schools, Portland Parks and Recreation community schools, United Way, and the Multnomah Youth Commission. A complete roster of the Advisory Group is attached at Appendix 8.

The Advisory Group was charged with advising the co-chairs in the creation of the school services policy framework to guide the County's investment in services for this age

⁴ Kathy Turner was a co-chair of the Advisory Group while she was the Executive Director of the CCFC. When Sue Cameron became Executive Director of the CCFC in August 2002, she took over as co-chair for Kathy Turner.

group. The Advisory Group agreed to prepare for and participate in eight meetings and at least one focus group and one community workshop. They also agreed to provide input to the co-chairs in the following areas:

- The project scope and methodology
- Existing reports and studies on services for school aged youth as well as studies commissioned for the framework development
- Guiding principles, vision, goals, outcomes, strategies and recommendations
- The role of the County vis-à-vis other government and non-profit entities
- Service distribution and funding criteria
- Administrative improvements
- Opportunities for collaboration and leveraging

Focus Groups

A series of 19 focus groups were conducted in which 220 people participated. Focus group questions were tailored to the type of group consulted e.g. youth, parents, service providers. The groups consulted included African American community members, alternative school directors, SUN site managers, Asian American community members, Caring Community coordinators, staff from each County department providing services to school aged youth, Latino community members, sexual minority youth, Group 3, parents, and the Multnomah Youth Commission.⁵ A complete report on the focus groups that includes a listing of all groups consulted, the questions each group was asked, and the responses to the questions is contained in Appendix 9.

Community Workshops

Two community workshops were held to get input on the questions and issues described above. A total of 75 people attended. The first workshop focused on cultural competency and prioritization of service arenas for the County. The second workshop focused on soliciting input on the draft framework.

B. Themes and Key Findings

The large volume of public input gathered has been condensed to the following themes and key findings on the issues and questions raised and discussed above.

County Role

Most people who provided us with input thought that the County should be involved in supporting educational success. People thought that some of that support should be provided through school based services, but that the County should not provide “gap” funding for schools and districts because it reduces funding for necessary social service supports to school aged youth and their families. People also thought that the County should facilitate the participation of families and communities to help solve community problems, and regularly convene elected officials, youth and parents to educate everyone about what is happening in young people’s lives, schools, neighborhoods and in cultural and ethnic communities.

⁵ The Multnomah Youth Commission was formerly named the Youth Advisory Board of Multnomah County.

Key Benchmarks

People thought that the County should be tracking progress on benchmarks, and that benchmarks should be those developed by the State and the local Progress Boards.

Stakeholders most commonly cited the following benchmark areas:

- Families' basic needs (including food, shelter, health services and clothing) are met, and families move toward self-sufficiency.
- Children's readiness to learn, literacy and lifelong learning skills improve.
- Public safety improves.
- Efficiency and accountability of services provided to support children and families.

Equitable Geographic Distribution of Services

Many stakeholders cited a lack of services in East County, growing need in East County, and the inability of people in need to access existing services in East County. People think the County should assure that everyone can easily access basic services, especially health and mental health services, regardless of geography.

Most stakeholders agreed that high school catchment areas were the best boundaries to use in organizing service delivery, and the best way to assess whether all parts of the County had equal access to supports for school aged youth and their families. People thought this would allow the County, the State and the schools to align and coordinate delivery of their respective services since the State and the schools already use these boundary lines.

School Based Versus Community Based Services

Most stakeholders agreed that schools were the best way for the County and other service providers to reach the largest number of children and their families. Almost all stakeholders agreed that the following services should be offered at all schools:

- Nutrition (free/reduced price meal program)
- Health
- Mental Health
- Drug and alcohol abuse prevention and referral for treatment
- Social service information and referral

Many stakeholders also asked that the following services be sited at schools:

- Violence prevention
- After school activities including academic and recreational activities.
- Counseling for higher education and employment.

Stakeholders generally cited a need for more school based health, mental health and alcohol and drug abuse prevention and treatment referral services. People also agreed that service delivery should be tailored to each community, both in terms of the service mix, and how services are delivered. Geographic and cultural differences should be taken into account.

While stakeholders generally favored school-based services, many also thought that some community based services for school aged youth should also be retained because:

- It is important to serve families as a whole and some school-based services are not geared toward families.
- Many school-aged youth who most need services are not attending school and thus cannot access services there.
- Some schools cannot host more services due to lack of space.
- Sometimes the school administration does not favor siting services at the school because it can distract from the educational focus and importance of classroom time.
- In schools where there are many services on site, there is often a lack of coordination between them, and the school administration is sometimes not fully aware of what is available in the building.

Cultural Competency

Many stakeholders noted that it is not clear whether offering culturally competent services means the County offers services that are culturally respectful, sensitive and welcoming, or whether services must be delivered by providers and/or staff who are of the cultural group being served and speak the language. Some people thought that in order to be culturally competent, providers of services must hire, train and retain minority staff and that the County should provide training and technical assistance for minority service providers. People thought that this tension should be resolved and that the County should set standards and define the components of a “culturally competent” service.

Stakeholders who participated in the African American, Asian American, Native American, Latino and sexual minority youth focus groups all requested that separate, culturally specific services be made available to these groups. They thought people would travel longer distances if the service were culturally comfortable and effective. Other stakeholders said that while it might be preferable to offer separate, culturally specific services to cultural groups, it is not financially feasible, it might perpetuate cultural isolation, and it may limit access.

Many providers noted that they are struggling to provide culturally competent services but that it is challenging given the growing diversity of cultural and ethnic groups across the County. People also noted the existing and growing need for services to non-native English speakers including translation and interpretation services.

Information and Referral/Service Integration

Many stakeholders requested a centralized source of information and referral because they felt that the current “system” is fragmented and difficult to understand. They also noted that services must be better integrated from the client perspective e.g. more of a seamless web that does not require multiple contacts for multiple services. Stakeholders felt that the County is in a unique position to pull together community organizations and other jurisdictions to integrate services and leverage resources. Many stakeholders pointed to the current 211 effort headed by United Way as a step in the right direction.

Eligibility Requirements

Both service providers and youth who use services lamented the use of eligibility requirements. For service providers, they mean extra paperwork and less time to serve clients. For clients, they mean multiple forms to fill out for each service they need, and the stigma of “qualifying” for services. While recognizing these problems with eligibility requirements, people also noted that limited resources should be targeted at those most in need. Some stakeholders noted that cross-agency agreements on a common eligibility form for a group of services would cut down on duplicative paperwork for both service providers and clients.

Effective Service Delivery

Service providers pointed out the importance of developing relationships with clients both to provide quality services and to effectively refer clients to other services. One of the barriers to developing relationships with clients is high staff turnover caused by low wages and lack of benefits. Also, the instability of funding for many programs causes programs to come and go, which also inhibits relationship building.

Accountability and Evaluation

Stakeholders felt that program staff and clients should be involved in developing program goals and in assessing whether programs have met their goals. Evaluation should be data driven but also take into account anecdotal evidence. It would be helpful if different funders began using common reporting forms that requested similar information so that providers could cut down on paperwork. Stakeholders felt that the County should evaluate the cultural competency of its County programs and contracted programs. Finally, stakeholders suggested that the County publish an annual report assessing how the system as a whole is making progress in meeting major benchmarks.

Solutions Proposed Through Public Input

Many stakeholders offered potential solutions to the issues discussed above. While this list is not exhaustive, it captures major themes.

- **Organization of Service System:** Organize service delivery using school boundaries and offer some services at schools.
- **Mobile Units:** Offer key services such as health, mental health, and drug and alcohol prevention and treatment referral, via mobile units that keep regular schedules at regular locations.
- **In-School Resource Specialists:** The County and schools should work together to provide in-school resource specialists that serve several schools on different days to connect parents, students and teachers to needed resources.
- **Information and Referral:** Put information kiosks at all Multnomah County sites and work with United Way’s regional 211 efforts to improve access to services.
- **Menu of Services:** The County could offer a menu of services to schools and let communities choose what is most needed. The County should require that communities have a plan to address core issues and needs.
- **Best Practices:** Provide and promote best practices information to all service providers.

IV. Proposed Policy Framework

Using the research findings, and input from stakeholders and community members, an ad hoc team of County staff developed a set of policy recommendations for changes to the system of services for school aged children and their families. After the initial development of these recommendations, stakeholders and community members had an opportunity to comment. The recommendations have been revised numerous times based upon input received from many groups and from individuals responding to the web based survey. For a complete list of groups consulted for feedback see Appendix 10.

The policy recommendations are as follows:

1. **County Role:** Provide funds for school based and school linked services for children and their families that assist all students in succeeding in school. Use natural helpers, cultural mentors, professionals, paraprofessionals, parents, interns and volunteers to provide the support and resources that promote developmental assets and academic achievement. Define a core set of culturally appropriate goals, services, resources, and technical assistance activities.
2. **One System/One Backbone:** Design an integrated system of care that is geographically coordinated with other jurisdictions and that provides access, intake and linkages to serve communities countywide.
3. **Culturally Specific Programs:** The County, in partnership with the geographic and culturally specific entities, will strive to provide culturally and linguistically specific services to school aged children and their families countywide.
4. **Equity:** Distribute services based on population of children on free and reduced lunch, % of children on free and reduced lunch, and neighborhood poverty, using census, school, ODE and community and culturally determined data that is county validated.
5. **Boundaries:** Align service boundaries to establish effective interagency coordination between local, county, state and federal jurisdictions and community and business partners.
6. **Information and Referral:** Re-design information and referral system in order to provide equal access for residents of Multnomah County. Information and referral system will strive for a culturally specific and multi-lingual approach and have current and relevant data about available resources.
7. **Less Paperwork:** Align intake, measurement and databases with other departments and jurisdictions when appropriate.
8. **Departmental Linkage:** Designate the Office of School and Community Partnerships as the implementer of this Framework, with a clear accountability plan and inclusive community involvement process.
9. **New Revenues:** Create a virtual grants office that will coordinate county departmental grants around school-aged services to support framework funding strategies.
10. **Evaluation:** Create and maintain strong, viable, consistent monitoring and evaluation system of desired outcomes of framework and process itself in partnership with community.

These policy recommendations will be presented to the Board of County Commissioners for Multnomah County for adoption on February 6, 2003. Implementation planning to put the recommendations into action will begin immediately following adoption by the Board.

AGENDA PLACEMENT REQUEST

Board Clerk Use Only:
Meeting Date: February 6, 2003

Bud Mod #:

Agenda Item #: R-4

Estimated Start Time: 10:00 AM

Date Submitted: 02/05/03

Requested Date: February 6, 2003

Time Requested: 1 hour

Department: Non-Departmental

Division: CCFC

Contact/s: Sue Cameron / Lisa Pellegrino

Phone: 503-988-6906

Ext.: 86906

I/O Address: 166/1075

Presenters: Sue Cameron

Agenda Title: Resolution Adopting the School-Aged Services Policy Framework Report: Findings and Policy Recommendations

NOTE: If Ordinance, Resolution, Order or Proclamation, provide exact title. For all other submissions, provide clearly written title.

Please answer all relevant questions; leave others blank. Please do not alter form.

1. What action are you requesting from the Board? What is the department/agency recommendation?

- Adopt School Aged Services Policy Framework Report: Findings and Policy Recommendations.
- Direct appropriate departments to implement recommendations.

2. Please provide sufficient background information for the Board and the public to understand this issue.

In May of 2001, County Commissioners Lisa Naito and Serena Cruz called for an examination of the County's investment in programs for school aged youth and their families. On May 31, 2001, the Board of County Commissioners passed resolution No. 01-071 appointing a task force to develop recommendations for services to children and families in schools. The Commission on Children, Families and Community and the Office of School and Community Partnerships were charged with creating a school aged services policy framework to align county services for school aged youth. Lorenzo Poe and Sue Cameron co-chaired the advisory group. The framework was created with input from a wide range of focus groups, an advisory group, and community workshops. In

addition, an inventory of county programs for school aged youth, a best practices study on service integration for school aged youth and a service delivery study were completed to assist the advisory group and its co-chairs in creating the framework and recommending system changes.

The policy recommendations included in the framework are as follows:

1. **County Role:** Provide funds for school based and school linked services for children and their families that assist all students in succeeding in school. Use natural helpers, cultural mentors, professionals, paraprofessionals, parents, interns and volunteers to provide the support and resources that promote developmental assets and academic achievement. Define a core set of culturally appropriate goals, services, resources, and technical assistance activities.
2. **One System/One Backbone:** Design an integrated system of care that is geographically coordinated with other jurisdictions and that provides access, intake and linkages to serve communities countywide.
3. **Culturally Specific Programs:** The county, in partnership with the geographic and culturally specific entities, will strive to provide culturally, linguistically and gender specific services to school aged children and their families countywide.
4. **Equity:** Distribute services based on countywide populations with high risk needs, including the number of children on free and reduced lunch, the percentage of children on free and reduced lunch, and neighborhood poverty, using census, school, ODE and community and culturally determined data that is county validated.
5. **Boundaries:** Align service boundaries to establish effective interagency coordination between local, county, state and federal jurisdictions and community and business partners. Boundaries will be used as guides but not as barriers to service delivery. Adjustments to DHS boundaries will be made for effective coordination of service delivery.
6. **Information and Referral:** Re-design information and referral system in order to provide equal access for residents of Multnomah County. Information and referral system will strive for a culturally specific and multi-lingual approach and have current and relevant data about available resources.
7. **Less Paperwork:** Align intake, measurement and databases with other departments and jurisdictions when appropriate.
8. **Departmental Linkage:** Designate the Office of School and Community Partnerships as the implementer of this Framework. OSCP will be charged with the administration and management of the School Aged Policy Framework. OSCP will ensure the sound administration and implementation of all components of the School Aged Policy Framework. OSCP will oversee the planning, implementation, technical assistance, training, monitoring and quality assurance activities. OSCP has the formal authority to coordinate the alignment of school aged services contracts throughout county departments for seamless service delivery. OSCP will be responsible for defining and ensuring service and system accountability between county departments. OSCP will respectfully seek the expertise of other county departments and Department Directors will be responsive to the Director of OSCP in the planning, implementation and operation of

- the Framework. OSCP will also be responsible for overseeing service and system coordination between children and families, schools, providers, and other cross jurisdictional entities involved in the framework.
9. **New Revenues:** With existing resources, develop capacity to coordinate county departmental grants related to services for school aged youth to support funding for framework strategies.
 10. **Evaluation:** Create and maintain a strong, viable, and consistent monitoring process that evaluates system and program outcomes in partnership with the community.
 11. **Stakeholder Participation:** Service delivery planning and implementation will be inclusive and comprehensive, involving all stakeholders.

Please see the attached School-Aged Policy Framework Report: Findings and Policy Recommendations for more detail on the policy recommendations.

3. **Explain the fiscal impact (current year and ongoing).**

Fiscal impact will depend upon implementation planning which will occur after the policy recommendations are adopted.

NOTE: If a Budget Modification or a Contingency Request attach a Budget Modification Expense & Revenues Worksheet and/or a Budget Modification Personnel Worksheet.

If a budget modification, explain:

- ❖ **What revenue is being changed and why?**
- ❖ **What budgets are increased/decreased?**
- ❖ **What do the changes accomplish?**
- ❖ **Do any personnel actions result from this budget modification? Explain.**
- ❖ **Is the revenue one-time-only in nature?**
- ❖ **If a grant, what period does the grant cover?**
- ❖ **When the grant expires, what are funding plans?**

NOTE: Attach Bud Mod spreadsheet (FORM FROM BUDGET)

If a contingency request, explain:

- ❖ **Why was the expenditure not included in the annual budget process?**
- ❖ **What efforts have been made to identify funds from other sources within the Department/Agency to cover this expenditure?**
- ❖ **Why are no other department/agency fund sources available?**
- ❖ **Describe any new revenue this expenditure will produce, any cost savings that will result, and any anticipated payback to the contingency account.**
- ❖ **Has this request been made before? When? What was the outcome?**

If grant application/notice of intent, explain:

- ❖ **Who is the granting agency?**
- ❖ **Specify grant requirements and goals.**
- ❖ **Explain grant funding detail – is this a one time only or long term commitment?**
- ❖ **What are the estimated filing timelines?**
- ❖ **If a grant, what period does the grant cover?**
- ❖ **When the grant expires, what are funding plans?**

❖ **How will the county indirect and departmental overhead costs be covered?**

4. Explain any legal and/or policy issues involved.

See policy recommendations above.

5. Explain any citizen and/or other government participation that has or will take place.

Citizens and representatives of other governments participated in the advisory group (35+ members attended 8 meetings), focus groups (19 focus groups with 220 attendees), and community workshops (2 workshops with 75 attendees). Other groups such as Group 3, the Leaders Roundtable Action Team and the school superintendents were also consulted. The recommendations described above have been posted on the CCFC's web site since mid-November with a survey for interested people to submit further input. Over 200 people have responded with input on the recommendations. Many other groups have also given input during December 2002 and January 2003 including each of the Caring Communities, Directors of Student Achievement for Portland Public Schools, staff of county departments, and groups representing cultural and ethnic minorities.

Required Approvals (typed names indicate approval)

Department/Agency Director (type name of approver):

Sue Cameron
Lorenzo Poe

Agenda Review Team

By: (type name of approver):

Date:

**Proposed
School-Aged Policy
Framework
Policy Recommendations**

February 5, 2003

I. School-Aged Policy Recommendations for an Alignment Model

| Current situation and key questions | It is recommended that the County's Policy is.... | Implementation Options |
|---|---|--|
| 1) Role <ul style="list-style-type: none"> What is the role of the county as it relates to school-aged services? Are schools a good place to provide services? Key benchmarks: School success, decrease poverty, lower juvenile crime, readiness to learn, & improve government | Provide funds for school based and school linked services for children and their families that assist all students in succeeding in school. Use natural helpers, cultural mentors, professionals, paraprofessionals, parents, interns and volunteers to provide the support and resources that promote developmental assets and academic achievement. Define a core set of culturally appropriate goals, services, resources, and technical assistance activities. | Targeted Services: all to be discussed further in program development phase. Health Services: to be discussed further in program development phase. Mental Health, Addiction Services and family case management: <ul style="list-style-type: none"> Assessment, pretreatment, treatment readiness, mental health consulting and aftercare, Mental health treatment. Social Services for educational support: <ul style="list-style-type: none"> Emergency services (e.g. utility assistance, homeless services, emergency and transitional housing). Culturally specific family school coordination, attendance tracking, homework club, tutoring, mentoring, individual student and family intervention/case management, parent education, family advocate, literacy, family and community engagement. Library Services for educational support <ul style="list-style-type: none"> Books 2 U, Libros, School Corps |
| 2) One System/One Backbone <ul style="list-style-type: none"> Several different systems of care exist FRC, SUN, Community and Family Service Centers, and more Clients don't know where to go for services. Staff are unable to do I&R well given the fragmentation | Design an integrated system of care that is geographically coordinated with other jurisdictions and that provides access, intake, and linkages to serve communities countywide. | <ul style="list-style-type: none"> Align the different system strategies to be one coordinated system. Define the role of the county. Define the role of the geographic based system. Implement the policy of no pass without a receiver. Do not pass clients on to another agency without knowing whether someone can meet their needs. Explore how DHS White City co-management model could be used for the geographic entity. |
| 3) Culturally Specific Programs <ul style="list-style-type: none"> SEI/African American African Community Center of Oregon Asian Family Center/ Asian Health and Service Center Bienestar/Villa de Clara | The county, in partnership with the geographic and culturally specific entities, will strive to provide culturally, linguistically, and | <ul style="list-style-type: none"> It is the intent to "raise the bar" on providing services to diverse populations by increasing access for all culturally diverse children and families. County's diversity initiative will make recommendations around the delivery of culturally specific and appropriate services. Existing culturally specific programs will be |

Proposed School-Aged Policy Framework Policy Recommendations

February 5, 2003

| Current situation and key questions | It is recommended that the County's Policy is.... | Implementation Options |
|--|---|---|
| <p>Vista/Hispanic</p> <ul style="list-style-type: none"> ▪ NARA/NAYA/Native American ▪ ALMAS (OCHA, OHDC, El Programa Hispano) ▪ Slavic Coalition ▪ Girls Initiative Network | <p>gender specific services to school aged children and their families countywide.</p> | <p>a resource in building the capacity of our institutions to be culturally appropriate.</p> |
| <p>4) Equity</p> <ul style="list-style-type: none"> ▪ County wide services to school aged children and their families are not distributed equitably. | <p>Distribute services based on countywide populations with high risk needs, including the number of children on free and reduced lunch, the percentage of children on free and reduced lunch, and neighborhood poverty, using census, school, ODE and community and culturally determined data that is county validated.</p> | <ul style="list-style-type: none"> ▪ Two tiers of school based service support are being recommended. ▪ High poverty: 40% F/R and # of F/R higher. ▪ Low poverty: Below 40% F/R and # of F/R. ▪ An index that takes into account both the # and % of children on free and reduced lunch for each school. ▪ Poorest half of neighborhood poverty index as defined by elementary school attendance boundaries. ▪ A set of risk factors will inform programmatic design. High risk populations including teen parents, out of school youth, runaway youth, and youth at risk of dropping out will have access to a core set of social services for educational support offered county wide. |
| <p>5) Boundaries</p> <ul style="list-style-type: none"> ▪ Different geographic boundaries for state, county, and schools ▪ No coordination within the systems of care ▪ Clients unaware of location of services ▪ Staff unable to form teams with other jurisdictions | <p>Align service boundaries to establish effective interagency coordination between local, county, state, and federal jurisdictions and community and business partners.</p> <p>Boundaries will be used as guides but not as barriers to service delivery.</p> <p>Adjustments to DHS boundaries will be made for effective coordination of service delivery.</p> | <ul style="list-style-type: none"> ▪ Geographic areas will include more than one high school cluster but... ▪ K-12 cluster approach to services. ▪ DHS boundaries are proposed; 1) Wilson, Lincoln and Roosevelt [boundary adjustments for this region will be discussed with DHS] 2) Jefferson 3) Grant Madison 4) Franklin, Cleveland, Marshall, 5) Parkrose, David Douglas 6) Reynolds, Barlow, Gresham, Centennial, Corbett. ▪ Roosevelt cluster and Westside will programmatically receive their services within their own k-12 cluster. ▪ E.g. School based health clinics serve youth and families within the K-12 cluster. ▪ Align Caring Community boundary lines to six regional entities. ▪ Culturally specific services could be provided countywide and aligned geographically. |

Proposed School-Aged Policy Framework Policy Recommendations

February 5, 2003

| Current situation and key questions | It is recommended that the County's Policy is.... | Implementation Options |
|--|---|---|
| 6) Information & Referral <ul style="list-style-type: none"> Current system undefined Inconsistent information given to potential clients Staff time used inefficiently trying to find resources | Re-design information and referral system in order to provide equal access for residents of Multnomah County. I & R system will strive for a culturally specific and multi-lingual approach and have current and relevant data about available resources. | <ul style="list-style-type: none"> I/R should be multilingual. Central system has web/telephone access. Database needs to be designed to have up-to-date information about availability of services. Align all county I & R functions into one system keeping in mind eventual connection to future 211 system. Align with DHS when appropriate. A broader I & R discussion will take place countywide and with County partners. Alignment of I & R functions will be cross departmental within the county and not just with school aged services. |
| 7) Less paperwork <ul style="list-style-type: none"> Duplicative paperwork for the... <ul style="list-style-type: none"> ✓ System ✓ Clients ✓ Staff | Align intake, measurement, and databases with other departments and jurisdictions when appropriate. | <ul style="list-style-type: none"> Design a single survey form for all agencies - state, county, and schools - to share and use, which protects client confidentiality and rights. Each agency could use the web-based survey that the client filled out (see DHS survey). Measure fewer items across systems. Use sampling and other ways to reduce amount of county funded evaluation. |
| 8) Departmental linkage <ul style="list-style-type: none"> County has school aged programs in almost every single department We often are viewed as fragmented by partners We often consider ourselves fragmented within our departments and among our departments We often operate through departmental silos. | Designate the Office of School and Community Partnerships as the implementer of this Framework. <p>OSCP will be charged with the administration and management of the School Aged Policy Framework.</p> <p>OSCP will ensure the sound administration and implementation of all components of the School Aged Policy Framework.</p> <p>OSCP will oversee the planning, implementation, technical assistance, training, monitoring and quality assurance activities.</p> <p>OSCP has the formal authority to coordinate the alignment of school aged services contracts throughout county departments for seamless</p> | <ul style="list-style-type: none"> OSCP to implement these recommendations by working with other departments that have school aged programs. Create subsystem managers who coordinate with OSCP and their departments. Use existing resources. This set of managers is building, ensuring and reporting on accountability related questions to OSCP for the entire system of county school aged services. Each manager will be assigned to a geographic region. Each will also have a related content expertise (Health, family justice, library, DHS, Schools, or mental health). Establish capability for technical assistance by experienced experts and consultants trained in evidenced based and culturally appropriate methods. Create a quality assurance plan, which addresses system of care issues, including effectiveness and efficiency, culturally competency, consumer satisfaction, risk management and other issues relating to implementation. |

Proposed School-Aged Policy Framework Policy Recommendations

February 5, 2003

| Current situation and key questions | It is recommended that the County's Policy is.... | Implementation Options |
|---|--|---|
| | <p>service delivery. OSCP will be responsible for defining and ensuring service and system accountability between county departments.</p> <p>OSCP will respectfully seek the expertise of other county departments and department Directors will be responsive to the Director of OSCP in the planning, implementation and operation of the Framework.</p> <p>OSCP will also be responsible for overseeing service and system coordination between children and families, schools, providers, and other cross jurisdictional entities involved in the framework.</p> | |
| <p>9) New Revenues</p> <ul style="list-style-type: none"> ▪ Increase revenues ▪ Tie new revenues to one system/one backbone | <p>With existing resources, develop capacity to coordinate county departmental grants related to services for school aged youth to support funding for framework strategies.</p> | <ul style="list-style-type: none"> ▪ Explore strategies with community partners for expanding public revenue sources to support school-aged services to children and families that operate under the principle that all communities will be served equitably and prioritized by community need. |
| <p>10) Evaluation</p> <ul style="list-style-type: none"> ▪ Evaluating a system of care does not exist currently within the county. | <p>Create and maintain a strong, viable, and consistent monitoring process, that evaluates system and program outcomes in partnership with the community.</p> | <ul style="list-style-type: none"> ▪ Facilitate a process, which includes key stakeholders and the community, that would define systems' outcomes. |
| <p>11) Stakeholder Participation</p> <ul style="list-style-type: none"> ▪ Stakeholders want to participate in planning and implementing this framework. | <p>Service delivery planning and implementation will be inclusive and comprehensive, involving all stakeholders.</p> | <ul style="list-style-type: none"> ▪ Stakeholders could include representatives from CBO's, culturally specific and gender specific groups, contractors, County Departments, school districts, unions and represented staff, State DHS, other jurisdictions, consumers, parents, Cities, Caring Communities, Leaders Roundtable, Poverty Advisory Committee, ECCEC and the business community. |

II. Alignment Model: Redesign Service Package and Service Delivery

County funded services for school aged children should be organized through a new model that emphasizes access at all County schools to family support, health and mental health services.

The proposed Alignment Model of service delivery model for school aged services realignment intends to:

- Coordinate County funded services for school aged children and individuals and families in poverty, through a geographic framework.
- Align geographic boundaries with existing high school cluster boundaries.
- Provide services at geographically based sites.
- Re-design information and referral service system.
- Ensure access to health services in each high school cluster.

Shared Outcomes

The service delivery model will have shared outcomes across the system – no matter the service delivery locale.

The County's emphasis on school-aged children lends importance to providing social supports that allow children maximum opportunity to succeed in school. For those individuals without school-aged children and/or those experiencing homelessness and poverty, access to life skills supports to foster self sufficiency, housing stabilization and economic sufficiency are the intended goals.

Service Package

A core set of services will be accessible through each geographic region. These services are depicted in Table 1 and will be finalized with further program development work. Program development is being defined at this time.

Proposed School-Aged Policy Framework Policy Recommendations

February 5, 2003

Table 1. Service Type by Designated Site

| Service Type | Geographically Based Sites, culturally competent | School-Based | Culturally Specific |
|---|---|---------------------|---|
| Health Services: to be discussed further | | X | Yes, to be discussed with cultural diversity task force |
| Mental Health Services: Assessment, pretreatment, pre treatment readiness, mental health consulting and aftercare | | X | Yes, to be discussed with cultural diversity task force |
| Mental health treatment | X | | Yes, to be discussed with cultural diversity task force |
| Social services for educational support: Culturally specific family school coordination, progress tracking, attendance, homework club, tutoring, mentoring, individual student and family monitoring, parent education, FAST, literacy | X (as appropriate) | X | Yes, to be discussed with cultural diversity task force |
| Family and Educational Support for Alternative School students | X | | Yes, to be discussed with cultural diversity task force |
| Early Childhood Services | X | X (as possible) | Yes, to be discussed with cultural diversity task force |
| Family and Community Involvement | X | X | Yes, to be discussed with cultural diversity task force |
| Transitional Housing and Supportive Services, utility help, categorical funds and related services | X | | Yes, to be discussed with cultural diversity task force |

Role of the Geographic Entity

The geographic and/or culturally specific entities have several key roles to play in this model.

- Manage year round community and school based efforts in designated area(s).
- Hold the contract for identified services in given HS cluster(s).
- Provide direct service staff at identified school sites and geographic sites
- Sub contract for culturally specific services.
- Maintain positive, collaborative working relationships with cluster schools.
- Work closely with County staff to ensure consistent and full implementation of model.
- Work with other system partners both within this system and outside of it.
- Ensure that culturally appropriate services will be provided to school aged children. County's diversity initiative will make recommendations around the delivery of culturally appropriate services.
- Existing culturally specific programs will be a resource in building the capacity of our institutions to be culturally appropriate.

Role of School Based Services

Services sited at schools are the cornerstone of this service model; emphasis on school based service delivery represents a significant shift of county resources. Program development is being defined at this time.

Health Services

Details about how school based and community health services will be aligned with this model will be discussed further through the program development phase.

Mental Health Services and Family Case Management

- Assessment, pretreatment, treatment readiness, mental health consulting and aftercare
- Mental health treatment

Social Services for Educational Support

- Emergency services (e.g. utility assistance, transitional housing)
- Culturally specific family school coordination, progress tracking, attendance homework club, tutoring, mentoring, individual student and family monitoring, parent education, FAST, literacy, family and community involvement.
- Access point for community members seeking service; provide those services at the school site or link back to a specified geographic entity.

Prioritization of School Sites

The prioritization criteria will be used to determine which schools will serve as delivery sites for school based services. The three prioritization criteria are:

- Assets: school leadership, readiness for on site collaborative services and successful application in School Selection Process.
- Risks: free and reduced lunch population and total student population.

Proposed School-Aged Policy Framework Policy Recommendations

February 5, 2003

- Geographic equity: both within a high school and across the County.

Options for Implementation of Service Delivery Model

Each of the options presumes that a geographically based site and culturally specific centers would be funded no matter how many schools have school based services on site.

| Option A | Option B | Option C | Option D |
|--|---|---|--|
| 150 schools with a core set of services | 90 schools with a core set of services | 50 schools with a core set of services | Number of schools with a core set of services is open for discussion |
| All schools have on site services, set of services to be defined | High poverty schools (those with more than 40% FRL) have on site services. These are Title 1 schools. | 50 schools with highest FRL have on site services | Criteria for choosing is open for discussion |
| All schools have a linkage to a specified geographic entity | | | |

More detailed research about actual costs will need to be explored based on the scope of the model to be implemented. For example: 2002 census information will be analyzed for allocations of homeless funds across the County; categorical funding must be allocated appropriately; funds for I&R need more analysis pending the type and scope of that system and matching resources for all services must be explored.

BEFORE THE BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

RESOLUTION NO. _____

Adopting the School-Aged Policy Framework Report: Findings and Policy Recommendations

The Multnomah County Board of Commissioners Finds:

- a. That the County has a vital role to play in providing funding for school based and school linked services that will help children succeed in school. The School Aged Policy Framework provides for a set of core services for school aged children and their families that will engage our partners and align with ongoing County initiatives. This framework will guide our decision making around both budget and policy efforts into the future.
- b. Multnomah County has the following benchmarks:
 - Improve readiness to learn
 - Increase school success
 - Provide access to health and mental health services
 - Decrease poverty
 - Increase public safety
- c. Multnomah County currently funds a wide array of services for school aged youth and their families including health services, mental health services, services for educational support, crime prevention, interdiction and prosecution services, and library services. These services all contribute to the achievement of the County's benchmarks.
- d. Multnomah County seeks improved alignment of services for school aged youth to improve access to services for clients, to better integrate services both within the County and with other jurisdictional partners, and to make service delivery more efficient and effective.
- e. An extensive public involvement process was employed to develop policies for services to school aged youth and their families.
- f. The Board has adopted the Early Childhood Framework, and will be considering adopting a Poverty Reduction Framework in the Spring of 2003. Future implementation planning for the Early Childhood Framework, the School Aged Services Policy Framework and the Poverty Reduction Framework will be coordinated and aligned.

The Multnomah County Board of Commissioners Resolves:

1. The Board shall adopt the attached School-Aged Policy Framework Report: Findings and Policy Recommendations.
2. The Board adopts the following Policy Recommendations contained in the Framework Report:
 - **County Role:** Provide funds for school based and school linked services for children and their families that assist all students in succeeding in school. Use natural helpers, cultural mentors, professionals, paraprofessionals, parents, interns and volunteers to provide the support and resources that promote developmental assets and academic achievement. Define a core set of culturally appropriate goals, services, resources and technical assistance activities.
 - **One System/One Backbone:** Design an integrated system of care that is geographically coordinated with other jurisdictions and that provides access, intake and linkages to serve communities countywide.
 - **Culturally Specific Programs:** The County, in partnership with the geographic and culturally specific entities, will ~~strive to~~ provide culturally, linguistically and gender specific services to school aged children and their families countywide. Stücken
5-0 NOTE
 - **Equity:** Distribute services based on countywide populations with high risk needs, including the number of children on free and reduced lunch, the percentage of children on free and reduced lunch, and neighborhood poverty, using census, school, ODE and community and culturally determined data that is county validated.
 - **Boundaries:** Align service boundaries to establish effective interagency coordination between local, county, state and federal jurisdictions and community and business partners. Boundaries will be used as guides but not as barriers to service delivery. Adjustments to DHS boundaries will be made for effective coordination of service delivery.
 - **Information and Referral:** Re-design information and referral system in order to provide equal access for residents of Multnomah County. Information and referral system will strive for culturally specific and multi-lingual approach and have current and relevant data about available resources.
 - **Less Paperwork:** Align intake, measurement and databases with other departments and jurisdictions when appropriate.
 - **Departmental Linkage:** Designate the Office of School and Community Partnerships as the implementer of this Framework. OSCP will be charged with the administration and management of the School Aged Policy Framework. OSCP will ensure the sound administration and implementation of all components of

the School Aged Policy Framework. OSCP will oversee the planning, implementation, technical assistance, training, monitoring and quality assurance activities. OSCP has the formal authority to coordinate the alignment of school aged services contracts throughout county departments for seamless service delivery. OSCP will be responsible for defining and ensuring service and system accountability between county departments. OSCP will respectfully seek the expertise of other county departments and department Directors will be responsive to the Director of OSCP in the planning, implementation and operation of the Framework. OSCP will also be responsible for overseeing service and system coordination between children and families, schools, providers, and other cross jurisdictional entities involved in the framework.

- **New Revenues:** With existing resources, develop capacity to coordinate county departmental grants related to services for school aged youth to support funding for framework strategies.
- **Evaluation:** Create and maintain a strong, viable, consistent monitoring process that evaluates system and program outcomes in partnership with the community.
- **Stakeholder Participation:** Service delivery planning and implementation will be inclusive and comprehensive, involving all stakeholders.

3. The Office of School and Community Partnerships shall prepare a plan to implement the recommendations contained in the School Aged Policy Framework Report: Findings and Policy Recommendations, and shall present an implementation plan to the Board of County Commissioners no later than April 16, 2003.

ADOPTED this 6th day of February, 2003.

BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

Diane Linn, Chair

REVIEWED:

THOMAS SPONSER, COUNTY ATTORNEY
FOR MULTNOMAH COUNTY, OREGON

By _____
Katie Gaetjens, Assistant County Attorney

#1

MULTNOMAH COUNTY BOARD OF COMMISSIONERS
PUBLIC TESTIMONY SIGN-UP

Please complete this form and return to the Board Clerk

This form is a public record

MEETING DATE: 02.06.03

SUBJECT:

School Age Policy Framework

AGENDA NUMBER OR TOPIC:

R-4

FOR: _____ AGAINST: _____ THE ABOVE AGENDA ITEM

NAME:

Coalition of Communities of Color

ADDRESS:

Emile

CITY/STATE/ZIP:

PHONE:

DAYS:

EVES:

EMAIL:

FAX:

SPECIFIC ISSUE:

WRITTEN TESTIMONY:

IF YOU WISH TO ADDRESS THE BOARD:

1. Please complete this form and return to the Board Clerk.
2. Address the County Commissioners from the presenter table microphones. Please limit your comments to **3 minutes**.
3. State your name for the official record.
4. If written documentation is presented, please furnish one copy to the Board Clerk.

IF YOU WISH TO SUBMIT WRITTEN COMMENTS TO THE BOARD:

1. Please complete this form and return to the Board Clerk.
2. Written testimony will be entered into the official record.

BOGSTAD Deborah L

From: Emile [emile@worldaccessnet.com]

Sent: Friday, February 07, 2003 9:03 AM

To: deborah.l.bogstad@co.multnomah.or.us

Cc: SEI: Spalding, phyllis; SEI: Hobson, Tony; NAYA: Maher, Nichole; NAYA: Angell, Jason;
NARA: Mercer, Jackie; _Espa=F1a=2C_Rey?=: APANO: Tauch, Sokhom; APANO: Nathan

Subject: Coalition of Color Letters for School Age Policy Framework Record

Dear Deborah,

Per your request, please find letters from 2 dates and for each of the Commissioners, as well as the Coalition's statement of 1-30-03, attached for you to include in the formal record of School Aged Policy Framework public comment and adoption process.

Thank you for your help on this matter.

Sincerely

Emile H. Combe
Coalition of Communities of Color

2/7/2003

COALITION OF COMMUNITIES OF COLOR

February 5, 2003

Dear Commissioner Linn,

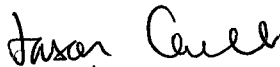
On behalf of the Coalition of Communities of Color, we would like to again thank you and the Board of County Commissioners for the opportunity to comment further regarding the proposed School Aged Policy Framework currently scheduled for adoption by the Board of County Commissioners on Thursday, February 6, 2003.

The Coalition of Communities of Color would like to again reiterate our position statement and comment on language in policies #2, #3, and #8 in revised draft School Aged Policy Framework dated January 30, 2003. We feel that the recommendations we have provided are vital and necessary to successfully reach and serve children of color and their families in a culturally and linguistically specific and competent manner. We appreciate the responsiveness of Multnomah County in incorporating many of our recommendations into the January 30 draft School Aged Policy Framework, and request that the County Commissioners continue to address those areas of the draft Policy Framework which have not yet incorporated our recommended language.

Due to the immediate voting deadline on policy language in the School Aged Policy Framework, the Coalition sends these recommendations with the knowledge that these points may have already been incorporated into the final draft of policy language. If that is the case, we commend you again on your dedication to building real, working relationships with community partners as we head into the implementation process.

Thank you again for the opportunity to engage in these important discussions regarding the draft School Aged Policy Framework.

Sincerely,



Jason Angell, Emile Combe, Nathan Nguyen, and Phyllis Spalding
On behalf of The Coalition of Communities of Color:

Thach Nguyen
APANO

Nichole Maher
NAYA

Jackie Mercer
NARA

Tony Hopson
African American Alliance

Rey España
Latino Network

COALITION OF COMMUNITIES OF COLOR POSITION STATEMENT

We have formed a partnership to advocate for equity in access and services. In this partnership, we are requesting that the County consider the following:

1. The leadership of this coalition will work in partnership with the County to determine and design a school-aged policy framework that best serves our respective communities—Asian/Pacific Islander, Latino, African American, and Native American.
2. Implement county-wide culturally-specific hubs that are community based via direct contracts with the County.
3. Expand culturally specific services to the African-American community.
4. Explore the relationship between culturally-specific service providers and geographic hubs.

We all know that if any community is left behind there is no progress for Multnomah County. We ask you to join with us in working together to best serve our communities.

Asian Pacific American Network of Oregon (APANO)

Latino Network

Native American Rehabilitation Association/Northwest (NARA/NW)

Native American Youth Association (NAYA)

African American Alliance

Recommendations on Proposed School Aged Policy Framework (January 30, 2003)

On behalf of the Coalition of Communities of Color

Policy Language of Concern:

- 2) "Design an integrated system of care that is geographically coordinated with other jurisdictions and that provides access, intake, and linkages to serve communities countywide."
- 3) "The county, in partnership with the geographic and culturally specific entities, will ensure that culturally and linguistically specific services will be provided to school aged children and their families."

Reasoning behind concerns regarding Policies #2 and #3:

Policy #2 and #3 language as it currently stands does not show a commitment by the Board of Commissioners to ensuring that communities of color will have access to direct services provided by culturally specific entities that operate county wide via direct contracts with the county.

The Board of Commissioners has stated that this School-Aged Policy Framework was created with the aim of ensuring that the counties most at-risk children are able to access educational support services. This, in theory, is a noble aim. It will remain just that if community input is not given real weight in the implementation process; not only heard, but enacted.

It is the Coalition of Communities of Color belief that **the final policy which is adopted must recognize, in policy language, that culturally specific community based organizations must be able to serve their communities of color countywide.** We have worked with our respective communities of color for many years. We hear the opinions of our community, we have seen service models that work and those that don't.

Not all school-aged children from communities of color will access services that are school based. Those at-risk children that most need educational services, those that have dropped out or feel isolated and marginalized at their schools, will not access services that are only school based. Those at-risk children and families that feel unable to access services because they are restricted by language or cultural barriers will not be served. There must be a parallel, integrated system of care for these most at-risk students and families of color if the aim of this policy framework is to be realized. It would be the safety net that supports the proposed system, the assurance that **ALL** children would gain access to services.

We do not ask for the creation of two systems of care. We ask for one system, one that is linked, creative, and flexible enough to meet the needs of our most at-risk children. As we all know, policy drives implementation. Policy language must incorporate the need for culturally specific community based organizations to serve their communities of color countywide.

Policy Language of Concern:

- 8) "Designate the Office of School and Community Partnerships as the implementer of this Framework, with a clear accountability plan."

Reasoning behind concerns regarding Policy #8:

We would like to acknowledge the hard work and time the Board of Commissioners have spent in listening to community input, especially recommendations made by the Coalition of Communities of Color. It is a positive sign that this Board of Commissioners is prepared to truly break from historical practices.

There is a phrase that one coalition member likes to employ, one that every coalition member has come to agree with: Nothing About Us, Without Us. The Board of Commissioners has shown a willingness to include communities of color in the process of crafting policy language, and we hope they will follow through on their stated intention of including communities of color in the vital process of implementation.

It is critical that Policy language must recognize the intention to work with community partners, alongside the Office of School and Community Partnerships, in the implementation of this framework. Input on policy language is not enough. Communities of color have been asked for recommendations in the past, yet input often gets overlooked during enactment. If the Board of Commissioners plans to include community representatives in the implementation process as true partners, we ask that policy language reflect that intention.

The Coalition of Communities of Color would like to thank you for taking these policy recommendations into account and expresses the hope that this is the start of a real partnership which allows us to work together to ensure that this framework serves the needs of all our children.

COALITION OF COMMUNITIES OF COLOR

February 5, 2003

Dear Commissioner Rojos de Steffey,

On behalf of the Coalition of Communities of Color, we would like to again thank you and the Board of County Commissioners for the opportunity to comment further regarding the proposed School Aged Policy Framework currently scheduled for adoption by the Board of County Commissioners on Thursday, February 6, 2003.

The Coalition of Communities of Color would like to again reiterate our position statement and comment on language in policies #2 and #3 and #8 in revised draft School Aged Policy Framework dated January 30, 2003. We feel that the recommendations we have provided are vital and necessary to successfully reach and serve children of color and their families in a culturally and linguistically specific and competent manner. We appreciate the responsiveness of Multnomah County in incorporating many of our recommendations into the January 30 draft School Aged Policy Framework, and request that the County Commissioners continue to address those areas of the draft Policy Framework which have not yet incorporated our recommended language.

Due to the immediate voting deadline on policy language in the School Aged Policy Framework, the Coalition sends these recommendations with the knowledge that these points may have already been incorporated into the final draft of policy language. If that is the case, we commend you again on your dedication to building real, working relationships with community partners as we head into the implementation process.

Thank you again for the opportunity to engage in these important discussions regarding the draft School Aged Policy Framework.

Sincerely,

Emile Combe
Jason Angel
Nathan Thach Nguyen
Phyllis Spalding

On Behalf of The Coalition of Communities of Color

Thach Nguyen
APANO

Nichole Maher
NAYA

Jackie Mercer
NARA

Tony Hopson
African American Alliance

Rey España
Latino Network

COALITION OF COMMUNITIES OF COLOR POSITION STATEMENT

We have formed a partnership to advocate for equity in access and services. In this partnership, we are requesting that the County consider the following:

1. The leadership of this coalition will work in partnership with the County to determine and design a school-aged policy framework that best serves our respective communities—Asian/Pacific Islander, Latino, African American, and Native American.
2. Implement county-wide culturally-specific hubs that are community based via direct contracts with the County.
3. Expand culturally specific services to the African-American community.
4. Explore the relationship between culturally-specific service providers and geographic hubs.

We all know that if any community is left behind there is no progress for Multnomah County. We ask you to join with us in working together to best serve our communities.

Asian Pacific American Network of Oregon (APANO)

Latino Network

Native American Rehabilitation Association/Northwest (NARA/NW)

Native American Youth Association (NAYA)

African American Alliance

Recommendations on Proposed School Aged Policy Framework (January 30, 2003)
On behalf of the Coalition of Communities of Color

Policy Language of Concern:

- 2) "Design an integrated system of care that is geographically coordinated with other jurisdictions and that provides access, intake, and linkages to serve communities countywide."
- 3) "The county, in partnership with the geographic and culturally specific entities, will ensure that culturally and linguistically specific services will be provided to school aged children and their families."

Reasoning behind concerns regarding Policies #2 and #3:

Policy #2 and #3 language as it currently stands does not show a commitment by the Board of Commissioners to ensuring that communities of color will have access to direct services provided by culturally specific entities that operate county wide via direct contracts with the county.

The Board of Commissioners has stated that this School-Aged Policy Framework was created with the aim of ensuring that the counties most at-risk children are able to access educational support services. This, in theory, is a noble aim. It will remain just that if community input is not given real weight in the implementation process; not only heard, but enacted.

It is the Coalition of Communities of Color belief that **the final policy which is adopted must recognize, in policy language, that culturally specific community based organizations must be able to serve their communities of color countywide.** We have worked with our respective communities of color for many years. We hear the opinions of our community, we have seen service models that work and those that don't.

Not all school-aged children from communities of color will access services that are school based. Those at-risk children that most need educational services, those that have dropped out or feel isolated and marginalized at their schools, will not access services that are only school based. Those at-risk children and families that feel unable to access services because they are restricted by language or cultural barriers will not be served. There must be a parallel, integrated system of care for these most at-risk students and families of color if the aim of this policy framework is to be realized. It would be the safety net that supports the proposed system, the assurance that **ALL** children would gain access to services.

We do not ask for the creation of two systems of care. We ask for one system, one that is linked, creative, and flexible enough to meet the needs of our most at-risk children. As we all know, policy drives implementation. Policy language must incorporate the need for culturally specific community based organizations to serve their communities of color countywide.

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Policy Language of Concern:

- 8) "Designate the Office of School and Community Partnerships as the implementer of this Framework, with a clear accountability plan."

Reasoning behind concerns regarding Policy #8:

We would like to acknowledge the hard work and time the Board of Commissioners have spent in listening to community input, especially recommendations made by the Coalition of Communities of Color. It is a positive sign that this Board of Commissioners is prepared to truly break from historical practices.

There is a phrase that one coalition member likes to employ, one that every coalition member has come to agree with: Nothing About Us, Without Us. The Board of Commissioners has shown a willingness to include communities of color in the process of crafting policy language, and we hope they will follow through on their stated intention of including communities of color in the vital process of implementation.

It is critical that Policy language must recognize the intention to work with community partners, alongside the Office of School and Community Partnerships, in the implementation of this framework. Input on policy language is not enough. Communities of color have been asked for recommendations in the past, yet input often gets overlooked during enactment. If the Board of Commissioners plans to include community representatives in the implementation process as true partners, we ask that policy language reflect that intention.

The Coalition of Communities of Color would like to thank you for taking these policy recommendations into account and expresses the hope that this is the start of a real partnership which allows us to work together to ensure that this framework serves the needs of all our children.

COALITION OF COMMUNITIES OF COLOR

February 5, 2003

Dear Commissioner Cruz,

On behalf of the Coalition of Communities of Color, we would like to again thank you and the Board of County Commissioners for the opportunity to comment further regarding the proposed School Aged Policy Framework currently scheduled for adoption by the Board of County Commissioners on Thursday, February 6, 2003.

The Coalition of Communities of Color would like to again reiterate our position statement and comment on language in policies #2 and #3 and #8 in revised draft School Aged Policy Framework dated January 30, 2003. We feel that the recommendations we have provided are vital and necessary to successfully reach and serve children of color and their families in a culturally and linguistically specific and competent manner. We appreciate the responsiveness of Multnomah County in incorporating many of our recommendations into the January 30 draft School Aged Policy Framework, and request that the County Commissioners continue to address those areas of the draft Policy Framework which have not yet incorporated our recommended language.

Due to the immediate voting deadline on policy language in the School Aged Policy Framework, the Coalition sends these recommendations with the knowledge that these points may have already been incorporated into the final draft of policy language. If that is the case, we commend you again on your dedication to building real, working relationships with community partners as we head into the implementation process.

Thank you again for the opportunity to engage in these important discussions regarding the draft School Aged Policy Framework.

Sincerely,

Emile Combe
Jason Angel
Nathan Thach Nquyen
Phyllis Spalding

On Behalf of The Coalition of Communities of Color

Thach Nguyen
APANO

Nichole Maher
NAYA

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1. The leadership of this coalition will work in partnership with the County to determine and design a school-aged policy framework that best serves our respective communities—Asian/Pacific Islander, Latino, African American, and Native American.
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Recommendations on Proposed School Aged Policy Framework (January 30, 2003)
On behalf of the Coalition of Communities of Color

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Reasoning behind concerns regarding Policies #2 and #3:

Policy #2 and #3 language as it currently stands does not show a commitment by the Board of Commissioners to ensuring that communities of color will have access to direct services provided by culturally specific entities that operate county wide via direct contracts with the county.

The Board of Commissioners has stated that this School-Aged Policy Framework was created with the aim of ensuring that the counties most at-risk children are able to access educational support services. This, in theory, is a noble aim. It will remain just that if community input is not given real weight in the implementation process; not only heard, but enacted.

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We would like to acknowledge the hard work and time the Board of Commissioners have spent in listening to community input, especially recommendations made by the Coalition of Communities of Color. It is a positive sign that this Board of Commissioners is prepared to truly break from historical practices.

There is a phrase that one coalition member likes to employ, one that every coalition member has come to agree with: Nothing About Us, Without Us. The Board of Commissioners has shown a willingness to include communities of color in the process of crafting policy language, and we hope they will follow through on their stated intention of including communities of color in the vital process of implementation.

It is critical that Policy language must recognize the intention to work with community partners, alongside the Office of School and Community Partnerships, in the implementation of this framework. Input on policy language is not enough. Communities of color have been asked for recommendations in the past, yet input often gets overlooked during enactment. If the Board of Commissioners plans to include community representatives in the implementation process as true partners, we ask that policy language reflect that intention.

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COALITION OF COMMUNITIES OF COLOR

February 5, 2003

Dear Commissioner Naito,

On behalf of the Coalition of Communities of Color, we would like to again thank you and the Board of County Commissioners for the opportunity to comment further regarding the proposed School Aged Policy Framework currently scheduled for adoption by the Board of County Commissioners on Thursday, February 6, 2003.

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COALITION OF COMMUNITIES OF COLOR

February 5, 2003

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The Coalition of Communities of Color would like to thank you for taking these policy recommendations into account and expresses the hope that this is the start of a real partnership which allows us to work together to ensure that this framework serves the needs of all our children.

Coalition of Communities of Color
Statement to be read at Public Hearing
on School-Aged Policy Framework
January 30th, 2003

Good morning, Commissioners. We would like to thank you all for the opportunity to share with you our thoughts and concerns regarding the School-Aged Policy Framework. First and foremost, we would like to say that we are here, not as individuals from a specific community but as a coalition of four communities -- African American, Native American, Asian/Pacific Islander, Latino. We have unified and have been meeting these past few months to discuss, debate and decide for ourselves the relevancy, impact and future of this Framework as it relates to our communities. One of the reasons we would like to emphasize this point is because this is a historical moment for us.

We recognize that there are many crucial decisions to be made in the months ahead that will greatly impact all of our communities, and we wish you strength and wisdom as you make these most important decisions.

We are here to express our hope that you will stick faithfully to your stated intention of adhering to community input as you move into the implementation process of this School-Aged Policy Framework. This framework proposes a substantial re-alignment of educational services that will directly affect the ways in which we support our children. It is the Coalition's firm belief that if the County does not work closely with culturally specific communities in the realization of this Framework, many of the most marginalized, at-risk youth will be left without services.

This Coalition of Communities of Color has come together in order to stand against the real and present dangers that exist in the implementation models of this School-Aged Policy Framework.

Several Commissioners have asked the Coalition to make recommendations based on the policy language of the proposed Framework. It was the work of determining what those recommendations would be, the work of finding the common ground shared by our communities while respecting our communities' differences, that really brought this Coalition together. We found that

the red flags brought up by specific policy language were alarming enough that common ground was easily found.

We see today that some of our recommendations to the policy language were taken into account, and we take a moment to acknowledge your integrity in honoring your commitment to community input. It is a show of good faith and courageous leadership and we all hope that it continues as we move into the important process of implementation.

This is a very pivotal moment in Multnomah County, a moment where many fundamental issues are to be decided as to how our children will receive educational services.

Our Coalition was formed under the following principles in regards to the proposed Policy Framework:

- The leadership of this coalition will work in partnership with the County to determine and design a school-aged policy framework that best serves our respective communities – Asian/Pacific Islander, Latino, African American, Native Americans.

- Implement county-wide culturally-specific entities that are community based via direct contracts with the County.
- Expand culturally-specific services to the African-American community.
- Explore the relationship between culturally-specific service providers and geographic hubs.

We as a Coalition stand together because we are dedicated to ensuring that ALL our school-aged children, whether in school or not, have access to educational services. We stand together because we realize that if educational services are restricted to geographic boundaries, our communities will not be served. We all know that if any community is left behind, there is no progress for Multnomah County.

Thank you.

January 17, 2003

Diane Linn, Chair
Multnomah County Board of Commissioners
501 SE Hawthorne Blvd., Suite 600
Portland, Oregon 97214

Dear Chair Linn,

The Coalition of Communities of Color is writing to thank you for the opportunity to provide recommendations regarding critical changes we would like to see to Multnomah County's draft School Age Policy Framework. We would also like to reaffirm our previous coalition position statement presented to Ms. Kathy Turner and Ms. Iris Bell on Monday, January 6. This statement is attached for your information.

The attached recommendations have been prepared as a result of a series of joint meetings held by over 20 leaders from the Asian/Pacific Islander, African American, Latino, and Native American communities over the past two weeks. Leaders from our communities of color have consulted with broader constituencies from each community to obtain recommendations for changes, and the recommendations of each community have been consolidated by our leadership group into a single set of recommendations for changes to submit to your office.

Based on presentations made by Ms. Iris Bell of your office to each of our communities during the week of January 6, and upon our further review of the draft framework, it is our assumption that the proposed policy to be submitted to the Board of County Commissioners for adoption on January 31 includes only the middle column of the matrix included on pages 2-4 of Section I: School-Aged Policy Recommendations for an Alignment Model: Policies -1-9. It is our further assumption that Section II: Alignment Model: Redesign Service Package and Service Delivery: pages 5-8, is an example of some ideas about possible implementation, and not a part of the proposed policy which will be submitted for adoption by the Board of County Commissioners at the end of January 2003.

We further understood in our meetings with Ms. Bell that the Chair's office is supportive of direct involvement of the culturally specific communities in the design and development of implementation strategies, including RFP processes, consistent with the final School Age Policy Framework to be adopted by the Multnomah County Commissioners. From these meetings we further understood that flexibility exists during the implementation phase of this program to consider non-geographic and county-wide culturally specific entities for direct contracting as an option for further evaluation as we move forward to plan the implementation of this important policy during the coming months.

Diane Linn, Chair
January 17, 2003
Page 2

Finally, in reviewing the map examples of implementation of the Policy Framework which your staff is using to illustrate the proposed policy, we would appreciate preparing and including examples of county-wide culturally specific services in addition to the geographically specific alternatives illustrated in the current maps.

Again, we would like to thank you for the opportunity to participate in the crafting of this important policy, and we look forward to receiving your next draft of the School Age Policy Framework for review as soon as it is available.

Thank you again for the opportunity to engage in discussions with our Coalition of Communities of Color on the draft School Age Policy Framework.

Sincerely,

Thach Nguyen
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Nichole Maher
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January 17, 2003

Commissioner Maria Rojo de Steffey
Multnomah County Board of Commissioners
501 SE Hawthorne Blvd., Suite 600
Portland, Oregon 97214

Dear Commissioner Rojo de Steffey,

The Coalition of Communities of Color is writing to thank you for the opportunity to provide recommendations regarding critical changes we wish to see to Multnomah County's draft School Age Policy Framework. We would also like to reaffirm our previous coalition position statement presented to Ms. Kathy Turner and Ms. Iris Bell of Chairperson Lynn's office on Monday, January 6. This statement is attached for your information.

The attached recommendations have been prepared as a result of a series of joint meetings held by over 20 leaders from the Asian-Pacific Island, African American, Latino, and Native American communities over the past two weeks. Leaders from our communities of color have consulted with broader constituencies from each community to obtain recommendations for changes, and the recommendations of each community have been consolidated by our leadership group into a single set of recommendations for changes to submit to your office.

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We further understood in our meetings with Ms. Bell that Multnomah County is supportive of direct involvement of the culturally specific communities in the design and development of implementation strategies, including RFP processes, consistent with the final School Age Policy Framework to be adopted by the Multnomah County Commissioners. From these meetings we further understood that flexibility exists during the implementation phase of this program to consider non-geographic and county-wide culturally specific entities for direct contracting as an option for further evaluation as we move forward to plan the implementation of this important policy during the coming months.

Commissioner Maria Rojo de Steffey
January 17, 2003
Page 2

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January 17, 2003

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Multnomah County Board of Commissioners
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Based on presentations made by Ms. Iris Bell of the Chair's office to each of our communities during the week of January 6, and upon our further review of the draft framework, it is our assumption that the proposed policy to be submitted to the Board of County Commissioners for adoption on January 31 includes only the middle column of the matrix included on pages 2-4 of Section I: School-Aged Policy Recommendations for an Alignment Model: Policies -1-9. It is our further assumption that Section II: Alignment Model: Redesign Service Package and Service Delivery: pages 5-8, is an example of some ideas about possible implementation, and not a part of the proposed policy which will be submitted for adoption by the Board of County Commissioners at the end of January 2003.

We further understood in our meetings with Ms. Bell that Multnomah County is supportive of direct involvement of the culturally specific communities in the design and development of implementation strategies, including RFP processes, consistent with the final School Age Policy Framework to be adopted by the Multnomah County Commissioners. From these meetings we further understood that flexibility exists during the implementation phase of this program to consider non-geographic and county-wide culturally specific entities for direct contracting as an option for further evaluation as we move forward to plan the implementation of this important policy during the coming months.

Commissioner Serena Cruz
January 17, 2003
Page 2

Again, we would like to thank you and the Chair's office for the opportunity to participate in the crafting of this important policy, and we look forward to receiving your next draft of the School Age Policy Framework for review as soon as it is available.

Thank you again for the opportunity to engage in discussions with our Coalition of Communities of Color on the draft School Age Policy Framework.

Sincerely,

Thach Nguyen
APANO

Nichole Maher
NAYA

Jackier Mercer
NARA/NW

Tony Hopson
African American Alliance

Rey España
Latino Network

January 17, 2003

Commissioner Lisa Naito
Multnomah County Board of Commissioners
501 SE Hawthorne Blvd., Suite 600
Portland, Oregon 97214

Dear Commissioner Naito,

The Coalition of Communities of Color is writing to thank you for the opportunity to provide recommendations regarding critical changes we wish to see to Multnomah County's draft School Age Policy Framework. We would also like to reaffirm our previous coalition position statement presented to Ms. Kathy Turner and Ms. Iris Bell of Chairperson Lynn's office on Monday, January 6. This statement is attached for your information.

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Commissioner Lisa Naito
January 17, 2003
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Jackie Mercer
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Tony Hopson
African American Alliance

Rey España
Latino Network

January 17, 2003

Commissioner Lonnie Roberts
Multnomah County Board of Commissioners
501 SE Hawthorne Blvd., Suite 600
Portland, Oregon 97214

Dear Commissioner Roberts,

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Commissioner Lonnie Roberts
January 17, 2003
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Rey España
Latino Network

COALITION OF COMMUNITIES OF COLOR POSITION STATEMENT

We have formed a partnership to advocate for equity in access and services. In this partnership, we are requesting that the County consider the following:

1. The leadership of this coalition will work in partnership with the County to determine and design a school-aged policy framework that best serves our respective communities—Asian/Pacific Islander, Latino, African American, and Native American.
2. Implement county-wide culturally-specific hubs that are community based via direct contracts with the County.
3. Expand culturally specific services to the African-American community.
4. Explore the relationship between culturally-specific service providers and geographic hubs.

We all know that if any community is left behind there is no progress for Multnomah County. We ask you to join with us in working together to best serve our communities.

Asian Pacific American Network of Oregon (APANO)

Latino Network

Native American Rehabilitation Association/Northwest (NARA/NW)

Native American Youth Association (NAYA)

African American Alliance

Coalition of Communitites of Color
School Aged Policy Framework
Recommendations
January 17, 2003

1. Provide funds for school-based and/or school-linked services, including culturally specific services for school aged children and their families to succeed in school and reduce the achievement gap.
 - Create and expand services of culturally specific entities to ensure that all school aged children access services.
 - Use existing community resources, such as natural helpers, cultural brokers, paraprofessionals, professionals, parents, interns and volunteers to provide support and resources that promote achievement.
 - Define a core set of goals, services, technical assistance resources, training and projects to be delivered at schools or linked to one or more specified geographic and county-wide culturally specific entities.
2. Design an integrated system of care that coordinates geographically and provides for the needs of culturally specific entities to serve their communities county-wide. This system would promote flexibility, seamlessness and continuous school aged services.
3. The County, in collaboration and partnership with geographic and county-wide culturally specific entities, will ensure that culturally and linguistically specific services be provided to all school aged children and families to foster self-determination:
4. Ensure equitable distribution of services based on:
 - Population of children as measured by census, school and community-validated data.
 - Risk factors including:
 - School achievement
 - Poverty
 - Language
 - Race/ethnicity
 - Free and reduced lunch
 - School dropout rates
 - Literacy of child and family
 - Immigration status
 - Self esteem
 - Urban hassles

- Drug and alcohol
 - Mental health
 - Other
5. Align service delivery to common boundaries with schools and DHS for geographic entities. Culturally specific services will be provided county wide and integrated with those geographic entities. Partner with DHS as much as possible. Boundaries shall be used as guides but not be barriers to service delivery to children and families in areas where they choose to receive services.
 6. Re-design information and referral system which is culturally specific and multilingual that assures access to culturally appropriate service systems, provider data and contacts.
 7. Align intake, measurement and databases with other departments and jurisdictions when appropriate.
 - Create a common intake form that protects client confidentiality and rights.
 8. Designate the Office of School and Community Partnerships as the implementer of this Framework. Develop a collaborative and inclusive process with geographic and culturally specific communities to create and deliver an implementation model that will assure delivery of culturally specific services to all communities of color. Additionally establish:
 - Capability for technical assistance by experienced experts and consultants trained in evidence-based and culturally-appropriate methods.
 - Ability to work closely with service coordination hub and subcontractors.
 - Ability to provide training and support in areas such as quality assurance, quality control, inter-agency relationships and best practices.
 9. Explore strategies with community partners for expanding public revenue sources to support school aged services to children and families that operates under the principle that all communities will be served equitably and prioritized by community need.
 10. Create a quality assurance plan which addresses strategy for this system, including:
 - Effectiveness and efficiency of services
 - Cultural competency
 - Consumer satisfaction
 - Risk management
 - Other

#2

MULTNOMAH COUNTY BOARD OF COMMISSIONERS
PUBLIC TESTIMONY SIGN-UP

Please complete this form and return to the Board Clerk

This form is a public record

MEETING DATE: 02.06.03

SUBJECT: School Aged Framework

AGENDA NUMBER OR TOPIC:

FOR: AGAINST: THE ABOVE AGENDA ITEM

NAME: Pam Patton

ADDRESS: 230 NE Holladay

CITY/STATE/ZIP: Phil

PHONE: DAYS: EVES:

EMAIL: FAX:

SPECIFIC ISSUE:

WRITTEN TESTIMONY:

IF YOU WISH TO ADDRESS THE BOARD:

1. Please complete this form and return to the Board Clerk.
2. Address the County Commissioners from the presenter table microphones. Please limit your comments to **3 minutes**.
3. State your name for the official record.
4. If written documentation is presented, please furnish one copy to the Board Clerk.

IF YOU WISH TO SUBMIT WRITTEN COMMENTS TO THE BOARD:

1. Please complete this form and return to the Board Clerk.
2. Written testimony will be entered into the official record.

BEFORE THE BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

RESOLUTION NO. 03-022

Adopting the School-Aged Policy Framework Report: Findings and Policy Recommendations

The Multnomah County Board of Commissioners Finds:

- a. That the County has a vital role to play in providing funding for school based and school linked services that will help children succeed in school. The School Aged Policy Framework provides for a set of core services for school aged children and their families that will engage our partners and align with ongoing County initiatives. This framework will guide our decision making around both budget and policy efforts into the future.
- b. Multnomah County has the following benchmarks:
 - Improve readiness to learn
 - Increase school success
 - Provide access to health and mental health services
 - Decrease poverty
 - Increase public safety
- c. Multnomah County currently funds a wide array of services for school aged youth and their families including health services, mental health services, services for educational support, crime prevention, interdiction and prosecution services, and library services. These services all contribute to the achievement of the County's benchmarks.
- d. Multnomah County seeks improved alignment of services for school aged youth to improve access to services for clients, to better integrate services both within the County and with other jurisdictional partners, and to make service delivery more efficient and effective.
- e. An extensive public involvement process was employed to develop policies for services to school aged youth and their families.
- f. The Board has adopted the Early Childhood Framework, and will be considering adopting a Poverty Reduction Framework in the Spring of 2003. Future implementation planning for the Early Childhood Framework, the School Aged Services Policy Framework and the Poverty Reduction Framework will be coordinated and aligned.

The Multnomah County Board of Commissioners Resolves:

1. The Board shall adopt the attached School-Aged Policy Framework Report: Findings and Policy Recommendations.
2. The Board adopts the following Policy Recommendations contained in the Framework Report:
 - **County Role:** Provide funds for school based and school linked services for children and their families that assist all students in succeeding in school. Use natural helpers, cultural mentors, professionals, paraprofessionals, parents, interns and volunteers to provide the support and resources that promote developmental assets and academic achievement. Define a core set of culturally appropriate goals, services, resources and technical assistance activities.
 - **One System/One Backbone:** Design an integrated system of care that is geographically coordinated with other jurisdictions and that provides access, intake and linkages to serve communities countywide.
 - **Culturally Specific Programs:** The County, in partnership with the geographic and culturally specific entities, will provide culturally, linguistically and gender specific services to school aged children and their families countywide.
 - **Equity:** Distribute services based on countywide populations with high risk needs, including the number of children on free and reduced lunch, the percentage of children on free and reduced lunch, and neighborhood poverty, using census, school, ODE and community and culturally determined data that is county validated.
 - **Boundaries:** Align service boundaries to establish effective interagency coordination between local, county, state and federal jurisdictions and community and business partners. Boundaries will be used as guides but not as barriers to service delivery. Adjustments to DHS boundaries will be made for effective coordination of service delivery.
 - **Information and Referral:** Re-design information and referral system in order to provide equal access for residents of Multnomah County. Information and referral system will strive for culturally specific and multi-lingual approach and have current and relevant data about available resources.
 - **Less Paperwork:** Align intake, measurement and databases with other departments and jurisdictions when appropriate.
 - **Departmental Linkage:** Designate the Office of School and Community Partnerships as the implementer of this Framework. OSCP will be charged with the administration and management of the School Aged Policy Framework. OSCP will ensure the sound administration and implementation of all components of

the School Aged Policy Framework. OSCP will oversee the planning, implementation, technical assistance, training, monitoring and quality assurance activities. OSCP has the formal authority to coordinate the alignment of school aged services contracts throughout county departments for seamless service delivery. OSCP will be responsible for defining and ensuring service and system accountability between county departments. OSCP will respectfully seek the expertise of other county departments and department Directors will be responsive to the Director of OSCP in the planning, implementation and operation of the Framework. OSCP will also be responsible for overseeing service and system coordination between children and families, schools, providers, and other cross jurisdictional entities involved in the framework.

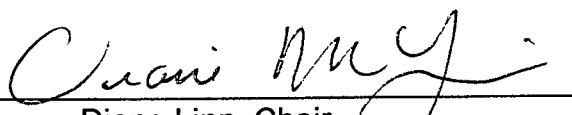
- **New Revenues:** With existing resources, develop capacity to coordinate county departmental grants related to services for school aged youth to support funding for framework strategies.
- **Evaluation:** Create and maintain a strong, viable, consistent monitoring process that evaluates system and program outcomes in partnership with the community.
- **Stakeholder Participation:** Service delivery planning and implementation will be inclusive and comprehensive, involving all stakeholders.

3. The Office of School and Community Partnerships shall prepare a plan to implement the recommendations contained in the School Aged Policy Framework Report: Findings and Policy Recommendations, and shall present an implementation plan to the Board of County Commissioners no later than April 16, 2003.

ADOPTED this 6th day of February, 2003.

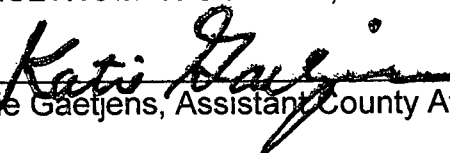


BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON


Diane Linn, Chair

REVIEWED:

THOMAS SPONSLER, COUNTY ATTORNEY
FOR MULTNOMAH COUNTY, OREGON

By 
Katie Gaetjens, Assistant County Attorney



School-Aged Services Policy Framework Report:

Findings & Policy Recommendations

February 6, 2003

Executive Summary

In May 2001, County Commissioners Lisa Naito and Serena Cruz called for an examination of the County's investment in programs for school aged youth and their families. On May 31, 2001, the Board of County Commissioners passed a resolution appointing a task force to develop recommendations for services to children and their families in schools. The Board charged the task force with the following tasks:

- Creating an inventory of all existing school based and school related programs funded by the County
- Identifying overlap and duplication of effort
- Developing options for improving services and coordination
- Suggesting methods for maximizing state and federal funding for programs for school aged youth
- Proposing ways to reduce paperwork and improve data collection
- Identifying measurable outcomes

The Board asked the Commission on Children, Families and Community (CCFC) and the Office of School and Community Partnerships (OSCP) to fulfill the mandates outlined in the resolution and to provide them with a proposed policy framework for delivery of services to school aged youth and their families.

The CCFC and OSCP reviewed existing research on educational success for youth, needs assessments for cultural and ethnic communities, data from the 2000 census and data on the geographic distribution of resources for children in Multnomah County. The CCFC and OSCP also commissioned an inventory of all programs and services funded by the County for school aged youth and their families, a Service Delivery Study focusing on information and referral practices, and a best practices study on integrating services for school aged youth. This research raised the following issues:

- **Service and Program Fragmentation:** Programs and services for school aged youth are fragmented with multiple systems of care for at-risk youth. There is a lack of interdepartmental planning and coordination for school aged services within the County, and among jurisdictions. Most services for school aged youth are neither based in nor linked to schools.
- **Barriers to Service Integration:** Lack of common eligibility standards, multiple and prescriptive funding streams for services, and current confidentiality practices are barriers to better service integration.
- **Access, Geographic Distribution of Services, and Equity:** Whether a person can access services often depends upon where they live, or go to school, rather than whether they are eligible for a service. Service dollars are not spread equitably across the County.
- **School Based Services:** Best practices support basing some services for school aged youth at schools.

- **Information and Referral:** Information and referral is inconsistent in quality, and is done by (84%) of staff for OSCP programs and the Student Attendance Initiative.
- **Demographic Shifts:** There is an increasing population living in poverty East of the I-205. The County is increasingly diverse; the Hispanic population has nearly tripled in a decade. There is a corresponding increase in need for culturally competent services.

With these issues in mind, the CCFC and OSCP constructed a process to gather input from County staff, non-profit service providers, parents, youth, cultural groups, community leaders and school personnel. A 35 member Advisory Group was impaneled and co-chaired by CCFC Executive Director, Sue Cameron, and the Director of OSCP, Lorenzo Poe. The Advisory Group was charged with advising the co-chairs in the development of policy recommendations. The CCFC also conducted 19 focus groups, and hosted two community workshops to gather input on the issues outlined above.

Using the research findings and input from stakeholders and community members, an ad hoc team of County staff developed draft policy recommendations for changes to the system of services for school aged youth and their families. This draft was posted on the web with a feedback survey for people to give input on the draft policy recommendations. In addition, the draft was circulated to stakeholders throughout the County for additional input. The following proposed policy recommendations reflect this input:

- County Role:
- One System/One Backbone:
- Culturally Specific Programs:
- Equity:
- Boundaries:
- Information and Referral:
- Less Paperwork:
- Departmental Linkage:
- New Revenues:
- Evaluation:
- Stakeholder Participation:

The CCFC and OSCP will present these proposed policy recommendations to the Board of County Commissioners for adoption on February 6, 2003.

I. Need for Development of a School Aged Policy Framework

In May of 2000, the Portland Multnomah Progress Board and the Commission on Children, Families & Community issued a report titled, *Educational Success for Youth: Aligning School, Family and Community*. The report provided a snapshot of student achievement data, data on youth risk factors and a comprehensive inventory of youth supports offered in the County. The authors highlighted research showing that educational success for all students is much more likely when schools, families and the community all work together in a coordinated and aligned manner to create high expectations, positive adult-child relationships, engaging experiences, and opportunities for youth to contribute.

The report also contained several specific recommendations for system changes by all stakeholders and providers of services, including Multnomah County. Specifically, the report recommended that the County:

- Create stronger linkages between the four (now five) departments (Department of Community Justice, Library, Office of School and Community Partnerships (OSCP), Health, and County Department of Human Services) providing school-based services through strategic and collaborative service planning, alignment around common outcomes and shared data on youth services.
- Take a comprehensive and strategic look at the youth services funded through the (former) Department of Community and Family of Services (now funded through OSCP) and consider consolidating programs.
- Assess the extent to which data systems are able to provide County managers, elected officials and community based organizations with information necessary to tracking youth outcomes and evaluating service effectiveness
- Facilitate a critical look at all existing school-based and family support services so that existing services can be realigned.

In response to these recommendations, as well as to other factors discussed below, the Multnomah Board of County Commissioners passed Resolution Number 01-071 Appointing a Task Force to Develop Recommendations for Services to Children and Their Families in Schools on May 31, 2001. A copy of the resolution is attached as Appendix 1. The Board noted that the County funds many programs for school aged youth including health clinics, mental health services, attendance support services, and family resource centers. The Board charged the task force with many of the recommendations described above including the following:

- Creating an inventory of all existing school based and school related programs funded by the County
- Identifying overlap and duplication of effort
- Developing options for improving services and coordination

- Suggesting methods for maximizing state and federal funding for programs for school aged youth
- Proposing ways to reduce paperwork and improve data collection
- Identifying measurable outcomes

The Board asked the Commission on Children, Families & Community (CCFC) and OSCP to fulfill the mandates outlined in the resolution and to provide them with a proposed policy framework for delivery of services to school aged youth.

Many factors contributed to the Board's request for a policy framework in the arena of services for school aged youth. The fragmentation of existing services and the lack of any County "system" for delivering services to school aged youth makes it difficult for children and families to access services. As the authors of the Educational Success report noted, "it [is] apparent that we do not have much of a system.... While many [people] had a good understanding of some part of the 'system,' no one was really able to describe the full scope of supports for school-aged youth. What we discovered is hundreds of different youth programs supported by chaotic funding streams and varying program expectations," (p. 69).

Awareness of changing demographics within the County also prompted the Board's call to undertake this work. The 2000 census documented significant increases in poor people living in East Multnomah County over the past ten years, as well as significant increases in nearly all minority populations. A 2001 report by the County's Office of Budget and Quality noted that school based services were not distributed equally across school districts in proportion to the percentage of total children served by each district. The report showed a concentration of school based services in Portland Public Schools and a lack of such services in many of the East County school districts. The report recommended taking action to assure more equitable distribution of school based services, and better access to community based services.

The increasing diversity and number of cultural and ethnic populations moving into the County over the past decade has resulted in increasing awareness of the need for culturally competent service delivery and culturally specific services, including bilingual services. In 1999, the Asian Pacific American Network of Oregon (APANO) created a comprehensive plan in which it noted the need for increased culturally specific services, especially in the areas of domestic violence, youth diversion and drug and alcohol prevention. Also in 1999 the Native American Rehabilitation Association of the Northwest, Inc., in collaboration with the Native American Youth Association, published a report titled *Assessment of the Needs of American Indian/Alaska Native Children and Youth in Multnomah County*. The report recommended more culturally specific educational experiences for Native American youth, as well as earlier identification and treatment of mental health problems. In 2001 the Latino Network issued a report titled, *Salir Adelante: A Needs and Assets Assessment of the Hispanic Community of Multnomah County*. The report recommended that services to Latinos in the County be culturally and linguistically specific, that programs be annually assessed against standards of cultural competence, and that Latino participation increase at every level of

public policy development. Finally, the African American Commission on Mental Health has proposed a needs assessment and a study of culturally specific and multi-cultural mental health to address an identified lack of culturally specific services. Finally, in a time of sharply declining public resources and a contracting economy, the Board recognized that the County must define and focus its role in supporting educational success, rationalize and align the array of services it funds to support school aged youth, find efficiencies and identify new revenue possibilities to support its efforts in this arena.

II. Research and Findings

In addition to considering the reports described above, the CCFC and OSCP produced additional reports, gathered data and consulted other internal and external reports to assist in analyzing existing County programs, best practices for system integration and delivery of children's mental health services, current information and referral practices, and current demographic data. The relevant research is described in detail below. This body of research raised issues of service and program fragmentation, barriers to service integration, and equitable access to services across the county.

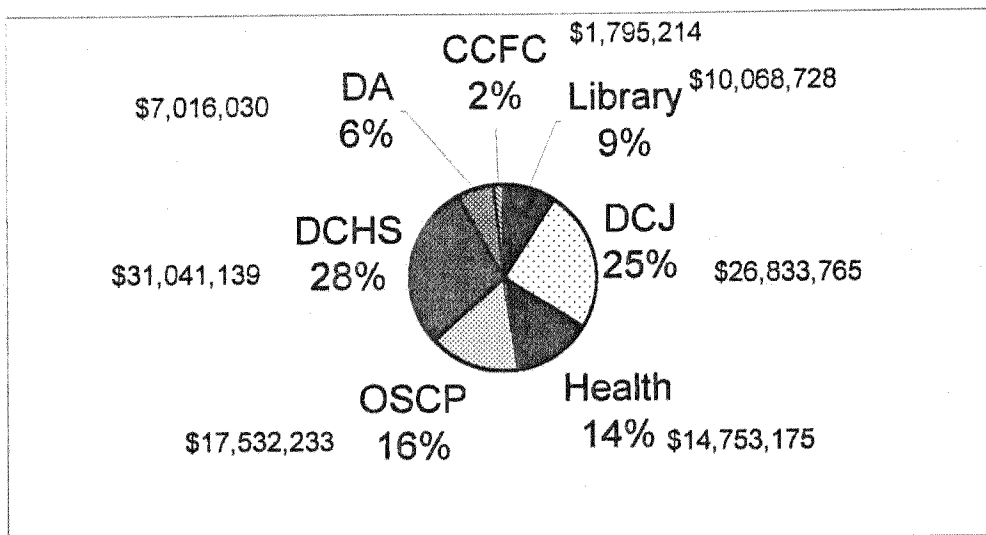
A. Inventory of County Funded Programs for School Aged Youth

In order to better understand County programs for school aged youth, the CCFC and OSCP, in cooperation with the County's Budget Office, created a detailed inventory of these programs. A copy of this inventory is attached as Appendix 2 and contains program descriptions, age group served, total budget for fiscal year 2002/2003, County general fund budget for fiscal year 2002/2003, whether the program is targeted or universally available, the geographic location of the service, whether the service is school based, school linked or County wide and whether the program is focused on prevention, intervention or interdiction

Programs for school aged youth are delivered by six County departments: the Library, the Department of Community Justice (DCJ), OSCP, the Health Department, the Department of Human Services (DCHS), and the District Attorney (DA), and one non-departmental unit, the CCFC. Across these departments, the County officially budgeted a total of \$109,040,284 from all funding sources for services to school aged youth in fiscal year 2002/2003.¹ (See Appendix 2). The following chart illustrates the relative budgets for school aged programs of these departments expressed as a percentage and in dollars.

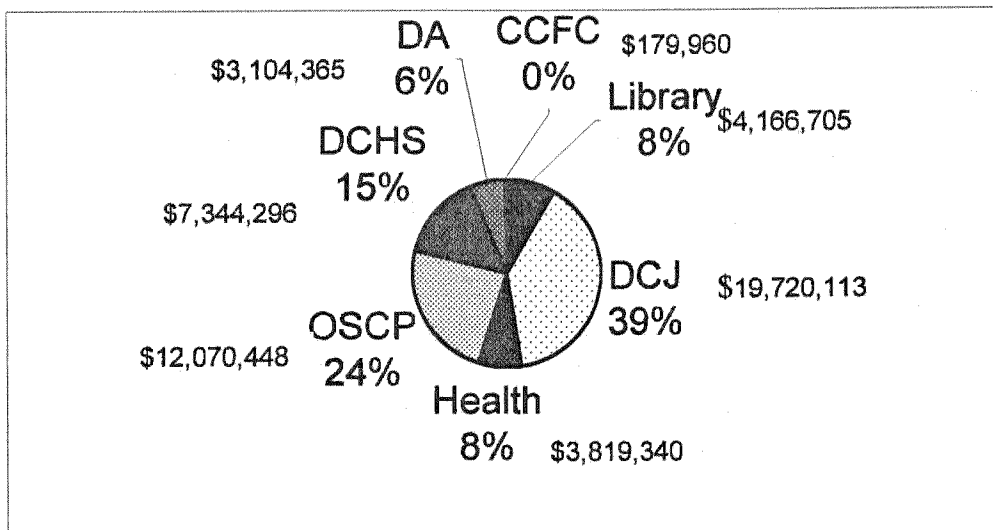
¹ These figures do not reflect the mid-year budget reduction approved by the Board of County Commissioners on December 19, 2002.

Funds from all Sources Budgeted for School Aged Youth by Department



The County general fund portion of the total budget for school aged youth programs is \$50,405,227 for fiscal year 2002/2003.² The following chart illustrates the relative budgets for school aged programs of these departments expressed as a percentage and in dollars.

County General Fund Budgeted for School Aged Youth by Department



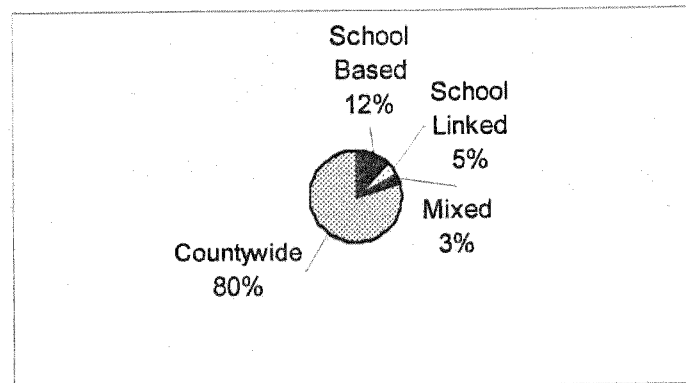
² These figures do not reflect the mid-year budget reductions approved by the Board of County Commissioners on December 19, 2002.

The inventory revealed several important issues:

1. The County funds over 100 separate programs for school aged youth and their families. Programs are planned, funded and managed separately by each of these departments. There is no structural mechanism for interdepartmental program planning for school aged youth, and no common goals or outcomes that apply across programs. When departments want to locate services at schools, each department negotiates with each school separately. This often requires schools and community based organizations to contract with separate arms of the same body for different types of services.
2. There is no mechanism for service planning within any consistent unit of geography. Programs are distributed throughout the County based on different criteria, and different units of geography from zip code to school sites selected on the basis of free and reduced price lunch program usage rates. This lack of integrated and coordinated service planning within a consistent unit of geography makes it difficult to assure equitable distribution of services across the County, to assure that total County resources are targeted to those most in need, and to coordinate with other jurisdictions that provide other social services based upon different geographies.
3. A detailed analysis of programs demonstrates that the County funds multiple "systems" aimed at supporting at-risk school aged youth and their families. These include the Youth Investment system, the Community and Family Service Center system, the Family Resource Centers, SUN schools, Caring Communities, school based mental health consultants, school based health centers, the Student Attendance Initiative and others. Many of these systems and programs have service integration and coordination components, have similar goals, outcomes and target populations and yet operate in overlapping geographies and with no overarching integration or coordination. The multiplicity of systems is difficult for clients and service staff to negotiate, creates different levels of resources depending upon where a person can access services, creates multiple administrative structures, and makes it difficult to assess whether resources are spread equitably among populations in need.
4. The majority of County funded programs for school aged youth are neither linked to schools nor based in schools and thus not immediately accessible to youth who present with issues at school.³ (See Appendix 2). The following chart demonstrates that 80% of the funds budgeted to support school aged youth are allocated to programs that are neither school based nor school linked.

³ County departments designated services as school based, school-linked or countywide based upon the following definitions: 1) School based services are services delivered in a school building; 2) School linked services are services are either referred through schools or directly linked to a school or schools; 3) Countywide services are services that are not connected to schools in any discernible way.

Funds from all Sources for School Based, School Linked and Countywide Services



In summary, the inventory quantifies the County's investment in services for school aged youth and their families, provides evidence of program fragmentation both across departmental lines, and within departments, reveals multiple systems of care for at risk youth and their families that are distributed based upon no consistent unit of geography, and highlights the lack of interdepartmental service planning and common program outcomes. While individual departments sought to offer quality programs and services, the lack of policy direction to guide these efforts has contributed to fragmentation over time. In addition, no formal structures existed to allow for interdepartmental planning to decrease fragmentation.

B. Recommendations for Children's Mental Health Redesign

Mental health services are currently provided in many schools throughout the County, as well as offered in other settings. (Appendix 2, Pages 8-10). In early 2002, the Child and Family System of Care Workgroup (the "Workgroup") convened by Commissioner Naito, issued their final Recommendations for Children's Mental Health Redesign. This report provides comprehensive recommendations for a mental health system for all children, and also makes valuable recommendations regarding how and where mental health services for school aged youth should be delivered. A copy of the full report is attached as Appendix 3.

The report notes that recent recommendations from the Surgeon General suggest tapping public schools to identify children with mental health issues, and locating mental health services at schools as a way to improve service to racial and ethnic minorities. The report recommends that mental health services for children should be provided in, or in coordination with schools. Schools, providers and the County must coordinate to provide appropriate screening, assessment and treatment. Parents must be engaged as full partners in developing a plan of care and services must be appropriate for the child and family's language, culture, community and values. Finally, for children that qualify for special education services under an Individualized Education Program, schools, mental

health providers and other involved systems should formally coordinate services with each other and with the child's family.

The report specifically recommends the following:

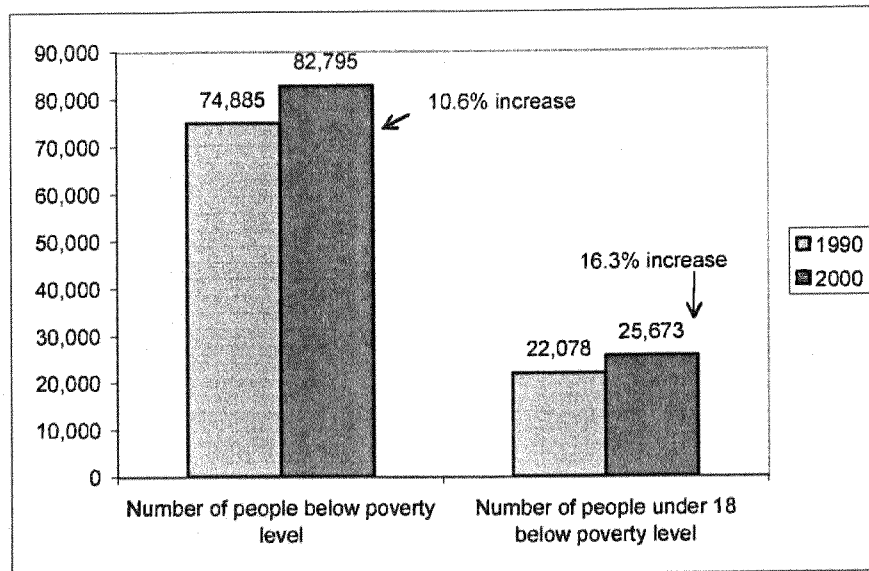
- Improve outreach, screening and assessment for children and youth
- Expand and strengthen the continuum of services
- Seek ways to replace funding and/or service capacity of expiring grants, including Safe Schools and Center for Substance Abuse Targeted Capacity Enhancement
- Improve financing for high need children following residential placement
- Develop a coordinated system for mental health services throughout the schools that build on existing successful programs
- Improve long-range system-wide planning between schools and the County

The report also makes specific recommendations for serving special youth populations including improving access, improving the continuum of services, improving services for homeless and sexual minority youth and youth involved with the juvenile justice system, improving transition to the adult system and improving access to and availability of wrap-around services.

C. 2000 Census Demographic Data

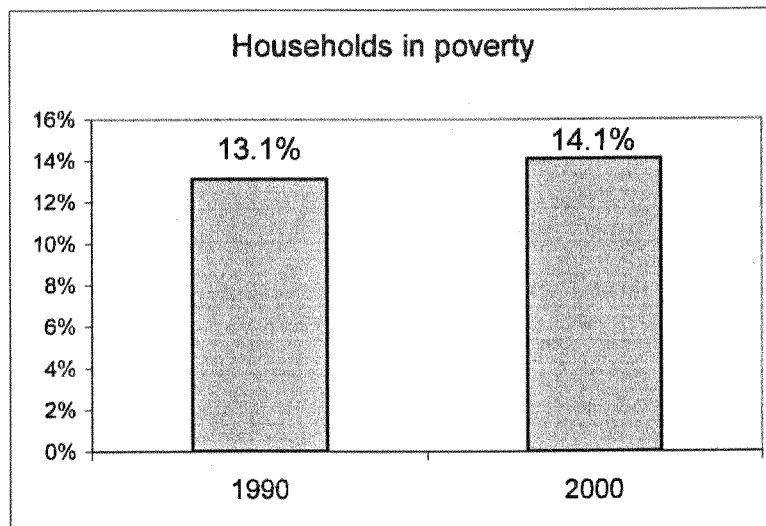
The CCFC conducted a detailed analysis of 2000 census and demographic data to analyze population shifts and determine whether the location of current services aligns with the location of those needing services. The data revealed that a significant portion of the County's growth in population from 1990 to 2000 was in East Multnomah County, both for the adult population and the population under 18. The census tracts experiencing the most growth are East of the I-205. Of the people who moved in Multnomah County between 1990 and 1996, 64.2% moved from within the Portland-Vancouver metropolitan area, while about 30% were from outside this area. People who moved from within the area tended to move to North Portland, East Portland and East Multnomah County. People who moved from outside the metropolitan area tended to move to Northwest, Southwest and parts of inner Northeast and Southeast Portland. Both local movers and newcomers moved into East County. These trends reflect an increasing scarcity of affordable housing in the urban core, and the resulting movement of those seeking it to the East.

The number of people in Multnomah County living below the federal poverty level increased at a rate of 10.6% between 1990 and 2000. The number of people under age 18 in poverty increased at a faster rate (16.3%) than the rate of population growth between 1990 and 2000 (13.1%).



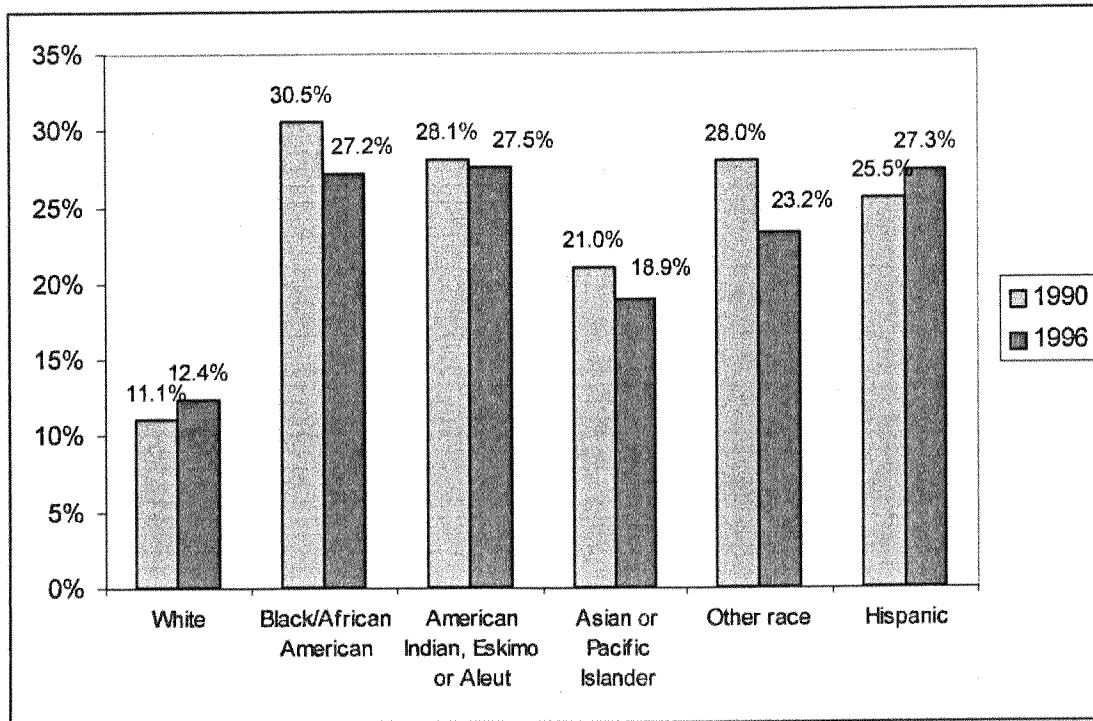
Source: U.S. Census Bureau, 1990 and 2000 Census

The number of households in poverty in the County increased from 13.1% to 14.1% during the 1990s.

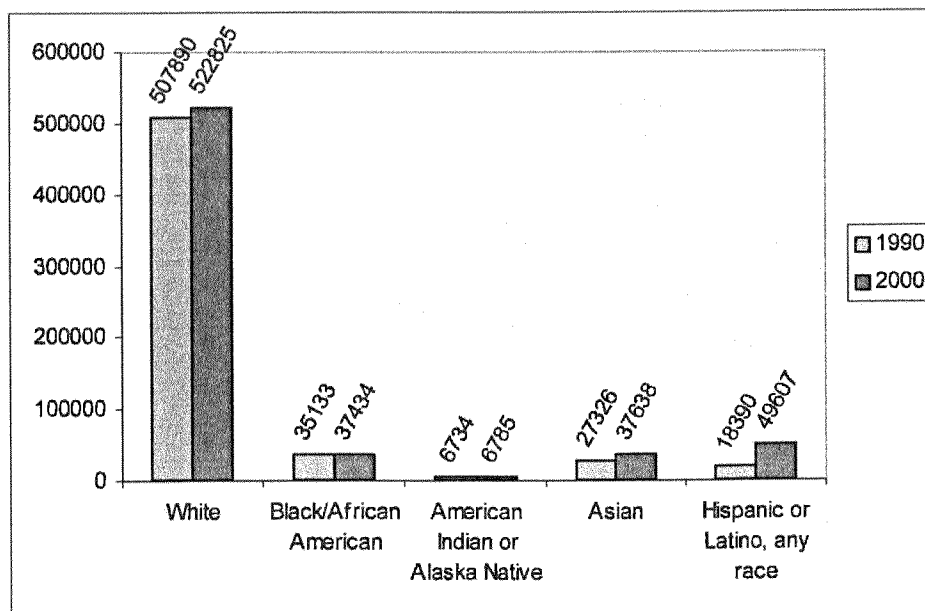


Areas that had high levels of poverty continued to have high levels of poverty. In addition, some areas had large increases in the number of adults and children in poverty especially in East County. At a block group level, the highest concentrations of people living in poverty are centered around sites of public housing. The percentage of minority group members in poverty was still much higher than the white population in 1996, although there was a decrease in the percentage of some minority groups living under the official federal definition of poverty.

Percent of people living in poverty, 1990 to 1996



Data from the 2000 census also shows increases in minority populations including Hispanic, Asian and African American. The Hispanic population nearly tripled over the decade. The maps in Appendix 4 show the distribution of the Hispanic, Asian, Native American and African American populations across the County. The chart below shows the population increases over the decade for racial and ethnic groups.



Because services are not delivered in consistent units of geography across County departments and programs, it is difficult to assess whether appropriate services are currently either accessible or located where children and families who need them reside (or can access them). As noted above, the County's Office of Budget and Quality analyzed County spending on programs for children by school district in 2001. A summary of the study and recommendations is attached as Appendix 5. This study demonstrated that 2001/2002 funding for school based programs, for family centers and homeless services was concentrated in the Portland Public Schools District, most of which is West of the I-205. Further, the proportion of funding for these services in the Eastern school districts was not commensurate with the proportion of the total population of students served by these districts. This study concluded that the County should redistribute some services for school aged youth based on the number of students served in each district. The demographic data cited above confirms this conclusion.

D. Service Delivery Study

Purpose and Design of Service Delivery Study

As part of the effort to identify overlap and duplication of effort, develop recommendations to improve service delivery and coordination, decrease paperwork and improve data collection, the CCFC and OSCP commissioned a Service Delivery Study. A copy of the study is attached as Appendix 6. The County's Research and Evaluation unit conducted the study and considered the information and referral system, service delivery and linkage practices among programs delivered by OSCP and the Student Attendance Initiative (SAI), a program delivered by the Department of Community Justice. The researchers first took a census of all internal and external staff working in OSCP funded programs and in SAI. Using this list, they randomly selected 120 staff to interview, and interviewed 62 staff. The interview pool reflected the total pool of 418 staff associated with OSCP programs and SAI such that sample opinions can be generalized to the whole group with a moderately high degree of confidence. The interview tool asked staff for the following information:

- Information on the type of service provided
- The geographic location of the service
- The percentage breakdown of a staff person's job responsibilities for information and referral, case management, family advocacy, problem solving, counseling, sharing client information with other agencies and client follow-up
- Whether and how a staff person coordinates programs
- Whether the staff person provides direct services
- Whether and how staff connects to schools
- Whether the staff person is a culturally specific resource person

Staff were also presented with a scenarios involving single and multi-problem families and asked to outline the services their agency would provide to help the client, and what other services staff would refer the family to. Staff was also asked to assess the strengths and weaknesses of their program and the system as a whole, and to give suggestions for redesigning the system.

Service Delivery Study Findings

The study found that service sites and staff are not necessarily clustered in areas where census data shows the highest populations of children under 18, single heads of households, and poverty. In addition, there are few sites and staff East of the I-205. Interviews showed that while some people are mobile, most staff is stationary and clients must access services at the agency location.

The study also found that while 84% of staff does some type of information and referral, there was no consistent response to the multi-problem family in terms of the information and referrals, and services staff would make or provide. Staff noted many challenges for service delivery in the County. Staff highlighted families' difficulty in accessing what services there are. Low quality, incomplete and inconsistent information and referral make it hard for families to find what is available. One staff person said, "It's as if we hide things on purpose." Staff also stressed a lack of services that were actually available to meet the myriad needs of families. This lack of available services often leads families to making many calls in hopes of finding someone who can help them, and leads staff to make referrals even though the chances of families finding what they need may be slim.

Service Delivery Study Recommendations

The study made several recommendations for system changes based on the findings including the following:

- Centralize the information and referral system and assuring that referrals are given to services that are actually available.
- Assure that staff that does information and referral have and dispense better and more consistent information on available services for a multiplicity of needs.
- Identify and promoting existing information and referral tools such as www.oregonhelps.org to both end users with computer access and to professionals who do information and referral.
- Consider service packages and/or bundling to make services available more uniformly across the County and to assure that clients take advantage of all services they are eligible for.
- Consider more mobile services to meet needs in geographic areas where there are no service delivery sites.
- Consider alternatives to current data collection such as assessing trends and using sampling to decrease time spend on paperwork.
- Devise ways to prevent future fragmentation that creates difficulty for clients trying to access services.

E. Best Practices Review

In developing the framework, the CCFC researched best practices for integrating delivery of services to school aged youth. The results of the research are compiled in a report titled, *Integration of Services for School-Aged Youth: A Review of Best Practices* and attached as Appendix 7. The report includes research on ideal service integration from the client's point of view, case studies of how other jurisdictions have worked to better

integrate services at the local level, and recommended next steps for better service integration in the County.

Best Practices for Service Integration Report Findings

The ideal system for delivery of services allows clients to enter from multiple points, allows access to multiple services from any entry point, assesses a client's needs when the client first accesses services, uses a common needs assessment for all agencies in the system, and employs a common data system so that information can be easily shared across agencies. Service integration can focus on the federal, state or local level and different strategies may be used depending upon the services that are integrated.

At the local level, service integration approaches most commonly include:

- Case management
- Service co-location
- Information and referral
- Mobile service delivery
- Interagency agreements
- Co-application/co-eligibility procedures
- Non-categorical funding
- Programs and agency consolidation

Service delivery systems have used different processes for increasing the levels of cooperation, coordination, collaboration and integration of agencies. These most often are 1) coordinating administrative structures, 2) creating connections among service providers and 3) case management. Coordinating administrative structures includes changing information management systems across agencies so that systems can "talk to each other" about common clients. It is also necessary to standardize the type of information collected from clients so that information can be used and understood across agencies. Agencies must also deal with confidentiality issues. This can be done using a variety of methods including obtaining informed consent from clients to share information with other agencies, developing mutually agreed upon releases for sharing certain types of information across agencies, and developing interagency agreements and memoranda of understanding that specify what types of information will be shared, how it will be shared, who has access to the information, why the information is shared, and assurances blocking further disclosure. Case management helps clients with multiple needs access services from a variety of sources. However, case managers often lack skills beyond their specialty area, and multi-problem clients are often "managed" by case managers from different systems with conflicting plans for the client.

Basing services for school aged youth at schools is a common co-location strategy because many of the potential clients are already there. Schools are also often important focal institutions in neighborhoods and, in some cases, serve as community resource centers. Jurisdictions have employed multiple methods to integrate a variety of social and health services at school sites including universal assessment and referral of families at school registration for risk factors associated with school failure, forming collaboratives of key stakeholder groups that plan, implement and monitor jointly

delivered school based services, and mobile health centers. The report cautioned against locating all services for school aged youth in schools and recommended a balance of community based services and school based services to meet the needs of youth who are not in school, and to assure that families who are not comfortable receiving service at schools have an alternative.

Information and referral systems must also be addressed to support service integration. A needs assessment should be conducted to determine the system design. Key issues are developing rules for the inclusion and exclusion of information and services, the range of services callers are likely to seek, the most frequently asked questions, the pattern of demand for information over time, how the system links to the real time availability of services, and the procedures for updating information. Regardless of how the system is designed, adequate staffing and technology must be available to support smooth functioning.

Best Practices for Service Integration Report Recommendations

After considering different approaches to service integration, and the current state of Multnomah County's efforts in the arena, the report made the following recommendations:

- Multnomah County should identify a set of services for school-aged youth and children that would benefit from consolidation of funding and consider the feasibility of working with the State of Oregon to consolidate funding for these services. Consolidation of funding would facilitate service integration at the local level.
- The County should examine the eligibility/assessment procedures of the agencies and programs that use County funds and identify a group that would benefit from using the same eligibility and assessment procedures. The County should then employ a combination of methods that would allow for sharing client information across these agencies.
- The County should consider the feasibility of improving service coordination through the use of a common client data system for this group of agencies and/or programs that allows for the collection of all client information that is common to the agencies and programs. The County should examine how case management is currently used in this set of agencies and programs and consider centralizing this function.
- The County should identify the current practices being used for information and referral across this group of agencies and programs and create a common system. The County should consider working with the ongoing 211 effort as a means to improving information and referral.

F. Summary of Issues Identified From Research

The existing research and new research commissioned for the development of the policy framework raised the following issues:

- **Service and Program Fragmentation:** Programs and services for school aged youth are fragmented with multiple systems of care for at-risk youth.

There is a lack of interdepartmental planning and coordination for school aged services within the County, and among jurisdictions. Most services for school aged youth are neither based in nor linked to schools.

- **Barriers to Service Integration:** Lack of common eligibility standards, multiple, prescriptive funding streams for services, and current confidentiality practices are barriers to better service integration.
- **Access, Geographic Distribution of Services, and Equity:** Whether a person can access services often depends upon where they live, or go to school, rather than whether they are eligible for a service. Service dollars are not spread equitably across the County.
- **School Based Services:** Best practices support basing some services for school aged youth at schools.
- **Information and Referral:** Information and referral is inconsistent in quality, and is done by (84%) of staff for OSCP programs and SAI.
- **Demographic Shifts:** There is an increasing population living in poverty East of the I-205. The County is increasingly diverse; the Hispanic population has nearly doubled in a decade. There is a corresponding increase in need for culturally competent services.

The next section of this report details the public input collected by the CCFC and OSCP on these issues and the recommendations proposed in these studies to address them.

III. Public Input Process

With the issues outlined above in mind, the CCFC and OSCP constructed a process to gather input from County staff, non-profit service providers, parents, youth, cultural groups, community leaders and school personnel. The process was iterative with many components occurring simultaneously and with continuing revision of products as further feedback was gathered. In general, requests for input were centered on the following questions:

- What is the County's role in supporting students' educational success?
- What is the best way to organize delivery of services and how can the County ensure equitable distribution of resources?
- What types of services should be school based versus community based?
- What constitutes cultural competency?
- What parts of the current system work well for children and families, and what needs improvement?
- How should the County's investment in services for school aged youth be prioritized?
- Where are the opportunities for better linkage and coordination between and among programs and services for school aged youth, and the jurisdictions that provide the services?

After the recommendations for system change were developed based on research and input, many groups and individuals were solicited for input on the change

recommendations. A web-based survey was posted to gather input on the change recommendations and input was incorporated into the draft framework. The draft framework, including the change recommendations, is detailed in the section IV of this report.

A. Groups Providing Input

Advisory Group

A 35 member Advisory Group was impaneled in June 2002 to advise the co-chairs, Kathy Turner⁴ and Lorenzo Poe, on developing a vision, goals, outcomes, strategies and recommendations. The members included service providers, County staff working in departments that provide services for school aged youth, school personnel, the State Department of Human Services, representatives of organizations of cultural and ethnic groups, Multnomah Education Service District, alternative schools, Portland Parks and Recreation community schools, United Way, and the Multnomah Youth Commission. A complete roster of the Advisory Group is attached at Appendix 8.

The Advisory Group was charged with advising the co-chairs in the creation of the school services policy framework to guide the County's investment in services for this age group. The Advisory Group agreed to prepare for and participate in eight meetings and at least one focus group and one community workshop. They also agreed to provide input to the co-chairs in the following areas:

- The project scope and methodology
- Existing reports and studies on services for school aged youth as well as studies commissioned for the framework development
- Guiding principles, vision, goals, outcomes, strategies and recommendations
- The role of the County vis-à-vis other government and non-profit entities
- Service distribution and funding criteria
- Administrative improvements
- Opportunities for collaboration and leveraging

Focus Groups

A series of 19 focus groups were conducted in which 220 people participated. Focus group questions were tailored to the type of group consulted e.g. youth, parents, service providers. The groups consulted included African American community members, alternative school directors, SUN site managers, Asian American community members, Caring Community coordinators, staff from each County department providing services to school aged youth, Latino community members, sexual minority youth, Group 3, parents, and the Multnomah Youth Commission.⁵ A complete report on the focus groups that includes a listing of all groups consulted, the questions each group was asked, and the responses to the questions is contained in Appendix 9.

⁴ Kathy Turner was a co-chair of the Advisory Group while she was the Executive Director of the CCFC. When Sue Cameron became Executive Director of the CCFC in August 2002, she took over as co-chair for Kathy Turner.

⁵ The Multnomah Youth Commission was formerly named the Youth Advisory Board of Multnomah County.

Community Workshops

Two community workshops were held to get input on the questions and issues described above. A total of 75 people attended. The first workshop focused on cultural competency and prioritization of service arenas for the County. The second workshop focused on soliciting input on the draft framework.

B. Themes and Key Findings

The large volume of public input gathered has been condensed to the following themes and key findings on the issues and questions raised and discussed above.

County Role

Most people who provided us with input thought that the County should be involved in supporting educational success. People thought that some of that support should be provided through school based services, but that the County should not provide “gap” funding for schools and districts because it reduces funding for necessary social service supports to school aged youth and their families. People also thought that the County should facilitate the participation of families and communities to help solve community problems, and regularly convene elected officials, youth and parents to educate everyone about what is happening in young people’s lives, schools, neighborhoods and in cultural and ethnic communities.

Key Benchmarks

People thought that the County should be tracking progress on benchmarks, and that benchmarks should be those developed by the State and the local Progress Boards.

Stakeholders most commonly cited the following benchmark areas:

- Families’ basic needs (including food, shelter, health services and clothing) are met, and families move toward self-sufficiency.
- Children’s readiness to learn, literacy and lifelong learning skills improve.
- Public safety improves.
- Efficiency and accountability of services provided to support children and families.

Equitable Geographic Distribution of Services

Many stakeholders cited a lack of services in East County, growing need in East County, and the inability of people in need to access existing services in East County. People think the County should assure that everyone can easily access basic services, especially health and mental health services, regardless of geography.

Most stakeholders agreed that high school catchment areas were the best boundaries to use in organizing service delivery, and the best way to assess whether all parts of the County had equal access to supports for school aged youth and their families. People thought this would allow the County, the State and the schools to align and coordinate delivery of their respective services since the State and the schools already use these boundary lines.

School Based Versus Community Based Services

Most stakeholders agreed that schools were the best way for the County and other service providers to reach the largest number of children and their families. Almost all stakeholders agreed that the following services should be offered at all schools:

- Nutrition (free/reduced price meal program)
- Health
- Mental Health
- Drug and alcohol abuse prevention and referral for treatment
- Social service information and referral

Many stakeholders also asked that the following services be sited at schools:

- Violence prevention
- After school activities including academic and recreational activities.
- Counseling for higher education and employment.

Stakeholders generally cited a need for more school based health, mental health and alcohol and drug abuse prevention and treatment referral services. People also agreed that service delivery should be tailored to each community, both in terms of the service mix, and how services are delivered. Geographic and cultural differences should be taken into account.

While stakeholders generally favored school-based services, many also thought that some community based services for school aged youth should also be retained because:

- It is important to serve families as a whole and some school-based services are not geared toward families.
- Many school-aged youth who most need services are not attending school and thus cannot access services there.
- Some schools cannot host more services due to lack of space.
- Sometimes the school administration does not favor siting services at the school because it can distract from the educational focus and importance of classroom time.
- In schools where there are many services on site, there is often a lack of coordination between them, and the school administration is sometimes not fully aware of what is available in the building.

Cultural Competency

Many stakeholders noted that it is not clear whether offering culturally competent services means the County offers services that are culturally respectful, sensitive and welcoming, or whether services must be delivered by providers and/or staff who are of the cultural group being served and speak the language. Some people thought that in order to be culturally competent, providers of services must hire, train and retain minority staff and that the County should provide training and technical assistance for minority service providers. People thought that this tension should be resolved and that the County should set standards and define the components of a “culturally competent” service.

Stakeholders who participated in the African American, Asian American, Native American, Latino and sexual minority youth focus groups all requested that separate,

culturally specific services be made available to these groups. They thought people would travel longer distances if the service were culturally comfortable and effective. Other stakeholders said that while it might be preferable to offer separate, culturally specific services to cultural groups, it is not financially feasible, it might perpetuate cultural isolation, and it may limit access.

Many providers noted that they are struggling to provide culturally competent services but that it is challenging given the growing diversity of cultural and ethnic groups across the County. People also noted the existing and growing need for services to non-native English speakers including translation and interpretation services.

Information and Referral/Service Integration

Many stakeholders requested a centralized source of information and referral because they felt that the current “system” is fragmented and difficult to understand. They also noted that services must be better integrated from the client perspective e.g. more of a seamless web that does not require multiple contacts for multiple services. Stakeholders felt that the County is in a unique position to pull together community organizations and other jurisdictions to integrate services and leverage resources. Many stakeholders pointed to the current 211 effort headed by United Way as a step in the right direction.

Eligibility Requirements

Both service providers and youth who use services lamented the use of eligibility requirements. For service providers, they mean extra paperwork and less time to serve clients. For clients, they mean multiple forms to fill out for each service they need, and the stigma of “qualifying” for services. While recognizing these problems with eligibility requirements, people also noted that limited resources should be targeted at those most in need. Some stakeholders noted that cross-agency agreements on a common eligibility form for a group of services would cut down on duplicative paperwork for both service providers and clients.

Effective Service Delivery

Service providers pointed out the importance of developing relationships with clients both to provide quality services and to effectively refer clients to other services. One of the barriers to developing relationships with clients is high staff turnover caused by low wages and lack of benefits. Also, the instability of funding for many programs causes programs to come and go, which also inhibits relationship building.

Accountability and Evaluation

Stakeholders felt that program staff and clients should be involved in developing program goals and in assessing whether programs have met their goals. Evaluation should be data driven but also take into account anecdotal evidence. It would be helpful if different funders began using common reporting forms that requested similar information so that providers could cut down on paperwork. Stakeholders felt that the County should evaluate the cultural competency of its County programs and contracted programs. Finally, stakeholders suggested that the County publish an annual report assessing how the system as a whole is making progress in meeting major benchmarks.

Solutions Proposed Through Public Input

Many stakeholders offered potential solutions to the issues discussed above. While this list is not exhaustive, it captures major themes.

- **Organization of Service System:** Organize service delivery using school boundaries and offer some services at schools.
- **Mobile Units:** Offer key services such as health, mental health, and drug and alcohol prevention and treatment referral, via mobile units that keep regular schedules at regular locations.
- **In-School Resource Specialists:** The County and schools should work together to provide in-school resource specialists that serve several schools on different days to connect parents, students and teachers to needed resources.
- **Information and Referral:** Put information kiosks at all Multnomah County sites and work with United Way's regional 211 effort to improve access to services.
- **Menu of Services:** The County could offer a menu of services to schools and let communities choose what is most needed. The County should require that communities have a plan to address core issues and needs.
- **Best Practices:** Provide and promote best practices information to all service providers.

IV. Proposed Policy Framework

Using the research findings, and input from stakeholders and community members, an ad hoc team of County staff developed a set of policy recommendations for changes to the system of services for school aged children and their families. After the initial development of these recommendations, stakeholders and community members had an opportunity to comment. The recommendations have been revised numerous times based upon input received from many groups and from individuals responding to the web based survey. For a complete list of groups consulted for feedback see Appendix 10.

The policy recommendations are as follows:

1. **County Role:** Provide funds for school based and school linked services for children and their families that assist all students in succeeding in school. Use natural helpers, cultural mentors, professionals, paraprofessionals, parents, interns and volunteers to provide the support and resources that promote developmental assets and academic achievement. Define a core set of culturally appropriate goals, services, resources, and technical assistance activities.
2. **One System/One Backbone:** Design an integrated system of care that is geographically coordinated with other jurisdictions and that provides access, intake and linkages to serve communities countywide.
3. **Culturally Specific Programs:** The county, in partnership with the geographic and culturally specific entities, will strive to provide culturally, linguistically and gender specific services to school aged children and their families countywide.

4. **Equity:** Distribute services based on countywide populations with high risk needs, including the number of children on free and reduced lunch, the percentage of children on free and reduced lunch, and neighborhood poverty, using census, school, ODE and community and culturally determined data that is county validated.
5. **Boundaries:** Align service boundaries to establish effective interagency coordination between local, county, state and federal jurisdictions and community and business partners. Boundaries will be used as guides but not as barriers to service delivery. Adjustments to DHS boundaries will be made for effective coordination of service delivery.
6. **Information and Referral:** Re-design information and referral system in order to provide equal access for residents of Multnomah County. Information and referral system will strive for a culturally specific and multi-lingual approach and have current and relevant data about available resources.
7. **Less Paperwork:** Align intake, measurement and databases with other departments and jurisdictions when appropriate.
8. **Departmental Linkage:** Designate the Office of School and Community Partnerships as the implementer of this Framework. OSCP will be charged with the administration and management of the School Aged Policy Framework. OSCP will ensure the sound administration and implementation of all components of the School Aged Policy Framework. OSCP will oversee the planning, implementation, technical assistance, training, monitoring and quality assurance activities. OSCP has the formal authority to coordinate the alignment of school aged services contracts throughout county departments for seamless service delivery. OSCP will be responsible for defining and ensuring service and system accountability between county departments. OSCP will respectfully seek the expertise of other county departments and department Directors will be responsive to the Director of OSCP in the planning, implementation and operation of the Framework. OSCP will also be responsible for overseeing service and system coordination between children and families, schools, providers, and other cross jurisdictional entities involved in the Framework.
9. **New Revenues:** With existing resources, develop capacity to coordinate county departmental grants related to services for school aged youth to support funding for framework strategies.
10. **Evaluation:** Create and maintain a strong, viable, and consistent monitoring process that evaluates system and program outcomes in partnership with the community.
11. **Stakeholder Participation:** Service delivery planning and implementation will be inclusive and comprehensive, involving all stakeholders.

These policy recommendations will be presented to the Board of County Commissioners for Multnomah County for adoption on February 6, 2003. Implementation planning to put the recommendations into action will begin immediately following adoption by the Board.