INTERGENERATIONAL POVERTY
IN UTAH

COUNTY PLAN TEMPLATE

DUE: JUNE 2, 2017

Updatedfgdfgfgdfg
dfgd: Jan. 13, 2017
Updated: Jan. 13,
2017

TABLE OF CONTENTS

INTRODUCTION AND EXPECTATIONS
OF THE COUNTY PLAN

The Intergenerational Poverty County Plan is designed to help counties plan on supporting the Utah Intergenerational Welfare Reform Commission's primary goal of **measurablyreducing the number of families in the cycle of poverty, thereby improving their quality of life and helping them become economically stable**.

As counties implement their plans, they are expected to begin with scale and sustainability, and keep in mind evaluation and documentation. This plan is intended to help as a guiding tool as counties progress from planning to implementation, as they work toward sustaining and scaling their efforts.

Each county will better align services and supports for parents and children at the system level – which in turn will support alignment and innovation at the program level – to demonstrate how their approach can effectively meet the needs and advance the prospects of families in intergenerational poverty. The county plan will specify how it will implement changes to achieve this goal. Counties will identify the services that will be aligned or coordinated and plan for internal and external partnerships that can be leveraged to fill gaps and support better service design and delivery.

The county plan will also describe a plan for data collection, reporting, and information sharing to strengthen the evidence base for intergenerational poverty. This plan will show how the county will bring in the voices of families in intergenerational poverty, improve and streamline systems, and engage community partners and leaders to support systems and culture change, and the effort's sustainability.

Completing this plan is critical for successful implementation and will serve as an important element in identifying and aligning the right combination of support needs for each county.

PLEASE NOTE: Use this county plan to describe the **overall**community-wide effort under the intergenerational poverty initiative. It is **not** intended to be a plan for only what the lead organization is doing.

County Name:
Carbon

List the names and titles of the team that participated in the development of this county plan:

Karen Basso - CARE Coalition
Tiffany Van Sickle - Four Corners Community Behavioral Health **(FCCBH)**
Eileen Green - Four Corners Community Behavioral Health **(FCCBH)**
Karen Dolan - Four Corners Community Behavioral Health **(FCCBH)**
Shannon Childs - ETV 10 News
Jeff Wood - Carbon County Sheriff's Office
Cletis Steele - Carbon County Sheriff's Office
Polly Atwood - Utah Division of Juvenile Justice Services
Angela McCourt - Utah Division of Juvenile Justice Services
Dannette Moynier - Castleview Hospital
Mark Holyoak - Castleview Hospital
Joe Peterson - USU Eastern
Terry Johnson - USU Eastern Sun Center
Brandon Flores - USU Eastern GEAR UP
Keri Allred - Rural Utah Child Development **(RUCD Head Start)**
Richard Wood - Faith Based Initiative
Kathy Donathan - Southeastern Utah Health Department
Debbie Marvidikis - Southeastern Utah Health Department
Tami Ursenbach - Carbon County Economic Development
Randi-Lyn Leonard - Carbon County School District **(CCSD)**
Alisa Morley - Carbon County School District **(CCSD)**
Zac Whitwell - Utah Department of Workforce Services
Nicole Steele - Utah Department of Workforce Services
Casey Hopes - Carbon County Commissioner
Jake Mellor - Carbon County Commissioner
Joe Piccolo - Price City Mayor
Layne Miller - Price City Council
Jeremy Humes - Carbon County Attorney's Office
Brian Bumbarger - IGP Coach/Consultant

Provide a high-level summary describing your county plan. This summary should be able to stand on its own and could be used on a website or in a report summarizing the efforts of all counties involved in addressing intergenerational poverty.

Early Childhood Development	Education	Family Economic Stability	Health
Early Head Start In-Home Visitation This program engages the entire family using the principle that parents are children's primary teachers. Based upon individual needs assessments, family goals and outcomes are achieved through parent's teaching and supporting their children to meet the desired family goals. ***Strengthening Families Program*** This program focusses on building the individual bond between parents and children. By providing families with additional parenting and coping skills, these tools will be valuable to each individual family and the unique situations they face due to poverty and other factors. A pre and post program assessment will determine whether these skills are obtained through the program.	***Why Try Program*** This program builds children's resiliency. Overcoming challenges and barriers are directly addressed and closely relate to the struggles felt by those in poverty. Children who participate in this program will be encouraged to share information and participate in activities with their family based upon Why Try curriculum. Resiliency gained through the program will be valuable to the children as well as their families. ***GEAR UP*** The goal of the Gaining Early Awareness and Readiness for Undergraduate Program is to increase college awareness for low-income students and their families and to help students develop the skills and preparation necessary to pursue education after high school. GEAR UP works collaboratively with schools, parents and community organizations to help students build the knowledge, skills and confidence needed to prepare for	***FAFSA Community Event*** FAFSA events will target all high school seniors including those in intergenerational poverty. By increasing the number of FAFSA applications completed, the goal is to also increase the number of students who receive post-secondary education. This program will also show students of all economic backgrounds that post-secondary education is possible.	***Adolescents Coping with Stress*** Students in 10th grade will participate in this program. Based upon a pre screening prior to the school year, students at risk of depression will be invited to participate in the course. Through this course, many children who generally would not seek mental health assistance will gain skills to manage stress and decrease depressive symptoms. A decrease in depressive symptoms will remove a significant barrier many face in finding their way out of intergenerational poverty.

	college.		

NEEDS ASSESSMENT

County Goal(s) for Intergenerational Poverty

What state five- and 10-year goal(s) will your county focus on achieving in your plan? Only choose goals that you could reasonably achieve as a county. Please note that you also don't need to have a goal in each area of child-well being. It's acceptable to only choose one goal if you find that undivided focus will make the most impact in your community.

I. Early Childhood Development
    A. Align all systems involved in early childhood development to ensure Utah has the capacity to prepare children at risk of remaining in poverty for kindergarten.

II. Education
    A. Align systems assisting with educational outcomes to ensure efforts are focused in schools disproportionately impacted by intergenerational poverty. These systems include all levels of government, local schools, communities, business and non-profits.

III. Family Economic Stability
    A. Children at risk of remaining in poverty are living in families that are self-sufficient/reliant.

IV. Health
    A. Improved behavioral health of students at risk of remaining in poverty with a behavioral health need.

Measurements of Progress and Success

The ability to achieve the goal(s) stated above, requires the county to utilize indicators to track progress toward the goal(s). The Intergenerational Welfare Reform Commission has identified several indicators in each area of child well-being that are being tracked statewide. The county may use the indicators, where it has a data collection method that will incorporate these indicators. The county may also identify additional indicators to measure progress toward its goals. These same indicators are incorporated in the logic model, within the "evaluation" section.

Intervention Measures:

Proximal: Pre/Post Participant Knowledge Skill or Ability Measures (ie: parent &/or child pre/post tests).

Medium: Quantitative short term outcome measures. (ie: attendance record, grade measures, kindergarten readiness score, etc). Distal:

Risk measures (ie: SHARP survey data for prioritized risks: Early Initiation of Antisocial Behavior, :Low Commitment to School, Depressive Symptoms).

Plan Measure:

Long Term: Qualitative long term outcome measures. (ie: unemployment rates, post-secondary education rates, substance use rates, etc.).

Early Childhood Development	Education	Family Economic Stability	Health
Early Head Start In-Home Visitation **Proximal**: Pre screening/family needs assessment **Medium**: Increase parent engagement/male involvement and increase kindergarten readiness scores **Distal**: Decrease the risk factor early initiation of antisocial behavior as measured on the SHARP survey ***Strengthening Families Program*** **Proxima**l: Pre and post course surveys **Medium**: Increase parent skills and strengthen bond between parents and children **Dista**l: Decrease risk factors low commitment to school and early initiation of antisocial behavior as measured by the SHARP survey	***Why Try*** **Proximal**: Pre and post screenings of students **Medium**: Higher resilience and attendance **Distal**: Decrease depressive symptoms as measured by the SHARP survey data ***GEAR Up*** **Proximal**: Use Compass System which tracks all services provided through GEAR Up. Track each GEAR Up student's participation in program sponsored activities such as mentoring, tutoring, workshops, field trips, etc. **Medium**: Utilizing SIS (School Information System) to obtain academic test outcomes (e.g. ACT scores) and school records (e.g. grades achieved, attendance, etc.) **Distal**: Decrease the risk factor low commitment to school as measured by senior exit forms which tracks if students have applied for college admissions, FAFSA, scholarships, etc.	***FAFSA Support Strategy*** **Proximal**: Compare the number of high school seniors who have completed a FAFSA application the previous school year to the number of seniors who complete the same application the year the program is implemented **Medium**: Increase the number of students who engage in secondary education **Distal**: Decrease the risk factor low commitment to school as measured by the SHARP survey data	***Adolescents Coping With Stress*** **Proximal**: Pre mental health screening **Medium**: Increase grade measures and attendance record **Distal**: Use SHARP survey data to measure the risk factor depressive symptoms

Target Populations

Describe your target population for your intergenerational poverty work. Which families do you plan to engage? For example, is it every family that has a child of a particular age, every family living in a specific area or place, or something else? How many children, adults, and families do you anticipate serving by the end of the implementation period? What important demographic and/or cultural characteristics of these families need to be kept in mind as you plan to serve these families?

Early Childhood Development	Education	Family Economic Stability	Health
Early Head Start In-Home Visitation All children (prenatal - 5 years old) and their families who are in poverty. The current goal is to serve 36 families (An increase from 28 current families) with the ability to serve more families if necessary. The program focusses on parent engagement and male involvement in children's lives. ***Strengthening Families Program*** Children age 7-17 and their families are eligible to participate. Families of students in the 7th grade will be used as a focal point as to increase program saturation within the community. Seventh grade students were selected due to the elevated risk associated with the transition from elementary to middle school. By strengthening the family support system, students performance and vision of their future will also be strengthened. We seek to serve approximately 200 children and their families within this population.	***Why Try Program*** All children who attend Title 1 schools are eligible to participate in in the Carbon County School District Extended Day Program. This program will offer Why Try to all students they serve with an emphasis on students referred by teachers and counselors (Target needs will include academic performance and attendance). Middle school students will be referred to receiving the program through an elective course. Referrals and course delivery will be completed by the middle school counselors. ***GEAR UP*** During the 2017-18 academic year, GEAR UP will serve 11th and 12th grade students in all high schools within Carbon County. (Carbon HS, Lighthouse HS, and	***FAFSA Community Event*** All graduating seniors and their families will be offered the opportunity to attend a community event designed to aid in the FAFSA application process. By increasing the number of FAFSA applications and the amount of financial aid offered to local youth, our goal will be to see more graduating seniors receive post-secondary education. Approximately 150-200 students will participate. Our goals will be to expand this population to adults in the community seeking post-secondary training upon completion of the pilot project.	***Adolescents Coping with Depression*** Students in 10th grade who are screened and identified to be at risk of depression will participate in this program which will be taught in a classroom setting at the local high school. Our goal is to serve 30-50 students per school year.

	Pinnacle HS). To be eligible for GEAR UP, a student's household must be considered low-income in accordance with the income eligibility guidelines for Free and Reduced Price School Meals. Students who are homeless or part of the foster care system are automatically eligible to enroll in GEAR UP. There is no cap to how many 11th and 12th graders can enroll in GEAR UP, as long as they are eligible.		

Bringing In Families' Voices

Each county is designing a plan to reduce intergenerational poverty. This plan shall recognizing the value of engaging families experiencing intergenerational poverty. These families have essential knowledge and expertise about the barriers and challenges of ending the cycle of poverty. Describe how you have – and how you will – engage families in identifying solutions and strategies to build an effective strategy to meet your goals.

Community wide engagement will be offered through an electronic "town hall" platform that will use social media to generate community feedback and recommendation. Additionally the executive summary graphic will be used to present at various community platforms such as, City/County Councils, PTA Meetings, Church groups, etc.

Early Childhood Development	Education	Family Economic Stability	Health
Early Head Start In-Home Visitation Head-Start parent board will be engaged in assessing both program success and future outreach design.	**_Why Try Program_** Families of students participating in the Carbon County School District Extended Day Program will be offered family night activities that will be used as an opportunity to assess family	**_FAFSA Community Event_** Participant surveys will be utilized to assess feedback on success and potential improvements.	**_Adolescents Coping with Stress_** Students as well as their families will be asked to provide feedback on their perceptions of program success and potential for improvement.

Strengthening Families Program Participant families will be asked to provide feedback on program success and potential for improvements.	feedback on their perceptions of strategy success and potential . improvements. Families of middle school students participating in this elective will be asked to assess their perceptions of strategy success and potential improvements. ***GEAR UP*** Parents are encouraged to attend workshops, field trips, and other GEAR UP activities. Some workshops and activities are geared specifically towards parents and families such as the Parent Workshop Summer Series, Signing Day, GEAR UP Day, and more. GEAR UP seeks to communicate with students and families about how to navigate to higher education not only through their workshops and activities, but also via monthly newsletters, emails, texting, radio broadcasts, and other means of communication.		

DEVELOPING, INTEGRATING, AND ALIGNING SERVICES

Moving counties towards offering a full set of services to families in a more integrated way to effectively leverage resources is a significant part of the intergenerational poverty initiative. Integrating services to achieve the coherence you desire may require your county to address the following items (and potentially other actions not listed here):

- Building a common agenda and goals to which all partners agree.
- Targeting resources to existing programs or re-designing programs.
- Integrating services in new ways and new places.
- Screening and enrolling families into multiple programs at one time, and/or identifying the best sequence of service delivery for any single family.
- Developing a consistent tool and process for helping families set goals, no matter which program they access first.
- Developing a shared set of measures, and methods and tools for collecting and sharing data related to those measures.
- Developing a common outreach and marketing strategy, so that the county can reach the entire target market.
- Developing a regular method for communication among all partners, and agreeing to a common language.

CARE Coalition By-Laws addressing many of these issues can be viewed here:

https://docs.google.com/document/d/1IsqO9aCwwvMIQzPQWfb3IEsc0_INYZ95g6XOzAZ5IIA/edit?usp=sharing

Communities That Care Coalition Model for Coalition development and maintenance can be viewed

here: www.communitiesthatcare.net

Proposed Services

Given your county goal(s), stated above, describe the services that need to be brought together to serve children and families together. ***Please organize the information in a table like the one below – including more information as you see fit:***

Service to be provided	To whom in the family will the service be offered?	Can your target families currently access this service?	Organization(s) providing the service	Other Pertinent Information
Early Childhood Development				
Home Visitation Program	Parent and Child	Limited	-Rural Utah Child Development/Children's Justice Center	Current usage of in-home visitation services in the community are low due to lack of demand. Several barriers to accessing these services have been identified and our goals are to increase program usage.
Strengthening Families Program (Parenting Practices)	Parent and Child	Limited	-Juvenile Justice Services	Family attachment is quite high within the community. However, skill building to provide the full triad of bonding, boundaries, and monitoring can increase family success.
Education				
Why Try (School Culture)	Child	No	-Carbon County Schools Extended Day Program -Gear Up -Carbon County Middle Schools	Students report low levels of commitment to school and motivation. Resiliency and motivationally based social emotional learning is focused on increasing student engagement and achievement.
GEAR UP	Child	Yes	USUE GEAR UP	GEAR UP is a key partner in increasing students commitment to school as well as providing specific post secondary guidance to students at risk for IGP.
Health				
Adolescence Coping With Depression (School Based Behavioral Health)	Child	No	Four Corners Community Behavioral Health	Students reporting depressive symptomatology can often fall through the cracks of not meeting full diagnostic criteria for services. This intervention is focused on providing a mental health safety net for those students.
Family Economic Stability				

13

Community Based FAFSA Support Events	Child During Pilot Time period (Expansion to adult population post pilot period)	No		-GEAR Up -Carbon County School District -DWS -USU Eastern	Post-Secondary achievement levels are low within our community. Accessing resources necessary to achieve this are often not accessed due to misinformation and confusion. Our goals are to provide a platform to give accurate information and guidance through the confusion.

Outreach and Marketing

Early Childhood Development	Education	Family Economic Stability	Health
Early Head Start In-Home Visitation Engage community partners including Castleview Hospital Women's Services, Children's Justice Center, OB/Gyn, pediatricians, family physicians, SEUHD WIC and FCCBH agencies. These partners will provide information to families with children prenatal to age 5 regarding the Early Head Start program. Advertising in local newspapers and on the CARE Coalition website will also endorse the program. ***Strengthening Families Program*** Provide at minimum one lesson to every 7th grade student enrolled in a health class. Actively recruit all 7th graders after this lesson has been completed. Recruit families with children of all ages through church groups, court and teacher referrals. Upon course completion, identify families that will provide personal testimony in further recruitment activities. Provide weekly Strengthening Family tips in the local newspaper for the community to benefit from the program and increase interest in the course.	***Why Try Program*** Targeted referral by school staff. 100% of students that participate in the after school programs in the CCSD will experience Why Try. GEAR Up student intake. ***GEAR UP*** Students grade 11-12 that meet eligibility requirements will be encouraged to participate in the program. Information about GEAR UP will be provided to students and parents through newsletters, emails, texts, radio and newspaper advertising.	***FAFSA Community Event*** Work with local high school and USU Eastern to provide a minimum of two bi-annual events that offer FAFSA application assistance as well as provide access to computers for application completion. These events will be publicized through social media, CCSD parent link (automated phone system), and other identified community outreach modalities.	***Adolescents Coping with Stress*** Incoming 10th grade students will participate and be offered a mental health screening to determine whether this course will benefit the individual student. Community partners including Castleview Hospital, FCCBH and CCSD will be encouraged to refer students to the program.

14

Aligning Services, Systems and Resources

Think about the proposed services that need to be part of your approach – as well as the systems and resources that will need to be aligned to advance your intergenerational poverty effort now and sustain it into the future.

	Linking and Aligning Services, Policy, Resources			
	What new links do you plan to create between *services* during the Implementation Period? Feel free to modify the table if you plan to link more than two services and you can clearly describe the linkage. For example, you might plan to link early childhood education and employment services, and you might plan to link home visiting with financial coaching. Or you might plan to link early childhood education and employment services *and* financial coaching. What *policies* and *systems* need to be brought into alignment to make this effort work now – and sustainable into the future? By "policies and systems" we mean rules that govern how services are delivered and tools used to delivery services. Examples could include program eligibility criteria, screening and intake tools, family goal-setting tools, and so on. What *resources* need to be aligned to make this effort work now – and sustainable into the future?			
Intervention	**Partner 1**	**Partner 2**	**Partner 3**	**Will Be Linked How?**
	Early Childhood Development			
Early Head Start In-Home Visitation	RUCD Program	Castleview Hospital	Childrens Justice Center	**Services:** Service partners will focus on collaborating to provide referrals to all prenatal and mothers of toddlers through their primary care. (e.g. Ob/Gyn, Pediatrician,...) **Policy:** We will seek to identify ways to provide services to our full population rather than the limit of those with income eligibility. The primary goal of this is to remove *participation stigma,* as well as increase the overall early childhood development capacity within the community. **Resources:** Resources needed for intervention goals have not been fully identified.
Strengthening Families Program	Dept. of Juvenile Justice Services	Faith Based Community Initiative	Carbon School District	**Services:** Dept. of JJS will lead this intervention providing linkages to training and facilitation of programming. **Policy:** Carbon Middle Schools are changing policy within their Health classes to require

				students participate in some modified versions of this programming and will support in the linkage to recruiting families for full program participation. **Resources:**Dept of JJS currently provides basic resources for program implementation. Continued funding for sustainability will be required moving forward.
Education				
Why Try Program	Carbon School District Extended Day Program & Middle School	GEAR Up Education Program	Four Corners Community Behavioral Health	**Services:** CSD EDP, CSD Middle School, USUE GEAR UP will all collaborate to provide these services to identified populations. **Policy:** School staff will align to provide student program referral based on attendance, academic status, and other identified criteria. **Resources:**Identified partners have provided resources necessary for initial training and materials. Continued resources to maintain sustainability to staff training and implementation materials will be needed moving forward.
GEAR UP Education Program				**Services:** Alignment with CSD to provide Why Try Program. **Policy:** No Policy Change Necessary **Resource:** Collaboration with local businesses/organizations to provide opportunities for career readiness and exploration. USU Eastern student support services and facilities.
Family Economic Stability				
FAFSA Community Support	GEAR UP Education Program/USU Eastern	DWS	CARE Coalition	**Services:** Identified partners will collaborate together to schedule and provide training/expertise for the events and it's volunteers. **Policy:** No Policy Change Necessary **Resources:** Computer lab provided by the university, and volunteer training provided by GEAR Up and DWS.

Health				
Adolescents Coping with Stress Program	Four Corners Community Behavioral Health	Carbon School District	Castleview Hospital & Southeastern Utah Health Department	**Services:** Four Corners Community Behavioral Health will work with Carbon High School, Castleview Hospital and Southeastern Utah Health Dept. to provide health and mental health screenings to identify at risk youth who will benefit from this program **Policy:** Carbon School District will align school policy to provide mental health screening to all target age groups as well as aligning time within the school day for students to participate in the program. **Resources:** FCCBH will provide clinical staff time to provide program implementation, as well as program materials.

LOGIC MODEL TO ADDRESS INTERGENERATIONAL POVERTY

Once you determine your desired outcomes (state's five- and 10-year goals) for intergenerational poverty families in your counties, and what it will take to get there, then you are ready to develop a Logic Model. Please fill out a logic model for each state goal you choose to pursue. You should also be able to state your theory of change in a single sentence. Usually these sentences take the form of "If we do X, then we expect Y outcome."

YOUR THEORY OF CHANGE:

Intergenerational Poverty

Early childhood Development

Inputs

Early Head Start In-Home Intervention Program

Outputs

What

Early Head Start In-Home Visiting focused on (1) healthy prenatal outcomes for pregnant women (2) enhance the development of very young children (3) promote healthy family functioning.

Who

Income Qualifying Prenatal to Families of age 3 children

Outcomes

Short   Medium   Long

Increased Post Intervention assessment of Parent Knowledge and Skill.

Increased Post Intervention Child development scores.

Increased Percentage of Carbon County children showing kindergarden readiness.

Inputs

Outputs
What   Who

Outcomes
Short   Medium   Long

Intergenerational Poverty

Early childhood Development

Strengthening Families Program

A group parenting and youth skills program that includes weekly parent effectiveness training and child skills building, followed by a family session to promote good parenting skills and positive family relationships.

Families of Carbon County 7th grade students.

Increased Post-Intervention Parent and Student knowledge/skill assessment scores.

Increased student reports of "Family Attachment"

Increase knowledge among parents of parenting practices that support healthy development

Intergenerational Poverty

Education

Inputs

Why Try Program

Outputs

What

A multi-sensory learning approach to teach social, emotional and leadership principles to students of all learning types.

Who

Carbon County Students kindergarten through twelth grade.

Outcomes

Short

Increased Resiliency Scores Decreased Chronic Absenteeism

Medium

Decreased Student Reports of "Low Commitment to School"

Long

System alignment seeking to increase educational outcomes.

Inputs

Outputs

What   **Who**

Outcomes

Short   **Medium**   **Long**

Intergenerational Poverty

Family Economic Stability

FAFSA Support Community Events

Community events hosted at the Utah State University Eastern computer lab designed to assist families in the completion of the FAFSA application.

Carbon County High School Seniors and their families

Increased rate of high school seniors completing the FAFSA application

Increased High School Seniors attending post-secondary education

Increased Community Post- Secondary Educational attainment rates.

Intergenerational Poverty

Health

Inputs

Adolescence Coping with Stress Program

Outputs

What

A program designed to teach teens the skills to monitor moods, increase pleasant activities, improve communication, and resolve conflict. 15 one-hour sessions are conducted by an instructor with a master's degree in a mental health field

Who

Carbon county 10th Graders with elevated Depression Screening Scores

Outcomes

Short   Medium   Long

Decrease Post-Intervention Screening scores

Decreased student reports of "Depressive Symptoms"

Increased Behavioral Health of Students in Carbon County

YEAR ONE – WORK PLAN

Lead organizations are responsible for managing their county plan. If the lead has a document it already uses to manage projects, please use it to lay out the project management plan for intergenerational poverty and submit as an Appendix. Your county may choose to use something like the work plan template on this page, and/or build something that works for you.

Work Plan:

PROGRAM PLAN	
Name of Program	**Early Head Start In-Home Visitation**
Description of Prevention Program Activites	Early Head Start In-Home Visiting aims to (1) promote healthy prenatal outcomes for pregnant women, (2) enhance the development of very young children and (3) promote healthy family functioning.

PARTICIPANT LEVEL OUTCOMES				
Participant Level Outcomes	When will you conduct the measures	What is the measure of change?	What measurement tool to measure the change	Who responsible for participant outcomes?
Change in parents knowledge	Family needs assessment prior to program administration and post screening following course completion	Parents and youth who participate in the program will report a decrease in low commitment to school and an increase in kindergarten readiness	Kindergarten assessments at CCSD and Utah State Universal Kindergarten Assessment	Early Head Start and CCSD
Increase in parents skills	Observation during visits and data collected through the Utah State Universal Kindergarten Assessment	A 10% increase in kindergarten readiness as measured by the Utah State Universal Kindergarten Assessment	Utah State Universal Kindergarten Assessment	Early Head Start and CCSD

TARGET POPULATION (To receive the prevention services)								
Youth Population to Receive Services				Adult Population to Receive Services			Community Population to Receive Services		
Proposed Number	% of total	By Grade	School	Proposed Number	% of total	Relationship to youth	Proposed Number	% of total	Relationship to Adult/Youth
36		Pre K	Early Head Start	36		Parents			Parents/Children

Recruitment Strategies	Incentives
o Engage community partners (Castleview Hospital Women's Services, Children's Justice Center, local OB/Gyn's, pediatricians, South Eastern Utah Health Department WIC program and Four Corners Community Behavioral Health)	o Free diapers at sign up

Which Agencies & Organizations Will Deliver The Prevention Services (proposed)	Where Prevention Service will be Delivered	Dosage Each Program			When Will Services Be Provided?	Program Service Cycles (proposed)
		# Cycles time period	# Sessions each cycle	Length in hrs each session		
RUCD Head Start, CJC and SEUHD	In-Home and Health Department			30 hours per week		

PROGRAM IMPLEMENTATION GOALS SUMMARY				
Implementation Goals	Wo will Provide the Prevention Services?	Does this program need a coordinator?	How will Services be Provided?	Who Will Ensure Implementation Goals are Met?
Increase healthy prenatal outcomes, enhance the development of young children and promote healthy family functions by implementing the in-home visitation program.	RUCD Head Start and SEUHD	Yes, RUCD Head Start	Home visits prenatally to age 3. Children 3-5 will attend a head start facility	RUCD Head Start and CARE Coalition

High Quality Implementation - Who is Responsible?				
Administrator Support	Quality Facilitators	Integration with Agency Operations	Ongoing Monitoring	Who Will Ensure Implementation Goals are Met?
Keri Allred - Rural Utah Child Development Dannette Moynier - Castleview Hospital	Keri Allred - Rural Utah Child Development	Keri Allred - Rural Utah Child Development Dannette Moynier - Castleview Hospital	Keri Allred - Rural Utah Child Development	Keri Allred - Rural Utah Child Development Dannette Moynier - Castleview Hospital

PREVENTION PROGRAM PLAN

Name of Program	Strengthening Families Program
Description of Prevention Program Activites	A group parenting and youth skills program that includes separate weekly parent effectiveness training and child skills building, followed by a family session to promote good parenting skills and positive family relationships. Strengthening Families is proven to reduce aggressive and hostile behavior, substance abuse in adolescence and improve family relationships.

PARTICIPANT LEVEL OUTCOMES

Participant Level Outcomes	When will you conduct the measures	What is the measure of change?	What measurement tool to measure the change	Who responsible for participant outcomes?
Change in parent's knowledge and increase in parenting skills	Pre and post program surveys will be administered to determine the change in family knowledge and parenting skills. Base line 2015 SHARP measures of early initiation of anti-social behavior and change measure in 2019 SHARP	Children of families who participate in the program will strengthen the bond between them leading to decreased numbers of early initiation of anti-social behavior in children. A 10% decrease in current reported early initiation of anti-social behavior by 6th, 8th, 10th and 12th graders on the 2019 SHARP survey.	SHARP Survey	CARE Coalition and its partners
Change in youth skills	Pre and post program surveys will be completed by the youth to determine the change in life skills acquired from the program.	Life skills including problem solving and communication will be measured. The number of court and in-school referrals due to anti-social behavior will also be measured.	SHARP Survey, Life Skills Survey and reports from schools and court system	CARE Coalition and its partners

TARGET POPULATION (To receive the prevention services)

Youth Population to Receive Services				Adult Population to Receive Services			Community Population to Receive Services		
Proposed Number	% of total	By Grade	School	Proposed Number	% of total	Relationship to youth	Proposed Number	% of total	Relationship to Adult/Youth
		N/A	CCSD			Parents, grandparents and guardians			

Recruitment Strategies	Incentives
o Health classes in 7th grade o Teachers and court referrals o Coalition members each recruit at least one family	o Extra and/or school credit o Citizenship makeup o Free meal

Which Agencies & Organizations Will Deliver The Prevention Services (proposed)	Where Prevention Service will be Delivered	Dosage Each Program			When Will Services Be Provided?	Program Service Cycles (proposed)
		# Cycles time period	# Sessions each cycle	Length in hrs each session		
CCSD, Castleview Hospital FCCBH, SEUDH and clergy	Churches, college and hospital	3 Cycles/33 Weeks	1 Session/11 Weeks	2 hours	1 Time Per Week	

PROGRAM IMPLEMENTATION GOALS SUMMARY				
Implementation Goals	Wo will Provide the Prevention Services?	Does this program need a coordinator?	How will Services be Provided?	Who Will Ensure Implementation Goals are Met?
The main goal is to increase parent's skills. Because the transition from grade school to middle school can be difficult, we will focus on children in this age group. By strengthening the bond between parents and child, the transition will be smoother anti-social behavior will decrease.	6-10 agency partners trained as instructors	Yes, 10-15 hours a week to coordinate. Does not include implementation	With fidelity to the training model	CARE Coalition

High Quality Implementation - Who is Responsible?				
Administrator Support	Quality Facilitators	Integration with Agency Operations	Ongoing Monitoring	Who Will Ensure Implementation Goals are Met?
Angela McCourt - JJS Judy Mainord- CCSD	Angela McCourt - JJS	Angela McCourt- JJS Randi Leonard - CSD Judy Mainord CSD	Polly Atwood- JJS	Angela McCourt - JJS

27

PREVENTION PROGRAM PLAN

Name of Program	Why Try
Description of Prevention Program Activites	The Why Try Program uses a multisensory learning approach to teach social, emotional and leadership principles to students of all learning types. This approach includes the use of a series of visual analogies to illustrate each Why Try unit.

PARTICIPANT LEVEL OUTCOMES

Participant Level Outcomes	When will you conduct the measures	What is the measure of change?	What measurement tool to measure the change	Who responsible for participant outcomes?
Change in Student Resilliency Measure	Pre and post program screening	Students who participate in the Why Try program will have higher resiliancy factors than those students who do not participate in the program	Pre and post program surveys	CCSD EDP
Low commitment to school measures	Base line 2015 SHARP measures of low commitment to school and change measure in 2019 SHARP	A 10% decrease in current low commitment to school reports by 8th graders on the 2019 SHARP	Community Population to Receive Services	CCSD

TARGET POPULATION (To receive the prevention services)

Youth Population to Receive Services				Adult Population to Receive Services			Community Population to Receive Services		
Proposed Number	% of total	By Grade	School	Proposed Number	% of total	Relationship to youth	Proposed Number	% of total	Relationship to Adult/Youth
150	100%	8th	CCSD	N/A	N/A	N/A			

Recruitment Strategies	Incentives
o All Title 1 schools (3 total) in CSD will participate in Why Try during the after school program. All students in these schools will be invited to participate. At the middle schools, students will be invited to participate in the program. Teachers and counselors will make the referrals. High school students in the GEAR Up program will also participate in Why Try o Encourage school staff to refer students to the program.	o School will offer class credit for the course in middle schools. o Children in the after school program will acquire skills that will allow them to conduct activities at home with their families, based on the Why Try course.

Which Agencies & Organizations Will Deliver The Prevention Services (proposed)	Where Prevention Service will be Delivered	Dosage Each Program			When Will Services Be Provided?	Program Service Cycles (proposed)
		# Cycles time period	# Sessions each cycle	Length in hrs each session		
CSD and Gear Up	CSD Title 1 schools, CSD middle schools and Carbon High School	1 per Semester		Elementary 1/2 hour, middle school 1 class every other day	August 2017 to May 2018	Semester (2Q & 3Q)

PROGRAM IMPLEMENTATION GOALS SUMMARY				
Implementation Goals	Who will Provide the Prevention Services?	Does this program need a coordinator?	How will Services be Provided?	Who Will Ensure Implementation Goals are Met?
Provide the resiliency program to approximately 150 youth in the CSD. Focus primarily on students enrolled in the after school programs throughout the district, Title 1 schools and middle school students and GEAR Up high school participants.	USU Eastern interns with direction from site coordinators and grant administrator	Yes	1/2 hr. per week K-3, 1/2 hr. per week 4-6, 1 class every other day, middle school 6 high school classes total, 15 minutes lessons daily at high school	IGP program director, GEAR Up director and middle school counselors

High Quality Implementation - Who is Responsible?				
Administrator Support	Quality Facilitators	Integration with Agency Operations	Ongoing Monitoring	Who Will Ensure Implementation Goals are Met?
Judy Mainord - CSD	Randi Leonard - CSD Counselor Alisa Morley - CSD EDP Brandon Flores- Gear Up Director	Randi Leonard - CSD Counselor Alisa Morley - CSD EDP Brandon Flores- Gear Up Director	Randi Leonard - CSD Counselor Alisa Morley - CSD EDP	Alisa Morley - CSD EDP

Implementation Strategy Plan

Name of Program	GEAR UP Support Strategy
Description of Program	GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a federally funded grant program whose goal is to increase college awareness for low-income students and their families and to help students develop the skills and preparation necessary to pursue education after high school. GEAR UP works collaboratively with schools, parents and community organizations to help students build the knowledge, skills and confidence needed to prepare for college.

PARTICIPANT LEVEL OUTCOMES

Participant Level Outcomes	When will you conduct the measures	What is the measure of change?	What measurement tool to measure the change	Who responsible for participant outcomes?
Objective 1: Increase the academic performance and preparation for postsecondary education for GEAR UP students. Objective 2: Increase the rate of high school graduation and enrollment in postsecondary education for GEAR UP students. Objective 3: Increase GEAR UP students' success in their first year of attendance at an institution of higher education.	Baselines for these targets have been determined using data on the current GEAR UP program and from statewide data on low income students. Continuous February-May. November - February. Continuous. Obtaining academic records, GEAR UP program records.	Students who participate in GEAR UP will show improved academic performance and preparation for postsecondary education. Students who participate in GEAR UP will show improved commitment to higher education measured by completed enrollment in postsecondary education. Increased parent and family participation in GU functions; improved understanding of postsecondary education options, preparation, and financing as measured by parent surveys. On track to graduate from college.	Student and parent GEAR UP surveys, diagnostic assessments, school records, GEAR UP program records, and college enrollment and persistence data. SIS. Obtaining academic test outcomes (e.g. ACT), school records (e.g. grades achieved, attendance - collected each term). Compass. GEAR UP program records that track all services provided. Senior Exit Forms.	GEAR UP, CSD, Pinnacle School District

TARGET POPULATION (To receive the prevention services)

Youth Population to Receive Services				Adult Population to Receive Services			Community Population to Receive Services		
Proposed Number	% of total	By Grade	School	Proposed Number	% of total	Relationship to youth	Proposed Number	% of total	Relationship to Adult/Youth
127	72%	Seniors 50 Junie	Carbon High Lighthouse High Pinnacle High	50	28%	Parient/Gaurdian			

Recruitment Strategies	Incentives
Targeted referral by school staff Including applications in registrations packets Parent teacher conferences Audio/visual marketing within high schools and via community media outlets (e.g radio and newspapers) Fostering community support during National GEAR UP Week (September) During Utah College Application Week (November) Community events such as International Days Referrals from current and former GEAR UP students and families	Up to 2 fee waivers for ACT Registration Help obtaining application fee waivers to select colleges & universities All expense paid field trips including food, travel, and overnight stay where applicable

Which Agencies & Organizations Will Deliver The Prevention Services (*proposed*)	Where Prevention Service will be Delivered	Dosage Each Program			When Will Services Be Provided?	Program Service Cycles (*proposed*)
		# Cycles time period	# Sessions each cycle	Length in hrs each session		
GEAR UP, CCSD, Pinnacle School District, USU Eastern	GEAR UP, CCSD, Pinnacle School District, USU Eastern				During and After School	

PROGRAM IMPLEMENTATION GOALS SUMMARY

Implementation Goals	Who will Provide the Prevention Services?	Does this program need a coordinator?	How will Services be Provided?	Who Will Ensure Implementation Goals are Met?
To help build a college going culture (1) at the schools, (2) in the home, and (3) in the community Goal is to increase college awareness for low-income students and their families and to help students develop the skills and preparation necessary to pursue education after high school.	Who Will Provide..? GEAR UP staff, interns, and volunteers from the community and schools	Yes. Current Coordinator Brandon Flores	GEAR UP classes, workshops, tutoring, activities, field trips, career exploration, conferences, etc.	GEAR UP

High Quality Implementation				
Administrator Support	Quality Facilitators	Integration with Agency Operations	Ongoing Monitoring	Who Will Ensure Implementation Goals are Met?
Brandon Flores, GEAR UP Director	GEAR UP Advisors, interns, mentors, tutors	GEAR UP, USU E, CCSD & Pinnacle School District	Brandon Flores, GEAR UP Director High School and District Administrators	Brandon Flores, GEAR UP Director

PREVENTION PROGRAM PLAN

Name of Program	FAFSA Support Strategy
Description of Prevention Program Activites	All members of the Carbon County community will be encouraged to participate in identifying available resources to support accessing post secondary education. An emphasis will be placed on youth in high school, particularly high school seniors. Support will come in the form of guided FAFSA application completion.

PARTICIPANT LEVEL OUTCOMES

Participant Level Outcomes	When will you conduct the measures	What is the measure of change?	What measurement tool to measure the change	Who responsible for participant outcomes?
Increase in FAFSA completion	End of school year	Increase in FAFSA applications submitted by high school seniors	UHEAA FAFSA completion database	CCSD, USU Eastern

TARGET POPULATION (To receive the prevention services)

Youth Population to Receive Services				Adult Population to Receive Services			Community Population to Receive Services		
Proposed Number	% of total	By Grade	School	Proposed Number	% of total	Relationship to youth	Proposed Number	% of total	Relationship to Adult/Youth
N/A	100%	12th	Carbon High	N/A	N/A	N/A	N/A	N/A	N/A

Recruitment Strategies	Incentives
o High school seniors will be provided with an opportunity to complete FAFSA applications during a special event o Encourage enrollment at USU Eastern o Increase number of students who seek secondary education	o Use of computer lab and free assistance in the completion of the FAFSA application o USU Eastern campus tours o Funding availability for college

33

Which Agencies & Organizations Will Deliver The Prevention Services (proposed)	Where Prevention Service will be Delivered	Dosage Each Program			When Will Services Be Provided?	Program Service Cycles (proposed)
		# Cycles time period	# Sessions each cycle	Length in hrs each session		
CCSD, Gear Up and USU Eastern	Carbon High School, USU Eastern computer labs	2	4	1-2 Hours	During FAFSA open application period (Oct. 1 - April 30)	Multiple sessions throughout school year

PROGRAM IMPLEMENTATION GOALS SUMMARY				
Implementation Goals	Wo will Provide the Prevention Services?	Does this program need a coordinator?	How will Services be Provided?	Who Will Ensure Implementation Goals are Met?
Increase the number/percentage of high school students who apply for FAFSA, thus increasing the number of students who enroll in secondary education	Volunteers from CARE Coalition, Carbon High School and USU Eastern	Yes	Volunteers assisting parents/seniors with FAFSA application at school computer labs	CCSD, GEAR Up and USU Eastern

High Quality Implementation – Who is Responsible?				
Administrator Support	Quality Facilitators	Integration with Agency Operations	Ongoing Monitoring	Who Will Ensure Implementation Goals are Met?
Brandon Flores – Gear Up Zac Whitwell - DWS	Brandon Flores - Gear Up	Brandon Flores - Gear Up Zach Whitwell - DWS	Brandon Flores – Gear Up Zach Whitwell – DWS	Brandon Flores - Gear Up Zach Whitwell - DWS

PREVENTION PROGRAM PLAN

Name of Program	Adolecence Coping with Stress
Description of Prevention Program Activites	Adolescent Coping with Depression (CWS) is a therapeutic group intervention designed to reduce or prevent depression among adolescents. The program teaches teens the skills to monitor moods, increase pleasant activities, improve communication, and resolve conflict. Adolescent groups meet with therapists over an eight-week period in 15 one-hour sessions. Groups consist of 7-14 adolescents and are conducted by a trained interventionist that has at least a master's degree in a mental health field

PARTICIPANT LEVEL OUTCOMES

Participant Level Outcomes	When will you conduct the measures	What is the measure of change?	What measurement tool to measure the change	Who responsible for participant outcomes?
Decreased Depression Screening Score	Pre screeing (CES-D) at fall health screeinign and post after completion course	Students who participate in the program will report an average decreased score on the CES-D of 5 points.	CES-D	A.C.S Facilitators & CCHS
Depressive Symptom Measures	Base line 2015 SHARP measures of Depressive Symptoms and change measure in 2019 SHARP	A 10% decrease in current reported depressive symptoms by 10th graders on the 2019 SHARP	SHARP Survey	A.C.S. Facilitators U& CCHS

TARGET POPULATION (To receive the prevention services)

Youth Population to Receive Services				Adult Population to Receive Services			Community Population to Receive Services		
Proposed Number	% of total	By Grade	School	Proposed Number	% of total	Relationship to youth	Proposed Number	% of total	Relationship to Adult/Youth
40	20%	10th	CCHS						

Recruitment Strategies	Incentives
o Schools (Fall Enrollment Health Screening at Carbon High School, through Health Department, Castleview Hospital, Four Corners Community Behavioral Health (FCCBH), other school/Health professionals) o Encourage Mental Health Providers, School Staff, and families to reffer o	o School will offer class credit for the course o Course Graduation activity o

Which Agencies & Organizations Will Deliver The Prevention Services (*proposed*)	Where Prevention Service will be Delivered	Dosage Each Program			When Will Services Be Provided?	Program Service Cycles (*proposed*)
		# Cycles time period	# Sessions each cycle	Length in hrs each session		
FCCBH, CCHS with support from CVH & SEUHD	CCHS	1 per Quarter	16 Sessions	2 hours	September 2014 to June 2015	1Q, 2Q, 3Q, 4Q

PROGRAM IMPLEMENTATION GOALS SUMMARY				
Implementation Goals	Wo will Provide the Prevention Services?	Does this program need a coordinator?	How will Services be Provided?	Who Will Ensure Implementation Goals are Met?
Provide the prevention program A.C.S. 10 students/group, consisting of 16 sessions at the high school 20% (40) of 200 10th Graders.	FCCBH In School Therapists & Qualifying H.S. Counselors	FCCBH In-School Therapist	Quarter long classroom course	FCCBH & CCHS Counselors

High Quality Implementation				
Administrator Support	Quality Facilitators	Integration with Agency Operations	Ongoing Monitoring	Who Will Ensure Implementation Goals are Met?
Tiffany Van Sickle- FCCBH Randi Leonard - CCSD	Tiffany Van Sickle- FCCBH	Tiffany Van Sickle- FCCBH Randi Leonard - CCSD	Tiffany Van Sickle- FCCBH Randi Leonard - CCSD	Tiffany Van Sickle- FCCBH

ADMINISTRATION

Partnerships

Effectively serving children and families together may require different partners, and different types and levels of partnership. For example, your site may have a large number of partners who agree to a common agenda, meet regularly, and communicate effectively. But there may be a smaller group of partners that needs to work towards using a common tool for family goal-setting, or a common screening and enrollment process. Think carefully about the full set of partners that will be needed to be part of your county plan, and which partner will be needed for what.

Once you have worked through your plan – or as you work through it – list these partners. Indicate whether the backbone organization has a current working relationship with each, or whether the relationship needs to be cultivated. For partners with whom the lead organization is already working, indicate whether there is an MOU or data sharing agreement in place. List the contact information for your key contact at the partner organization. Also list any special subgroups, and indicate who is in them, as well as who manages each subgroup. Please put this information in a table, using the format here, or developing your own, if you want to include additional information. Add rows as needed.

Organization	Key Contact	Title	Email Phone	Status of Partnership *with*Lead	Services Provided/Role	Subgroups
LEAD ORGANIZATION						
CARE Coalition	Karen Basso	Coalition Coordinator	karen.basso@usu.edu (435) 613-5326	USUE staff	Liaison for all workgroups	Early Childhood, Education, Health and Family Economic Workgroups
Utah State University Eastern	Karen Basso	Coalition Coordinator	karen.basso@usu.edu (435) 613-5326	Fiscal Agent	Liaison for all Workgroups	Early Childhood, Education, Health and Family Economic Workgroups
SERVICE PROVIDERS THAT WILL PARTNER IN APPROACH						
RUCD	Keri Allred	Executive Director	kallred@rucd.org (435)	Voting Board Member	Workgroup Leader/In Home Visits	Early Childhood Workgroup
CCSD	Randi - Lyn Leonard	Professional School Counselor	leonardr@carbonschools.org	Voting Board Member	Workgroup Leader/Prevention Dimensions/ Second Steps	Education Workgroup
CCSD EDP	Alisa Morley	CCSD IGP Director	morleyal@carbonschools.org	Voting Board Member	Why Try	Education Workgroup
FCCBH	Tiffany Van Sickle	Prevention Coordinator	tvansickle@fourcorners.ws	Voting Board Member	Health Workgroup Leader/Adolescents Coping with Depression	Education and Health Workgroups
JJS	Polly Atwood	Counselor	patwood@utah.go	Voting	Strengthening	Education Workgroup

			v	Board Member	Families	
GEAR Up	Brandon Flores	Director	brandon.flores@usu.edu	Voting Board Member	GEAR Up/FAFSA	Family Economic Stability Workgroup
DWS	Zac Whitwell	Service Area Manager	zwhitwell@utah.gov	Workgroup Leader	FAFSA	Family Economic Stability Workgroup
OTHER PARTNERS						
Carbon County Economic Development	Tami Ursenbach	Director	tami.ursenbach@carbon.utah.gov	Voting Board Member	Board/Committee Member	Early Childhood and Education Workgroup
Castleview Hospital	Dannette Moynier	LCSW	Danette.Moynier@lpnt.net	Voting Board Member	President	Health Workgroup
Castleview Hospital	Mark Holyoak	Director	mark.holyoaklpnt.net	Key Leader	Healthcare	Health Workgroup
Carbon County Sheriff's Office	Cletis Steele	Chief Deputy Sheriff	cletis.steele@carbon.utah.gov	Voting Board Member	Law Enforcement	Policy Workgroup
Carbon County Attorney's Office	Jeremy Humes	Assistant County Attorney	jeremy.humes@carbon.utah.gov	Key Leader	Policy Workgroup Leader	Policy Workgroup
Southeastern Utah Health Department	Kathy Donathan	Health Education Specialist	kdonathan@utah.gov	Voting Board Member	Healthcare	Health Workgroup
USU Eastern	Brandon Flores	Director	brandon.flores@usu.edu	Voting Board Member	GEAR Up	Family Economic
ETV10 News	Shannon Childs	Publisher	schilds@emerytelcom.com	Voting Board Member	Outreach Workgroup Leader	Outreach Workgroup
JJS	Angela McCourt	Director	amccourt@utah.gov	Workgroup Leader	Family/Faith Workgroup Leader	Family/Faith Workgroup Leader
USU Eastern SUN Center	Terry Johnson	SUN Center Director	terry.johnson@usu.edu	Voting Board Member	Volunteer Organizer	Volunteer Organizer
SEUHD	Kathy	Health	kdonathan@utah.g	Voting	Healthcare	Health Workgroup

Name	Organization	Title	Email and/or Phone	Special Responsibilities?
	Donathan	Education Specialist	ov	Board Member		

County Commission Leadership

The success of aligning systems and resources depends on significant engagement from a leadership team – in effect, an "executive committee" of the partners that works with the lead organization to keep the effort focused and on track. The county commission leaders also work with identified senior leaders from the partner organizations who have the responsibility and authority to make and implement the decisions necessary to achieve the initiative's goals. Please list here who will function as your county's lead organization and your facilitators and co-chairs.

Name	Organization	Title	Email and/or Phone	Special Responsibilities?
LEAD ORGANIZATION				
Karen Basso	CARE Coalition	Coordinator	karen.basso@usu.edu (435) 613-5326	Coalition Coordinator
FACILITATOR & CO-CHAIRS				
Brian Bumbarger	Utah DSAMH	Facilitator	bkbumbarger@gmail.com	Facilitator
Dannette Moynier	CARE	Community Board Chair	dannette.moynier@lpnt.net	Healthcare
Jake Mellor	Carbon County	Key Leader Representative	jake.mellor@carbon.utah.gov	Welfare Reform Commission Sub-Committee Representation
Joe Piccolo	Price City Mayor	Key Leader Representative	mayor@priceutah.net	Welfare Reform Commission Representation

Communications Among Partners

How will partners ensure everyone is moving the same direction? Describe your regular check-in and communications plan: how often will partners meet? Who is responsible for setting the agenda and driving the meetings? How will issues be brought to the table and worked through?

Meeting Schedule: Coalition board meets on a monthly basis. (Fourth Thursday of the month at 11:30 a.m.). Identified board members also serve as workgroup chairs that will conviene their work group as needed, and report the findings, issues, and/or needs to the full board at monthly meetings.

Agenda Planning: The chair, is responsible for setting the agenda and leading each meeting. The coalition coordinator, Karen Basso will assist the

chair when necessary and will make sure that the board has everything in place to operate smoothly.

Issues Managment: Any issues that arise will be submitted to the chair. These issues will be brought to the chair by the workgroup leaders. These problems will then be added to the regular board agenda for further discussion and resolve. Future needs assessment to monitor data and emerging trends will occur on a bi-annual basis. Continued board governance such as chair elections and board maintenance will occur in alignment with our by-laws.

Communications to Stakeholders and the Community

How will your county's progress in planning, and then implementation, be communicated broadly to internal and external stakeholders?

Communication to stakeholders will be done at quarterly key leader board meetings. These meetings provide an opportunity for open communication between key leaders and board members. Planning, implementation and outcomes will be discussed at each key leader meeting.

Progress will further be communicated to stakeholders and others through the CARE website and Facebook page. The outreach workgroup will also identify other means of public communication.

Anticipated Challenges and Barriers

Identify concerns or challenges that your county anticipates relevant to implementing this county plan. How does your team anticipate addressing these challenges? What help might you need from the Intergenerational Welfare Reform Commission?

Current concerns or challenges that the board feels is relevant for implementation at this time are resources for sustainability and policy mandates for participation. With help from the Intergenerational Welfare Reform Commission these mandates and sustainability will be possible.

Early Childhood Development
1. Ubiquity of Service Current access to early childhood development has a social segregation between those who can afford privatized care and those who qualify for subsidized service. This segregation creates a social stigma with accessing services. This drives a barrier of families who fear accessing

support.

Interview with Mother in intergenerational poverty:

What would you say to an offer to have someone come into your home to help you with your child's development?

"I would tell them- *$#@ you! You're not coming to my house to take my kids away, I'm a good mom."

Follow up question-
Do you feel that way about the community rec. program?

"No"

Why not? They are also mandated reporters?

"Well, their not in my space and it's not focused on me. I actually have felt better about myself when I have been able to get my kids in the rec program, because they are with all those 'upstanding' families."

So if early childhood services were not based on income and all different families were participating would that change your willingness to get service?

"I would still be nervous about having them in my house, but I wouldn't want my kids to not get what all the other kids were getting, so I would work harder to make it work."

Education

1. Social Emotional Learning

Policy, resources, and discourse are mismatched. Public education systems are excessively taxed with standards and expectations. While many adamantly agree there is a need for social emotional learning, the statement "It's just one more thing" percisits.

Social emotional learning outcomes are often driven by high quality classroom management techniques. With an influx of teachers using alternative route to licensure, there has been an increase in teachers hungry for professional development focused on tangible classroom management strategies.

2. Compulsory Attendance

Academic success is utterly dependent on school attendance. Our school anticipates challenges associated with the loss of legal enforcement for truancy charges.

Our schools are very concerned about trying to stretch already limited resources to cover the development of district level processing procedures that would compensate for absence of the tools previously utilized.

Family Economic Stability

1. Data Gaps in Economic Opportunity and Population Mobility

According to the U of U Policy Institute, the Carbon County net migration 2010-16 was -684. This data reinforces an anecdotal community sentiment that our young people are leaving the area.

This story however is not complete. We are currently unable to capture answers to two questions we believe could benefit us greatly in future planning. a.) Who is leaving? b.) Why are they leaving?

The answers to these questions would help us better target economic development plans.

If for example we knew that we are losing the majority of young people to technology related jobs we could focus our efforts generating employment opportunities in this area. However, if our losses are more derived from a population aged 25-45 who are unable to maintain the physical demands of blue collar employment, our efforts may be better placed in retooling that workforce and generating more service based employment.

Currently, we lack the capacity to fully capture this information, but we do feel there are partners in the community that could support this type of data capture if the resources were available.

2. Employment Gaps

We often face individuals who struggle with employment due to extended gaps without employment. These gaps can range from medical and legal issues to caring for children or a loved one.

Many services are currently in place to support the individual to gain new skills, however, there are few supports in place for the employer to offset their risk in the hiring process. With a tight labor market there is little to no incentive for an employer to hire an individual with an employment gap, thus only contributing to a larger gap and feeding into a culture of engagement in supportive services and an increase in intergenerational poverty.

Mechanisms to offset this risk to incentivise the employer would support efforts to create family economic stability.

Health
1. Mental Illness Prevention/ Mental Health Promotion Unlike physical or dental health that are based off of annual check ups and screenings with preventative care offered, mental and behavioral health services are only supported through referrals based on late stream outcomes. E.g. Rather than screening students for depression and providing prevention services, the standard would be a referral based on the identification of cut marks on a young person's forearm. This approach is not only harmful to the child involved, but an inefficient use of resources. Just as a classroom of students can be taught about brushing their teeth and avoid much higher individual dental care costs, so too resources focused on behavioral health prevention can lead to cost effective group prevention thus minimizing individualized treatment care. Liability and privacy issues cause barriers to changing this paradigm. If behavioral health screenings were integrated under the privacy/liability umbrella used with other health screenings (e.g. scoliosis, vision, dental) this would decrease social stigma as well as provide the necessary groundwork to implement prevention services.

General Overview

Besides the programs listed within this action plan, Carbon County is also taking steps to increase the number of residents who receive post secondary education as well as increase the number of students that are committed to school. Some of these steps include adding three new classes to the local high school curriculum and making course changes from grades 7-12 that allow students to complete math requirements sooner. By doing so, students will be eligible for more pathway opportunities when they get older. Students will also be more prepared for college courses.

Carbon County is a community rich with compassion. Citizens boost each other up and offer assistance during times of despair. Fighting intergenerational poverty will be addressed using a community wide approach. Citizens will uplift their neighbors by participating in programs, events and other functions geared toward assisting families out of intergenerational poverty. By using tools outlined within our plan, decreasing the number of IGP families within Carbon County can become a reality.