

MEMORANDUM OF UNDERSTANDING

This policy document has been prepared by the State of Oregon Department of Human Services (DHS), Multnomah County, The Oregon Youth Authority (OYA), and the Multnomah County School Districts: Centennial, Corbett, David Douglas, Gresham-Barlow, Parkrose, Portland, Reynolds, Riverdale, and Multnomah Education Service District, and shall become effective on the date at which all parties have signed. This document is intended to state a set of shared principles for development of program-specific intergovernmental agreements among the parties.

The principles, agreements and understandings set forth in this memorandum are not intended to be contractual, are not binding on any party and may not serve as the basis for any assertion of liability against any of the parties.

This Memorandum of Understanding (MOU) sets forth a framework to enable local and state government departments and school districts within Multnomah County to create a viable system of care for children and families. This MOU builds on the interdependent relationships of all those child and family service systems seeking to achieve individual and community based outcomes. This MOU will create and sustain strategic relationships to maximize and potentially increase existing resources to be used at the local level. This MOU establishes a focused point of accountability for the success of cross-system work.

By signing this Memorandum of Understanding, DHS, Multnomah County, OYA and the districts recognize the shared efforts to create and maintain a highly functioning system of care for children and families, and the parties agree to the following Mission, Vision, and Values:

MISSION STATEMENT: To design, implement, monitor, evaluate, and sustain an aligned service delivery model for a comprehensive and family centered system of care for children; to foster communication; to establish trust; and to empower change agents.

VISION STATEMENT: A comprehensive spectrum of aligned and culturally competent services to seamlessly meet the diverse and changing academic, social, emotional, health, and safety needs of children and their families.

VALUES:

1. A set of shared outcomes across all system components.
2. An infrastructure that links and coordinates system functions.
3. A broad set of flexible service and support options.
4. An integrated evidence-based approach.
5. Recognition of existing models that share the vision and mission of the MOU.
6. A shared responsibility for services and outcomes.
7. The full and meaningful participation of those children and families whom the system serves.

SECTION 1: AGREEMENTS

A. COMMUNICATION

We agree to fully communicate both within agencies and among each other by:

1. Identifying and defining financial implications that arise from our service delivery model.
2. Communicating in a timely manner changes in funding and/or program design that are relevant to the service model.
3. Sharing information to the fullest extent possible, within the parameters of applicable regulations and respect for family privacy, in support of the adopted service model.
4. Developing common information-sharing protocols and utilizing internal records management protocols to respect each other's confidentiality mandates.
5. Conducting cross trainings among stakeholder staff to increase understanding of our various systems.

B. ACCOUNTABILITY

We agree to foster accountability and sustain the process by:

1. Ensuring that the values and goals of the stakeholders are aligned with the Memorandum of Understanding through annual plans.
2. Defining levels of involvement and evaluating and ensuring participation in the Memorandum of Understanding and service delivery model through inclusion of related responsibilities in appropriate position descriptions.
3. Ensuring that our agencies actively participate in the operationalization of the Memorandum of Understanding, and service delivery agreements.
4. Participating in jointly designed or identified reporting and evaluation activities within current resources and submitting data within agreed-upon timelines.
5. Regularly reviewing administrative, funding, and service delivery alignments to ensure a comprehensive, seamless, and efficient service continuum.
6. Convening the Leadership Team two times a year to review progress and further strengthen the agreement.
7. Clearly defining performance indicators, outcomes, and shared data within the service delivery model.
8. Involving each other in system design and service delivery.

C. RESOURCES

We agree to advocate collectively for funding, public policy, and agency practices aligned with the vision of the Memorandum of Understanding by:

1. Identifying the existing continuum of resources prior to the deployment of resources.
2. Identifying gaps and overlaps in services.
3. Coordinating funding streams.
4. Supporting innovation.
5. Leveraging funds and agreeing to not summarily shift costs.
6. Enhancing service delivery.

D. PROBLEM SOLVING

We agree to support a process of collaborative problem solving by:

1. Resolving systems issues at the lowest level possible.
2. Referring issues to the Memorandum of Understanding Leadership Team for resolution only after all other avenues have been explored.
3. Defining a process for conflict resolution in each service agreement.
4. Understanding and recognizing the risks of each organization relative to the service delivery model.
5. Supporting and standing by service agreements within the model.
6. Cooperatively resolving shared funding issues at the Memorandum of Understanding level.

SECTION 2: DEFINITIONS

A. SYSTEM OF CARE: A method of delivering supports that helps children and adolescents with complex needs and their families to get the full range of services in or near their homes, schools, and communities. These services must be tailored to each individual child's and family's physical, emotional, social, developmental, and educational needs. Local organizations work in teams to provide services.

B. EVIDENCE-BASED APPROACH: Prevention and intervention services that are based on the most current information from generally accepted social or scientific research or evaluation studies.

C. CULTURALLY COMPETENT: Cultural competency is a process that requires individuals and systems to develop and expand their ability to know about, be sensitive to, and have respect for cultural diversity. The result of this process should be an increased awareness, acceptance, valuing and utilization of and an openness to learn from general and health-related beliefs, practices, traditions, languages, religions, histories, and current needs of individuals and the cultural groups to which they belong. Essential to cultural competency is appropriate and effective communication that requires the willingness to listen and learn from members of diverse cultures and provision of services and information in appropriate languages, at appropriate comprehension and literacy levels, and in the context of individuals' cultural health beliefs and practices.

**SECTION 3: MEMBERSHIP OF MEMORANDUM OF UNDERSTANDING
TASK FORCE:**

Rob Abrams, Oregon Department of Human Services Service Delivery Area 2
Amy Baker, Multnomah County Department of County Human Services
Janell Black, Gresham-Barlow School District
Lorena Campbell, East County Schools
Deborah Danner, Multnomah County Department of County Human Services
Chuck Dimond, Oregon Department of Human Services Service Delivery Area 2
Diana Hall, Multnomah County Department of School & Community Partnerships
Debbie Hansen, Oregon Youth Authority
Mike Harris, Gresham-Barlow School District
Vern Hoffer, Portland Public Schools
Dianne Iverson, Multnomah County Chair's Office
Tammy Jackson, Portland Public Schools
Mary Lou Johnson, Centennial School District
Barbara Jorgensen, Multnomah Education Service District
Barbara Kienle, David Douglas School District
Larry Marx, Multnomah Education Service District
Godwin Nwerem, Multnomah County Department of County Human Services
Peggy Samolinski, Multnomah County Department of School & Community Partnerships
Nancy Winters, Multnomah County Department of County Human Services
Jeanne Zuniga, Reynolds School District

SIGNATURE PAGE

_____ Robert McKean, Superintendent Centennial School District No. 28 JT	_____ Date	_____ Vickie Phillips, Superintendent Portland Public Schools No. 1J	_____ Date
_____ Robert Dunton, Superintendent Corbett School District No. 39	_____ Date	_____ Edward Schmitt, Superintendent Multnomah Education Service District	_____ Date
_____ Barbara Rommel, Superintendent David Douglas School District No. 40	_____ Date	_____ Bruce Goldberg, Director State Department of Human Services	_____ Date
_____ Ken Noah, Superintendent Gresham-Barlow School District No. 10J	_____ Date	_____ Jerry Burns, Manager State Department of Human Services	_____ Date
_____ Mike Taylor, Superintendent Parkrose School District No. 3	_____ Date	_____ Diane Linn, Chair Multnomah County Board of Commissioners	_____ Date
_____ Terry Kneisler, Superintendent Reynolds School District No. 7	_____ Date	_____ Bob Jester, Director Oregon Youth Authority	_____ Date
_____ Thomas Hagerman, Superintendent Riverdale School District No. 51J	_____ Date		

