



# INTERGENERATIONAL POVERTY IN UTAH

COUNTY PLAN TEMPLATE

**DUE: JUNE 2, 2017**

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## 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 *measurably reducing 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:**

Piute

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

Shane Erickson.....Co-chair  
William Talbot.....Co-chair  
Douglas Allan.....Facilitator  
Forest Hunter.....Workforce Services  
Chris Jessen.....USU Extension  
Ronald Steege.....County Health  
Sheree Fullmer.....Education  
Ashlee Gleave.....Mental Health  
Marty Gleave.....Law Enforcement  
Bill Sudweeks.....Kingston Mayor  
Joyce Sudweeks.....Volunteer  
Sharon Lopez.....Volunteer  
Raymond Henrie.....LDS Bishop  
Roma Henrie.....Volunteer

# COUNTY PLAN SUMMARY

**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.**

Piute County supports the Utah Intergenerational Welfare Reform Commission's primary goal of measurably reducing the number of families in the cycle of poverty, thereby improving their quality of life and helping them become economically stable.

The mission of the Piute County Intergenerational Poverty Committee is to utilize and facilitate the components of education, physical and mental health, and economic development in mitigating intergenerational poverty in families in Piute County.

As dairy business prospers in Piute County, migrant workers and their families live, work, and attend schools in our rural towns. These citizens' first language is Spanish. Great strides have been made in communicating with and educating this population but further action is needed in order to mitigate language barriers and increase English language arts proficiency; this is the first goal of the education pillar in Piute County's plan. It is crucial that we acquire an endorsed, bilingually literate teacher to work in the community and schools and also encourage existing teachers to become English Language (EL) endorsed.

Enhancing early childhood education is the second goal in the education pillar of the Piute County IGP Plan. We will maintain preschool and K-3 software programs as well as continue funding for full-day kindergarten in the elementary schools. Focusing more attention on the development of infants and toddlers is also needed. Literacy Kits will provide information and materials for new parents regarding physical, mental, emotional, and educational milestones and reading readiness skills.

The physical and mental health pillar of the plan includes the development of community gardens. Existing land will be used to grow and maintain vegetable gardens. Citizens in the county will benefit from tools and materials, a specialist in gardening, and gardening education, ensuring the growth of productive gardens. Families, including adults and children, will grow and preserve food, prepare nutritious meals, and form healthy habits that will continue in future generations.

Increased mental health services will support students and adults who suffer with mental health issues as they prepare for and remain in the workforce. Citizens will acknowledge the reality of their mental health issues and seek and accept support and counseling; the county will hold an annual "Mental Health Awareness Week" to provide available information, education, and resources.

Economic development, the third pillar, is key in reducing the number of families in poverty in Piute County. County commissioners, municipalities, and community branding experts will continue to collaborate and work to facilitate economic development in meeting the needs and desires of citizens. Research is being done on possible businesses that would be successful in the county. The small, rural population presents unique barriers, which leads the committee to consider and pursue remote internet business opportunities. Internet business information and training which leads to employment will be provided; this will not only allow skilled workers to remain, but entice former county residents and newcomers to live and work in Piute County.

The rural county desperately needs better broadband and cell service to facilitate this effort.

Implementation of the plan, which includes the pillars of education, physical and mental health, and economic development, will help in reducing the number of families in Piute County who are in the cycle of intergenerational poverty,

## 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.

## 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.

## 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?

- Who are the families?

Families whose first language is Spanish, families who have children ages birth to three years and/or who have students in public schools, families who will benefit from growing and utilizing gardens, families who need mental health services, families who need better employment.  
(Including internet business opportunities)

- How many will be served?

Piute County has approximately 1500 residents with 425 family-led homes. The number of families to be served is approximately 100.

- Important demographics or characteristics?

Piute County is made up of four small, rural (frontier) towns - Circleville, Junction, Kingston, and Marysville. There are two elementary schools and one junior/senior high school. 40% of children are at risk of remaining in poverty. Average Utah salary is \$42,184, average Piute County IGP salary is \$12,951. Approximately 20% of families speak Spanish as their first language.

## 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.

# 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.

### 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
EL programs and services	Adults and children	No	PSD, USBE, CUES	
Literacy kits	Parents, infants, children	No	PSD, USBE	
Community gardens	Adults and children	No	DOH, PSD, CUES, USU	
Mental Health Counseling	Adults, students, children	Some	DOH, CUES, PSD	
Employment Opportunities	Adults, students	No	DWS, ORD	
Internet business info and training	Adults, students	No	PSD, CUES, USU	

### Outreach and Marketing

What practices and tactics will your partners use to ensure that your target families are reached, and reached with a consistent message?

### 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

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.

Service 1	Service 2	Will Be Linked How?
EL services and programs	Employment opportunities including Internet	Citizens will be English proficient enough to receive info and training
EL services and programs	Literacy kits	Parents will be English proficient enough to receive info and nurture infants and toddlers
EL services and programs	Mental health services	EL will be able to receive mental health services
Mental health services	Employment opportunities including Internet	Citizens will become more employable when resolving mental health issues


## Linking and Aligning Policy and Systems

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.

Policy or System 1	Policy or System 2	Linkage/Alignment Needed
PSD	CUES	Share eligibility criteria for funding and services
DOH	CUCC	Share screening data for funding and services
USU Extension	UDAFF	Share family goal-setting tools
USBE	PSD	Determine state or district funding

ORD County Commission Determine state or county funding

## Linking and Aligning Resources to Address Intergenerational Poverty

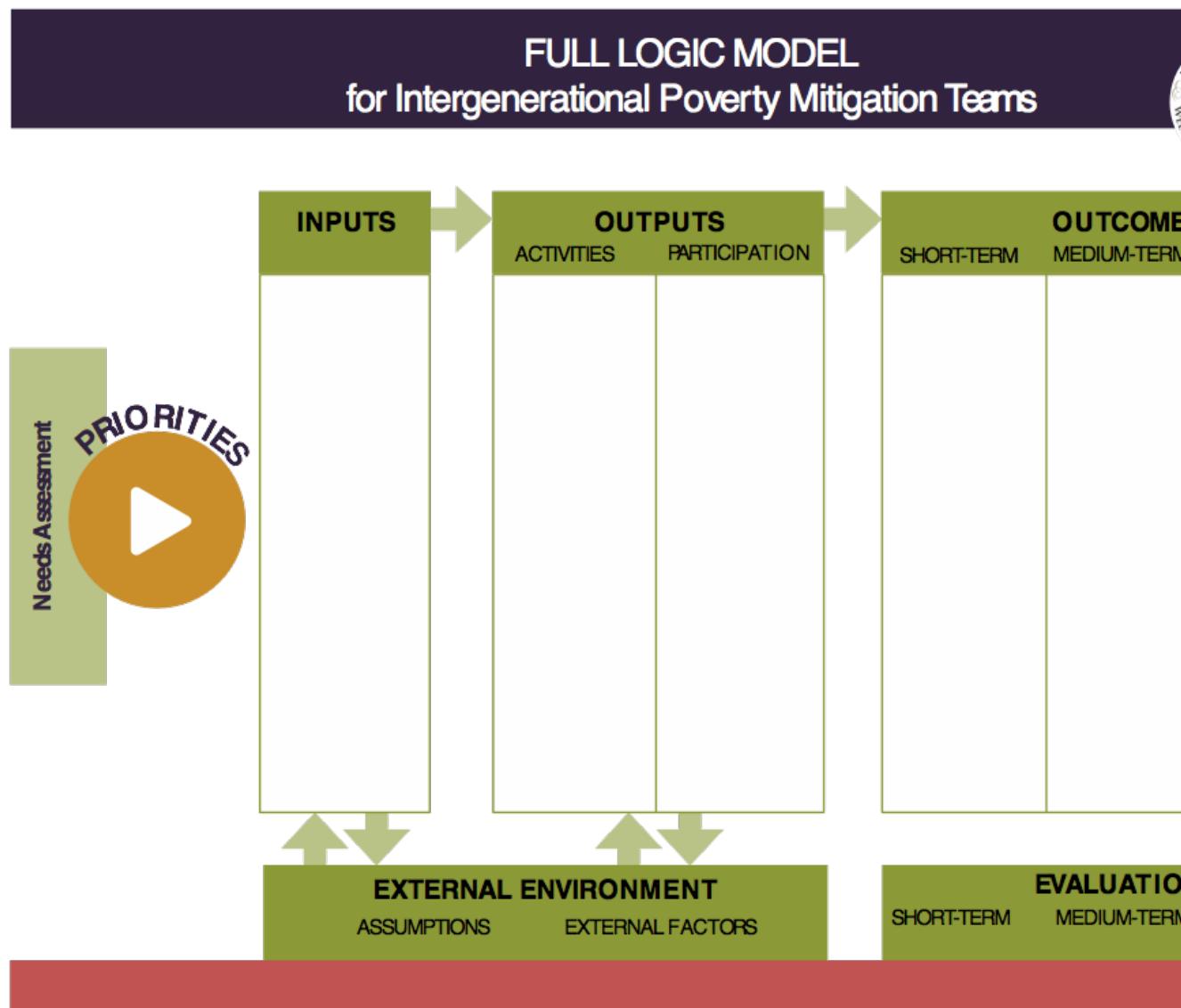
What **resources** need to be aligned to make this effort work now — and sustainable into the future?

Resource to Link	Who Controls This Resource?	Linkage/Alignment Needed
Teacher and counselor	PSD, USBE	policy, funding
Gardening tools and materials	UDAF, County Commission	policy, funding
Internet businesses	PSD, CUES, USU, SouthCentral	training, required broadband and cell

## 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:



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 Sample:

Work Plan Action Steps	Owner/Responsible	Status (Behind, On Track, Complete)
Year 1 Activities		

Q1: • • •		
Q2: • • •		
Q3: • • •		
Q4: • • •		

# 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	Status of Partnership with Lead	Services Provided/Role	Subgroups
<b>LEAD ORGANIZATION</b>						
Piute School District	Shane Erickson	Superintendent	shane.erickson@piutek12.org	MOU	Co-chair Education	
	Douglas Allan	Facilitator	doug4brenda@gmail.com	MOU	Facilitator	
<b>SERVICE PROVIDERS THAT WILL PARTNER IN APPROACH</b>						
Piute County Government	William Talbot	Commissioner	williet@piute.utah.gov	MOU	Co-chair County Government	
Utah Dept. Workforce Services	Forest Turner	Employment Specialist	fturner@utah.gov	MOU	Workforce Services	
USU	Chris Jessen	Extension Agent	chris.jessen@usu.edu	MOU	Community Education	
Piute County Health	Ronald Steege	Director	rstegee@utah.gov	MOU	Physical Health	
Central Utah Counseling	Ashlee Gleave	County Outreach	ashleeg@cucc.us	MOU	Mental Health	
Piute School District	Sheree Fullmer	Literacy Director	sheree.fullmer@piutek12.org	MOU	Education Early Childhood	
Piute County Sheriff Dept.	Marty Gleave	Sheriff	mgleave@utah.gov	MOU	Law Enforcement	
Town Government	Bill Sudweeks	Kingston Mayor	billrsuds@gmail.com	MOU	Town Government	
LDS Church	Raymond Henrie	Bishop	rhenrie222@yahoo.com	MOU	Religious Leaders	
<b>OTHER PARTNERS</b>						
Volunteer	Sharon Lopez	Volunteer	pepperbones65@yahoo.com	MOU	County Resident	
Volunteer	Joyce Sudweeks	Volunteer	bssuds@yahoo.com	MOU	County Resident	
Volunteer	Roma Henrie	Volunteer	roma.henrie@yahoo.com	MOU	County Resident	

## 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	Address	Special Responsibilities?
<b>LEAD ORGANIZATION</b>					
Shane Erickson	PSD	PSD Superintendent	shane.erickson@piutek12.org		Co-chair
<b>FACILITATOR &amp; CO-CHAIRS</b>					
Douglas Allan	Citizen	Facilitator	doug4brenda@gmail.com		Facilitator
William Talbot	Piute County	Commissioner	williet@piute.utah.gov		Co-chair

### 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?

The facilitator, along with the co-chairs, sets the agenda and schedules meetings.

### 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?

Committee members will contact community leaders to email and announce events and programs, schools will contact parents, flyers will be posted (at the four post offices, three stores, and one bank - not many places in Piute County :)

### 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?

Funding for desired programs is always a challenge.

Some businesses are not desired in our small towns.

Citizens may not want to work to learn new employment skills.

The committee will meet regularly to discuss stakeholder concerns.