

**Multnomah County
Department of
School and Community Partnerships
SUN Service System**

2004–05 Evaluation Report

January 26, 2006



**Northwest Regional Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, Oregon 97204**

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Department of
School and Community Partnerships
SUN Service System**

2004–05 Evaluation Report

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Introduction

In September 2005 the Multnomah County Department of School & Community Partnerships (DSCP) contracted with Northwest Regional Educational Laboratory (NWREL) to provide external evaluation services for the SUN Service System. Specifically, NWREL revised a logic model describing the theory of action for the SUN Service System, reviewed and confirmed proposed outcome measures, and analyzed extant 2004–05 output and outcome data for the system and five of its individual programs: SUN Community Schools, Touchstone, Social & Support Services for Educational Success, Parent Child Development Services, and Self-Sufficiency Services. DSCP staff provided existing data and reports from the Multnomah County Crosswalk database, the SUN Community School database, and individual school district databases. This included demographic and achievement data for students participating in SUN Service System programs and a participating teacher survey.

This report documents 2004-05 accomplishments and provides some limited discussion of those accomplishments for the SUN Service System and each of its programs. These results and the logic models developed during this project provide the basis for refinement of future evaluation activities through discussion and definition in subsequent years of key program objectives and indicators for more specific evaluation of services. Thus, an evaluation plan can be developed each year for the necessary data collection and analysis systems to determine areas of success and areas for improvement.

SUN Service System

The SUN Service System, Multnomah County, Oregon's premier poverty elimination program, is designed to improve vital services for school-age youth and their families throughout Multnomah County. It is an integrated system of care, providing social and support services to youth, families and community members that lead to educational success and self-sufficiency.

The program is administered by the Multnomah County Department of School and Community Partnerships (DSCP) and works to align city, county, state, and federal resources and programs through a single service delivery system. Services and system improvements are aligned with two key County priorities: improving basic living needs and education. The basic living needs priority is enhanced by providing information and referrals to available services, temporary assistance to those in need, and ongoing assistance to vulnerable people with no other means of support. The education priority is addressed by providing extended school day activities for students, improving family engagement in school, and providing a variety of social services to both students and their families.

Figures 1 and 2 visually represent how the SUN Service System works with schools, families, and community members to remove barriers that impede youth from moving on the road to educational success (Figure 1), and to remove barriers that impede individuals and families from moving on the road to self-sufficiency (Figure 2). The road to educational success requires students to acquire necessary attitudes, skills, and behaviors that lead to a positive school engagement, which in turn leads to sustained academic performance that culminates at graduation with the necessary skills for a self-sufficient adult life. The road to self-sufficient families requires establishing stable living conditions that facilitate a nurturing home life, as well as a community that provides social support and educational opportunities for children and adults that allow them to secure fulfilling adult employment that provides a livable wage.

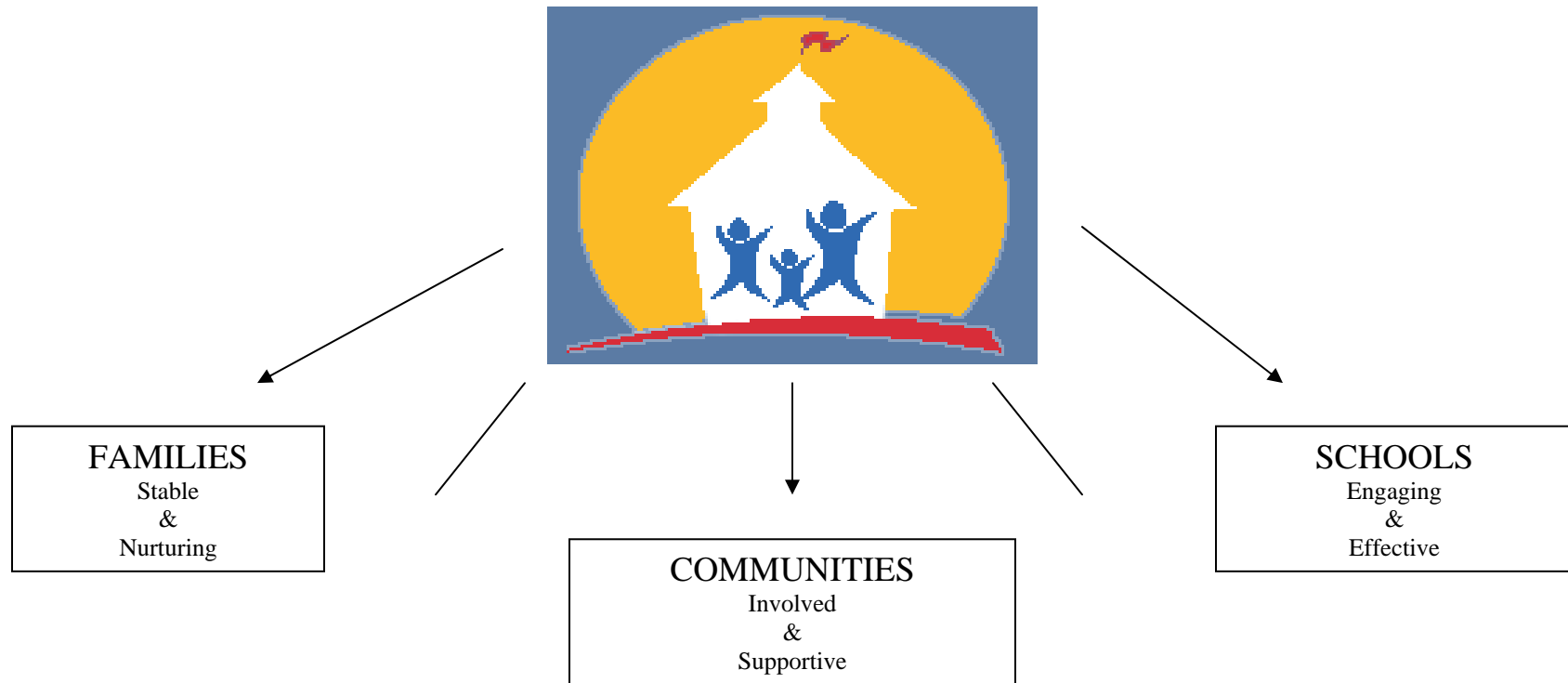
The SUN Service System works with schools and their communities to define and implement services within six Multnomah County school districts currently. The participating districts are Centennial, David Douglas, Gresham-Barlow, Parkrose, and Reynolds School Districts, and Portland Public Schools. Support is delivered through *school-based* and *school-linked services*.

School-based services are those services housed and primarily delivered at school sites. The primary recipients of the services are the students enrolled in the school and the community immediately adjacent to the school. The foundation for all services at each school-based site is a required SUN Community Schools (SUN CS) program. A SUN CS advisory committee at each school defines and implements an comprehensive set of social and support services for students and parents, including extended-day activities. School-based case management is provided for students through Multnomah County's Touchstone Program.

School-linked services are those services housed at sites other than schools. These services are delivered at various community sites, which may include schools. Regional Service Centers are the primary service delivery site for school-linked services, though many of these services are provided in convenient locations throughout the county.

Several key principles provided a foundation for the development of the SUN Service System to meet the needs of the county's different communities. They are:

- Making service delivery more efficient and effective
- Emphasizing school-based service delivery to provide easy access for students and families
- Creating an integrated system of care that is geographically coordinated
- Providing culturally-specific programs for an increasingly diverse population
- Ensuring equitable distribution of services throughout the County
- Improving information and referral systems
- Reducing paperwork for clients, staff, and systems managers



WORKING TO REMOVE BARRIERS FROM THE ROAD TO EDUCATIONAL SUCCESS FOR ALL YOUTH

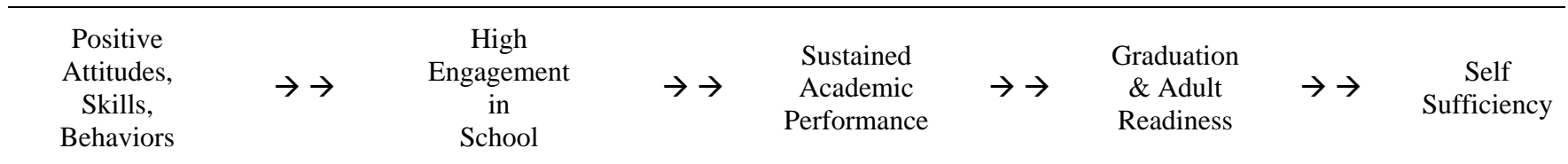
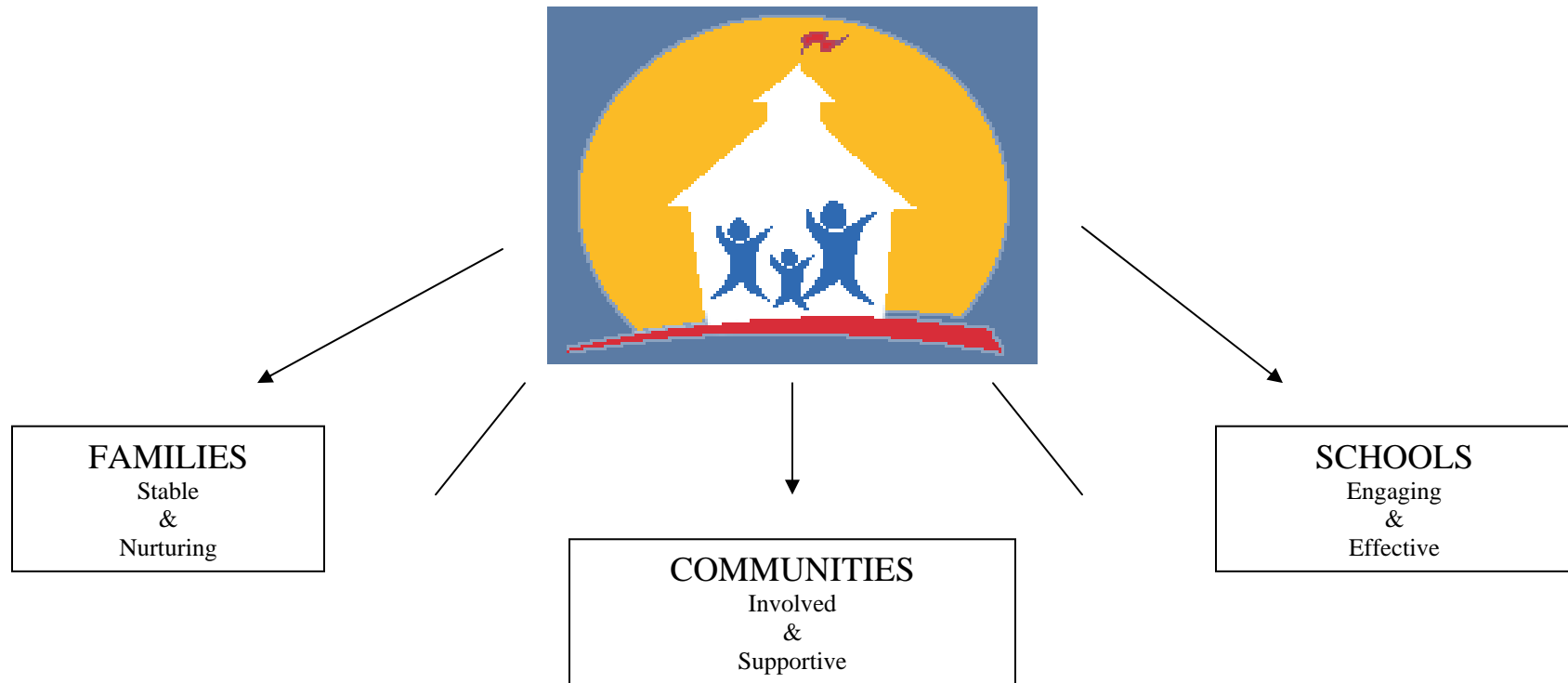


Figure 1: SUN Service System: An Integrated System of Care for Multnomah County's Families and Youth



**WORKING TO REMOVING BARRIERS FROM
THE ROAD TO SELF SUFFICIENCY FOR ALL INDIVIDUALS**

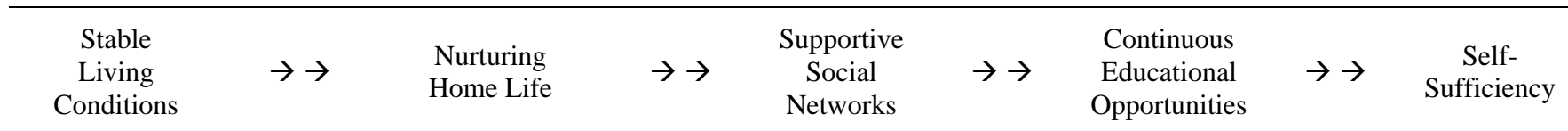


Figure 2: SUN Service System: An Integrated System of Care for Multnomah County's Families and Youth

Youth Educational Success Model

Schools in Multnomah County, like many throughout the country, are the meeting ground of people with diverse backgrounds who bring a wide variety of environmental, familial, and cultural experiences that influence their daily learning. The Youth Educational Success Model in Figure 3 illustrates a causal process that applies to all students whereby they become increasingly successful in school over time. Schools and communities wishing to assist students must begin by understanding the learning needs for all students across all developmental areas, not just the cognitive. Schools, families, and communities must work together to address each individual student's unique strengths and challenges related to health, physical, social, emotional, cognitive, and language development. In order to do this, schools are partnering more and more with businesses, community groups, and government agencies to meet the learning needs of a diverse student body.

The opposite of educational success for a child is dropping out of school. Dropping out of school is not just a single event that occurs at a given time, but rather a process of disengaging that often begins in the early grades (Newman, Wehlage, & Lamborn, 1992; Woods, 1995). Students who show little indication of excitement, commitment, or pride in learning are involved in this process of disengaging from school. For many students the process consists of "stopping out" from school one or more times before they finally drop out for good. Thus, efforts to promote educational success must also focus on students at all stages of disengagement and attempt to draw them back into regular or school alternative programs.

School engagement consists of two dimensions: participation and identification (Finn, 1993). Participation is a behavioral component pertaining to academic and non-academic activities, such as school and class attendance, completing homework, and being involved in extra-curricular activities. Identification is a psychological component that entails sense of belonging, social ties, relationships with teachers, sense of safety, and the extent school is valued. A student's level of school engagement is a combination of these factors, often referred to as developmental assets, and can be influenced through relevant and effective schools and supports.

The most effective strategies to increase high school graduation rates and successful transition to adult life are those that build positive student associations with school. This means school must be relevant to students and provide experiences and training that will foster positive attitudes, behaviors, and social skills. The National Center for School Engagement (NCSE) states on its web site (NCSE, 2005) that its approach to school success is based on an integration of their 3 A's: Attendance, Attachment, and Achievement. Promoting **attendance** involves the design and implementation of evidence-based strategies to reduce excused and unexcused absences. Promoting **attachment** involves establishing meaningful connections with youth and their families through caring, support, and mutually-defined expectations. Promoting **achievement** involves ensuring that students have the tools and resources to complete courses and graduate from high school.

Figure 3 shows how the SUN Service System incorporates attendance, attachment, and achievement into its youth educational success model. Improvement of attendance is a particularly important objective, as poor and erratic attendance is such a key indicator of eventual dropping out of school. A number of developmental categories provide the basis for supports that lead to improved personal assets including positive attitudes, behaviors, and social skills. These assets help students become positively engaged at school as reflected by short-term gains in attendance, attachment and academic achievements that become the basis for sustained academic performance over time.

In the SUN Service System the youth-serving programs within the system (SUN Community Schools, Touchstone, and Social and Support Services for Educational Success) are designed to strengthen these important assets. For instance, each SUN CS school site is required to establish an extended-day activities program and integrated set of human services to build attachments and assets. The SUN Community Schools involve school, students, families, and community to support developing positive school climates, family and community engagement, and student-focused programs and activities. This is accomplished through culturally-specific supports and a variety of parental development training and supports that increase the likelihood of student learning being supported at home.

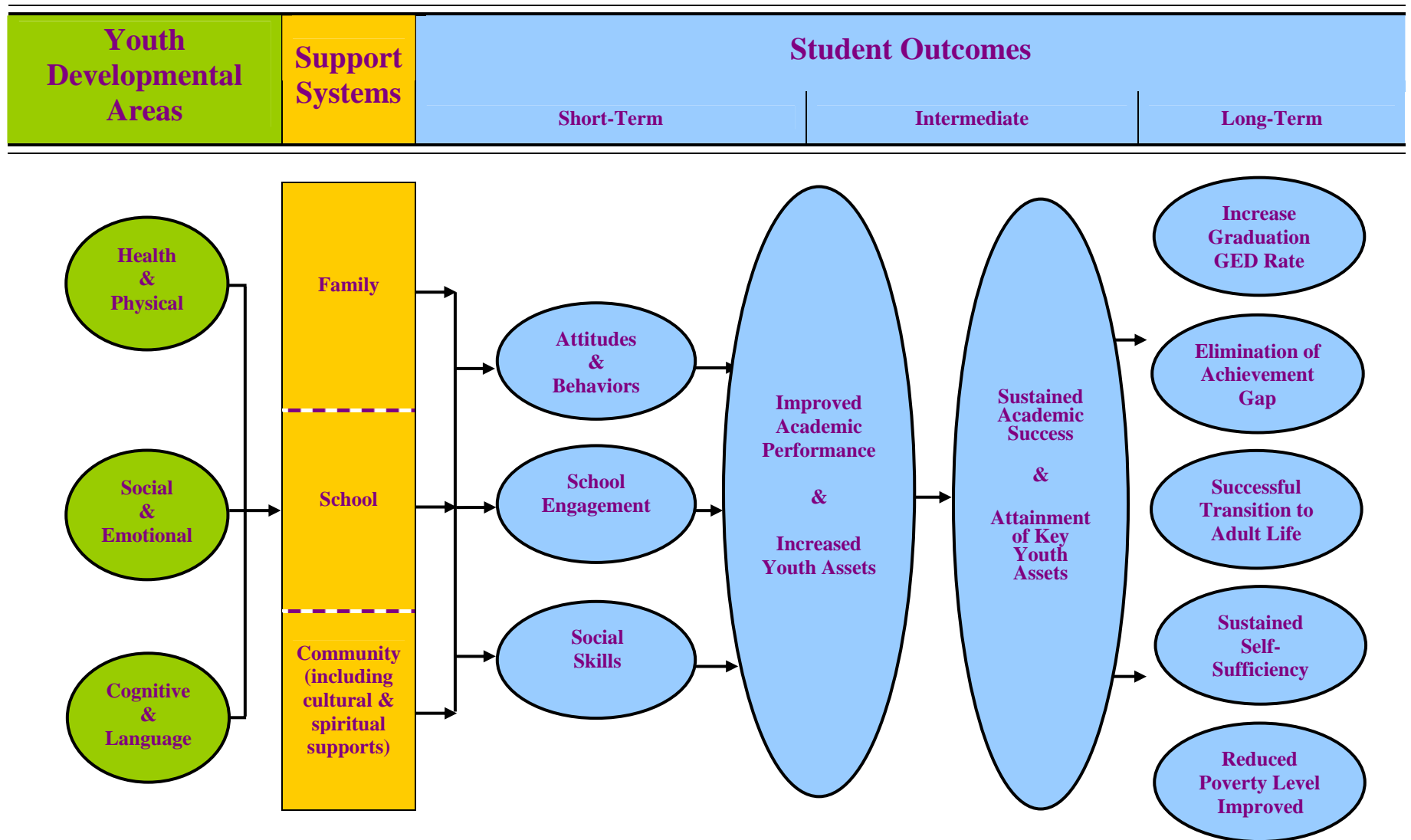


Figure 3: Youth Educational Success Model

The long term goals that define a successful school experience for individual youth are graduation and preparation to transition into a self-sufficient and fulfilling adult life. These can only be achieved for all students as the achievement gap for specific ethnic and cultural groups is eliminated. The SUN Service System is one promising partnership of schools and government, families, and communities that is working to make school relevant and effective for all students.

Self-Sufficiency Model

Improved educational outcomes in Multnomah County will produce higher numbers of youth prepared to move into successful and satisfying adult careers. This obviously contributes over time to both increased citizen self-sufficiency and lower community poverty levels. However, the causal relationship between education and anti-poverty efforts goes both directions when SUN Service System assistance to families for temporary housing and utilities helps provide the basic and stable home life so important to families with school-age children. Because unstable living conditions and homelessness have negative effects on a student's school attendance, engagement, and performance, therefore the SUN Service System includes both educational and self-sufficiency services.

Figure 4 shows how social support systems fit into a causal process of increasing positive outcomes that lead to sustained self-sufficiency for individuals and families and reduced poverty levels for a community. Social service agencies working in consort with cultural and spiritual communities provide a basis for support to individuals along with their personal family and friends. This support can be viewed as helping to develop similar developmental assets as those discussed for youth earlier in the educational success model. Many individuals require assistance to identify and target basic needs that can be categorized within the domains for quality of life: health and safety, social, vocational, and recreation and leisure. They may also need improved goal orientation, and all citizens benefit at different times from educational training and vocational skill development.

The United Way of Calgary (2003) developed an anti-poverty strategy and framework for the city of Calgary, Alberta, Canada that is based upon an extensive review of research on the effects of poverty and approaches to combat it. They identify three major themes that emerge from that review: anti-poverty work must be based on an understanding of the complexity of the problem,

a broad framework of strategies and resources is necessary to successfully combat it, and no one organization or level of government can provide all the strategic and resource elements necessary. The seven elements identified within the United Way of Calgary “multi-sectoral anti-poverty framework” are:

- Provision of basic needs
- Education, training and skill development
- Employment and entrepreneurial opportunities
- Health and well-being initiatives
- Income support and living wages
- Enrichment programs for at-risk children and youth
- Community development and civic engagement

These elements are not only compatible with the SUN Service System, but are clearly established within the component programs of its system.

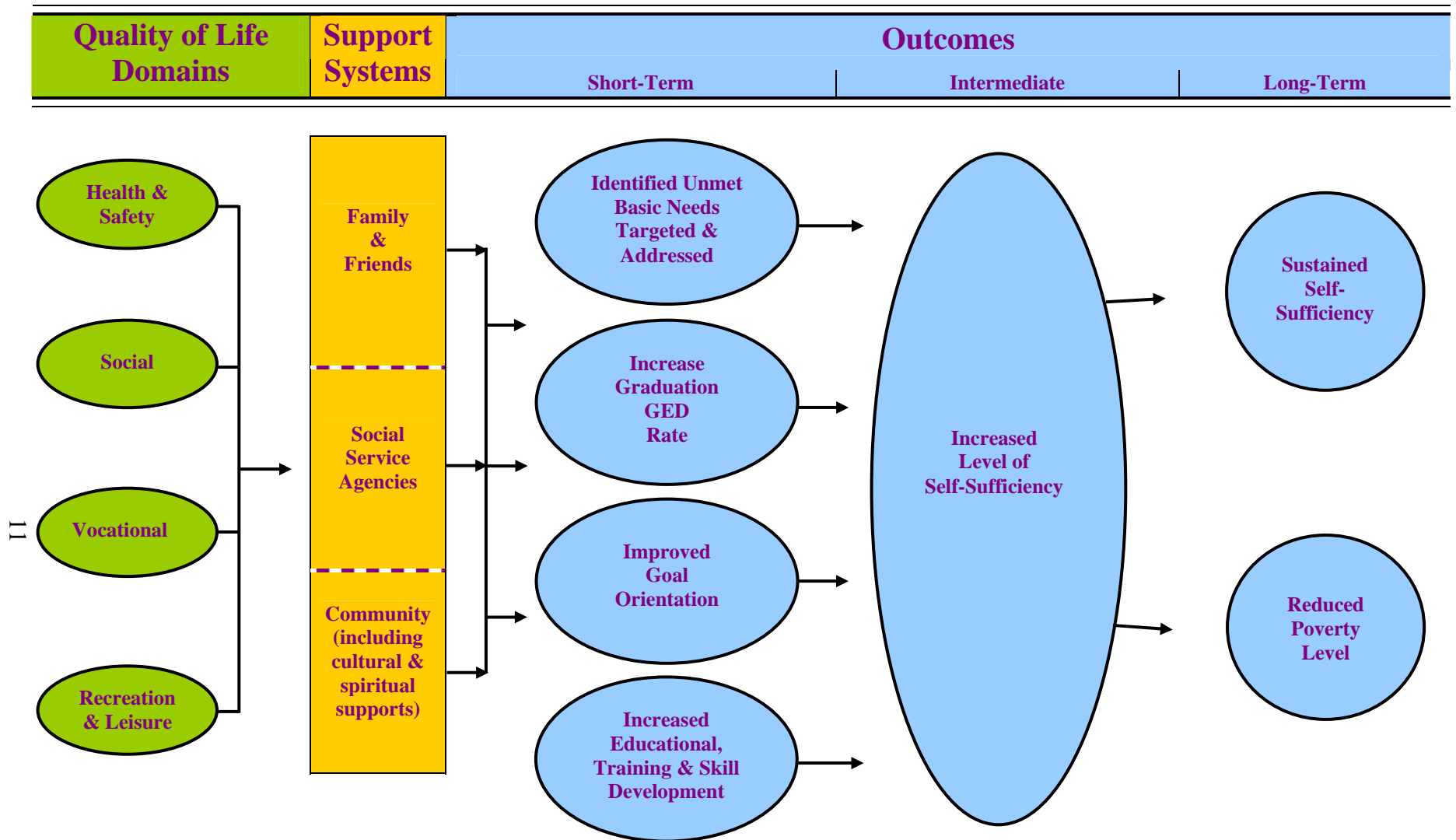


Figure 4: Model for Individual's Transition to Self-Sufficiency

2004-05 Evaluation

Five primary services, or programs, were examined for this evaluation project. Brief descriptions of each program along with 2004–05 activities and target outcomes are presented in the second section of this report. A logic model for each program shows inputs, outputs, and desired outcomes. The five programs are:

- | | |
|---|---------------|
| • SUN Community Schools (SUN CS) | School-based |
| • Touchstone | School-based |
| • Social and Support Services for Educational Success (SSSES) | School-linked |
| • Parent-Child Development Services | School-linked |
| • Self-Sufficiency Services | School-linked |

The logic model in Figure 5 provides the basis for the ongoing evaluation of the success of the SUN Service System. A separate logic model is included for each program in following sections where targets for 2004–05 are presented. It is important that all six logic models be coordinated to show how each individual program makes its unique contribution to the effectiveness of the overall SUN Service System.

Logic models are useful to determine when intervention programs are doing the right things. They give a common framework for all stakeholders to answer whether a difference is truly being made. They do this by showing a chain of events that link the inputs (services and resources) to results. The logic model provides a simple description of the program’s “theory of action.” Thus, they summarize the key elements of a program and can be used to build consensus around what the program is. Finally, a logic model is very helpful to make the distinction between involvement in activities sponsored by the program and the outcomes they help create.

The first column of the SUN Service System logic model in Figure 5 briefly shows the situation that Multnomah County and its partners in the program are addressing: poverty is a reality for too many individuals and families, and not enough youth are succeeding in school. A number of the key causal factors for each condition are also listed. Columns 2

and 3 show the services and resources available through the SUN Service System. In particular, column 3 highlights the extent of the partnership that includes numerous Multnomah County staff, community partners and volunteers. Column 4 indicates the output targets for the year in numbers of services and persons receiving services. The final column shows both the desired short term and intermediate outcomes and the desired longer term community wide system outcomes. It is these desired outcomes that lead directly to what needs to be evaluated for each of the five programs and the full SUN Service System. This years' evaluation study worked with the indicators of those outcomes that were available from the databases of Multnomah County DSCP and its partner school districts.

Hopefully these system and program logic models will be useful in coming years to bring stakeholders together in a continual monitoring and improvement of the SUN Service system. They should be revisited each year and modified to best define the program and its theory of action. The models will provide the following benefits:

- Identification of appropriate evaluation questions
- External communication support through a brief summary of a complex program
- Clarification of underlying rationale and expectations
- Identification of logic gaps and uncertain assumptions

The following sections present the participation levels and outcome results for the overall SUN Service System and each of the five programs and services. Each program is briefly described and a summary of its results is provided. Figures are also included for each program to show levels of participation by gender and ethnicity.

Participation and outcome reflects data collected from various databases. The measures for each of the five programs that are currently most appropriate for the identified SUN Service System target outcomes are listed in Figure 6. Some of these measures were not available this year, but are planned for 2005/06 data collection and analysis. Figure 6 uses a 'C' to indicate which measures were available this year, and an 'R' for those that are

recommended for future analysis. A more detailed list of measures and analyses for outcomes is provided by program in Appendix A. Where possible, the current year results were compared to results for 2003-04 to note any gains or improvement. In future years, all results can be examined longitudinally to determine if outcomes continuously improve and if there is a steady rate of improvement. It is also possible in future years to compare SUN Service System participant outcomes to those for other students at the school, district, or state level.

<u>Situation</u>	<u>Inputs</u>		<u>Outputs</u> (2004-05 Targets)	<u>Outcomes</u>
<p>Individuals and Families are living in poverty. Their situation is impacted by the lack of:</p> <ul style="list-style-type: none"> . stable housing . stable, living-wage income . parenting skills . school advocacy skills . adequate social and health services . quality child care . culturally appropriate supports <p>Youth are often not succeeding in school. Their situation is impacted by the lack of:</p> <ul style="list-style-type: none"> . adequate social and health services . additional academic support/ learning opportunities . family support . stable home life . adequate nutrition . significant adult relationships . services to support social/emotional development . safe, supportive activities in the out of school time . culturally appropriate supports 	<p>SERVICES</p> <ul style="list-style-type: none"> . Emergency Services . Rent Assistance . Transitional Housing . Extended-Day Activities (including academic support) . Youth and Family Case Management . Parent Education & Engagement . Early Childhood Programs . Culturally Specific Services . Screening and Referral (drugs, alcohol, mental health) . Technical Assistance for Gender Specific and Sexual Minority Services 	<p>RESOURCES</p> <p>Staff</p> <ul style="list-style-type: none"> . SUN CS Site Managers . Touchstone case managers . SSES staff . PCDS staff . Housing case managers . Emergency services staff . Information & Referral staff . Alcohol, Tobacco and Other Drug staff . Sexual Minority Youth Services staff . Technical assistance providers on gender-specific and sexual minority issues . Activity teachers/leaders . Tutors/Mentors . Regional Managers & Program Development staff <p>Community Partners</p> <ul style="list-style-type: none"> . School districts and schools . Community-based agencies . Cultural and service groups . Business partners <p>Community Volunteers</p> <p>Facilities</p> <ul style="list-style-type: none"> . SUN CS schools . Regional Service Centers . Other community locations 	<p>PARTICIPANTS</p> <ul style="list-style-type: none"> . 10,350 students served at 46 SUN CS schools . 3,450 parents served in SUN CS classes . 660 students/families receive Touchstone case management services . 1,455 students served in Social and Support Services for Educational Success . 600 families received child development services . 54,000 Info. & Ref. calls supported . 19,315 served in anti-poverty short term interventions . 262 households provided with transitional housing and supportive services . 1,041 served in group, individual and family support services . 13,500 households receive energy assistance 	<p>SHORT TERM/ INTERMEDIATE (Individuals)</p> <p>Children/Youth</p> <ul style="list-style-type: none"> . Increased school readiness . Improved school attendance . Improved social skills . Improved attitudes & behavior . Increased school engagement . Improved academic performance . Sustained academic success <p>Parents</p> <ul style="list-style-type: none"> . Improved parenting skills . Increased involvement in child's education . Improved school advocacy skills <p>Families/Individuals</p> <ul style="list-style-type: none"> . Sufficient social and health supports and services . Increased self sufficiency <ul style="list-style-type: none"> . Increased income . Stabilized housing . Continuous utility service <p>LONG TERM (Community)</p> <ul style="list-style-type: none"> . Increased graduation rates . Elimination of achievement gap . Increased school readiness . Successful transitions to adult life . Sustained self-sufficiency . Reduced rate of poverty

Figure 5: Multnomah County SUN Service System Service Delivery Logic Model

Outcomes	Measures	SUN CS	TS	SSSES	PCDS	Self-Suff
STUDENT OUTCOMES						
Improved social skills	Teacher reporting, peer & adult relationships	C	R	R		
Improved school attitudes and behavior	Self-identity with school, academic confidence, referrals, suspensions, expulsions	C/R	R	R		
Increased school engagement	Attendance, reconnected out-of-school youth, Homework timeliness & completion, classroom attentiveness & participation	C/R	C/R	C/R		
Improved academic performance	HS Credits, Oregon assessment scores	C/R	C/R	C/R		
Sustained academic success	Multiple year progress toward graduation	R	R	R	R	
PARENT OUTCOMES						
Improved parenting skills			R		R	
Increased school involvement		R	R	R		
Improved school advocacy skills		R			R	
FAMILY OUTCOMES						
Kindergarten Readiness	Immunizations, normal child growth and development (ASQ), referrals				C	
Stabilized home life			R	R		
Stabilized housing		C	C			C
Continuous home utilities service						C
Increased self sufficiency	Increased income		C			C
Meet Case management goals			C	C		C
Client Satisfied with Services		R	R	R	C	R

C = measures currently available for 2004-05; **R** = measures recommended for future analyses

Figure 6: Current and Recommended SUN Service System Outcomes and Measures by Program

2004-05 SUN Service System Participation and Outcomes

This section presents the outputs and outcomes results across the five programs of the SUN Service System that were analyzed for this study. They are SUN Community Schools, Touchstone, Social & Support Services for Educational Success, Parent-Child Development Services, and Self-Sufficiency Services. Numbers are unduplicated across programs unless otherwise indicated. Individual results for each of the five programs are presented in following sections of this report.

The following provide a summary of results for the five SUN Service System programs analyzed for this report:

- 30,698 individuals were served through the five programs analyzed.
(60,734 duplicated individuals were reported as being served through all the various programs and services of the SUN Service System.)
- 16,408 of those people were served through the SUN Community Schools program.
- 56.1 percent of those served were females and 44.0 percent males.
- 65.0 percent of the SUN Service System clients were non-Caucasian.
- The ethnic minority groups served most were Hispanic (27.1%) and Black/African American (16.9 %).
- For students receiving services across SUN CS, Touchstone and SSSES:
 - 76.5 percent increased benchmark scores in Reading from 2003-04.
 - 72.9 percent increased benchmark scores in Math from 2003-04.
 - average daily attendance was 89 percent of school days.
 - 72.4 percent attended 90 percent or more of school days.
 - 65.8 percent attended 92 percent or more of school days.
- For individuals receiving services across Touchstone, SSSES, and the Self-Sufficiency project:
 - 69.2 percent had met most or all of their case plan goals at exit.
 - 96.0 percent had permanent housing at time of exit.
 - 92.0 percent reported their issues had been addressed at time of exit.

Figures 7-9 show 2004-05 participation level data for the SUN Service System by program/service, gender, and ethnicity. The last five projects listed on Figure 7 are individual components of Self-Sufficiency Services.

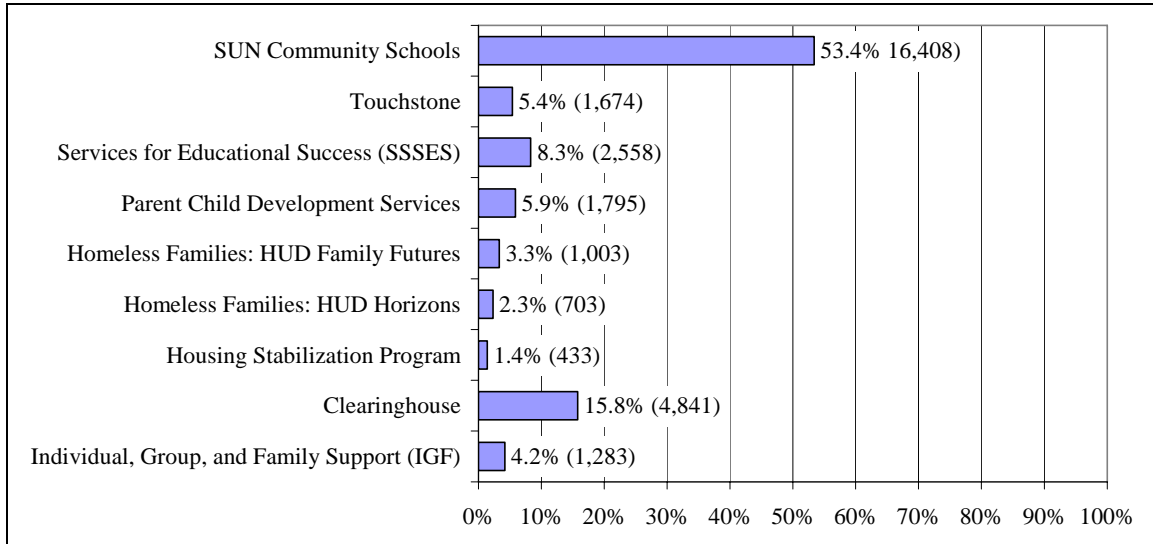


Figure 7: SUN Service System Participation by Program

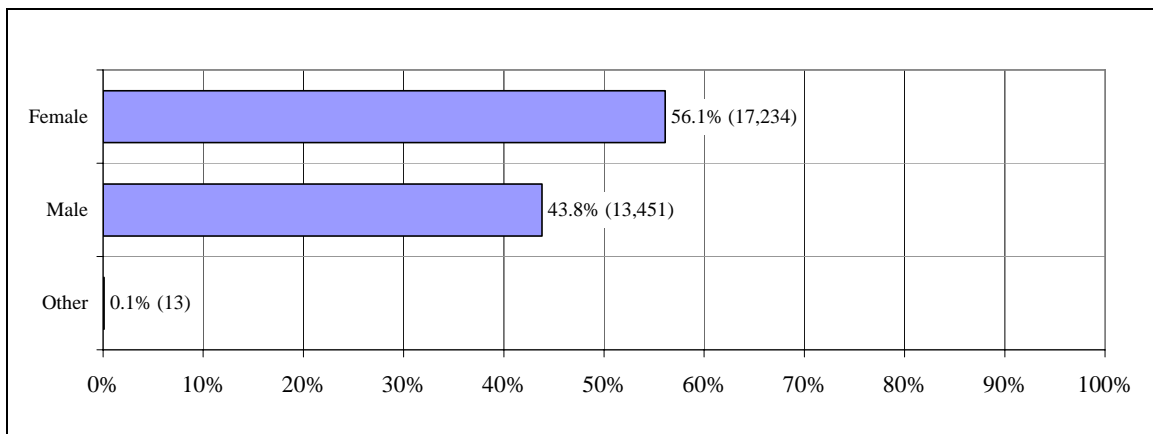


Figure 8: SUN Service System Participation by Gender

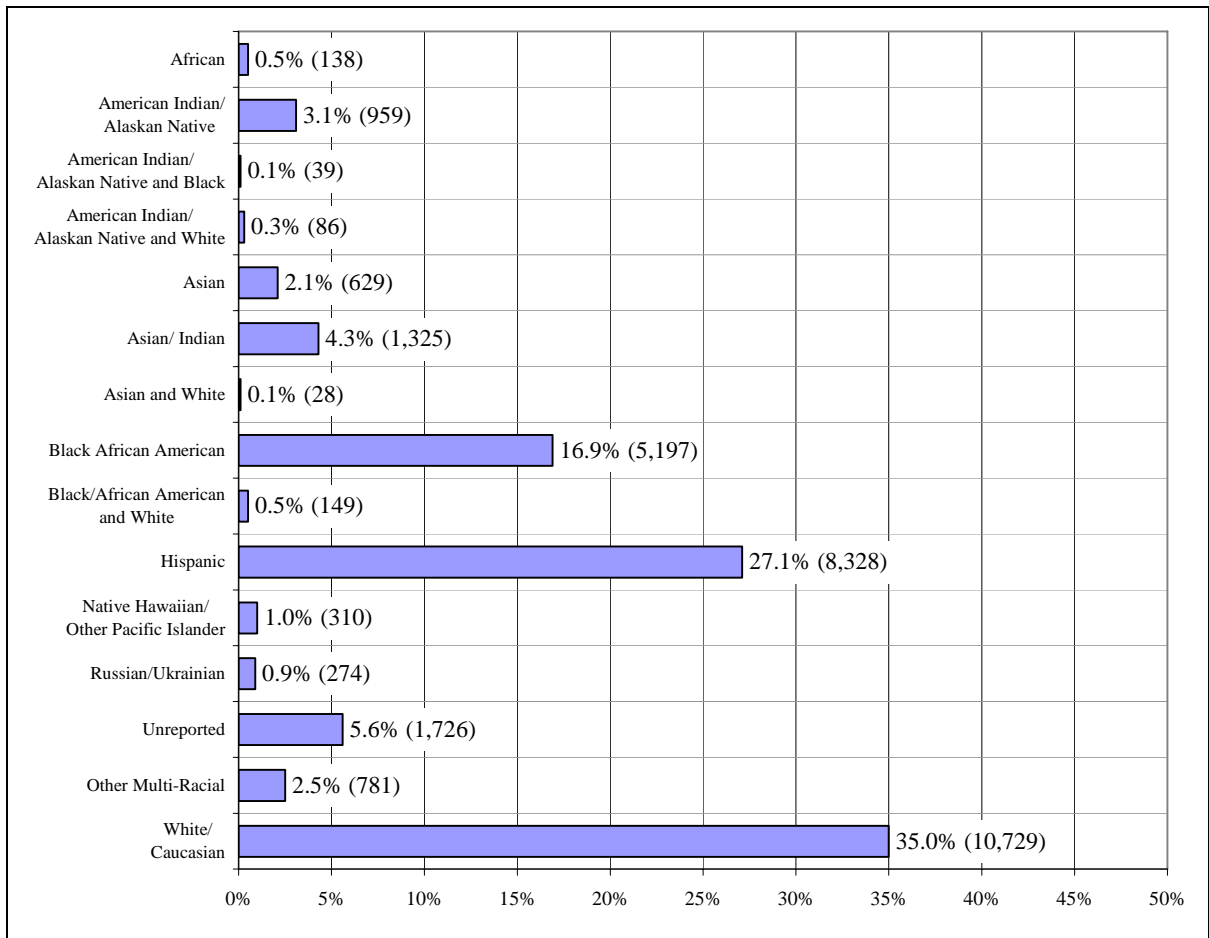


Figure 9: SUN Service System Participation by Ethnicity

School-Based Programs

SUN Community Schools

The primary goal of SUN Community Schools (SUN CS) is to retain and support students in school in order to improve academic success. SUN CS is the main vehicle for contracted school-based services through the SUN Service System. Its aim is to open neighborhood schools as community centers and service delivery sites before and after school, evenings, and weekends. SUN Community Schools coordinate and provide educational, recreational, social, and health services—creating full-service community centers that help youth and family succeed. Services are selected locally for each school from a menu of potential service components or topics and adapted to local community needs.

The seven core service activities supported by the SUN Community School program are listed in the logic model on the previous page. There are currently 50 participating schools from six school districts within Multnomah County. These schools include 26 elementary, 18 middle, and five high schools, plus one K-12 school that represent a wide range of locations and settings. Each of the SUN CS schools is managed by a lead agency (typically a nonprofit agency) jointly with the school principal. Together they hire a SUN CS Site Manager to help build and bring networks of services, classes, and volunteers together to benefit youth and the community. SUN CS Site Managers coordinate these services and make sure they link to the academic school day.

The National Institute on Out-of-School Time (NIOST) has identified nine effective practices for out-of-school programs that create positive developmental settings (Hall, G, Yohalem, N., Tolman, J., & Wilson, A. (2002). They are:

- Safe and stable places
- Basic care and services
- Caring relationships
- Networks and connections
- Relevant and challenging experiences
- High expectations and standards

<u>Inputs</u>	<u>Inputs</u> <u>Services</u> <u>Participation</u> (2004-05 Targets)		<u>Primary Targeted Outcomes</u>
Staff . School-based service teams . SUN CS Site Manager . SUN CS Activities Coordinator . Activity teachers/leaders . Tutors/Mentors Regional . Managers & Program . Development Staff Community Partners . School districts and schools . Community-based agencies . Cultural and service groups . Business partners Community Volunteers . SUN CS Advisory Committees Facilities . SUN CS schools	. Extended Day Activities . Family Engagement . Parent Organizing for School Success . Individual, Group & Family Support . Community & Business Involvement . Service Integration . Site Management	Participants . 10,350 students served at 46 SUN CS Schools 3,450 parents served in SUN CS classes Participant Satisfaction Not available for 2004-05	SHORT TERM/ INTERMEDIATE Students . Improved school attendance . Improved social skills . Improved attitudes & behavior . Increased school engagement . Improved academic performance . Sustained academic success Parents . Increased involvement in child's education . Improved school advocacy skills Community . Increase community and business involvement in supporting schools . Improve system of collaboration
<p style="text-align: center;"><u>Program Purpose</u></p> <p>The goal of SUN Community Schools is to improve the lives of children, families and the community by partnering with local school communities to extend the school day and develop schools as “community centers” in their neighborhoods.</p>			

Figure 10: SUN Community Schools Service Delivery Logic Model

- Opportunities for voice, choice and contribution
- Personalized and high quality instruction
- Age-appropriate practices

SUN Community Schools employ these practices in the design and implementation of a comprehensive set of services and supports at each site.

The following are overall participation results for 2004/05 for SUN Community Schools Program:

- 16,408 youth and adults were served through a wide variety of SUN CS services, such as after-school programs, counseling, and adult classes.
- 53.8 percent (8,834) of those served were females and 46.2 percent (7,574) males.
- 61.3 percent of the SUN CS clients are non-Caucasian individuals.
- The ethnic minority group served most was Hispanic/Latino (23.0%) followed by Black/African American (12.7 %) and Asian/Indian (8.1%).

Figures 11–15 on the following pages show results of participation and outcomes data specifically for 4,241 students who participated 30 or more days in SUN CS activities. Thirty days was set as the minimum level of participation for students to be included in outcomes analyses as this threshold matches the federally established definition of “regular attendance”.

Results include:

- 4,241 students participated regularly in SUN CS activities across the six participating school districts.
- 52.7 percent of the 4,241 students participating were female and 47.3 percent were male.
- 60.1 percent of the students were non-Caucasian.
- The ethnic minority group served most was Hispanic/Latino (19.6%) followed by Black/African American (17.1 %) and Asian/Indian (8.5%).

The following are outcomes results across the six partner districts for students who participated 30 or more days in SUN CS activities. Figure 15 shows the average RIT score gain from 2003-04 to 2004-05:

- The average yearly RIT gain score for Reading was 5.2.
- The average yearly RIT gain score for Math was 5.0.
- 74.6% of participating students increased Reading benchmark scores from 2003-04.
- 72.9% of participating students increased Math benchmark scores from 2003-04.

A teacher survey was completed on behavioral changes during the 2004-05 school year for 2,829 students who participated regularly in SUN CS. The following results show the percent of students who were rated by their teacher as showing some or a great deal of improvement by behavior:

- | | |
|--|--------|
| • Turning in homework on time— | 75.1 % |
| • Completing homework to teacher satisfaction— | 76.3 % |
| • Classroom Academic Performance — | 82.6 % |
| • Positive attitude toward school— | 83.1 % |
| • Being attentive in class— | 78.1 % |
| • Participating in class— | 82.6 % |

Daily attendance data was collected for SUN CS students who participated in the program 30 or more days. The average daily attendance percentage across 3,765 students was 91 percent. That is, during the time period students participated in SUN CS, they were present 91 percent of the school days. Also, 75.6 percent of the participating students attended school at least 90 percent of the time and 69.2 percent attended at least 92 percent of the total school days. This is the first time this data has been collected, so these results provide a baseline for comparison to subsequent years for SUN CS students as well as the full student population.

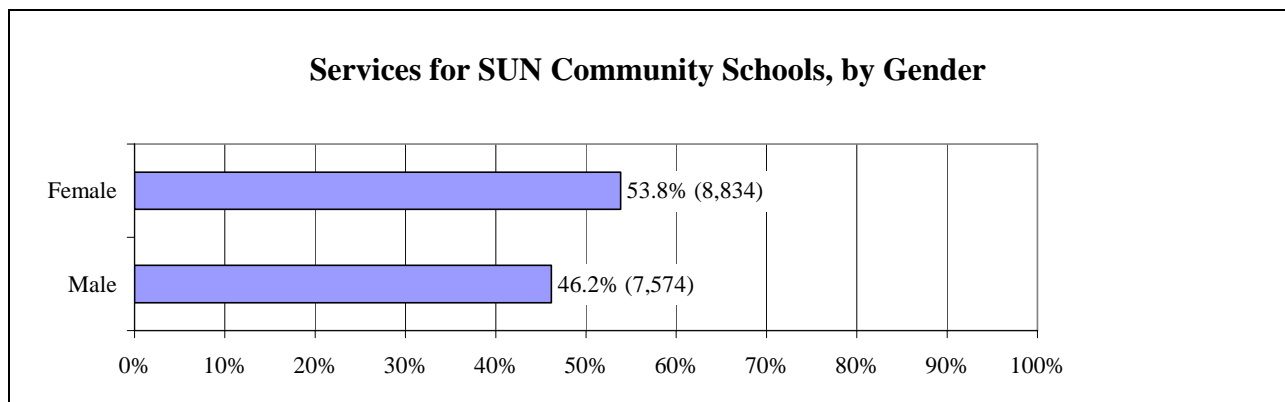


Figure 11: SUN Program by Gender

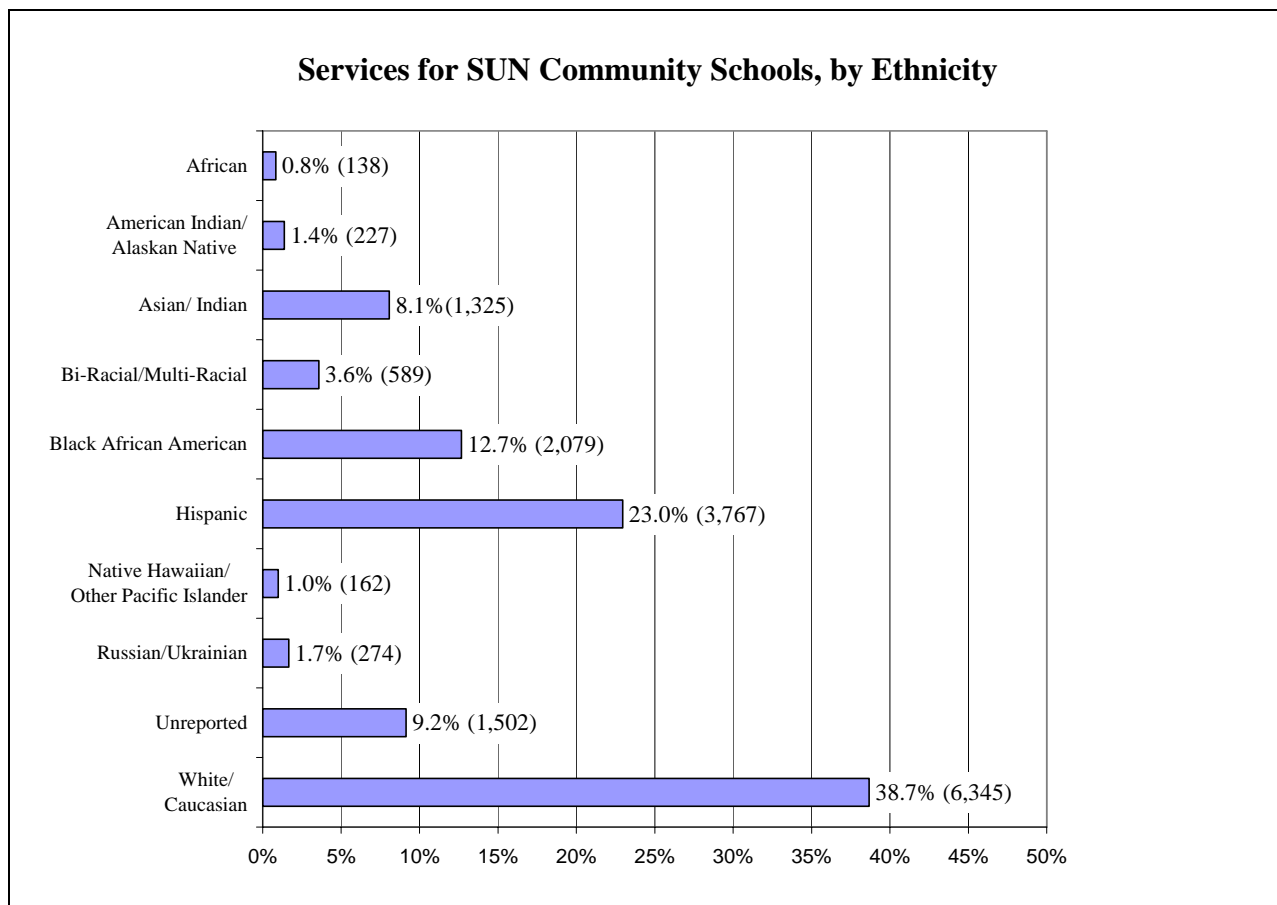


Figure 12: SUN Program by Ethnicity

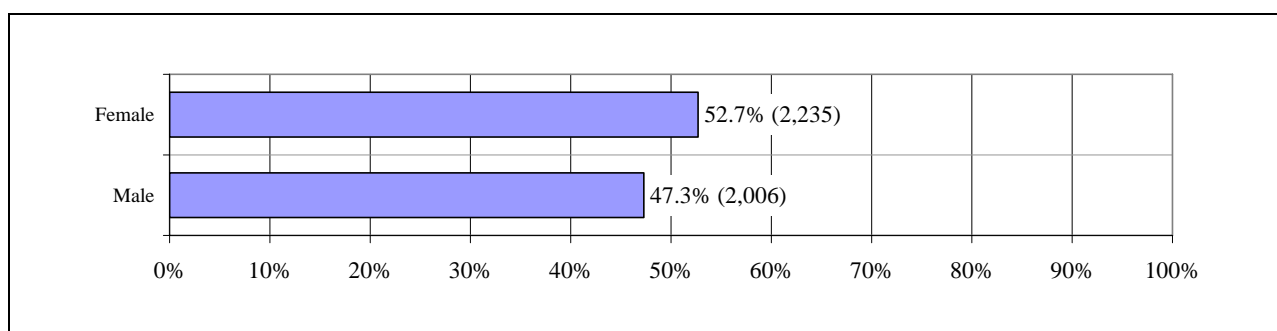


Figure 13: SUN Program (30 Day Service Period or More) by Gender

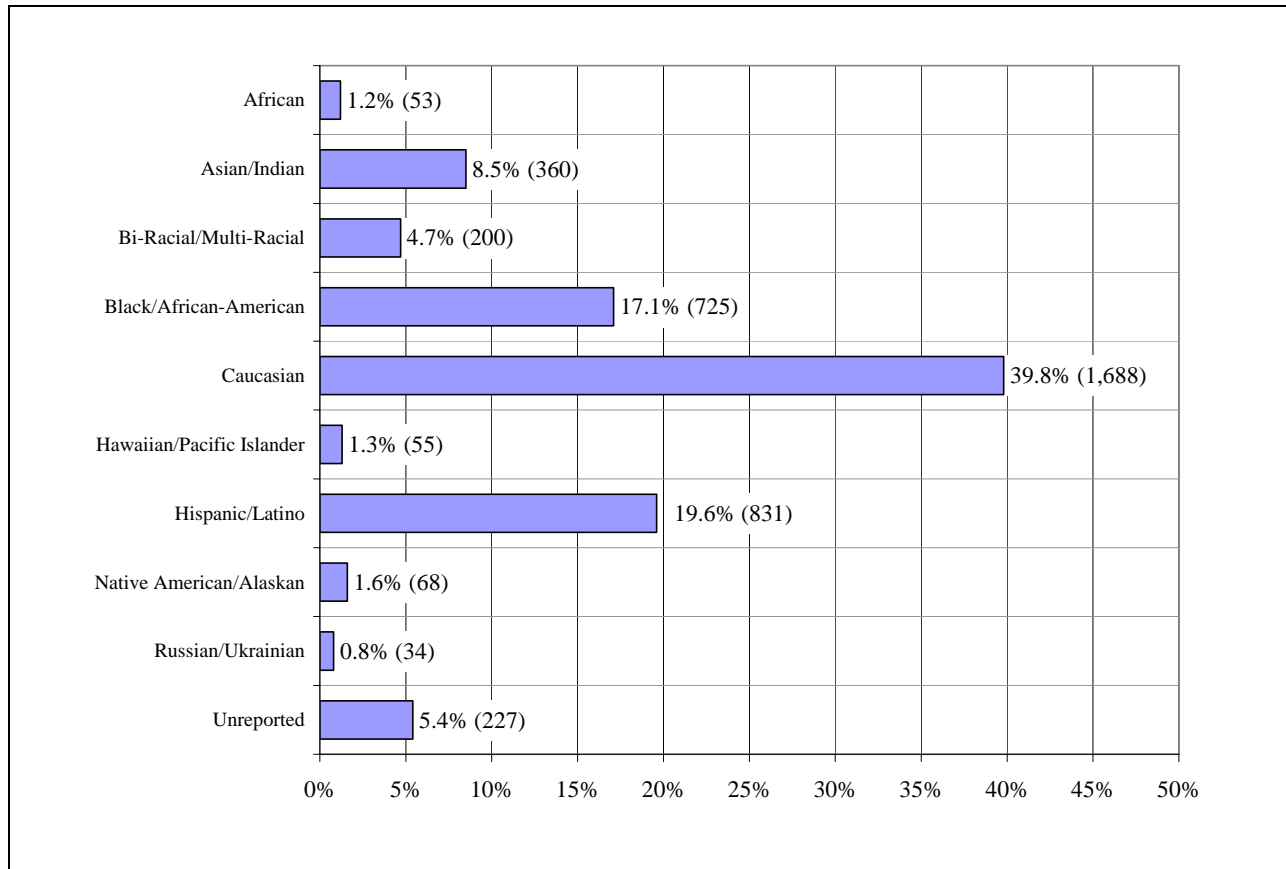


Figure 14: SUN Program (30 Day Service Period or More) by Ethnicity

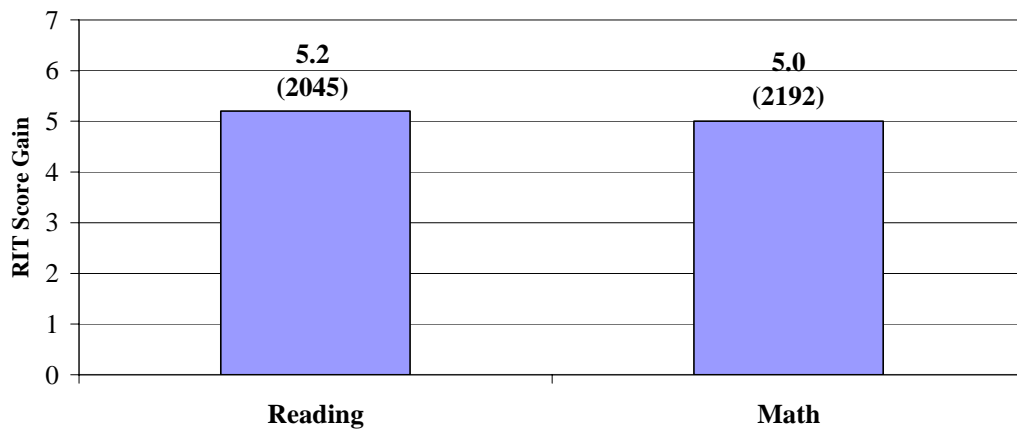


Figure 15: SUN Program (30 Day Service Period or More) RIT Score Gains for 2004–2005

Touchstone Program

Multnomah County's Touchstone Program is a case management and service linkage program that is delivered by County staff. Touchstone is a voluntary school-based, youth-focused program. Staff members are sited at schools and work the 10-month school year. They are an integral part of the on site school-based service team at each site. Within the school, Touchstone is the access point and conduit into a full array of human services. Touchstone workers are experts on human services within their schools, the SUN Service System and the community. They work closely with SUN CS Site Managers to ensure that there is a system of collaboration among services delivered at each site. Touchstone case management is strengths-based and short-term; 30 days of service is the goal, with 90 days as a maximum. The student is the primary client for services, though Touchstone workers strive to include the entire family in the services.

The integration of a wide-array of services for youth and families in schools has become a popular approach of the past ten years to improve educational success. Dryfoos (1994) provided an important vision for a large number of new programs in her text, *Full-Service Schools: A Revolution in Health and Social Services for Children, Youth, and Families*. Research shows a variety of factors can determine the level of success for such services and that more comprehensive evaluations are needed of costs and benefits of such integrating services (Kolbe, Talley, and Short, 1999). This is a promising area for further study within the SUN Service System.

Figures 17 – 20 on the following pages show results of participation data for the Touchstone program. These results are summarized below. The following are overall participation results for 2004-05 for Touchstone Program:

- 1,674 youth and adults were served through Touchstone across the six participating school districts.
- 766 students/families received Touchstone services for 45 days or longer. The target number to receive services was 660.
- 54.6 percent of the 766 students receiving extended services are female and 45.5 percent are male.

<u>Inputs</u>	<u>Inputs</u> <u>Services</u> <u>Participation</u> (2004-05 Targets)		<u>Primary Targeted Outcomes</u>
Staff . Multnomah County employees: DSCP . School-based service teams . Regional Managers & Program Development Staff Community Partners . School districts and schools . Non-profit organizations . Cultural and service groups Community Volunteers Facilities . SUN CS schools	. Service Access . Short Term Intervention . Case Management . Family Support . Parenting Education . Activities and Field Trips . Mental Health Screening & Referral . Drug & Alcohol Screening & Referral	Participants . 660 students/families receive Touchstone case management services Participant Satisfaction Not available for 2004-05	SHORT TERM/ INTERMEDIATE Students . Improved school attendance . Improved social skills . Improved attitudes & behavior . Increased school engagement . Improved academic performance . Sustained academic success Parents . Improved parenting skills . Increased involvement in child's education Families/Individuals . Sufficient social and health supports and services . Increased self sufficiency . Increased income . Stabilized housing
<p align="center"><u>Program Purpose</u></p> <p>Touchstone is a school-based program providing case management and service linkage services for youth. Its goal is to increase school success and minimize barriers to learning. Its services are delivered by Multnomah County staff.</p>			

Figure 16: Multnomah County SUN Service System Touchstone Program Service Delivery Logic Model

- 37.7 percent of the 1,674 individuals served were Caucasian and 62.3 percent were non-Caucasian.
- The ethnic minority group receiving the highest percentage of services was Hispanic (25.9%) followed by Black/African American (23.1 %).
- Ethnicity distributions for the 766 students receiving 45 days or more of Touchstone services were similar as for all students: Caucasian (34.7%), Hispanic (27.5%), and Black/African American (24.5%).

The following are outcomes results for 766 students who received 45 or more days of Touchstone services and who had available benchmark scores for Reading or Math. The following results are across all participating school districts.

- The average Reading RIT gain score was 5.3 for 197 students with results from both 2003-04 and 2004-05.
 - The average Reading RIT gain score was 5.0 for 123 elementary school students.
 - The average Reading RIT gain score was 5.9 for 70 middle school students.
- 76.1 percent of 197 Touchstone students increased benchmark scores in Reading from 2003-04 to 2004-05.
 - 73.2 percent of 123 elementary school students increased benchmark scores in Reading.
 - 82.9 percent of 70 middle school students increased benchmark scores in Reading.
- The average Math RIT gain score was 7.0 for 209 students with results from both 2003-04 and 2004-05.
 - The average Math RIT gain score was 8.5 for 129 elementary school students.
 - The average Math RIT gain score was 5.0 for 74 middle school students.
- 75.6 percent of 209 Touchstone students increased benchmark scores in Math from 2003-04 to 2004-05.
 - 75.2 percent of 129 elementary school students increased benchmark scores in Math.
 - 78.4 percent of 74 middle school students increased benchmark scores in Math.
- 67.8 percent of students had met most or all of their case plan goals at exit.
- 81.5 percent of students reported their issues had been addressed at time of exit.
- 92.3 percent of families of students served had permanent housing at time of exit.

Daily attendance data was collected for Touchstone students who received services for 45 or more days. The average daily attendance percentage was 88.9 percent across 525 students. That is, during the time period students participated in Touchstone, they were present 88 percent of the school days. Also, 60.4 percent of the students attended school at least 90 percent of the time and 52.2 percent attended at least 92 percent of the total school days. This is the first time this data has been collected, so these results provide a baseline for comparison to subsequent years for Touchstone students as well as the full student population.

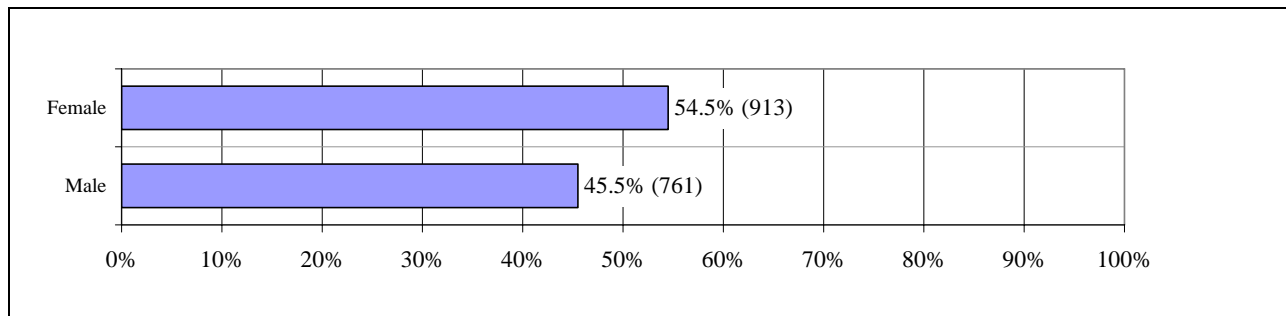


Figure 17: Touchstone (All) by Gender

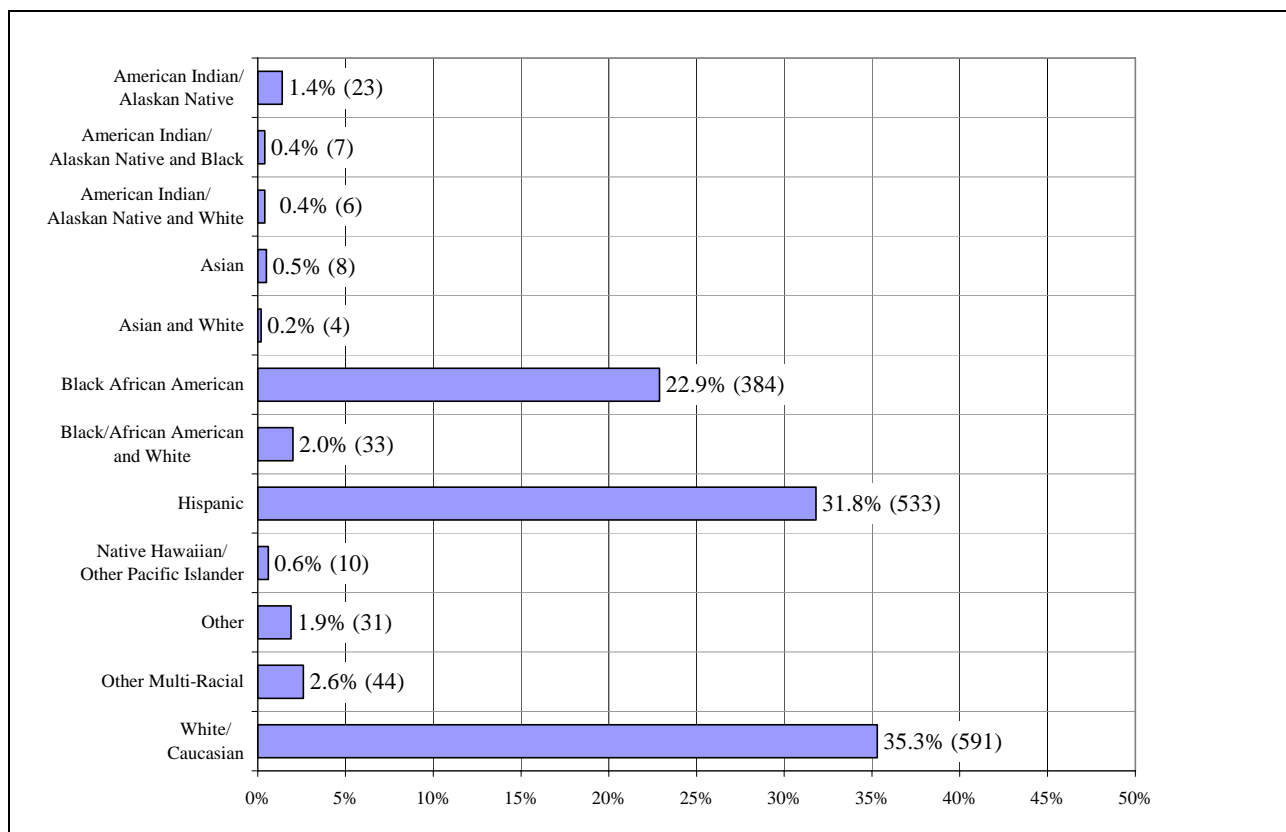


Figure 18: Touchstone (All) by Ethnicity

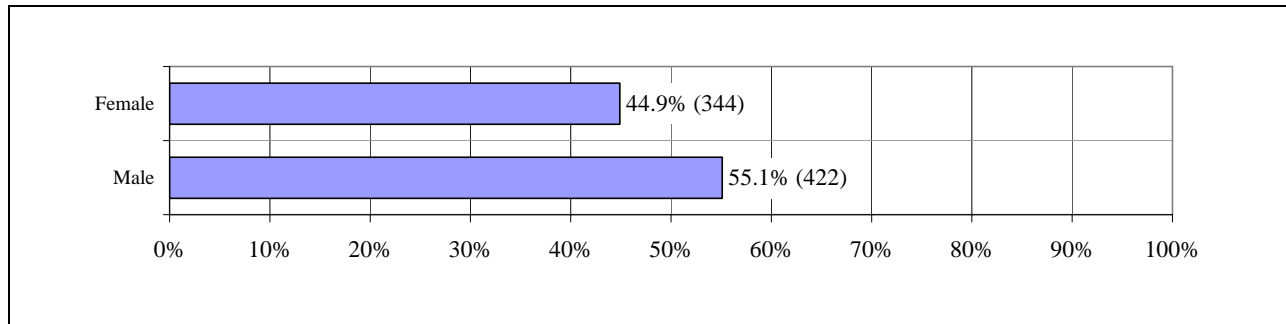


Figure 19: Touchstone Program (45 Day Service Period or More) by Gender

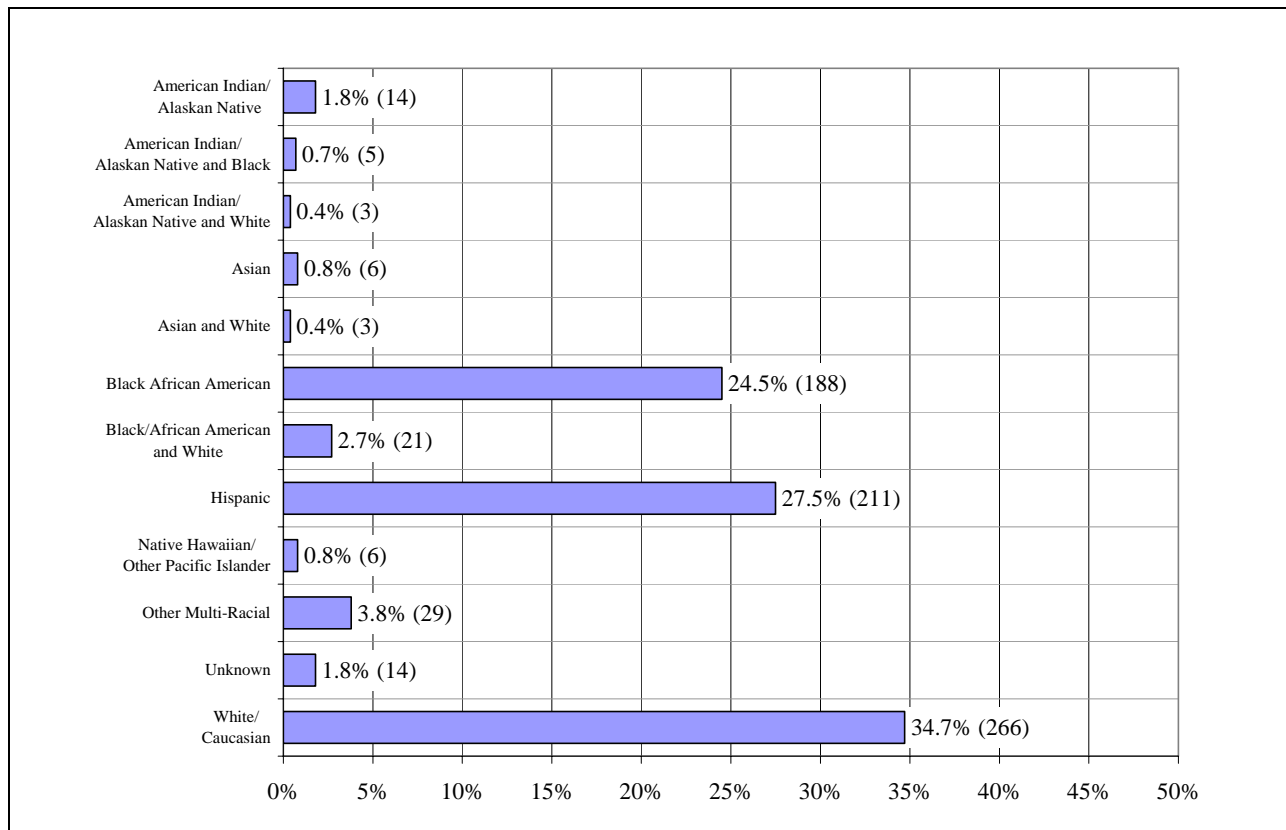


Figure 20: Touchstone Program (45 Day Service Period or More) by Ethnicity

Social & Support Services for Educational Success

School-linked Social and Support Services for Educational Success (SSSES) are delivered by Regional Service Centers or culturally-specific providers to youth, ages 6–17, and their families. SSSES services foster academic achievement by supporting students with age appropriate and culturally specific academic support, case management, family engagement and support/skill building groups. The overall goal of the program is that youth remain in or return to school. These services are delivered at community and school sites to youth attending alternative schools and/or who are at risk of dropping out. Peer and community culture have a strong effect on student behavior and attitude toward school. Research indicates that achieving success for all students requires addressing the academic, social, and cultural needs of students and adults (Joyce & Showers, 1995; Senge, et al., 2000). Dogra (2004) in a review of recent literature on provision of child mental health services to culturally diverse populations has noted that much more individual approach is necessary to ensure culturally appropriate services. Though SSSES is not a mental health approach per se, this research appears to be applicable to it and other similar social services that seek to build relationships to foster success.

Figures 22 - 25 on the following pages show results of participation data for SSSES. These results are summarized below. The following are overall participation results for 2004-05:

- 2,557 youth and their family members were served through SSES.
 - 56.4 percent were males and 43.6 percent females.
 - The services were widely spread across a number of ethnic groups with 25.5 percent being with Black/African American.
- 790 students/families received SSSES services for 45 days or longer.
 - 53.2 percent of those receiving services were female and 46.8 percent were male.
 - The ethnic groups most participating in SSSES were: Hispanic (30%), Asian (22.3%), White/Caucasian (21.4%), and Black/African American (21.1%).

<u>Inputs</u>	<u>Inputs</u> <div> <u>Services</u> <u>Participation</u> (2004-05 Targets) </div>		<u>Primary Targeted Outcomes</u>
Staff . SSSES staff . School-based service teams . Regional Managers & Program Development Staff Community Partners . School districts and schools . Non-profit organizations . Cultural and service groups Facilities . SUN CS schools & other schools . Regional Service Centers . Other community locations	. Student-based Case Management . Assistance with identified needs <i>(e.g., shelter, food, medical, transportation, child care)</i> . School-linked academic support <i>(e.g., tutoring, mentoring, and homework assistance)</i> . Skill-building groups	Participants . 1,455 students served in Social and Support Services for Educational Success Participant Satisfaction Not available for 2004-05	SHORT TERM/ INTERMEDIATE Students . Improved school attendance . Improved social skills . Improved attitudes & behavior . Increased school engagement . Improved academic performance . Sustained academic success Parents . Increased involvement in child's education . Improved school advocacy
<p style="text-align: center;"><u>Program Purpose</u></p> <p>The purpose of Social and Support Services for Educational Success is to provide social and academic support to youth and their families who are facing a variety of challenges that disrupt life and make educational success difficult. Case management is student-based and many services are culturally specific.</p>			

Figure 21: Multnomah County SUN Service System Social & Support Services for Educational Success Service Delivery Logic Model

For SSSES students, 78.7 percent were enrolled in school, graduated, or had a GED at exit from service. The following are outcomes results from the 790 students who received 45 or more days of SSSES services and with available benchmark scores for Reading or Math. The 2004-05 results are across all participating school districts.

- The average Reading RIT gain score was 6.0 for 298 SSSES students.
- 82.9 percent of 298 SSSES students increased benchmark scores in Reading.
- The average Math RIT gain score was 4.3 for 329 SSSES students.
- 70.8 percent of 329 SSSES students increased benchmark scores in Math.
- 71.6 percent of students had met most or all of their case plan goals at time of exit.
- 89.5 percent of students reported their issues had been addressed at time of exit.
- 95.6 percent of families of students served had permanent housing at time of exit.

Daily attendance data was collected for SSSES students who received services for 30 or more days. The average daily attendance percentage was 87.1 percent. That is, during the time period students participated in SSSES, they were present 87.1 percent of the school days. Also, 61.8 percent of the students attended school at least 90 percent of the time and 55.1 percent attended at least 92 percent of the total school days. This is the first time this data has been collected, so these results provide a baseline for comparison to subsequent years for SSSES students as well as the full student population.

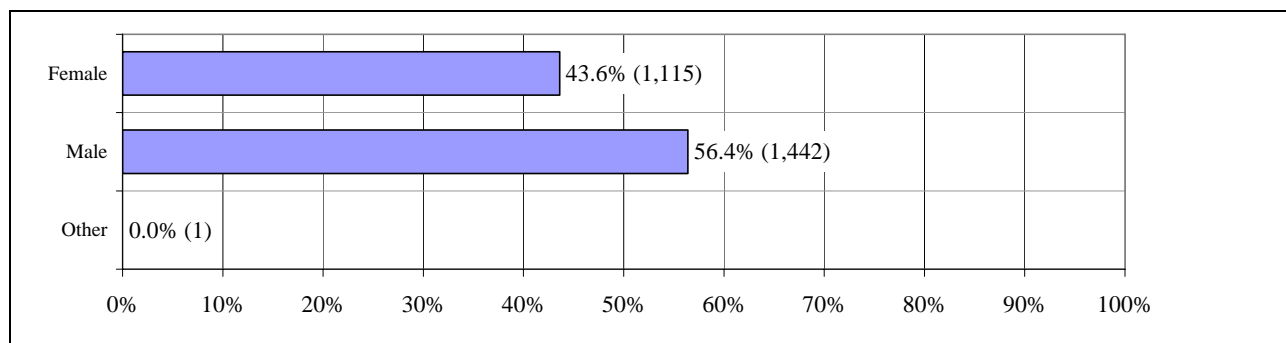


Figure 22: Services for Education Success (SSSES) (All) by Gender

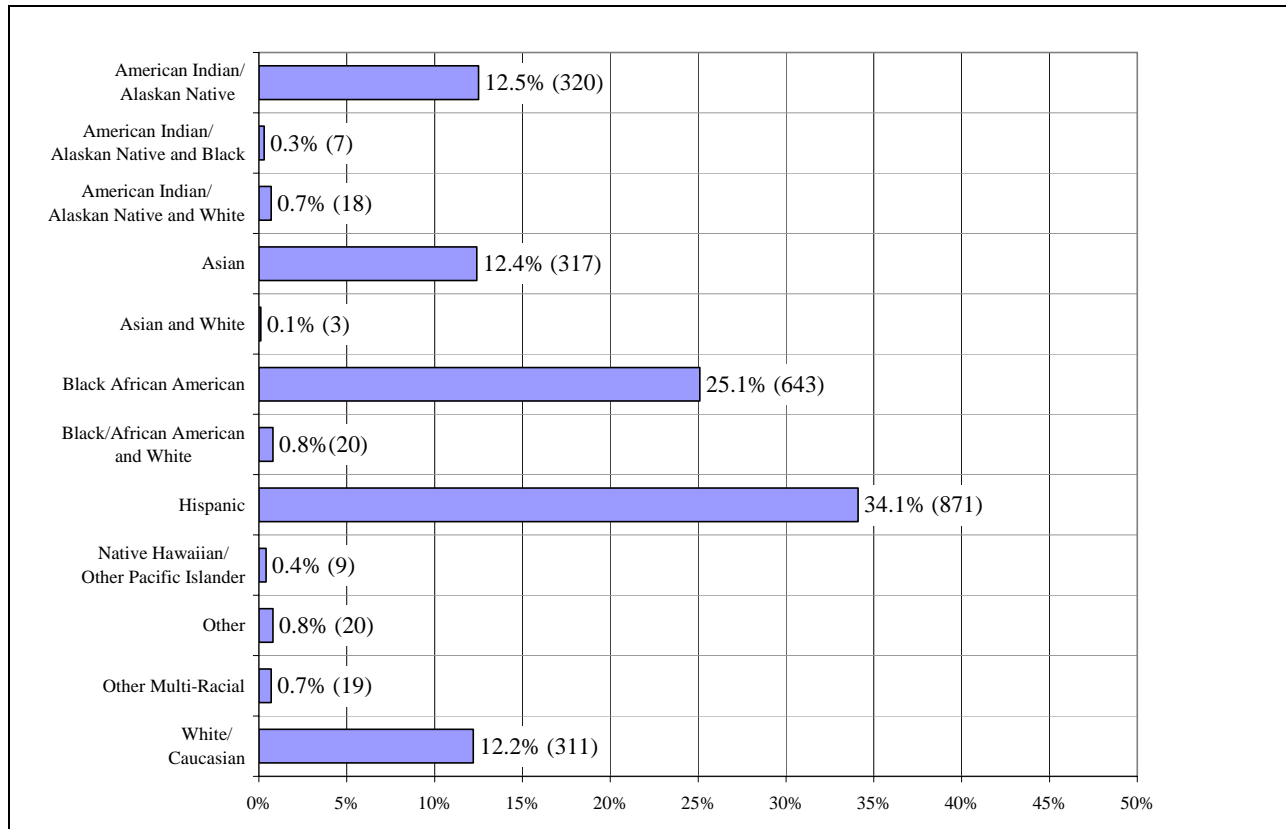


Figure 23: Services for Education Success (SSES) (All) by Ethnicity

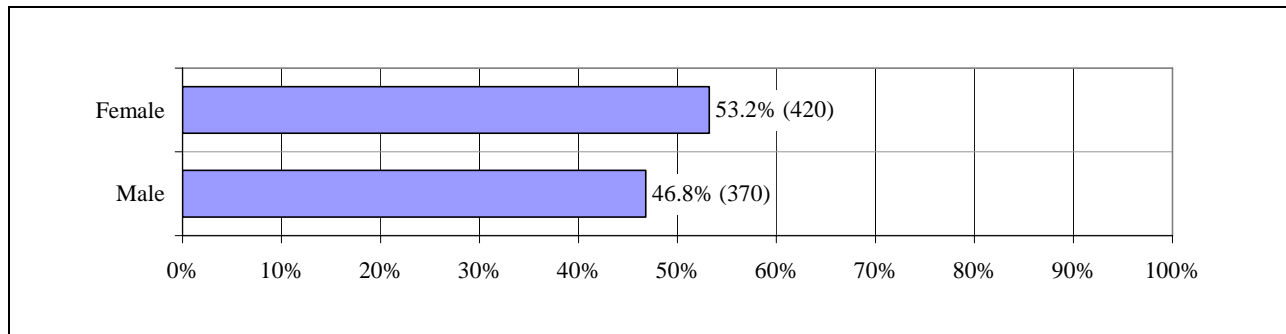


Figure 24: SSES Program (45 Day Service Period or More) by Gender

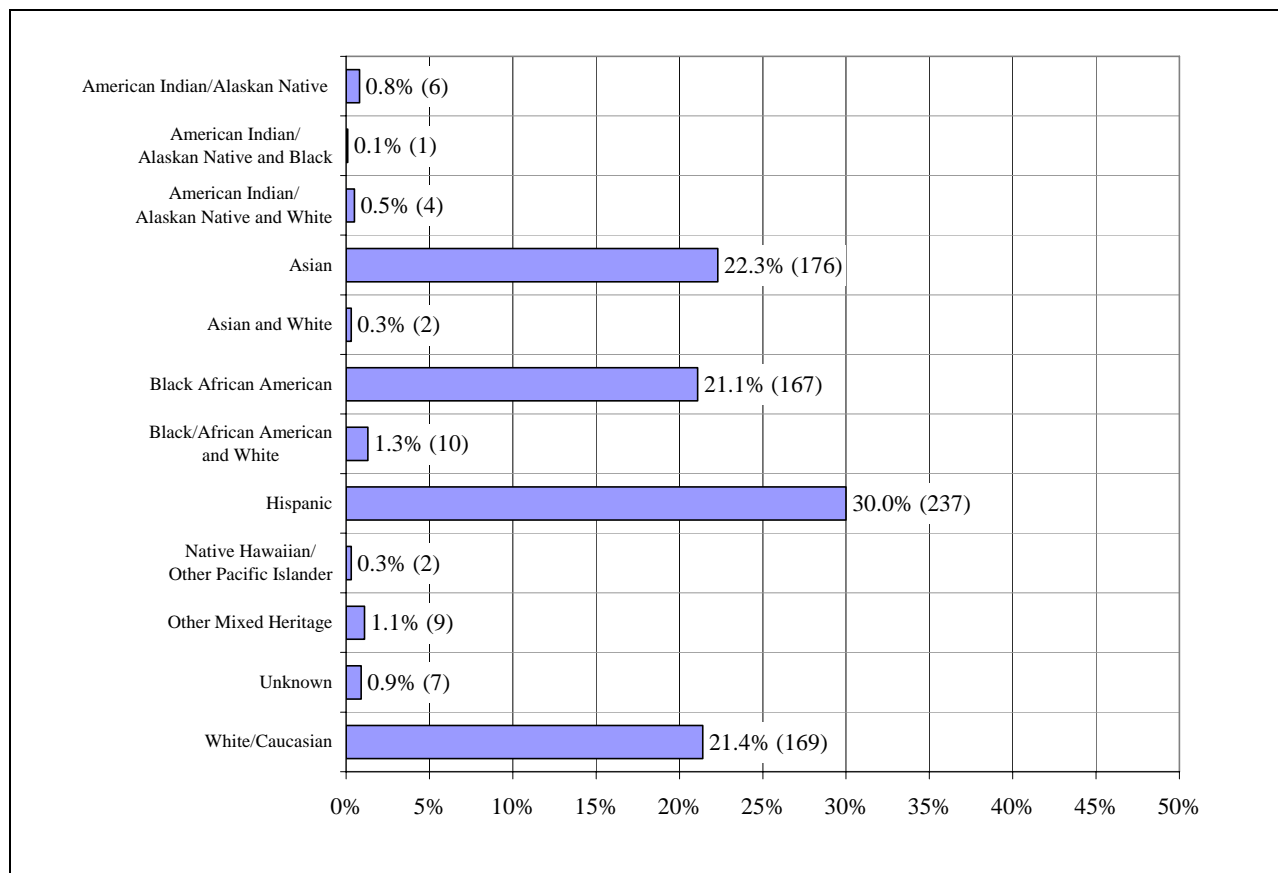


Figure 25: SSSES Program (45 Day Service Period or More) by Ethnicity

Parent Child Development Services

Parent Child Development Services (PCDS) are an important early childhood service component in the SUN Service System. These services are provided to parents and their children (from birth through age five) to promote healthy development, positive parenting, and school readiness. Key services are developmental screening, immunizations, early childhood education, parenting support, and access to social and health services. Family Study Center researchers at Oregon State University (Pratt, Katzev, Henderson, & Ozretich, 1997) report a strong correlation between a child's immunization status and parent/caregiver's ability to provide consistent parenting with the child's age-appropriate development and kindergarten readiness to learn.

Figures 27 and 28 show results of participation data for PCDS. The following are overall participation and outcomes results for 2004-05:

- 806 households received services.
- 1,793 parents and their birth to five year old children were served.
 - 69.1 percent of those served were females and 30.8 percent with males.
 - The contacts were spread across a number of ethnic groups with Hispanic the largest at 37.4 percent.
- 98.1 percent of the children served have up-to-date immunization status.
- 94.0 percent of the children served were within a normal developmental stage.
- 98.9 percent of parents served reported at the time of exit that they had gained new skills from program participation.

<u>Inputs</u>	<u>Inputs</u> <u>Services</u> <u>Participation</u> (2004-05 Targets)		<u>Primary Targeted Outcomes</u>
Staff . PCDS staff . Regional Managers & Program Developmental staff Community Partners . Community-based agencies . Cultural and service groups Facilities . SUN CS schools & other schools . Regional Service Centers . Other community locations	. Parent support & groups . Early childhood education & play groups . Home visits . Immunizations . Developmental screening . Access to social & health services	Participants . 600 families received child development services Participant Satisfaction	SHORT TERM/ INTERMEDIATE Children/Youth . Increased school readiness Parents . Improved parenting skills . Improved school advocacy skills Families . Sufficient social and health supports and services
<p style="text-align: center;"><u>Program Purpose</u></p> <p>The primary purpose of Parent Child Development Services is to assure the normal growth and development of all children in participating SUN Community School families. Specific social and health services include immunizations and parent skill building.</p>			

Figure 26: Multnomah County SUN Service System Parent Child Development Services Service Delivery Logic Model

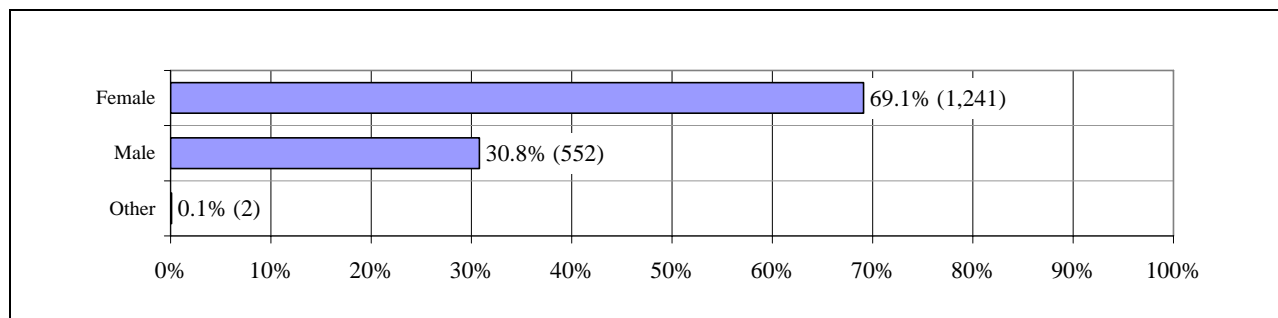


Figure 27: Parent Child Development Services by Gender

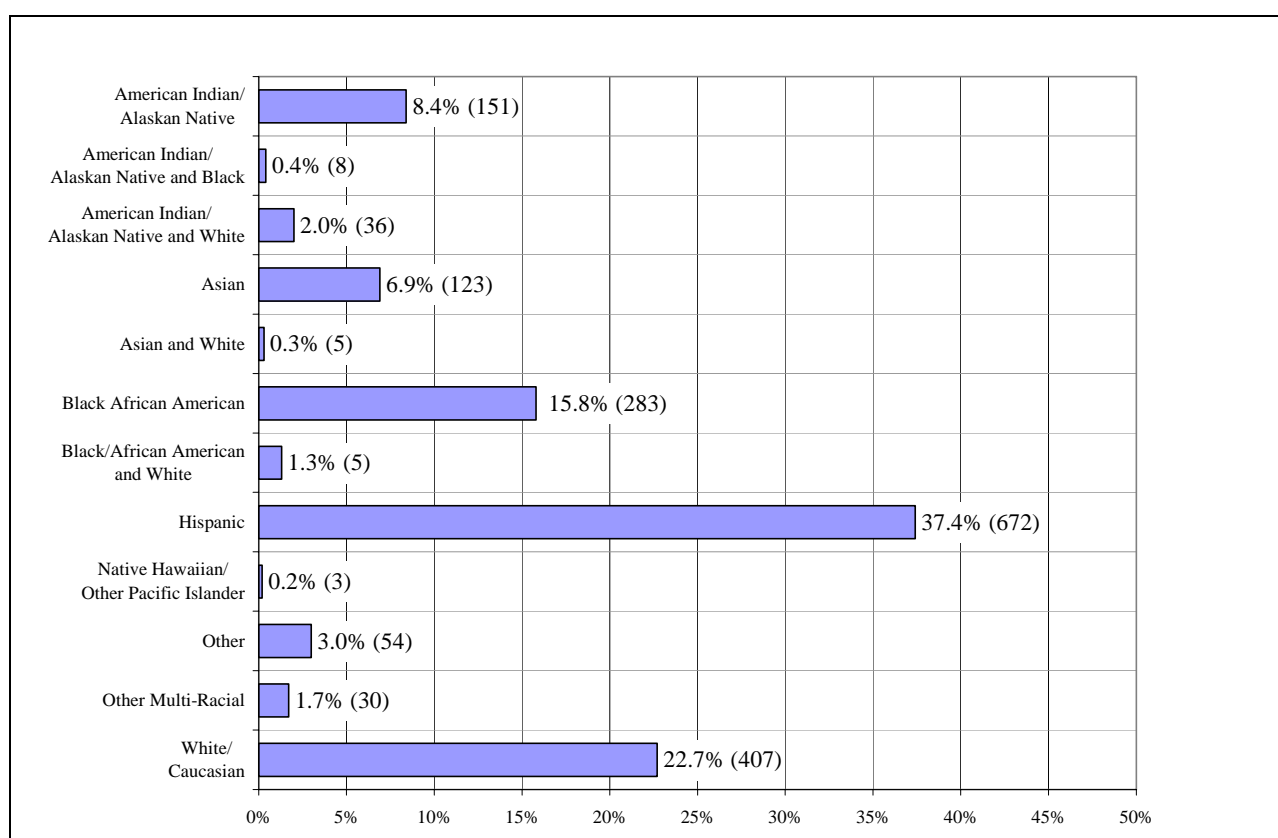


Figure 28: Parent Child Development Services by Ethnicity

Self-Sufficiency Services

Poverty is defined as having insufficient income and resources to meet basic needs. In addition, poverty results in unhealthy and unsafe living conditions for children that reduces the likelihood they will be successful in school. Self-Sufficiency Services are provided to reduce or eliminate one or more of the conditions that block the achievement of self-sufficiency for low-income individuals or households, thus reducing poverty. A variety of short-term strategies and activities are utilized to stabilize housing and utility services. Providing streamlined and comprehensive access is a key focus of Self-Sufficiency Services. Services include information and referral services to appropriate services, emergency services, case management, and housing. Results from a study of the anti-poverty program New Hope (Dunifon, 2005) indicate that such programs can increase participant earnings, but it may not increase enough to lift families out of poverty.

Figures 30 and 31 show participation levels in Self-Sufficiency Services through the SUN Service System. Participation and outcomes results for 2004-05 include:

- 8,253 individuals received services and 58.1 percent were female.
- Services were provided to individuals representing eleven different ethnicity groups
 - 37.2 percent were White/Caucasian.
 - 30.1 percent were Hispanic
 - 21.9 percent were Black/African American.
- 97.1 percent of families (n=4,872) receiving self-sufficiency services were able to achieve stable housing.
- 29.2 percent of families served increased income.
- 69.2 percent of families served had met most or all of their case plan goals at exit.
- 95.6 percent of families served reported their issues had been addressed at time of exit.

<u>Inputs</u>	<u>Process</u>		<u>Primary Targeted Outcomes</u>
	<u>Activities</u>	<u>Participation</u> (2004-05 Targets)	
Staff . Housing case managers . Emergency services staff . Information & Referral staff . Regional Managers & Program Development staff Community Partners . School districts and schools . Cultural and service groups . Non-profit organizations Community Volunteers Facilities . Regional Service Centers . Other community locations	. Information & referral . Short-term intervention . Individual, group & family support . Emergency Services . Transitional Housing and Supportive Services . Energy & Utility Assistance . Housing Stabilization Program	Participants . 54,000 Info. & Ref. calls supported . 19,315 served in anti-poverty short term interventions . 262 households provided with transitional housing and supportive services . 1,041 served in group, individual and family support services . 13,500 households receive energy assistance Participant Satisfaction Not measured in 2004-05	SHORT TERM/ INTERMEDIATE Families/Individuals . Sufficient social and health supports and services . Increased self sufficiency . Increased income . Stabilized housing . Continuous utility service
<p style="text-align: center;">Program Purpose</p> <p>The primary purpose of Self-Sufficiency Services is to provide social services to individuals and families who are facing a variety of basic needs challenges that prevent them from being self-sufficient and their children from being successful in school. These services strive to ameliorate the conditions of poverty and transition people to self-sufficiency through short and long-term services.</p>			

Figure 29: Multnomah County SUN Service System Self-Sufficiency Services Service Delivery Logic Model

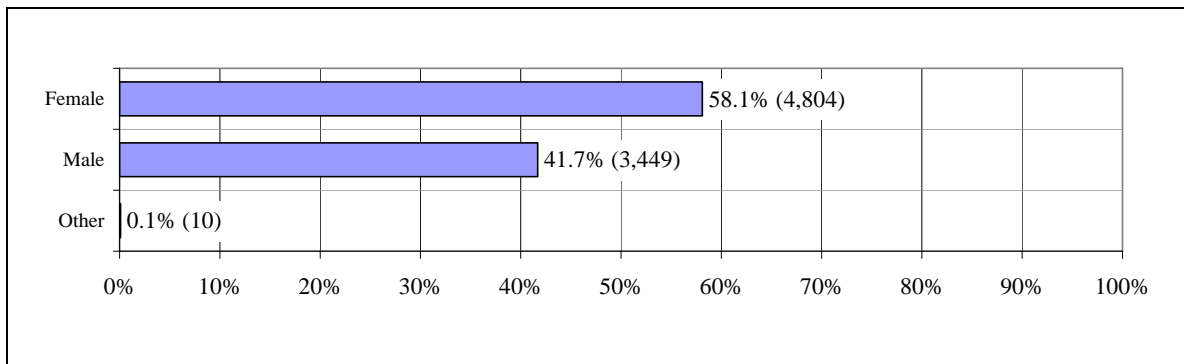


Figure 30: Case Management (Self-Sufficiency) by Gender

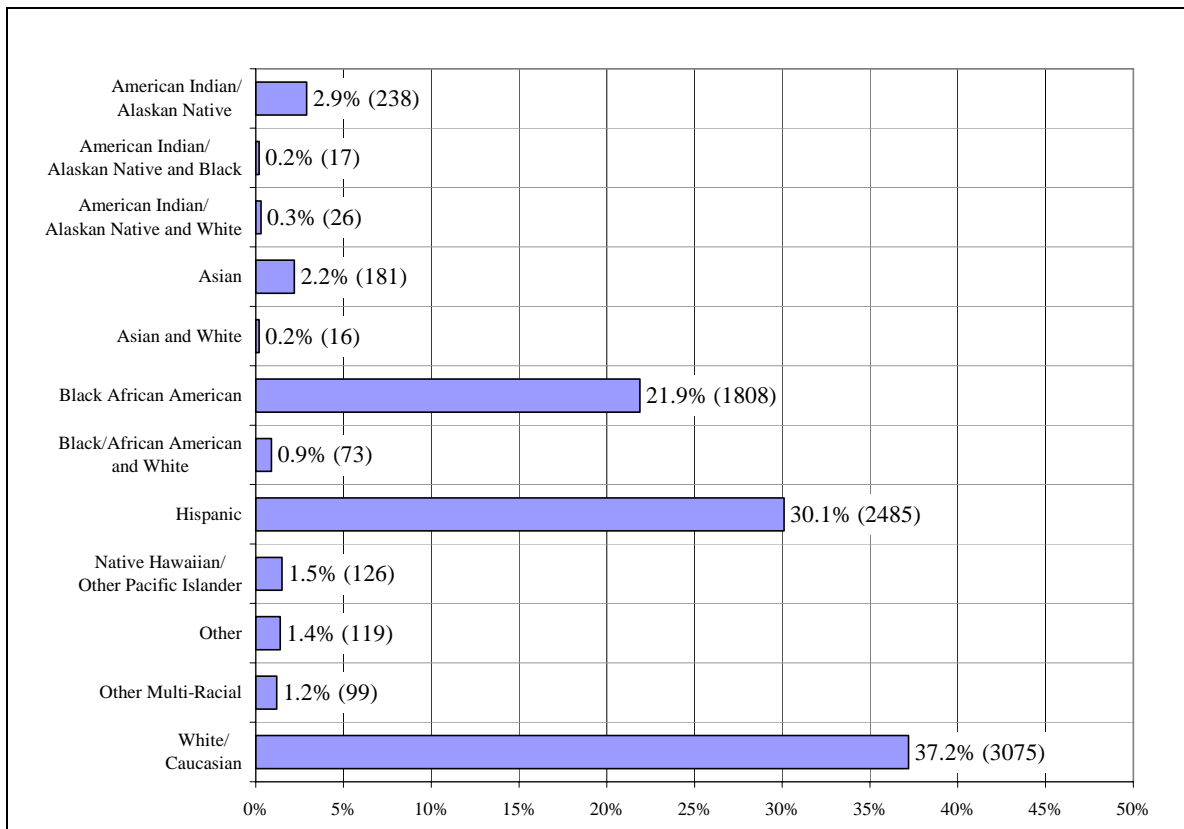


Figure 31: Case Management (Self-Sufficiency) by Ethnicity

Summary of Results and Recommendations

This evaluation examined the 2004-05 services provided and client outcomes for the SUN Service System and five of its programs. The results can be directly compared to the systemwide and program logic models to determine alignment to intended services and targeted outcomes. These data also become baseline results for future comparisons to determine if trends on annual measures are improving and if progress is being made toward reaching long term outcomes.

The purpose of this project was threefold: a) revise the systemwide logic model and create specific logic models for each program, b) review and confirm proposed outcome measures to be used with the new logic models, and c) analyze currently available data for 2004-05 outputs and outcomes to serve as a basis for future evaluations. A number of statements can be made from this year's results though some measures for summative analyses were not attainable within the time frame of this project. These result statements are summarized below and followed by a set of recommendations for data collection and evaluation activities to support an ongoing process of refinement and improvement.

Summary of Results

- The SUN Service System is meeting its objective to provide a wide variety of services to a large number of students and families. For example, 30,698 individuals were served through these five programs.
- The targeted number of individuals to serve was exceeded for each program. This can be seen by comparing target numbers in each logic model to the reported numbers of contacts. For example, SUN CS served 16,408 youth and adults compared to its 2004-05 target of 10,350.
- The systemic “theories of action” for improving educational success (Figure 3) and self-sufficiency (Figure 4) are reflected in the broad array of services that were delivered to address academic, social, parenting, and economic needs. Also, a broad support network included schools, social service agencies, families, and other community groups.

- Students and families are receiving services in a representative manner based upon gender and ethnicity. Percentages vary somewhat by program, but the largest systemwide recipients of services are White/Caucasian (36.4%), African American (16.9%), and Hispanic (12.1%). Females represent 55.9 percent of served individuals.
- Student improvement for benchmark scores in Reading and Math show promising results. 80 percent of SUN Service System students improved their Reading scores and 75 percent improved their Math scores. Gain scores in Reading and Math from the previous year ranged from 3 to 7 points for SUN CS, Touchstone and SSSES students. That is also the range for gain scores that the state of Oregon uses to define cutoff points across the different grade levels. This suggests that SUN Service System students are making about a year's growth on average. It will be important to monitor growth longitudinally for all student groups served and to compare that growth to the full student population.
- Attendance rates for 2004-05 also show promising results. For example, 75.6% of students who participated regularly in SUN CS attended school on 90% or more days and 69.2% attended 92% or more. Not surprisingly, attendance was significantly higher for SUN CS students than for those receiving individual services from Touchstone and SSSES.
- A number of case management outcomes indicate success for individuals receiving services from Touchstone, SSSES, and the Self-Sufficiency project. Approximately 70 percent had met most or all of their case plan goals at time of exit and 92 percent reported their issues had been addressed.

Evaluation Recommendations

- The systemwide and program logic models should be the central focus for yearly planning to: a) develop a shared vision across stakeholder groups, and b) support ongoing discussion and negotiation of system objectives and services.
 - The key outcomes objectives for each program need to be reconsidered each year through a process involving all stakeholders, including key staff and volunteers, parents, and students.

- Key outcomes measures must be clearly defined and analyzed longitudinally and those results compared to the success models for educational and self-sufficiency.
 - Improvement in key outcomes should be analyzed in relationship to system outputs (services) that relate to the theory of action from the success models for educational success and self-sufficiency.
- SUN CS sites should provide a primary focus of future evaluation activities. Thus, successful improvement of targeted outcomes can be determined at the local level where stakeholders are working together to align services to meet community needs. This also supports a broader evaluation of what combinations of after-school activities, parent training, counseling, and family services are most predictive of educational and self-sufficiency success.
- A uniform set of data standards should be developed with and for school districts that will ensure demographic and outcomes data to support evaluation of key long term objectives of the SUN Service System.
 - This year's evaluation experience and this report will provide a common model for data reporting needs.
 - Attendance is a key causal variable of the SUN Service System educational success model and, therefore, should be targeted to ensure consistent and high quality data is collected. Attendance data is often a problem in evaluation studies because it is inconsistently defined and collected across schools and school districts.
 - It is also important to work with each school district to increase the number of their students included in the evaluation. This will support more representative systemwide numbers and support interpretation of results for each district.
- Results on key outcomes for each program should be tracked and analyzed longitudinally by individual ethnicity groups. This will enable the evaluation of progress toward the long term goal of eliminating achievement gaps.
- Each program should consider additional participant satisfaction data to capture that will provide more specific information to consider service delivery changes.
- It is important to define one cut-off date to extract data from the various databases for an evaluation because the databases are continually being updated and, therefore, the results of an analysis can change slightly from day to day.

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Appendix A: SUN Service System Analyses of Outcomes by Program

Assessment	Measure/Analysis	TS	SUN	SSSES	PCDS	Self-Sufficiency
Benchmarks	Youth will increase benchmark scores or meet benchmark (Youth grade 3+ ; scores not available < 3 rd grade)	X	X	X		
	Mean growth	X	X	X		
	Frequency Table w/ # of points growth	X	X	X		
	For all frequency - # of students meeting benchmark at appropriate grade level	X	X	X		
Improved Attitude, Behaviors, Engagement, Academics	Youth improve homework turn in, homework completion, academic performance, participation in class, positive attitude toward school, attentiveness in class Measure % of students who showed improvement of those who needed to improve (From teacher surveys)		X			
High School Credits	Mean growth		X	X		
	Frequency table of # of credits growth		X	X		
Attendance	1. % attendance rate across academic year – for membership days (Look at % of students that meet 90% and 92%)	X	X	X		
	2. Improvement in % of days attending before, during and after service	X	X	X		
Gains in Developmental Assets & Interim Academic Indicators	Children have normal growth and development Children are current with immunizations				X	
Families Achieve Stable Housing	Client indicates stable housing at exit	X				X
Families Increase Income	Client's income level increases from entrance to exit from services	X				X
Clients Meet Case Plan Goals	Academic and/or Self-sufficiency goals are met	X		X		X
Other Outcomes in Crosswalk, specific to programs		X		X		X