Department of County Human Services
Multnomah County, Oregon
Social and Support Services for Educational Success: FY 2012-13

SUN SERVICE SYSTEM

Building a Brighter Future for Kids and their Families

Social and Support Services for Educational Success (SSSES) provides age appropriate and culturally specific case management, academic support and skill building activities for students who are at risk of academic failure.

- Case management takes a comprehensive strengths-based and participant-driven approach to engage both youth and family.

- Academic Support includes homework assistance, tutoring, mentoring, credit retrieval for high school students, and high school transition programs like 9th Grade Counts.

- Recreational and Skill-Building Activities with Positive Youth Development focus include: SUN Community Schools after school programs, sports, music, arts, service learning projects, leadership activities, job readiness training, study skills, skill groups, time management, etc. (either directly provided or linked to existing services).

Six culturally specific providers offer services to African American, African Immigrant, Asian/Pacific Islander, Hispanic, Native American, and Slavic students. In addition, five providers offer services in six distinct geographical regions to ensure coverage across Multnomah County.

Key Assumptions about SSSES

Key assumptions describe the reasoning behind why this model was chosen.

1. Connecting youth with positive youth development experiences will improve school performance

2. Having basic needs met will contribute to a stable, healthy family environment.

3. A whole family approach works better and impacts both child and adult success.

4. Strategies that are inclusive and address the needs of both dominant and marginal groups, will help the system attain cultural equity.

5. Targeted services that offer context-specific support to those most affected by disparities will help the system attain cultural equity.

6. Case managers' consistent use of motivational interviewing skills including: patience, acceptance, selflessness, hope and positive regard will encourage and motivate clients to make positive changes.

## Unduplicated Number Served in 2012-13

All Youth[1]:	1,823[2]
Youth who met the service threshold of at least 45 days and 15 hours	1,255

Information presented in this report is based on youth who met the service threshold and who were matched in the Multnomah Educational Service District's database (N=985[3]).

Demographics

- Half of the youth (50%) were between 12 and 15 years old; the average age was 12.2 years ranging between 5 and 19 years.

- SSSES served almost the same percent of females (51%) and males (49%)

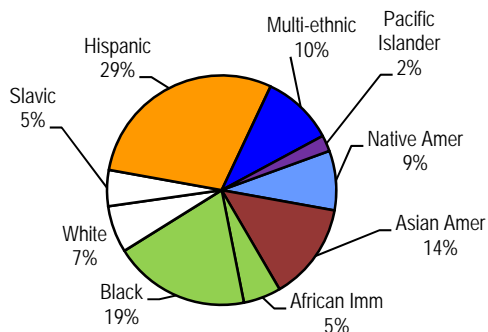### Age and Gender of Youth

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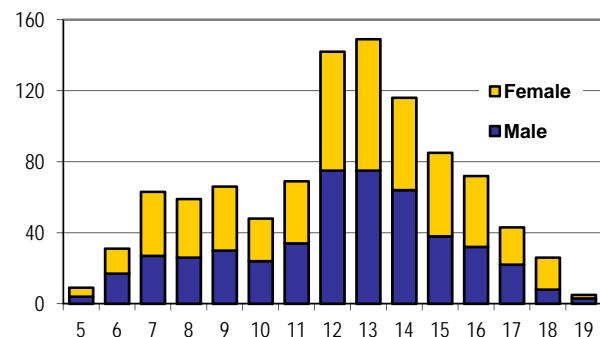
[1] 32 youth were between 18 and 21 years old.
[2] The target for the number of youth served was 1,651.
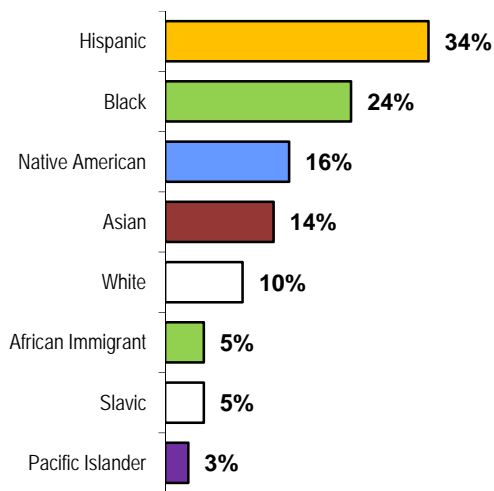[3] A glitch in the data request for school data excluded 250 students ,

- 93% of the youth were of color or from a culturally-specific community compared to the Districts' average of 48%.

Race/Ethnicity of Youth

most common languages were Spanish (28%), Somali (4%), Karen (4%), Vietnamese (3%), Russian (3%), and Burmese (2%).

- 88% of youth were eligible for free or reduced lunch compared to the 6 districts' average of 56%.

- 15% of the youth had an Individualized Education Plan at their school.

- 57% of students who were served in 2012-13, did not meet the reading benchmark in 2011-12 (N=683); 63% did not meet the math benchmark in 2011-12 (N=679).

- 79% of the 9th grade students (N=120) were classified by the districts as academic priority because of 8th grade performance (attendance <=91%, not meeting two or more of the state testing benchmarks or failing one or more core courses).

- Poverty, poor academic performance and English language skill level were the most common risk factors for academic success[5]. Over three quarters of the youth had two or more risk factors (81%).

Race/Ethnicity: Unpacking Multi-Ethnic[4]

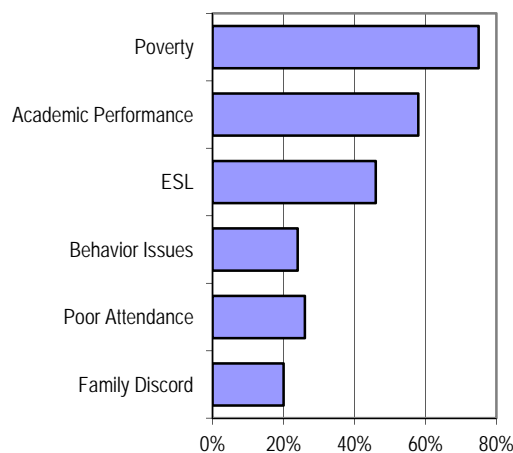## Most Frequently Indicated Academic Risk Factors

- 23% of the youth were English language learners (ELL) compared to the 6 districts' average of 24%; one in four of these ELL students was at the *beginning* or *early intermediate* level of language acquisition.

- Half of the parents (50%) spoke a language other than English at home; in all, there were 24 different non-English languages spoken; the

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[4] Clients who check more than one race or ethnicity are considered multi-ethnic in the pie chart showing race/ethnicity. In this bar chart the multi-ethnic category is removed and each race ethnicity is added to the single category totals. Curry-Stevens, A., Cross-Hemmer, A., & Coalition of Communities of Color (2010). Communities of Color in Multnomah County: An Unsettling Profile. Portland, OR: Portland State University.

[5] Less than 10 percent of youth participating in SSSES were rated by their case managers as having the following risk factors: delinquency (4%), family alcohol/drug issues (6%), family criminality (4%), domestic violence (5%), family mental health issues (3%), foster care (3%), gang involvement (4%), homelessness (4%), IEP (9%), youth mental health issues (4%), youth substance abuse (3%), suspensions/expulsions (6%), and pregnancy (1%).

Services

- At the end of the school year, youth who met the service threshold had been in the program an average of 16.6 months (ranging from 47 days to 5.8 years). Youth participated in an average of 98.4 hours of case management, education, skills training service and positive youth development recreation (ranging from 15 to 1602.75 hours) and averaging 1.6 hours per week).

Summary of Service Hours Provided

Recreation, 15.0
Tutoring, 29.8
Groups Skills, 4.6
Individual Skills, 11.3
Case Mgmt, 37.4
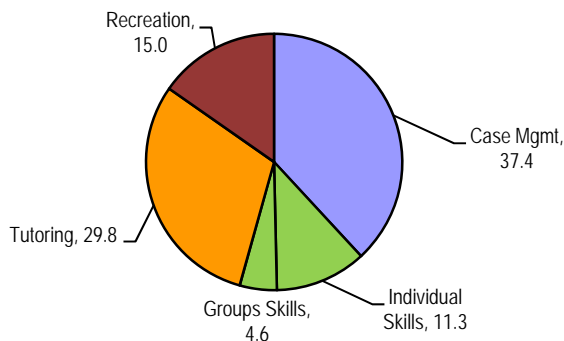
Outcomes

Reading and Math State Benchmark Scores[6]

	Reading	Math
Improved	70%	64%
Average Gain	3.6	2.7
Met or Exceeded Benchmark	37%	30%
Met Growth Target	39%	32%
Met BM or Growth Target	46%	36%

Expected and Average Actual Point Gains by Grade – Reading Scores

Grade	Actual	Expected	Met	N
4th	4.2	5		73
5th	3.9	5		69
6th	3.5	5		66
7th	6.3	3	☆	123
8th	0.3	3		136
9th	4.7	4		33

Expected and Average Actual Point Gains by Grade – Math Scores

Grade	Actual	Expected[7]	Met	N
4th	7.4	7	☆	74
5th	2.6	6		70
6th	0.9	2		68
7th	6.4	5	☆	123
8th	-0.1	2		139
9th	-4.4	2		44

Attendance (N=909)

- Average daily attendance was 90.8% compared to the state benchmark of 92%; 64% of SSSES students met the benchmark. Average attendance decreased when comparing the cohort of students' attendance from this year and last (90.8% vs. 91.9%).

- Over one quarter (29%) of the students were chronically absent (missed more than 10% of school days) compared to the districts' average of 18%. A larger percent of the cohort of students were chronically absent in 2012-13 (29%) than in 2011-12 (27%).

High School Student Performance

- Students earned an average of 5.2 credits; 50% earned the 6 credits expected for the school year (n=408).

- 89% of 9th, 10th, and 11th grade students returned for their next year of high school (n=306).

- 82% of high school seniors either graduated (48%) or returned to a fifth year of high school (33%) (n=82).
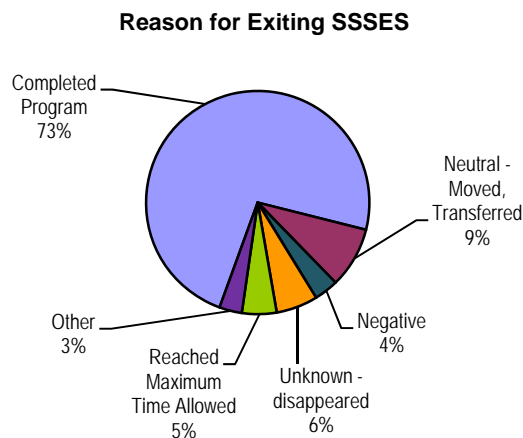
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[6] N of students tested and re-tested in reading and math: 504; 524; N with benchmark scores: 637, 654; N with growth target scores: 259; 292

[7] Using OAKS benchmarks

Reason for Exiting Services

In all, 400 of the clients who met the service threshold exited from SSSES during the year. Case managers report that 73% of clients completed services.

Reason for Exiting SSSES

Completed Program 73%
Other 3%
Reached Maximum Time Allowed 5%
Unknown - disappeared 6%
Negative 4%
Neutral - Moved, Transferred 9%

Case Management Goals

Students and case managers most often set goals for improved academic performance (93%), attendance (65%), and social skills (57%) and in getting basic needs met (58%). Of these, students most often fully met the goals related to improving social skills (73%).

Goal Areas	Goal Set	N	Fully Met	Partially Met	Not Met
Academic	93%	318	65%	31%	5%
Attendance	65%	224	66%	26%	8%
Basic Needs	58%	196	69%	29%	1%
Social Skills	57%	196	73%	23%	3%
Positive Beh.	50%	172	62%	32%	5%
Self-esteem	49%	168	64%	32%	2%
Relationships	44%	192	70%	25%	5%

Housing Stability at Exit

- For the 293 clients for whom housing information was provided, 95% of youth were living in permanent housing at exit.

Summary

1. **Students:** SSSES agencies are serving their intended group of youth at risk of poor academic outcomes because of barriers associated with poverty, race/ethnicity and language. In addition, over two thirds of 9th graders were identified by their district as being an academic priority student.

2. **Services:** Students participated in an average of a little over 1 hour/week of case management, skill-building and education related services (1.6 hours).[8]

3. **OAKS Reading and Math Scores:** Students are making progress in reading and math as measured by the OAKS reading and math tests but they did not meet their targets.

   - The SSSES target for improvement is 75%. This year 70% of students made gains in reading and 64% made gains in math.

   - Almost two thirds of students were below the benchmark (37% met or exceeded the reading benchmark and 30% met or exceeded the math benchmark).

   - However, almost half of the students who had a growth target because they did not meet their benchmark(s) last year, met their growth targets this year in reading (46%). Only one third (36%) met their benchmark or growth target in math.

4. **Attendance:** SSSES students attended an average of 90.8% of required school days which meets the contractual target of 90%. However, over one quarter of the students (29%), were classified as chronically absent due to missing more than 10% of required school days. In the previous school year 27% of this cohort of SSSES students were chronically absent, i.e., the percent actually got higher. Chronic absence is associated with not finishing high school.

5. **High School Students:** High school students made significant progress in earning credits, averaging 5.2 credits during the school year. In addition, 89% of 9th to 11th grade students SSSES high school students, who are at significant risk of dropping out of school, returned to school in the fall.

6. **High School Seniors:** Almost half (48%) of Seniors participating in SSSES, graduated. returned and one third (33%) didn't earn enough to graduate but returned for a 5th year of high school.

7. **Case Management Goals:** Students made progress across 6 types of case management goals. Each of the goals was partially or fully met by 90% or more of the students who set that goal. For the goals areas most often targeted, two thirds of students fully met academic and attendance goals.

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[8] Both type of service and amount of service vary according to provider and population being served. Some agencies focus services on education, and others on case management. Among culturally specific providers, in addition to cultural differences between students, some of the providers served younger students.