

BEFORE THE BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

RESOLUTION NO. 05-145

Approving Stand for Children's Recommendations Regarding Investments in After School Programming to Help Students Succeed in School, Prepare for Post-Secondary Education and Entry into the Workforce

The Multnomah County Board of Commissioners Finds:

- a. Multnomah County has the following benchmarks:
 - Improve Readiness to Learn
 - Increase School Success
 - Reduce poverty
- b. The County has a budget and funding priority area of Education with three marquee indicators:
 - Percentage of entering kindergarten students who meet specific development standards for their age
 - Percent of students at 3rd, 5th, 8th, and 10th grade that meet or exceed standards on state assessments
 - Percentage of cohort of 9th grade students who complete high school (based on synthetic drop-out rate)
- c. Multnomah County's School Age Policy Framework is an integrated system of services for children, youth and their families including health services, mental health services, services for educational support, anti-poverty services and library services. These services all are key elements in a system designed to contribute to the County's benchmarks and budget priority areas.
- d. Extended day or after school programming is one educational support strategy employed within Multnomah County's School Age Policy Framework as part of SUN Community Schools. As part of the full-service model employed by SUN Community Schools, extended day programs contribute to at-risk and low-income students' success in school and improved preparation for post-secondary education.
- e. The County supports efforts among funders, both public and private, to develop common program standards, shared outcomes and consistent funding priorities as effective ways to avoid duplication, make progress on key community issues and make wise use of taxpayers' and donors' dollars. It is important that the County aligns publicly-funded after school programs with key outcomes and performance measures to make sure our community's young people are receiving the support they need from these programs, to be better equipped for success in school and in life. The recommendations contained in the resolution promote better outcomes for students.

The Multnomah County Board of Commissioners Resolves:

1. The Board approves the attached recommendations from Stand for Children entitled "After School Programming: Investing in Quality Improvements to Help All Students Succeed in School, Prepare for Post-Secondary Education and Entry into the Workforce".
2. The Multnomah County Department of School and Community Partnerships shall work to implement these recommendations.

ADOPTED this 11th day of August, 2005.

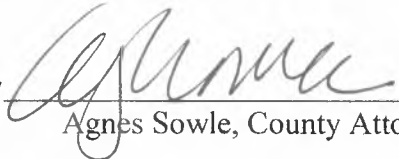


BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

Diane M. Linn, Chair

REVIEWED:

AGNES SOWLE, COUNTY ATTORNEY
FOR MULTNOMAH COUNTY, OREGON

By 
Agnes Sowle, County Attorney

After School Programming: Investing in Quality Improvements to Help All Students Succeed in School and Prepare for Post-Secondary Education and Entry into the Workforce

Recommendation #1: Prioritize the Following Core Outcomes

- 1) Increase the developmental assets of program participants by focusing on the development of each child socially and emotionally as well as academically. These outcomes can be measured by external assets, including, support from adult relationships and development of learning skills, and internal assets, including social skill building, and positive identity formation.
- 2) Improved academic performance; measured by school grades and/or standard assessment scores.
- 3) Increased school attendance.
- 4) Improved student behavior; measured by decrease in behavioral referrals during school day.

Recommendation #2: Effectively Engage High Risk Students

- 1) Program participation will, at a minimum, reflect the school or community's high risk population.
- 2) Academic support will be provided in the following forms:
 - a. Tutoring will be offered in every program to students who need additional help reaching benchmarks in literacy and/or mathematics (see attached tutoring guidelines).
 - b. All sites will have homework tutors; outcome: improved homework completion tracked through the classroom teacher.
 - c. At least 1/3 of classes offered per site are academic classes.

Recommendation #3: Align After School Programs with Classroom Learning

- 1) After school programs will demonstrate the connection between program curriculum and the recommended core outcomes.
- 2) After school program content aligns with the individual school's School Improvement Plan.

Recommendation #4: Commit to Professional Development and Training for Staff

- 1) Provide professional development for the appropriate paid staff.
- 2) Provide at least one hour of training per month, focusing on the core competencies below (or others identified by the program manager).

Recommendation #5: Ensure Clear Lines of Accountability

- 1) The City Council, Portland Children's Investment Fund and the County Commission are responsible for ensuring that after school programs are achieving their outcomes and complying with these recommendations annually. If agencies are not reaching the agreed upon outcomes after one year, a plan of assistance is established. If agencies are not reaching the agreed upon outcomes after the second year, the contract ends and the City/County or the Children's Investment Fund identifies another provider.
- 2) The City/County and the Children's Investment Fund are responsible for developing and tracking assessment and evaluation of program outcomes and goals throughout the year with a final public report issued yearly. County School districts are a key partner in the tracking and evaluation of program outcomes and goals.