Health, Housing & Human Services
CLACKAMAS COUNTY

COPY

Richard Swift
Interim Director

August 6, 2015

Board of County Commissioners
Clackamas County

Members of the Board:

Approval of a Revenue Agreement with
Oregon Department of Education – Youth Development Division

Purpose/Outcomes	Funding for PreventNet Community Schools at seven school sites throughout Clackamas County. Services include resources and academic support for approximately 270 at-risk students.
Dollar Amount and Fiscal Impact	$670,000 will fund this program for the 2015 – 2017 biennium No County General Funds are involved
Funding Source	Oregon Department of Education – Youth Development Division
Safety Impact	N/A
Duration	Effective July 1, 2015 and terminates on June 30, 2017
Previous Board Action	N/A
Contact Person	Korene Mather 503-650-5683
Contract No.	7325

BACKGROUND:
The Children, Youth & Families Division of the Health, Housing and Human Services Department requests the approval of a Revenue agreement with Oregon Department of Education, Youth Development Division in the amount of $670,000. The majority of funds will be sub-contracted to non-profit service providers to provide academic support and resources to at risk students and their families at seven PreventNet Community School sites throughout Clackamas County. Those sites are Baker Prairie Middle School (Canby), Cedar Ridge Middle School (Sandy), Estacada Junior High (Estacada), Rex Putman High School (Milwaukie), Kraxberger Middle School (Gladstone), Gardiner Middle School (Oregon City) and Molalla River Middle School (Molalla). No County General funds are involved in this contract. This revenue agreement has been reviewed and approved by County Counsel.

RECOMMENDATION:
Staff recommends the Board approval of this contact and authorizes Richard Swift, H3S Interim Director to sign on behalf of Clackamas County.

Respectfully submitted,

Richard Swift, Interim Director

Oregon Department of Education
Kate Brown, Governor

Youth Development Division
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Salem, OR 97310
Voice: 503-947-5600
Fax: 503-378-5156

Youth Development Council
2015 – 2017 Biennium
Program Performance Agreement

This program performance agreement is between the State of Oregon, acting by and through the Department of Education, Youth Development Division hereafter called Agency, and Clackamas County, acting by and through its Health, Housing & Human Services Department, Children, Youth & Families Division, hereafter called Grant Recipient.

Statement of Work: Grant Recipient shall perform the work as set forth outlined in Logic Model Sheet 3 of the respective attached project file detailing input, output, and outcome expectations, including any modifications made during the negotiations process.

Budget: Grant Recipient shall perform the statement in of work in accordance with the project budget outlined in Logic Model Sheet 4 of the respective attached project file, including modifications made during the negotiations process.

Grant Award	**Project File**
$350,000.00	**Attachment A: PreventNet Community Schools – Rural**

Reporting: Grant Recipients shall provide quarterly expenditure reports and program reports to track progress in meeting project deliverables.

Monitoring: YDD Grant Manger shall conduct at least one monitoring site visit during the project period.

Reimbursement: Quarterly reimbursements are subject to approval by YDD Grant Manager based on the review of expenditure and program reports. The YDD may withhold a quarterly reimbursement, or a portion of the quarterly reimbursement should a Grant Recipient fail to adequately meet the input, output, and outcome expectations outlined in the respective statement of work.

Promotional materials and media interviews: Awardee must acknowledge the Youth Development Council as a funding source when giving interviews regarding the program, or in written materials describing service of funding partners.

Grant Recipient

Signing on Behalf of the Board:

Richard Swift, Interim Director
Clackamas County Health, Housing & Human Services
Printed Name and Title

Date

Signature

Date

Agency

Printed Name and Title

Date

Signature

Date

Enclosed Attachment A

Clackamas County Children, Youth & Families Division – PreventNet Community Schools – Rural

YOUTH & YOU

Oregon Youth Development Council

Application Cover Sheet
(Maximum 1 page)

Project Name: PreventNet Community Schools – Rural

- Baker Prairie Middle School – Canby
- Cedar Ridge Middle School – Sandy
- Estacada Junior High – Estacada

Contact Person: Rodney Cook
Affiliation: Clackamas County Children, Youth & Families Division
Address: 2051 Kaen Rd
Phone Number: 503-650-5678
Email: rodc@clackamas.us

Grant Tier: Youth and Community Grant Tier I

Grant Amount: $175,000/$350,000 (2-year)

Application Checklist

Please note that in response to requests from community partners, the Youth and Community Grant Application Form has a maximum limit of 13 pages (not including the cover sheet).

Be sure to include each of the following in the final community application:

- ☒ A completed application cover sheet *(maximum 1 page)*
- ☒ A completed indicators of need sheet (*maximum 1 page)*
- ☒ A completed equity sheet (*maximum 2 pages)*
- ☒ A completed definition of need sheet (*maximum 2 pages)*
- ☒ A completed logic model graphic (*maximum 1 page)*
- ☒ A completed logic model, sheets 1-4 (*maximum 7 pages)*

YOUTH & YOU

Oregon Youth Development Council

Indicators of Need Sheet *(Maximum 1 page)*

Indicators of Need the exist within the Rural community that demonstrate application eligibility

Indicator	X	Rate/Percent
Required Indicators of Need:		
Minority student population as a percent of all students above the statewide average	X	*Baker Prairie MS: 35%* **Hispanic/Latino Population also higher than State at 30% vs. 22%*
Free and reduced price lunch eligible students as a percent of all students above the statewide average	X	*Estacada Jr. High: 55%*
Number of homeless students (in the district) as a percent of district enrollment above the statewide average	X	*Canby SD: 5.29*
Students with disabilities as a percent of all students above the statewide average	X	*CRMS: 15%* *EJH: 16%*
Limited English proficient students as a percent of all students above the statewide average	X	*BPMS: 26%*
Disparities in graduation rates, completion rates, dropout rates, attendance rates, or school performance scores between all students and those who are economically disadvantaged, limited English proficient, or underserved races/ethnicities	X	*Disparities at both district and school levels for all 3 Rural sites (graduation, dropout, attendance, school performance, especially LEP, Disability, Hispanic populations.*
Juvenile referral rate in the juvenile justice system as a percent of all youth above the statewide average	X	*Canby area rate: 1.8% (CCJD)* *Sandy area: 1.9%*
Disparities in juvenile referral rates between all youth and those who are economically disadvantaged, limited English proficient, or underserved races/ethnicities		
Other Indicators of Need:		
Four-year graduation rate or five-year graduation rate below the statewide average	X	*Estacada SD: 4yr-28%, 5yr-40%* *Oregon Trail SD: 4yr-69%*
Attendance rates of students below the statewide average	X	*CRMS: 82%* *EJH: 79%*
Drop-out rate above the statewide average	X	*Estacada SD: 23%*
Percent of students meeting or exceeding on statewide assessments in reading below the statewide average	X	*BPMS: 69%* *CRMS: 64%*
Percent of students meeting or exceeding on statewide assessments in math below the statewide average	X	*BPMS: 64%* *CRMS: 59%* *EJH: 51%*
Percent of students meeting or exceeding on statewide assessments in science below the statewide average	X	*CRMS: 64%*
Opportunity Youth rates above the statewide average		

Equity *(Maximum 2 pages)*

Please describe how the organizations and individuals involved in the Collective Impact approach are reflective of the population in need of programs and services in the community.

A broad range of organizations and individuals that reflect the diversity of the community have participated in the planning, implementation, and ongoing development of the PreventNet Community Schools system to create better access to resources for underserved populations. Primary partners in this effort include the Positive Youth Development Collective (PYDC) leaders and its backbone organization Children, Youth & Families Division (CYF). Collective members represent a variety of communities across the county and their agencies/organizations offer an extensive array of services, programs, and resources.

Several groups act in an advisory capacity to the PYDC. One of these is the Diversity Leadership Council (DLC), whose members are appointed by the Board of County Commissioners and represent Hispanic, Black/African American, Russian, transgendered, low income, and disabled communities and families in Clackamas County. DLC advises on community equity issues for specific populations, and provides feedback on Cultural Competency Self Assessments/Action Plans completed by CYF nonprofit contractors. Another advisory group is the Hispanic Interagency Network Team (HINT), a coalition of practitioners serving Latino populations in Clackamas County that provides insight into issues faced by Latino/Hispanic populations.

There are four local community prevention coalitions that also contribute to the effort by monitoring youth substance use/abuse trends and offering drug and alcohol prevention activities at the PreventNet sites. Members of these coalitions represent all community sectors, including law enforcement, faith, media, school, health, government, students, parents, civic/fraternal groups, business, city, and non-profits.

Please describe if the community being served has a disproportionately high percentage of the population made up of traditionally underserved individuals.

Underserved populations at the Rural PreventNet sites include minority students, students qualifying for free/reduced lunch, homeless students, students with disabilities, and students with limited English proficiency. The demographic breakdown of Baker Prairie MS in Canby includes 35% minority population, most of which is Latino/Hispanic (30%), and 26% have limited English proficiency. In addition, the Canby school district has the largest homeless student population in Clackamas County (5.29%). In Estacada, more than half of the student population at the Jr. High are economically disadvantaged, and 15% and 16% of students at Cedar Ridge MS/Sandy and Estacada Jr. High (respectively) have disabilities. The PreventNet system is designed to target underserved students and improve their access to community resources and services, increase school attachment, reduce disparities in school performance and achievement.

Please describe how the mutually reinforcing activities of the Collective Impact community efforts have the appropriate culturally specific approaches.

The PreventNet System and the PYDC in Clackamas County incorporate culturally-specific approaches in a number of ways. Each site is operated by culturally responsive nonprofit agencies, whose staff work with school personnel and use student data to identify students most in need of assistance and provide them with the holistic support they need to improve school success. Students and their families are connected to homework help and tutoring, prevention/early intervention services, basic needs resources, and other services as necessary. Youth progress is monitored closely through regular communication with the students and those working with them. Individual goals are identified and potential barriers to their success are discussed and problem-solved. Integration of PreventNet into the school setting ensures that services are provided in ways that are responsive to the specific needs of youth and their families, and the mutually reinforcing activities offered by PYDC partners are available in both English and Spanish and delivered in a variety of ways and settings so that they are accessible to those who need them.

PYDC capacity to provide equitable services is also built through some members' participation on Health Share of Oregon's Cultural Competence Workgroup and the State's DELTA (Developing Equity Leadership through Training and Action) program in order to access and integrate state-of-the-art culturally responsive strategies. Additionally, Clackamas County Children,

Youth & Families Division, the backbone organization for PYDC, uses the National Standards for Culturally and Linguistically Appropriate Services as a blueprint for the development of new strategies.

Please describe how the mutually reinforcing activities of the Collective Impact community efforts are structured to specifically address disparities in outcomes seen between youth.

School report card data clearly demonstrate the disparities in achievement for sub-populations in every school and district in Clackamas County. Addressing these disparities is a major focus of the PreventNet and its integration into the school environment provides an ideal structure to accomplish this. At the direct-service level, disparate outcomes are addressed by specifically targeting high risk youth and connecting them to school and community supports to improve academic outcomes. To facilitate youth success at the community level, PYDC advocates for policies that promote equity, establishes child and youth outcomes that emphasize equity and achievement and shares accountability for these, uses data to identify inequities and effective solutions, and promotes a shared vision that reflects an understanding of equity.

Please describe whether or not the organizations contributing mutually reinforcing activities designed to support traditionally underserved individuals have demonstrated results in reducing disparities in outcomes.

The PreventNet Community School System targets youth most at risk of disengaging from school and dropping out, incorporating a holistic approach that improves academic success by increasing school attachment, addressing behavioral issues, and promoting positive peer and adult relationships. Over the years, successful activities have included Latina/Latino cultural groups, multi-cultural events and clubs, culturally specific drug/alcohol groups, culturally specific parent engagement events organized by minority students. Individualized services include mentoring, homework help, and care coordination, which is orchestrated by connecting youth and/or their families to services provided by Collective partners, including physical, mental, and behavioral health, and an array of social services and interventions. PreventNet has consistently demonstrated 80-90% success rates for core youth, and principals, counselors, and teachers attest to the program's success in leveling the playing field for at-risk and high-risk students.

Some of the equity initiatives and successes of PYDC partners include:

- The Behavioral Health Division successfully launched the first Spanish-language Mental Health First Aid training in the region, and is working with a local non-profit organization to train the Latino service provider community to identify and support persons with mental health issues and to reduce the stigma associated with mental health. BH has also funded culturally-specific treatment providers specifically for outreach and engagement services to underserved population – for example, Asian Health and Service Center is partnering with the North Clackamas School District to develop outreach strategies to connect more individuals to culturally-appropriate prevention and treatment.
- The Juvenile Department received a grant to address disproportionality of Latino youth not being afforded equal access to Diversion alternatives. At the time, none of the 11 City Diversion Panels offered bilingual/bicultural services to Latinos and CCJD responded by creating two bilingual/bicultural Diversion Panels in two communities. Within the grant period, the disproportionality rate was eliminated and the program was sustained by adding a contractual requirement that the non-profit agencies that coordinate Diversion services ensure equitable access. Six years later, the program Diversion Panels continue to serve Latino youth eligible for Diversion services.
- Northwest Family Services offered two community-wide equity trainings provided by the Diversity Resource Group. Along with many community members, all NWFS staff participated and each department continues to assess and improve its equity practices. As a provider of PreventNet services, NWFS is responsive to individual needs and when necessary, culturally specific staff members work with youth and family participants.

Definition of Need Sheet *(Maximum 2 pages)*

What is the social problem?

Using a combination of quantitative and qualitative descriptive factors, please describe the social problem that exists in the community. This description should provide detailed information to define the problem.

Youth that are not securely attached and engaged in school have an increased risk of dropping out. A large body of research demonstrates that school attachment is influenced by school and community environments, family, and individual influences. School factors include academic expectations and support for learning, positive adult/student relationships, and safety. Community factors are neighborhood affluence, educational aspirations/achievement of family and friends, and family-related influences include socioeconomic status and income, parental support and promotion of achievement.

Although the dropout rates in the Oregon Trail (Sandy area) and Canby Districts are lower than the state rate, the graduation outcomes are quite different for some of the subpopulations (2013/2014). In Oregon Trail SD, disparities exist for English learners in (5.8%), Black/African Americans (9.1%), and Multi-Racial (8.9%). In Canby, students who are English learners (3.3%), Migrant (3.1%), Students with disabilities (2.7%), and Hispanic/Latino (2.7%) are less likely to graduate.

The incidence of dropout in Estacada is alarming, both overall (23%), and for every subpopulation except Asian – even 4.8% of TAG students drop out. Factors influencing this could include geographic isolation and poverty rate (22%). Another possibility is educational attainment in the community overall (11.5% with less than high school), and in the population 18-24 years old (18%). Having friends and/or family members with less than high school education is a risk factor for dropping out because it may promote the perception that education is not necessary or valued. In Canby and Sandy, 28% and 13% of residents 18-24 years old have less than high school attainment, respectively.

School engagement and attachment can also impact Juvenile referral rates – youth that are not constructively occupied with school and other activities are more likely to become involved in juvenile justice system. The juvenile referral rate is1.8% in Canby and 1.9% in Sandy – slightly higher than state rate (1.7%). In Canby, some of this may be due to youth involvement in gangs, an issue of concern in that community. Although the referral rate is relatively low in Estacada (0.9%), this may be because the city does not have its own police department, and relies on the City of Sandy for its law enforcement.

The three rural communities where the PreventNet sites operate have tracts of poverty that may affect educational attainment and increase the risk of dropout. The overall poverty rate in Estacada is high (22%) compared to Clackamas County (10%) and to Oregon (16%), but an analysis of subpopulations in that community identifies even more significant rates. For example, 27% females, 57% of American Indian/Alaska Natives, and 29% of Hispanic/Latino residents have experienced poverty in the previous 12 months in Estacada. In Canby, the rates are highest for residents under 18 years (20%), and the Hispanic/Latino population (38%), and the Sandy residents most likely to have experienced poverty in the previous 12 months are Hispanic/Latino (39%), persons of 2 or more races (20%), and youth and children under age 18 (ACS 2013).

While socioeconomic status has long been the most significant predictor of dropping out, recent studies indicate that attendance, behavior, and course failure in middle school may even more accurately forecast whether a student will complete high school (Balfanz et al 2010). For this reason, it is vital that dropout prevention start in late elementary and/or when kids enter middle school – students who are struggling must be identified early and provided the support they need to be successful in school.

How does this social problem adversely impact education and/or workforce success?

Please describe the connection between the social problem that exists in the community and the adverse impact on the educational and/or workforce success of Opportunity and Priority Youth.

Youth who drop out of high school start their adult lives at significant disadvantage – the impacts are economic, social, and in terms of health and well-being and they persist throughout their lifetime. Economic data on high school non-completers show that they generally earn up to 41% less than their peers with diplomas or GEDs with an even wider gap between them and persons with a college degree (US Census 2011). They are 72% more likely to be unemployed compared to high school graduates (US Dept. Of Labor 2003).

Dropping out affects the likelihood of incarceration and the rates are highest for persons in their 20s and early 30s. According to a 2012 Population Reference Bureau policy brief, the average state prisoner has a 10th grade education, and about 70% of the prison population have not completed high school.

Statistics on health and well-being have consistently confirmed that education correlates closely with health – persons with lower levels of education are more likely to smoke, use drugs and/or drink excessively, be overweight, have poorer health outcomes and lower life expectancy compared to those with higher educational attainment (Freudendberg and Ruglis 2007)

It is in a community's best interest to ensure that youth are attached and engaged and have the academic supports they need to be successful in school. The implications for society are both social and economic – dropping out affects earning potential, health care costs, dependency on state assistance, incarceration rates, etc., and the cost of prevention is minimal compared to the cost to society when youth drop out. A 2011 analysis of the economic effect on society found that that if all students who dropped out of the Class of 2011 had graduated, the nation's economy would likely have benefitted from nearly $154 billion in additional income over the course of their lifetimes (Alliance for Excellent Education 2011). In Oregon, the estimated benefits to the economy if only *half* of the 12,200 dropouts in 2011 had graduated would have been $174 million in increased home sales and $7 million in increased annual auto sales, 500 new jobs and a $72 million increase in the gross state product, and $4.7 million in increased annual state tax revenue. Clearly, prevention is important.

Logic Model

Please complete the logic model seen below. A template for compiling the content of the logic model can be found on following three pages.

Collective Impact Community Effort

What is the Community's Common Agenda?

Youth are safe, supported, and successful regardless of their demographic, socio-economic, gender, sexual orientation, language, and/or other status; and services are coordinated, accessible, equitable, and effective.

What is the Communication Plan?

Regular reporting to and feedback among PYDC leaders, PreventNet system staff, and site communities.

What Organization is the Backbone Support?

Clackamas County Children, Youth & Families Division

What are the Mutually Reinforcing Activities?

Mental/behavioral health, health prevention/promotion, data collection, skills classes, safety education, access to school-based health centers, D&A assessment and referral, peer and traditional mentoring, career exploration, and other social supports and resources.

What are the Shared Measurements?

- *Collective resources are coordinated, accessible, equitable, and effective*
- *Youth are safe and supported in the school environment*
- *Youth have opportunities*

Grant Application Activities

Mutually Reinforcing Activities

PreventNet Community Schools – Rural

- *Baker Prairie MS – Canby*
- *Cedar Ridge MS – Sandy*
- *Estacada Jr. High - Estacada*

Outcomes

- *80% of Core Youth and/or families will be connected to appropriate interventions and school/community resources*
- *85% of Core Youth will participate in extracurricular activities to improve school attachment*
- *80% of youth will improve on academic measures (behavior, attendance, or grades)*

Application Budget (2-Year)

- *YDC funded activities: $350,000*
- *Leveraged funds/resources: $461,670*
- *Total budgeted amount: $811,670*

Inputs/Outputs

- *Each Rural site will serve 58 Core Youth (total 174)*
- *Core Youth will be connected to a minimum of 2 appropriate interventions/resources (mental/physical health, tutoring, D&A assessment/referral, etc.) and additional extracurricular activities, career exploration, etc. to improve school attachment*

Logic Model Sheet 1
(Maximum 2 pages)

How is the Community Defined?

Using a combination of demographic indicators, jurisdictional boundaries, and descriptive terms, please describe how the community is defined. This should align with the larger Collective Impact community effort in some form. Please remember that recipients of Youth and Community Grants are expected to be able to track some level of individual and/or community outcomes associated with the defined community.

The community identified for services through this application is Rural Clackamas County, specifically the communities of Canby, Estacada, and Sandy where there are PreventNet Community School Sites at Baker Prairie Middle School, Estacada Jr. High, and Cedar Ridge Middle School. Key features of the rural community school sites are as follows:

Canby-Baker Prairie MS served a total of 589 students during the 13/14 academic year. Of these, approximately 35% are minorities and 30% are Latino/Hispanic, 26% have limited English proficiency, 13% have disabilities, and almost half are economically disadvantaged. Compared to all students, subpopulations do significantly worse on measures of reading, math, and science. At the district level, subpopulations fare worse on measures of on track, graduation, completion, and dropout. The Canby SD has the highest homeless student rate in Clackamas County (5.29%) and the juvenile referral rate in the Canby area is 1.8%.

Estacada-Estacada Jr. High served 234 students, more than half of whom are economically disadvantaged, 16% have disabilities, 20% are minorities, and 11% are English learners. Academic outcomes at the district level are alarming – Estacada has a 23% dropout rate overall and significantly higher rates for subpopulation groups. Estacada is fairly isolated, being roughly 20 miles of winding, rural roads from the urban outskirts of Oregon City, which may be a factor in youth outcomes along with the high poverty rate (22%).

Sandy-Cedar Ridge MS served 392 students in 13/14 academic year, 15% with disabilities, 25% minorities, 14% English learners, and 45% economically disadvantaged. School test scores in reading, math, and science were lower than state scores, and students in subpopulation groups scored significantly lower compared to all CRMS students.

What is the Community's Common Agenda?

In the context of the community as previously defined, please describe the shared vision for change, common understanding of the problem, joint approach to solving the problem, agreed upon actions, and true collection of community partners. Be sure to include an overview of who is participating in the community effort.

The common agenda for the Positive Youth Development Collective (PYDC) in Clackamas County is for youth to be safe, supported, and successful regardless of demographic socioeconomic, gender sexual orientation, language, and/or other status and that services are coordinated, accessible, equitable, and effective. Education is a major component of life success and youth who are most likely to struggle in school are those experiencing poverty, trauma, mental health challenges, difficult home situations and/or lack of parental support, or who are marginalized because of language, minority status, sexual orientation, or identity. These youth have the ability to achieve academically and attain life success at the same levels as youth without complex challenges, but may need extra support to realize their capacity to do so.

School is an ideal setting to offer this type of support – youth are accessible, services can be made available to them at the place where they spend much of their time, and families are more easily interacted with as well. Middle school is the primary focus of PYDC as it is the middle point of major school transitions – elementary to middle and middle to high school. Partners in this effort include members of the PYDC Leadership group – Jill Archer/Clackamas County Behavioral Health, Dana Lord/ Clackamas County Public Health and Health Centers, Maurita Johnson/Local DHS, Mary Clark/Local DHS, Rodney Cook/Children, Youth & Families, Ellen Crawford/Clackamas County Juvenile Department, Gabby Nunley/Workforce Investment Council, Molly Aleshire/CTEC Youth Services, Rose Fuller/Northwest Family Services, Aeylin Summers/NCSD, Lennie Bjornsen/Gladstone SD, Mark McDonnell/CCJD, Patty McMillan/Clackamas County Safe Communities, Lana Shotwell/Trillium Family Services, and John Duke/Outside In.

A larger group of community partners contribute technical assistance and expertise in terms of equity and practical application of PYDC decisions. Organizations represented include Hispanic Interagency Network Team (HINT), Clackamas County Diversity Leadership Council, Advisory for Clackamas County Early Learning, Gladstone School District, Oregon City School

District, North Clackamas SD, Oregon Trail SD, Canby SD, Estacada SD, Molalla Communities that Care, Clackamas Community College, Oregon City Together, Gladstone Youth Coalition, Vibrant Futures Milwaukie, Drugfree Estacada Families and Youth, Todos Juntos, and Metropolitan Family Services.

What is the Community's Communication Plan?

Please describe the mechanisms that have been established to ensure consistent and open communication among the Collective Impact collaborative. Be sure to include a description of how the plan will be used to build trust, assure mutual objectives, and create a common motivation.

Communication is established on several levels to build trust, validate system/site contributions and opinions, and establish a loop for continuous feedback. Clear communication among system partners is key to coordinating efforts and mutual objectives in order to have the biggest impact on outcomes for youth. PYDC leadership began meeting in April 2014 to discuss the PreventNet Community School System and to identify its common agenda and to strategize coordination of reinforcing activities. It meets on a quarterly basis for site reports/updates and ongoing evaluation of services and coordination. PYDC leaders have committed resources to support the effort and enhance the PreventNet system – including both cash and in-kind contributions.

The communication plan also involves PreventNet Community School partners at each site – local collective impact group that includes school administration and staff, and nonprofit contractors. At this level, site progress is monitored using school data reports, ensuring that needed adjustments can be made quickly as trends emerge. School staff know which students are struggling and refer directly to PreventNet staff. Site development and service outcomes are shared with PYDC on a quarterly basis.

Finally, the external communication plan involves the PreventNet sites and their respective communities. Outreach to students, families, school administrative staff, and the larger community ensures that everyone knows that PreventNet services are available at the schools and how to access them.

What Organization is the Backbone Support?

Please identify the backbone support organization and describe the kinds of support functions that will be provided to the overall community effort.

Clackamas County Children, Youth & Families Division provides the organizational infrastructure critical to the long-term success of the PYDC collaboration and has many years of experience serving in this type of role. Since 1993, CYF has convened stakeholders from a wide range of community sectors including medical, behavioral, social/human services, education, law enforcement, faith, business, parents, and youth to facilitate discussions about improving outcomes for youth and families. This ability to bring partners to the table, along with CYF's capacity for data collection/analysis/reporting, grant writing, program implementation and evaluation, and experience in the technical side of business in terms of contract development, negotiation, execution, and monitoring make it uniquely qualified to provide the backbone support to the PYDC effort.

Logic Model Sheet 2 ***(Maximum 2 pages)***

What are the mutually reinforcing activities of the Collective Impact community effort?
Please provide an overview of the participant activities, including who will be responsible for each set of efforts and how they are coordinated through a mutual plan of action.

Partners in the PYDC effort and the activities they contribute to the PreventNet system include, by agency:

Clackamas County Health, Housing & Human Services partners

- **Behavioral Health/Jill Archer** – Mental Health 1st Aid training; drug and alcohol funding for prevention efforts at the sites; MH coordination meetings with youth service providers.
- **Public Health and Health Centers/Dana Lord** – School-based health centers in Canby, Estacada, North Clackamas, Oregon City, and Sandy; health clinic in Gladstone; tobacco, STI, and other public health prevention and education; asthma management.
- **Community Health/Tracy Garell** – access to physical/behavioral health assessments and treatment for non-OHP; suicide prevention training; wellness/prevention activities at school-based health centers.
- **Children, Youth & Families Division/Rodney Cook** – PYDC backbone support; PreventNet system development/oversight; fiscal administration; convening partners; engagement/mobilization, grant-writing expertise; coordinated equity outreach (0.02 FTE); comprehensive community linkages; peer mentoring.

Clackamas County Juvenile Department/Ellen Crawford – cognitive skills groups (community-based) and training of trainers; gang education and prevention; city diversion panels (includes culturally-specific).

DHS Local Office/Maurita Johnson – yearly mandatory reporting training; care coordination (TANF, SNAP resources).

Gladstone SD/Lennie Bjornson – potential for small discretionary funds for MS PreventNet site; resource development (grants, donations, volunteers, etc.).

North Clackamas SD/Aeylin Summers – NCSD school and district data support,

Clackamas County Prevention Coalition/Jordan Turel – Student Wellness Improvement Project, A&D prevention activities.

Trillium Family Services/Lana Shotwell – coordinated access to mental health services for individuals/groups.

Safe Communities Clackamas County/Patty McMillan – safety education on topics such as transportation, preparedness, career exploration, life skills, teambuilding, and media literacy.

Workforce Investment Council of Clackamas County/Gabby Nunley – resources and contacts specific to career exploration, exposure, speakers, tours, Annual Youth Career Expo.

- **CTEC Youth Services/Molly Aleshire** – potential for core youth career transitions into CTEC programming

Northwest Family Services/Rose Fuller – Certified Prevention Specialist workforce, volunteer coordination, job training, CADC counseling (mental health, A&D), parent education, and health and social services, and resource development.

Outside In/John Duke – school-based health center NCSD, Homeless Student Success Project.

The activities of partners are planned and coordinated by the backbone organization, Children, Youth & Families Division through regular PYDC meetings where members receive regular reports on site progress, emerging issues, etc., as well as through PreventNet system meetings, where site staff receive technical support, information, and presentations about community resources to which they can refer their core youth participants.

What are the shared measurements for the reinforcing activities of the Collective Impact community effort?

Please provide information on the shared measurements for the activities of the community effort. Include a description of how the participants are aligning data collection efforts.

Shared measurements include:

Collective resources are coordinated

- Measured by the number of services coordinated for core youth and their families at the PreventNet Community School sites.

Services are equitable

- Measured by the number of underserved youth and their families accessing services in or through the PreventNet Community School.

Youth are safe and supported in the school environment

- Measured by an increase in the number and percent of students responding to the Student Wellness /Oregon Healthy Teen Survey question:
    - *At least one teacher or other adult at school really cares about me* ("very much" or "pretty much true" response).

Youth have opportunities

- Measured by the number and percent of core youth at each site participating in career exploration, leadership, community service, and youth mentoring (both as mentees and mentors) activities.

Data collection efforts of the Collective are being aligned through regular analysis of PreventNet Core Youth input/output/outcome data from quarterly reports at PYDC meetings to ensure that youth being served by the system in the most efficient and effective way possible and that they are able to access the services they need.

Logic Model Sheet 3 *(Maximum 2 pages)*

What are the mutually reinforcing activities of the Collective Impact community effort that are proposed in this application for funding?

Please identify the activities being funded through this application and describe how they align with the larger community effort. Be sure to include a description of how the activities are effective evidence-based, research-based, and practice-based prevention and intervention approaches, as well as culturally appropriate, and sexual orientation specific and gender-identity specific.

The mutually reinforcing activities proposed in this application are PreventNet Community School sites for Clackamas County Rural areas:

- Canby – Canby School District – Baker Prairie Middle School. *Site has been operating since 2008.*
- Estacada – Estacada School District – Estacada Jr. High. *Site has been operating since 2004.*
- Sandy – Oregon Trail School District – Cedar Ridge Middle School. *Site has been operating since 2001.*

The Clackamas County PreventNet system is based on the Community Schools model, which integrates academics, health and social support, community and family engagement, and youth college/career/citizenship/leadership development into the school setting through partnerships between the school and other community organizations. Collaborators in the Rural PreventNet partnership include the principals and staff at each school, Todos Juntos (nonprofit agency that employs the community school coordinator at each site), Clackamas County Children, Youth & Families Division (administrates service contracts and system oversight), Clackamas County Behavioral Health (funds drug and alcohol prevention activities), Clackamas County Juvenile Department (cognitive skills classes and train the trainers), site community organizations and businesses, and PYDC partners, who offer a variety of services and resources. The Community School model achieves the goals of each of the partners – each accomplishes its individual mission through the work at the sites and, at the same time, the goals of the Collective – *Youth are safe, supported, and successful regardless of their demographic, socio-economic, gender, sexual orientation, language, and/or other status; and services are coordinated, accessible, equitable, and effective.*

Longitudinal evaluation of the Community Schools model demonstrates positive outcomes for youth in both the short and long term. Short-term benefits to youth include consistent attendance, active engagement in learning and community, family involvement in their children's education, and school engagement with families and communities. In the long-term, students succeed academically, are healthy physically, emotionally, and socially, and perceive their school and community environments to be safe and supportive.

The array of "core" services provided and/or orchestrated by the site coordinator include mentoring, care coordination and referral, alcohol and drug prevention/early intervention and referral, mental health assessment, support, referral, homework assistance, peer mentoring, parenting classes and referrals for family related services, family engagement activities, universal prevention curricula and activities, and structured extracurricular activities. The site coordinator collaborates with school staff and uses student data to target at-risk/high risk youth for services, then works with each student individually to identify needs and connect them to resources and services, set academic goals and enroll them in homework assistance and other activities to increase school engagement. They follow up with them regularly to monitor attendance, grades, etc. and to help get them back on track if their progress stalls.

Youth engagement and prevention activities are geared toward school and youth needs and/or what youth are interested in doing. Specific activities include drug and alcohol prevention activities and classes, Girl's Circle/Boy's Council groups, cognitive skills classes (Aggression Replacement Training, Individual & Community Empathy, Truthought, Life Skills), recreational activities, and peer mentoring based upon a program implemented in Rowe MS and Milwaukie HS in 2014 where high school youth are recruited to mentor middle school youth to assist with homework and ease transition to 9th grade, while the high school students improve leadership skills, and get experience in the fields of social service and teaching. The peer mentoring program is currently in its pilot phase and will be developed and expanded as part of PreventNet services system wide.

What are the inputs/outputs/outcomes of the mutually reinforcing activities in this application for funding?

Please provide an overview of the inputs (numbers served and their demographic profiles, etc.) and outputs (services provided, etc.), and outcomes that are expected to occur as a result of the activities funded through this application. The outcomes should be quality measures of educational improvement, workforce success, and crime prevention. Identify the measurement tool being used to assess the outcomes. Be sure to include how these outcomes align with the collective impact community effort.

Inputs	Outputs	Outcomes	Measurement Tool	Alignment with PYDC Goals
Direct Service				
At each Rural site, 58 (total 174) at-risk/high risk students (CORE YOUTH) youth are targeted for services due to behavioral, attendance, or academic issues. Minority students will be prioritized.	Core Youth and/or families at each site will be referred to a minimum of 2 appropriate interventions and/or school/community resources (mental health, physical health, tutoring, etc.)	By June 30, 2017, 85% of Core Youth and/or their families will be connected to appropriate interventions and or school/community resources	Youth and family self-report	*Youth are safe, supported, and successful regardless of their demographic, socio-economic, gender, sexual orientation, language, and/or other status.*
		By June 30, 2017, 85% of Core Youth will participate in extracurricular activities to improve school engagement/attachment	Participation sign in sheets	
	Core Youth at each site will participate in extracurricular, career exploration, or other activities	By June 30, 2017, 80% of Core Youth will improve on academic measures (grades or attendance or behavior)	School data	
System Coordination				
Minimum of 4 quarterly PYDC system meetings to improve coordination of reinforcing activities, system development, discuss emerging trends etc.	A minimum of 4 site quarterly report presentations at each PYDC meeting	By June 30, 2017, PYDC partners will participate in a minimum of 4 meetings yearly to provide input on system development, emerging trends, etc.	-Meeting rosters -Electronic communication	*Services and resources are integrated, accessible, equitable, and efficient*
Minimum of 6 PreventNet system meetings	-Site specific technical assistance (all sites) -A minimum of 5 community resource presentations will be scheduled	By June 30, 2017, 95% of PreventNet site staff will report increased system efficiency and feeling supported in their work	Site staff survey	

Logic Model Sheet 4 *(Maximum 1 page)*

Please provide a detailed budget for the mutually reinforcing activities proposed in this application for funding.

*Provide a **detailed budget on the costs associated with the mutually reinforcing activities** funded through this application. Please include other resources allocated toward these activities for the duration of this Youth and Community Grant period. Include a breakdown of the budget in categories including, but not limited to: personnel, professional fees, printing, publications, materials, supplies, equipment, facilities, other direct costs, etc.*

Category	Grant Funds	Mutually Reinforcing Leveraged/In-kind Funds	Total Budgeted Amount
Personnel Services			
Site Coordinator(s) 1FTE	$186,608	$15,392 (CYF)	$202,000
Site Coordinator(s) Fringe @.14	$28,560		$28,560
Site Program Supervisor(s) .3 FTE	$45,000		$45,000
Site Program Supervisor Fringe @ .14	$6,300		$6,300
Skill Groups TOT		$18,382 (JUV)	$18,382
Mental Health Aide TOT .12FTE		$47,760 (BH)	$47,760
Certified Prevention Specialist @.33FTE		$59,720 (CYF)	$59,720
Drug/Alcohol Prevention @.25FTE		$62,500 (Local Coalitions)	$62,500
Career Expo		$3,600 (CTEC)	$3,600
School Bases Health Centers		$43,218 (Public Health)	$43,218
Equitable Services Coord.@.10FTE		$18,098 (CYF)	$18,098
YDC System Coord. (.333FTE)	$42,000		$42,000
YDC System Coord. Fringe @.40		$16,800 (CYF)	$16,800
Total Personnel	$308,468	$285,470	$593,938
Administration			
Provider Bookkeeper/payroll	$9,000		$9,000
Provider Bookkeeper/payroll fringe @.14	$1,260		$1,260
Contract Services		$12,000 (Todos Juntos)	$12,000
School Supports @ 3sites		$150,000 (school districts)	$150,000
Total Administration	$10,260	$162,000	$172,260
Provider/Site Supplies	$6,400	$600 (Todos Juntos)	$7,000
Provider/Site Materials	$4,300	$600 (Todos Juntos)	$4,900
Provider/Site Tele	$1,800		$1,800
Provider/Site Insurance	$6,000	$2,000 (Todos Juntos)	$8,000
Equipment	$772	$6,000 (Todos Juntos)	$6,772
Other Direct/Audit	$ 6,000	$2,000 (Todos Juntos)	$8,000
Provider/Site Mileage	$6,000		$6,000
Training		$3,000 (Todos Juntos)	$3,000
Total program costs	$31,272	$14,200	$ 45,472
Total grant costs (2 year)	**$350,000**	**$461,670**	**$811,670**