Health, Housing & Human Services
CLACKAMAS COUNTY

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Richard Swift, *Director*

October 1, 2015

Board of County Commissioners
Clackamas County

Members of the Board:

Approval of a Revenue Agreement with Oregon Department of Education – Youth Development Division for PreventNet Community Schools

Purpose/Outcomes	Funding for PreventNet Community Schools at three Urban sites. Services include resources and academic support for approximately 174 at-risk students.
Dollar Amount and Fiscal Impact	$350,000 will fund this program for the 2015 – 2017 biennium No County General Funds are involved
Funding Source	Oregon Department of Education – Youth Development Division – State General Fund
Safety Impact	N/A
Duration	Effective July 1, 2015 and terminates on June 30, 2017
Previous Board Action	N/A
Contact Person	Korene Mather
Contract No.	7426

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 for PreventNet Community Schools. 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 three Urban PreventNet Community School sites. 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 contract and authorizes Richard Swift, H3S Director to sign on behalf of Clackamas County.

Respectfully submitted,

J Richard Swift for RS

Richard Swift, Director

Oregon Department of Education

Kate Brown, Governor

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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 – Urban**

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.

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Oregon Youth Development Council

Application Cover Sheet

(Maximum 1 page)

Project Name: PreventNet Community Schools – Urban PreventNet Community School Sites:

- Alder Creek Middle School
- Rowe Middle School
- Milwaukie High School

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)*

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.

The Urban sites have disproportionately high numbers of minority students (Rowe 40%, Milwaukie HS 39%), free and reduced lunch participation (Rowe 71%, Milwaukie HS 76%), students with disabilities (Alder Creek 22%, Milwaukie HS 16%, Rowe 23%), and English language learners/limited English proficiency (Alder Creek 17%, Milwaukie HS 26%, Rowe 26%). There are significant disparities in academic achievement when comparing all students to students in the above mentioned subpopulations at each school site. The activities proposed in this application specifically target traditionally underserved students to improve educational outcomes in both middle and high school.

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, and 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.

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.

At the Urban sites in Milwaukie, school attachment issues and academic achievement may be influenced by several factors. Parents may not be engaged in their children's education and this can have a profound effect on academic outcomes. This does not reflect disinterest in their child's education, but instead may be due to work schedules that do not allow for interaction during school hours, limited English proficiency and/or other cultural differences, lack of knowledge about how to navigate school systems, perceived inability to communicate with school administration and/or teachers, and lack of knowledge and understanding of how to advocate for their children, or any combinations of the above.

Students themselves may struggle with communication or may have friends that do not attend school regularly and/or are not high achievers. They may also need to work to help support their families or stay at home to care for younger siblings, an issue of particular concern within the Hispanic/Latino communities. School engagement and attachment can also impact juvenile referral rates – youth who are not constructively occupied with school and other activities are more likely to become involved in the juvenile justice system. The juvenile referral rate in the Milwaukie area is currently 3% (CCJD 2015).

Poverty and community educational attainment can impact youth academic outcomes. The poverty rate is 15% in the areas where the Urban PreventNet sites operate (ACS), however Latino/Hispanic persons (23%), persons identifying as two or more races (25%), single Latino/Hispanic females (47%), and persons with less than high school education (20%) experience poverty at much higher rates. Over 70% of students at both Rowe and Milwaukie HS and over half of students at Alder Creek qualify for free/reduced lunch.

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 middle school – students who are struggling must be identified early and provided the support they need to be successful in school. Establishing new and maintaining existing PreventNet sites at the middle schools that feed directly into the high schools, as is proposed in this application, is an ideal means of providing this support. Students can be targeted as they enter middle school and followed as they transition into high school to improve academic outcomes.

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 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).

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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 – Urban

- *Alder Creek MS – Milwaukie*
- *Rowe MS – Milwaukie*
- *Milwaukie HS - Milwaukie*

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: $440,542*
- *Total budgeted amount: $790,542*

Inputs/Outputs

- *Each Urban 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*

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 or as needed 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. Coordinated 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 stakeholder 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.

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.

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 Urban site, 58 (total 174) at-risk/high risk students (CORE 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 and/or provide input on system development, emerging trends, etc.	-Meeting rosters -Electronic communication	*Services and resources are coordinated, accessible, equitable, and effective*
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	