

**SELF ENHANCEMENT INCORPORATED (SEI)**  
**Application to the U.S. Department of Education**  
**Promise Neighborhoods Program – Implementation Grant**  
**Absolute Priority 1, Competitive Priorities 1, 2, and 3**  
***For the Albina-Rockwood Promise Neighborhood Initiative***  
**September 5, 2017**

---

**TABLE OF CONTENTS**

SECTION 1: STATEMENT OF NEED	8
1.1 The Geographically-Defined Area	10
1.2 Rationale for the Non-Contiguous Area	10
1.3 Magnitude of Need	13
1.4 Schools in Need	19
1.5 Needs and Segmentation Analysis	22
 SECTION 2: PROJECT DESIGN	 27
2.1 Continuum of Solutions	35
2.2 Competitive Preference Priorities 1, 2, and 3	58
2.3 Neighborhood Assets	67
 SECTION 3: PROJECT SERVICES	 69
3.1 From Services to Results	69
3.2 Partnerships, Alignment of Vision, and Accountability	74
 SECTION 4: MANAGEMENT PLAN	 82
4.1 Experience and Capacity to Work Within the Target Neighborhood	82
4.2 Experience and Capacity Collecting, Analyzing, and Using Data	83
4.3 Experience and Capacity to Create Strong Partnerships	88
4.4 Governance Structure and Accountability	89
4.5 Experience and Capacity Integrating Funding Streams	92
4.6 Rigorous National Evaluation	94
 SECTION 5: ADEQUACY OF RESOURCES	 96
5.1 Reasonable Cost Structure	96
5.2 Sustainability, long-term financial model, and partnerships	97

## EXECUTIVE SUMMARY

**Self Enhancement Incorporated (SEI)**, the lead applicant) is pleased to submit this application to the U.S. Department of Education, Promise Neighborhoods Program – Absolute Priority 1 and Competitive Preference Priorities 1 (Byrne Criminal Justice Innovation Program), 2 (Drug Free Communities Support Program), and 3 (Evidence-Based Activities, Strategies, or Interventions). In the **Albina-Rockwood Promise Neighborhood Initiative (ARPNI)**, SEI and its partners – **United Way of the Columbia-Willamette (UWCW)** and five highly effective community-based organizations, **Albina Head Start (AHS)**, **Immigrant and Refugee Community Organization (IRCO)**, **Latino Network (LN)**, **Metropolitan Family Service (MFS)**, and **Native American Youth and Family Center (NAYA)** – are proposing to serve more than 7,000 students (1,495 supported directly by PNI grant funds) and their families each year in some of the most underserved and under-resourced communities in Portland, Multnomah County, Oregon.

The ARPNI is designed both to achieve significant outcomes with diverse populations locally, and to document and demonstrate how solutions implemented here can be replicated around the nation. Our **Whole School Model (WSM)**—already proven to significantly raise graduation rates in a historically black urban high school—is successful because it:

- **Integrates PNI-supported services throughout the school day and the school system, as well as in out-of-school and summer activities. The WSM fosters an exceptional level of collaboration between service providers and LEAs, from classroom teachers through principals to the highest levels of district administration.**

- **Substantially increases the number of adults of color working within schools, ameliorating the continuous challenge of diversifying teaching and administrative staff.**
- **Achieves a high level of family engagement and advocacy, with specific staffing and programs to ensure adults have the skills and supports they need to promote their children's school and career success.**

While the **WSM** is the heart of our project design, ARPNI is also distinguished by its **focus on improving the use of data and deepening the evidence base. We have developed a robust data system—integrated with those of our local LEAs—in which services providers and local and national evaluators can record, share, track, and analyze data, with regular reviews to use data to refine services and to undertake longitudinal studies to demonstrate what works.** Memoranda of Understanding with the two ARPNI school districts are already in force, with data sharing and analysis currently taking place.

SEI is one of the nation's premier youth and family development organizations, based in the Albina neighborhood in the heart of Portland's historic African American community. SEI has a long history of success and deep commitment to providing children, youth, and their families with a continuum of comprehensive services, including: school-based advocacy and mentoring; afterschool and summer programs focused on academic enrichment, credit recovery, internships, and job placement; pathways to postsecondary and career success; and family and parent support programs, including financial literacy, effective parenting, and workforce readiness and employment. Over the past 36 years, SEI has developed a cooperative, productive relationship with the Portland Public Schools (PPS) to improve student outcomes in underperforming schools. SEI is the foremost provider of academic and social supports for

African American students enrolled in PPS (and in an increasing number of districts in east Multnomah County), serving over 8,000 youth and 5,000 families annually.

In 2010, PPS asked SEI to help turn around then-failing Jefferson High School by expanding access to a set of core program services that have been validated by the Centers for Disease Control as a unified and collaborative approach to student learning and health. Located in the Albina neighborhood, Jefferson has historically been and remains the only majority African American public high school in Oregon, the result of decades of redlining that restricted where blacks could reside within the city of Portland. As was the case in many other cities, outcomes at this school lagged behind those at white-majority schools within the same district. Prior attempts to reform Jefferson were largely unsuccessful. SEI's intensive intervention, however, achieved significant improvement in graduation rates among a subset of high-risk students enrolled in its comprehensive program. SEI's Whole School Model (WSM) was developed as part of a partnership with PPS and Portland Community College to reorganize Jefferson as a middle college special focus option school, allowing students to earn fully transferable college credits while still in high school. With the introduction of the Whole School Model (WSM), these interventions were dramatically expanded, allowing all Jefferson freshmen to enroll in the program and benefit from SEI's comprehensive positive youth development, family engagement, and wraparound services; over 80% of students now participate in WSM. SEI's efforts have been widely recognized as a critical component of the school's turnaround over the past five years. **In 2017, the Oregon Department of Education (ODE) reported that the graduation rate at Jefferson increased from 51% in 2010 to 84% in 2016—and an outstanding 88% for African American students and for all underserved minorities combined.** With SEI's WSM in place, Jefferson also achieved an 85% college

entrance rate, among other improvements. School, district, and state policy leaders credit the WSM as critical to this success, which has attracted widespread attention in a state with a graduation rate that has ranked at the bottom or near-bottom nationally. For example, Jefferson and the SEI WSM are one of the case-study summary profiles included the 2016 Quality Education Model biennial report prepared for submission to the Oregon Legislature.<sup>1</sup>

Nevertheless, there are still significant challenges to be met for students and families served by Jefferson and its feeder middle and elementary schools. The community around the school has been rapidly gentrifying and a significant number of African American families have been pushed out of the neighborhood. Over the past decade, many of these families and other communities of color have settled in the Rockwood community, which is served by Reynolds High School. The Rockwood community has experienced the flipside of gentrification: historically a white, working-class neighborhood farther from Portland's downtown, in recent decades Rockwood has had more residents unable to find living wage jobs, a rise in residents renting rather than owning their homes, and declines in infrastructure, including the closure of the major supermarket serving the area. More recently, the influx of large numbers of immigrants and people of color displaced by gentrification have strained Rockwood's already limited educational, social service, transit, and other resources. As a result, demographics have shifted substantially in both neighborhoods. Today, the Albina neighborhood has a population of approximately 11,197, of whom 37% are people of color; the poverty rate is 42% for black/African American residents and 34% for Latino residents. Rockwood has a population of approximately 15,995 of whom 54% are people of color and 41% live in poverty, with 66% of black African American residents, 79% of Native American/Alaskan Native, and 54% of Latino

---

<sup>1</sup> Oregon Quality Education Commission. (August 2016). *Quality Education Model: Final Report*. Salem, OR: Oregon Quality Education Commission and Oregon Department of Education.

residents living in poverty.<sup>2</sup>

In 2014, SEI was selected by United Way of the Columbia-Willamette (UWCW) as a lead partner in the newly formed **Successful Families 2020 Collaborative (SF2020)**, a five-year, \$3.75 million commitment by UWCW to support a significant reduction in childhood poverty and the issues that accompany it within communities of color in Portland and greater Multnomah County. SF 2020 includes five other founding partner organizations: Albina Head Start (**AHS**), Immigrant and Refugee Community Organization (**IRCO**), Latino Network (**LN**), Metropolitan Family Service (**MFS**), and Native American Youth and Family Center (**NAYA**). While continuing ongoing work in Albina, SF2020 launched the Reynolds Demonstration Project in and around Rockwood, utilizing a collaborative approach to make a demonstrable, positive impact on students of color at Reynolds High School and two feeder middle schools. The **Albina-Rockwood Promise Neighborhood Initiative (ARPNI)** was born out of this unique partnership and its goal of increasing student performance and family resilience. For the past three years, the collaborative members have worked together to identify community needs, develop integrated responses, validate the effectiveness of culturally specific/responsive services, disseminate ways this approach can be replicated beyond the founding partners, and increase the overall cultural responsiveness of various systems that impact student and family outcomes in Albina and Rockwood. All of the founding partners are providing services in schools in one or both of the neighborhoods. Through the proposed PNI, the partners have committed to aligning their work around a common, tested framework; strengthening collaboration; and developing efficient partnerships with school leaders and other key stakeholders to ensure better outcomes for students in two communities deeply affected by the unintended but intensely troubling

---

<sup>2</sup> U.S. Census Bureau, 2016 Population Estimates; U.S. Census Bureau, American Community Survey, 2015 five-year estimates.

consequences of gentrification. At a time of rapid population growth across the region, this is an especially crucial effort to address legacies of racism and overcome deeply entrenched cycles of poverty—by preparing today's children and students to succeed in twenty-first century schools and careers.

The SF2020 Collaborative is demonstrating that **culturally responsive/specific** partnerships can drive measurable improvements in student, school and family outcomes. Building on this success and SEI's proven model for dramatically improving graduation rates, particularly with African American students at Jefferson High School, the ARPNI will: 1) deepen the WSM within the Albina neighborhood by expanding efforts out from Jefferson High School to encompass the pipeline from early childhood to college and career; and 2) expand the WSM model to the Reynolds High School cluster through across-the-pipeline efforts in the even more diverse Rockwood community, an area experiencing dramatic increase in its number of

#### **“Culturally Specific and Culturally Responsive”**

**Culturally specific organizations** serve a majority of clients from a specific cultural community, with culturally focused programs designed, delivered, and overseen by staff and boards whose own culture and language reflects the community served. While **culturally responsive organizations** do not necessarily focus on a single community in the same way, their client-centered approach to services aligns programs and services to meet the unique cultural strengths, experiences, and needs of those they serve. Both culturally specific and culturally responsive organizations rely on trauma-informed strategies, and they focus on validating the cultural strengths of the communities they serve, which is key to family and community self-determination and success.

students of color, ELL students, and students living in poverty. We will adapt the successful SEI WSM model in Rockwood by leveraging the expertise of the coalition of providers who are skilled in providing culturally specific/responsive services to increasingly diverse student populations, including immigrants and refugees.

Recent explosive growth of the Portland metropolitan area stems from its increasing national reputation for progressive values and excellent quality of life. But this idealized image belies the reality the ARPNI will address: educational, economic, and social indicators for communities of color, reveal a vastly different, and disturbing, reality. Amidst rapid urban development and renewal projects remain pockets of deep poverty, neglected and/or displaced communities of color, and resource-strained neighborhood schools that are failing to prepare students for success. The resulting gaps in educational achievement and income between the Portland portrayed in the national media and the Portland we will serve are stark: Overall, in 2016, 75% of Portland students graduated in four years. Among sub-groups, the four-year graduation rates are: 68% low-income; 68% African-American; 65% Latino; 51% ELL; and 47% Native American. In response to the abysmal high school graduation rates and other glaring racial and economic disparities, political and civic leaders are taking action. Multnomah County Commissioner Loretta Smith has championed the development of a Promise Neighborhood to address the longstanding needs and rapid changes in the Albina and Rockwood communities, with a commitment of \$2 million in county funding to support successful implementation. Additional county- and state-level efforts are also addressing these issues. One prominent example is Multnomah County's nationally recognized **Schools Uniting Neighborhoods (SUN) Community Schools** program.<sup>3</sup> Due to the success of the WSM in Jefferson and the services provided by the partner community-based organizations in SF2020, the SUN program has recently been reorganized to increase access to culturally specific/responsive services for the

---

<sup>3</sup> For a review of the Tier 1 (Strong Evidence), Tier 2 (Moderate Evidence), and Tier 3 (Promising Evidence) evidence base supporting community schools as meeting Every Student Succeeds Act (ESSA) requirements, see "Community Schools: An Evidence-Based Strategy for Equitable School Improvement" by Jeannie Oakes, Anna Maier, and Julia Daniel, published by the National Education Policy Center and the Learning Policy Institute, 2017.



county's low-income children and families of color. The state of Oregon has enacted the African American/Black Student Success Plan to promote regular and consistent school attendance and eliminate chronic absenteeism; increase parent and community engagement; and address the transitions to high school and to postsecondary college and careers. Additional programs led by school districts, the philanthropic community, and others target improved student outcomes, increased graduations rates, and connecting young people to school, work and community. The Coalition of Communities of Color, a local effort to provide needs assessment and other data on underserved communities, is actively engaging key stakeholders, from government officials and development commissions to private foundations and corporations, in discussions about strategies for reducing disparities.

Ultimately, the creation of a seamless continuum of cradle-to-career services must be collaborative and well-coordinated. The ARPNI will leverage city- and county-wide efforts described above to benefit some of the hardest hit neighborhoods in our region. The area to be served is large enough to demonstrate the potential for replication in other urban settings, particularly those serving highly diverse student populations, while small enough to affect change quickly. Together, SEI and its partners will work together toward a common purpose, implementing tested solutions based on the comprehensive needs of the target neighborhoods.

## **SECTION I: STATEMENT OF NEED**

Multnomah County, located in northwest Oregon, is the state's smallest county geographically but its most populous, with 799,768 people.<sup>4</sup> The county's population is 71% white, 11% Latino, 9% Asian American, 7% Black/African American, 3% Native

---

<sup>4</sup> U. S. Census Bureau, 2016 Population Estimates.

American/Alaska Native, and 1% Pacific Islander.<sup>5</sup> Portland is the largest city in the county and the state. While the city is experiencing economic growth, rapid redevelopment, and a massive influx of new residents, these changes are compounding historic challenges for communities of color, which have faced a long legacy of discrimination and disenfranchisement. Oregon's state constitution originally banned residents of color, including exclusionary language up until 1926. For decades, the City of Portland engaged in documented redlining practices and, more recently, the official urban renewal program has deepened gentrification and segregation and displaced communities of color. Demographic studies demonstrate that these patterns of systemic discrimination have led to alarming disparities in education, employment, income, and health outcomes for African American, Latino, Native American, and other communities of color, including recent large influxes of refugees from African and Slavic countries, when compared to the city's white residents. The most comprehensive study to date documents that people of color in the county "experience overwhelming hardship" and face "severe social and economic exclusion."<sup>6</sup> The report's findings reveal that **communities of color in Multnomah County suffer more than similar communities of color nationally**. In terms of income, poverty, occupation and education, **communities of color here have between 15% and 20% worse outcomes than people of similar background elsewhere in the US**, underscoring the need for

---

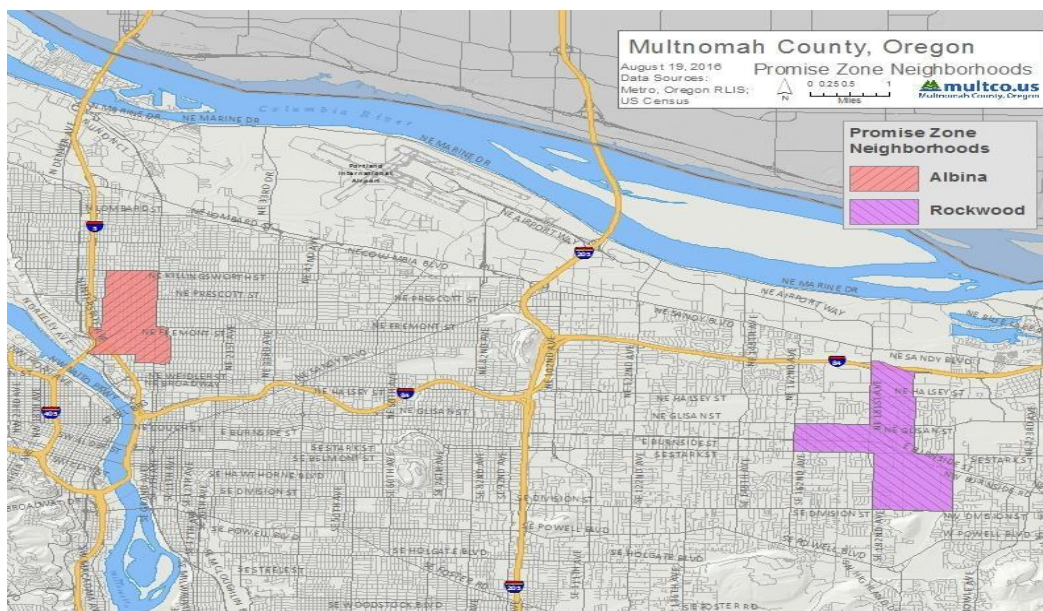
<sup>5</sup> U.S. Census Bureau American Community Survey, 2015 five-year estimates. Percentages sum to more than 100% because each proportion includes persons of the respective race alone or in combination and of Latino or non-Latino ethnicity. The proportion of Latino persons includes individuals of any race.

<sup>6</sup> *Communities of Color in Multnomah County: An Unsettling Profile*, published in 2010 by the Coalition of Communities of Color (CCC) and Portland State University (PSU). Between 2010 and 2014, the CCC and PSU published a series of six companion research reports examining specific communities: African American, African immigrant, Asian and Pacific Islander, Latino, Native American, and Slavic. Additional studies and tools prepared by the CCC and the PSU Center to Advance Racial Equity (e.g., a 2014 *Protocol for Culturally Responsive Organizations*), have guided development of equity-focused initiatives in the city and county, including the ARPNI.

comprehensive programs such as the proposed ARPNI.

## 1.1 The Geographically-Defined Area

The ARPNI is composed of two clearly defined geographic footprints: the Albina neighborhood, census tracks 22.03, 34.01, 34.02; and the Rockwood neighborhood, census tracks 96.04, 96.06, 98.01. The two neighborhoods are depicted on the map on below.



## 1.2 Rationale for the Non-Contiguous Area

The ARPNI will serve two non-contiguous communities in Multnomah County, which are both high-need areas that have been dramatically affected by urban renewal: the Albina neighborhood, included in this PNI because—although it is the heart of the historic African American community—recent gentrification has displaced many African Americans, with those left behind residing in increasingly isolated pockets of poverty; and the Rockwood neighborhood, included in this PNI because it has the highest density of poverty of any urban area in the state of Oregon, even as it strains to absorb an influx of refugees and immigrants, along with communities of color displaced by gentrification. **The Albina neighborhood has a population of 11,197 of whom 37% are people of color; 42% of African American residents**

**and 34% of Latino residents in Albina live in poverty**, compared to 17% of white non-Latino residents. **Rockwood has a population of approximately 15,995, the majority of whom (54%) are people of color; 41% of all Rockwood residents live in poverty.**<sup>7</sup> **Even higher proportions of Rockwood's populations of color live in poverty: 79% of Native Americans/American Indians, 66% of African Americans, 54% of Latinos, and 41% of Pacific Islanders.** And **over half (56%) of children under age 18 in Rockwood live in poverty.** Combined, the total area to be served includes approximately 26,000 residents, with over 33% of residents living in poverty, **nearly double** the percentage of families living in poverty in the county (18%) and in the state (16.5%).<sup>8</sup>

The need in these communities results from both intentional and unintentional discrimination. Decades ago, Albina became the center of the African American community in Portland because discriminatory lending practices made it one of the few neighborhoods where African Americans were able to purchase homes. In the 1960s, the city declared the neighborhood to be in a state of advanced, irreparable blight and displaced many residents by demolishing housing to make room for large-scale, new construction, including two highways and a large hospital complex. In the 1990s, the city changed its urban renewal strategy in Albina to one that has promoted gentrification, with favorable lending practices that have brought in new buyers, most of them white. Significant parts of the neighborhood are now considered trendy Portland hotspots, but those African Americans remaining in Albina are not seeing proportional benefits from gentrification. As a result, Albina is home to many individuals who have had their community stripped from them, who experience extreme socioeconomic disparities, and whose needs are often obscured by the façade of urban renewal.

---

<sup>7</sup> U.S. Census Bureau, American Community Survey, 2015 five-year estimates

<sup>8</sup> Ibid

Rockwood is experiencing the inverse of Albina's demographic shift. This historically white, working-class neighborhood had already been sharply effected by declines in manufacturing, including several major plant closures in east Portland that led to a scarcity of living-wage jobs, forcing those who could secure work to travel longer to reach their jobs—an especial strain in an area underserved by public transit. As a result of these economic forces acting upon Rockwood and its earlier residents, decades of disinvestment have left Rockwood a less desirable place than it once was. Displaced Africa Americans resettling there are cut off from established community resources—familiar service providers, businesses, and social and faith activities—rupturing the sense of community unity that previously developed over decades in Albina. And African Americans are not the only group seeking lower-cost housing in Rockwood. Latino, Pacific Islander, and Asian American populations have increased significantly, as has the number of newly arrived immigrants and refugees. But what they find is a neighborhood in which key commercial properties sit vacant; crime has increased dramatically; and Rockwood's sprawling built environment and status as a public transit desert is not equipped to serve the needs of the numerous new residents who require greater levels of social services and resources but are less likely to own cars. The dramatic demographic changes are reflected in Reynolds School District, where in 1999-2000 only 18% of enrolled students were children of color, while today 65% are, with more than twice as many black/African American and Asian/Pacific Islander students, and over three times as many Latino students as attended a decade and a half ago. Educational achievement among students in Rockwood schools is generally well below state standards, both reflecting and perpetuating socioeconomic disadvantage.

The stark and increasing need in these two neighborhoods prompts the ARPNI partner

organizations to build upon the successful turnaround efforts within Jefferson High School, expanding services and supports along the cradle-to-career continuum within Albina and adapting the model to meet the cradle-to-career needs of Rockwood's diverse communities.

### 1.3 Magnitude of Need

ALBINA SNAPSHOT
<p><b>Population:</b> approximately 11,197 individuals</p> <p><b>Percentage people of color:</b> 37%</p> <p><b>Percentage blacks/African Americans living in poverty:</b> 42%</p> <p><b>Percentage of Latinos living in poverty:</b> 34%</p> <p><b>Median household income:</b> \$50,588</p> <p><b>Median household income for African Americans:</b> \$17,625</p>

#### Demographics<sup>9</sup>

- **Today, 25% of Albina's residents are African American**, alone or in combination, (compared to 7% countywide) and 63% white non-Latino (71% countywide).
- **In 2000, 48.3% of Albina's residents were 48.3% African American**, alone or in combination, and 38.3% white non-Latino, indicating the impact of gentrification on the black community.

#### Socioeconomic status

- **42% of Albina's African American residents live in poverty**, compared to 17% of white non-Latino residents and 22% of Albina's total population.
- **Almost one-third (30%) of children under the age of 18 in Albina live in poverty.**
- **African Americans in Albina experience 17.5% unemployment, a rate over twice that of all Albina residents (6.6%), and over three times higher than white non-Latinos (4.8%).**

---

<sup>9</sup> All demographic, socioeconomic, and housing data are from the U.S. Census Bureau's 2015 American Community Survey five-year estimates.

- **Median household income for African Americans in Albina *decreased* in 2016, to \$17,625**—just over one quarter that of white non-Latinos (\$69,297), whose media household income increased by nearly 10% in the same period.
- **Over 41% of African Americans in Albina are SNAP eligible.**

### **Housing**

- **Median value of owner-occupied housing units in Albina increased by 173%** between 2000 and 2015, reflecting the impact of gentrification. **Median gross rent for rental unit housing in Albina increased by 76%.**
- **Over 38% of households that rent spend 35% or more of their household’s income on rent.**

### **Education**<sup>10</sup>

- **Nearly 18% of Albina's Latino residents over age 25 and over 16% of African American residents have less than a high school education, rate 11-12 times that of Albina's adult white non-Latinos (1.5%).**<sup>11</sup>
- **The majority or near-majority of students at schools in Albina are African American**—59% at Boise-Eliot PK-8 and 45% at Jefferson High School. For the district as a whole, **less than ten percent (9.7%) of students are African American.**
- At Boise-Eliot PK-8, **15.1% of African American students are at or above grade level in math**, according to state assessments, compared to 56.1% of white non-Latinos and **26.2% of African American students are at or above grade level in reading**, compared to 53.7% of white non-Latinos.
- **With newly implemented Smarter Balanced assessments, less than 5% of African**

---

<sup>10</sup> With the exception of adult educational attainment, education data are from the Oregon Department of Education.

<sup>11</sup> 2015 American Community Survey five-year estimates.

**American students at Jefferson High School are at or above grade level in both math and reading,** according to state assessments.

### **Health**

- **The rate of low birthweight in Albina is 24% higher** than that of Multnomah County as a whole. **The rate of preterm births in Albina is 17.5% higher** than the County as a whole.<sup>12</sup>
- **The asthma rate in Albina is 17.6%, which is 83% higher** than Portland as a whole.<sup>13</sup>

**Crime:** The neighborhoods to be served in the ARPNI experience a higher rate of violent crimes (6.8%) than the city (5.7%). For juvenile crimes, there are disparities based on race and ethnicity. Additional details related to Health (opioid abuse) and Crime (gang violence and youth offenders) are included in the Competitive Preference Priorities

<b>ROCKWOOD SNAPSHOT</b>
<p><b>Population:</b> approximately 15,995 individuals</p> <p>54% people of color: 33% Latino (any race) 11% black/African American, 6% Asian American, 3% Pacific Islander, and 1% Native American/Alaska Native.</p> <p><b>Percentage living in poverty:</b> 41%</p> <p><b>Poverty among sub-groups:</b> 79% of Native Americans/American Indians, 66% of African Americans, 54% of Latinos, and 41% of Pacific Islanders.</p> <p><b>Percentage of children living in poverty:</b> 56%</p>

### **Demographics**<sup>14</sup>

- **Rockwood’s population is much more diverse than that of the county as a whole:** 33% of the population is Latino (any race) compared to 11% countywide. The neighborhood is 11% black/African American, 6% Asian American, 3% Pacific Islander, and 1% Native

---

<sup>12</sup> Portland Regional Equity Atlas. The Atlas’s source for low birthweight and pre-term birth data is Oregon Health Authority Vital Statistics Records.

<sup>13</sup> Behavioral Risk Factor Surveillance System (2014) and CDC 500 Cities data project.

<sup>14</sup> All demographic and socioeconomic status data are from the U.S. Census Bureau’s 2015 American Community Survey five-year estimates.



American/Alaska Native. 46% of the population is white non-Latino (compared to 71% countywide).

- **Combined, populations of color increased in proportion by 51% between 2000 and 2015.**  
The black/African American population increased by 153%, and the Latino population increased by 32%.
- Rockwood's children are even more diverse than the general population: only 34% of children under age 18 are white non-Latino—and some of those counted within this percentage are immigrant/refugee children of Slavic families—while 39% are Latino and 12% are black/African American.
- Rockwood is younger, on average, than the county: 30% of Rockwood's population is under age 18, compared to 20% countywide.
- **34% of Rockwood residents are foreign-born. 28% of residents are not U.S. citizens** (compared to 14% and 8% county-wide, respectively).
- The number of Rockwood residents who are foreign born increased by approximately 40% between 2010 and 2015.

#### **Socioeconomic status**

- **41% of Rockwood's population lives in poverty.**
- **Even higher proportions of populations of color live in poverty: 79% of Native Americans/American Indians, 66% of blacks/African Americans, 54% of Latinos, and 41% of Pacific Islanders.**
- **The majority (56%) of Rockwood residents under age 18 live in poverty.**
- **The unemployment rate in Rockwood (14.0%) is 59% higher than that of Multnomah County as a whole (8.8%).**

- **The median household income in Rockwood is \$28,726, only 53% that of Multnomah County overall (\$54,102).**
- **45% of Rockwood households participate in the Supplemental Nutrition Assistance Program. This rate is 46% for Latino households, 48% for multiracial households, and 68% for African American households. Over 42% of white non-Latino households, a group that includes Slavic immigrant/refugee households, are SNAP recipients.**

### **Education**<sup>15</sup>

- **Nearly one-third (30%) of Rockwood’s residents ages 25 and older have less than a high school education, including two-thirds (67%) of Latino residents ages 25 and older.**<sup>16</sup>
- **Over 90% of students at Davis, Hartley, and Alder elementary schools in Rockwood participate in the Free & Reduced Lunch Program (94%, 91%, and 90%, respectively), as do 80% of students at H.B. Lee and Reynolds middle schools, and 50% at Reynolds High School.**
- **Students of color are the majority at all schools in Rockwood: 79% at Davis, 78% at Hartley, and 84% at Alder elementary schools; 78% at H.B. Lee and 75% at Reynolds middle schools; and 64% at Reynolds High School.**
- **The majority or near-majority of elementary students in Rockwood are Latino: 55% at Alder, 49% at Davis, and 56% at Hartley.**
- **White non-Latino students are at least twice as likely as Latino, African American, and Pacific Islander students at Rockwood schools to be at or above grade level in reading and math.**
- **Only 67% of students at Reynolds High School graduate on time. Only 59% of Latinos**

---

<sup>15</sup> With the exception of adult educational attainment, education data are from the Oregon Department of Education.

<sup>16</sup> 2015 American Community Survey five-year estimates.

**and 55% of African American students** graduate in four years.

### **Built environment**

- Rockwood’s built environment makes accessing vital resources, such as affordable healthy food, difficult. A food access survey showed **residents travel an average of 6.3 miles to buy affordable food.**<sup>17</sup>
- **Rockwood residents lack access to a vehicle at a rate 57% higher than countywide**—a deficit compounded by the distances they must travel for affordable food or other necessities, and by the fact that Rockwood is not well served by public transit.<sup>18</sup>

### **Health**

- **Diabetes rates are 34% higher in Rockwood** than in Portland as a whole.
- **Asthma rates are 20% higher in Rockwood** than in Portland as a whole.
- **Coronary heart disease rates are 25% higher in Rockwood** than in Portland as a whole.<sup>19</sup>

### **Crime**

- Between 2011 and 2013, **Part I crimes** – criminal homicide, forcible rape, robbery, assault, burglary, motor vehicle theft, and arson – decreased countywide, but **increased by 62% in Rockwood.**<sup>20</sup>

Additional details related to Health (opioid abuse) and Crime (gang violence and youth offenders) are included in the Competitive Preference Priorities

---

<sup>17</sup> Regional Equity Atlas, using data from ESRI Business Analyst. Cuneo, Monica, *Improving Healthy Food Access in Rockwood Using Community Voice and Mapping*, Ecumenical Ministries of Oregon & Oregon Public Health Institute, 2014.

<sup>18</sup> 2015 American Community Survey five-year estimates.

<sup>19</sup> Behavioral Risk Factor Surveillance System (2014) and CDC 500 Cities data project.

<sup>20</sup> Multnomah County Department of Community Justice probation data; Local Public Safety Coordinating Council Part I crime data. Due to a change in how law enforcement tracks and shares data, these are the most recent data available.

## **Housing**

- **56% of Rockwood households spend 35% or more of their income on housing.**<sup>21</sup>

### **1.4 Schools in Need**

Portland is served by six school districts, including Portland Public Schools (PPS), which includes the Albina neighborhood, and Reynolds School District (RSD), which includes the Rockwood neighborhood. The ARPNI will serve nine schools, including the Harriet Tubman Middle School, which will open in the 2018-19 school year.<sup>22</sup> The Oregon Department of Education (ODE) is currently transitioning from ESEA to ESSA, and the State will not identify schools to be implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) of the ESEA until the fall of 2018. Previously, under ODE's ESEA flexibility waiver, five of the eight currently operating schools we will serve were identified either as "Focus" (ranked the bottom 5% of Title I schools) or "Priority" (ranked in the bottom 15% of Title I schools), making it likely they will be identified for either comprehensive or targeted support and improvement once ESSA is fully implemented. The remaining three schools—Reynolds HS and its two feeders, Reynolds MS and H.B. Lee MS are also likely to be identified for targeted support and improvement, given the increasing poverty in the neighborhood and persistent disparities in graduation rates and other outcomes for children of color within these schools. For example, the 2015-16 4-year cohort graduation rate at Reynolds HS was 67% (ODE's identified cut-off rate for comprehensive support schools), with substantially lower rates for students who were American Indian/Alaskan Native (50%), Native Hawaiian/Pacific Islander (43%), Black/African American (55%), Hispanic/Latino (59%), or

---

<sup>21</sup> American Community Survey 2015 five-year estimates.

<sup>22</sup> In that same school year, Boise-Eliot will convert from a PK-8 to a PK-5, becoming the sole feeder to the new Tubman Middle School; thus, demographic data for the schools served by the ARPNI should not be effected.

Limited English Proficient (47%).<sup>23</sup>

### ***Student Achievement at Target Schools***

The chart below shows the percentage of students assessed as being at or above grade level in English and Math at each of the schools in the ARPNI. As the chart confirms, white children are significantly outperforming all other groups of students (\* note that school-level data are not released for groups in cases when the number of students tested is deemed too low to preserve student privacy). Even with the intense interventions at Jefferson, adoption of the Smarter Balanced has created new hurdles, with fewer students at the high school performing at or above grade level in both math and reading.<sup>24</sup>

<b>MATH</b>							
Students who are <b>at or above grade level</b>							
According to 2015-16 State assessments							
<b><u>Albina</u></b>	White non-Hispanic	Black - African Am	Asian	Am Indian/ Alaska Native	Native Hawaiian / Pacific Islander	Latino/ Hispanic	Multiple Ethnicities
Boise-Eliot PK-8	47.2%	21.9%	36.4%	33.3%	*	8.6%	22.6%
Jefferson HS	26.9%	<5%	*	*	*	10.0%	10.0%
<b><u>Rockwood</u></b>							
Alder ES	8.1%	6.1%	12.5%	*	<5%	6.5%	6.7%
Davis ES	12.8%	<5%	14.3%	*	16.7%	<5%	20.0%

---

<sup>23</sup> Oregon Department of Education Cohort Graduation Rate 2015-2016 Media File, available online

<http://www.oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx>

<sup>24</sup> The source for both charts is the ODE 2015-16 State Assessment Results for Math and ELA

<http://www.ode.state.or.us/search/page/?=5387> ODE is expected to continue to adjust the benchmark for what qualifies as meeting grade level.

Hartley ES	46.3%	15.0%	50.0%	*	12.5%	14.1%	27.3%
HB Lee MS	25.3%	8.9%	47.1	*	9.5%	13.4%	26.3%
Reynolds MS	35.4%	6.5%	33.3%	14.3%	5.0%	13.5%	46.3%
Reynolds HS	28.5%	22.2%	30.6%	*	20.0%	10.2%	20.0%

<b>English Language Arts and Reading</b> Students who are at or above grade level According to 2015-16 State assessments							
<b><u>Albina</u></b>	White non- Hispanic	Black - African Am	Asian	Am Indian/ Alaska Native	Native Hawaiian / Pacific Islander	Latino/ Hispanic	Multiple Ethnicities
Boise-Eliot PK-8	63.9%	30.4%	72.7%	16.7%	*	17.1%	32.3%
Jefferson HS	46.2%	10.4%	*	*	*	37.5%	50.0%
<b><u>Rockwood</u></b>							
Alder ES	21.6%	11.8%	6.3%	*	<5%	9.8%	14.3%
Davis ES	34.1%	<5%	7.1%	*	<5%	12.4%	<5%
Hartley ES	45.5%	28.6%	33.3%	*	12.5%	18.1%	36.4%
HB Lee MS	43.3%	26.1%	57.5%	*	42.9%	21.8%	41.0%
Reynolds MS	44.9%	20.3%	42.6%	28.6%	15.0%	23.8%	45.2%
Reynolds HS	60.2%	48.6%	57.1%	*	45.5%	41.4%	47.4%

Graduation rates reveal further disparities based on race, socioeconomic status, disabilities, and English proficiency. The tables below show the percentage of students graduating at the two target high schools, which reflect the success to date of WSM at Jefferson, and the imperative for expanding that effort to include Reynolds.<sup>25</sup>

---

<sup>25</sup> Data for both tables comes from the ODE 2015-2016 Cohort Graduation Media File, available online

<b>2015-16 Graduation Rates</b>							
4-Year Cohort Graduation Rate by Race/Ethnicity							
	White non- Hispanic	Black - African Amer	Asian Amer	American Indian/ Alaska Native	Native Hawaiian / Pacific Islander	Latino/ Hispanic	Multiple Ethnicities
<b>Statewide</b>	76%	63%	87%	55%	63%	67%	73%
<b>Jefferson High School</b>	92%	81%	100%	50%	100%	67%	80%
<b>Reynolds High School</b>	73%	55%	82%	50%	43%	59%	60%

<b>2015-16 Graduation Rates</b>			
4-Year Cohort Graduation Rate by Other Factors			
	<b>Economically disadvantaged students</b>	<b>Students With Disabilities</b>	<b>English Learners</b>
<b>Statewide</b>	68%	56%	53%
<b>Jefferson High School</b>	84%	82%	50%
<b>Reynolds High School</b>	65%	47%	47%

### 1.5 Needs and Segmentation Analysis to identify gaps in services and infrastructure

ARPNI built upon the relationships and structure of SF2020 to conduct its needs and segmentation analysis, which has emphasized inclusion of many key partners including school personnel, service providers, government officials, civic leaders, and resident voices. The ARPNI collaborative has convened work groups and relied on expertise from a variety of partners to gather data, identify gaps, and build the evidence base to develop our continuum of solutions. The needs assessment relies on primary and secondary data sources to determine the

level of need, disaggregating data and/or providing additional context when possible to reveal specific population segments with disproportionate need. The needs assessment includes data from the following sources, gathered at the smallest geographic level available:

- **National datasets** available at the census tract level, including Census 2000 and 2010 population data and the 2015 American Community Survey data.
- **Local data** from LEAs, Oregon Department of Education, Multnomah County Department of Health, the Multnomah County Library system, city-county housing agencies, and others.
- **Countywide surveys and assessments** conducted **by outside evaluators**.
- **School improvement plans** from the target schools.
- **Community input activities** including PTA meetings, family conferences, community-based researchers surveying and interviewing clients served by ARNPI partners, and a school climate survey.

Through this process, we have established baseline data and set five-year goals as follows:



Indicators	Current Data	Year 1 Goal	Year 2 Goal	Year 3 Goal	Year 4 Goal	Year 5 Goal
GPRA 1 Kindergartners Demonstrate Age-Appropriate Functioning	<u>ARPNI 2016-17 All Students Kindergarten Assessment, as a percentage of the Statewide Average</u> <sup>26</sup> : <b>Numeracy: 83%; Literacy, names of letters: 57%; Literacy, sounds of letters: 41%</b>	Establish ARPNI Baseline	Baseline + 5%	Year 2+ 5%	Year 3+ 5%	Year 4+ 5%
GPRA 2.1 Academic Proficiency: Math	<u>ARPNI 2016-17 All Students Meeting Benchmark on Smarter Balanced Assessment: Math: 18%</u>	25%	30%	35%	40%	45%
GPRA 2.2 Academic Proficiency: ELA	<u>ARPNI 2016-17 All Students Meeting Benchmark on Smarter Balanced Assessment: ELA: 30%</u>	35%	40%	45%	50%	55%
GPRA 3.1 Average Daily Attendance, Gr 6-9	<u>ADA by School (Not available for ARPNI)</u> <b>Boise-Eliot PK-8: 94%</b> <b>HB Lee MS: 93% Reynolds MS: 93%</b>	95%	95%	95%	95%	95%
GPRA 3.3 Chronic Absenteeism, Gr 6-9	<u>ARPNI 2016-17 Chronic Absenteeism: 25.1%</u>	22%	19%	16%	13%	10%
GPRA 4 Graduation Rates	<u>ARPNI Graduation Rate: Reynolds HS 67% overall</u> <b>57% underserved minorities</b> <sup>27</sup>	70% 60%	73% 63%	76% 66%	79% 69%	82% 72%

<sup>26</sup> The State of Oregon does have standardized Kindergarten Assessments and we have data available annually at the school level. These assessments have not been benchmarked, but do follow the consistent pattern of lower performance for specific subgroups by race and income. ARPNI Early Learning interventions will specifically target increasing performance on the ODE Kindergarten Readiness Assessments including Approaches to Learning, Literacy and Numeracy.

<sup>27</sup> Oregon Department of Education calculates "underserved" based on graduation rates for black/African American, Hispanic/Latino, American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander. The ARPNI will use this rate as a baseline indicator along with total graduation rate to ensure we measure student success for the ARPNI target population.

GPRA 5.1 Postsecondary Enrollment	<u>13-14 HS Grads enrolled in PS</u> Percent: <b>57%</b>	60%	63%	66%	69%	72%
GPRA 5.2 Postsecondary Completion	<u>2008-09 High School Graduates with Postsecondary</u> <u>Completion 6 years later: <b>30%</b></u>	33%	36%	39%	42%	45%
GPRA 6 Consume 5+ Fruits/Vegs	<u>Multnomah County Rate (8<sup>th</sup> grade): &lt; <b>31.0%</b></u>	Establish ARPNI Baseline	Baseline + 5%	Year 2 + 5%	Year 3 + 5%	Year 4 + 5%
GPRA 7 Feel Safe at School and Traveling to/from School	<u>Multnomah County Rate (8<sup>th</sup> grade): &lt; <b>94.7%</b></u>	Establish ARPNI Baseline	Baseline + 5%	Year 2 + 5%	Year 3 + 5%	Year 4 + 5%
GPRA 8 Student Mobility Rate	<u>School-based rate (all schools in ARPNI) 2015-16:</u> <b>19%</b>	18%	16%	14%	12%	10%
GPRA 9.1 Children (birth-8 <sup>th</sup> grade) read to or reading 3x/week	Not Yet Collected.	Establish ARPNI Baseline	Baseline + 5%	Year 2 + 5%	Year 3 + 5%	Year 4 + 5%
GPRA 9.2 Talk to Children (9-12 <sup>th</sup> grade) about College/Career	Not Yet Collected.	Establish ARPNI Baseline	Baseline + 5%	Year 2 + 5%	Year 3 + 5%	Year 4 + 5%
GPRA 10 Access to Internet	<u>Multnomah County Rate (household income &lt;\$30k):</u> <b>71%</b>	Establish ARPNI Baseline	Baseline + 5%	Year 2 + 5%	Year 3 + 5%	Year 4 + 5%

## Nature and Magnitude of Gaps

As evidenced by the data provided above, children, youth and families in the target neighborhoods face many of the same achievement and socioeconomic gaps that challenge low-income and disenfranchised communities and schools across the country. Our needs and segmentation analysis identified some gaps that are unique to our community. For example:

**Enhance early learning for sub-groups:** While all children living at or near poverty are at high risk, there is a sub-set of these children who are at the very highest risk: children of color who are living in households at or below the 100% poverty level. There is a particular need to provide Early Head Start services (Prenatal-3 years old) to children whose mothers and fathers attend Jefferson High School so that the parents can complete high school. Our goal is to prevent a dual-generation cycle of disengagement from school, while also laying the groundwork needed to improve educational achievement even before children enter kindergarten and supporting early parent engagement, setting the stage for sustained, successful involvement by teen parents in their children's education.

**Reduce Exclusionary Discipline:** A major obstacle to African American students' academic success is disparately high rates of exclusionary discipline, which disconnects students from the school environment, disrupts their opportunity to learn, and too often leads students dropping out of school. An extensive analysis of data by the Multnomah County Commission on Children, Families, and Community found that African American students are disciplined with suspension or expulsion at a rate almost 3.5 times that of white students.<sup>28</sup> African refugees are disproportionately represented in exclusionary discipline incidents as well. Research shows that students who experience exclusionary discipline are significantly more likely to become

---

<sup>28</sup> Oregon Healthy Teen Survey 2015 results by race for Multnomah County

involved in the juvenile justice system within the following year.<sup>29</sup> The coordinated youth advocacy, family engagement, and wraparound services to be provided in the ARPNI will support universal and targeted school approaches emphasizing culturally responsive positive behavioral support systems, and working closely with school administrators and staff to institute less deleterious alternatives such as peer adjudication, restorative justice programs, and in-school suspension. (More detail on these efforts is included in the discussion in the Competitive Preference Priority section below of the alignment of ARPNI efforts with those of the Multnomah District Attorney's Office, recipient of a Byrne Criminal Justice Innovative Grant.)

The project design below details how ARPNI will address these and other gaps over the five-year grant period and beyond.

## Section II: Project Design

The cradle-to-career continuum, which is outlined in the ARPNI Logic Model, provides an intentional, sequenced, and developmentally appropriate pathway to postsecondary readiness and success. This aligned continuum of supports is tailored to **the specific context of the high- need schools in the PNI**; is driven by a shared commitment to achieving equity through the **provision of culturally specific/responsive best practices**; incorporates a **robust longitudinal system for collecting, tracking, sharing, and analyzing individual and aggregate student outcome data**, allowing providers to implement **evidence-based continuous improvement of service delivery**; builds on lessons learned from a **proven model of strengths-based youth advocacy and comprehensive, differentiated academic and other wraparound supports**; **engages families to leverage and strengthen the assets students need** to reach their highest

---

<sup>29</sup> *Exclusionary Discipline in Multnomah County Schools: How Suspensions and Expulsions Impact Students of Color* (2012). Portland, OR: Multnomah County Commission on Children, Families, and Children.

aspirations and full potential; and **aligns resources** (e.g., referral systems, communication channels, and partnerships among school, community, government, nonprofit, and business/industry stakeholder groups).

Using this logic model, the ARPNI has developed a project design based on SEI's **Whole School Model** (WSM), which has been rigorously studied; and the evidence and practice-informed programs of our partners. SEI pioneered the WSM to respond to the reality that current school systems are still primarily designed to deliver education in an equal rather than an equitable way; that is, school systems implicitly assume every child can get to the same endpoint with the same program, regardless of where their start. But families of means can provide resources and supports for their children to drive success within current systems. WSM provides analogous resources and supports to drive equity for the kids and families who would otherwise fall behind—even as it provides school leaders with means and partners to change the system.

All of the ARPNI partners will align their programs to the philosophical and strategic framework provided by the SEI WSM, breaking down silos and removing barriers that prevent the seamless delivery of services to students and families, fully engaging neighborhood residents, and making schools the centerpiece of the PNI. The next page diagrams the logic model, theory of change, vision, and standards, which all partners embrace and which will drive ARPNI efforts. As the theory of change indicates, **equity of opportunity for every student and family is the overriding goal, across the entire cradle-to-career continuum.**

### Albina-Rockwood Promise Neighborhood

**Theory of Change: Drive equity through integrated evidence-based, practice-based culturally specific/responsive continuum of cradle-to-career programs that empower traditionally underserved students and families of color to achieve academic and economic success.**

Resources/Inputs	Activities	Outputs at Scale	Outcomes	
			Short-Term	Long-Term
Replicating/expanding a transformational model proven successful at Jefferson High School for marginalized students to graduate from high school and pursue post-secondary college/career pathways	Parent/Family Engagement (prenatal care, early learning, language/literacy, kindergarten transition, home visits, preschool, asset building, leadership development)	1495 youth and 1495 families enrolled per year (460 early childhood, 1035 school aged)	5% annual increase in families reading 3x/week	Children enter kindergarten ready to succeed in school
Culturally specific/ responsive staff and 8 one-stop focal centers familiar to the communities.	Individualized Support (home visits, case management, creation of Individual Success Plan, social/emotional, positive cultural identity, goal setting, mentoring, positive behavioral supports, college/career coaching)	356 early learning group activities (child, parent/child, parent) per year (916 hours per year)	5% annual increase in neighborhood students performing at grade level according to state mathematics assessments	Students are proficient in core academic subjects
Site-based bicultural staff at schools and full-service community school programs	Academic Skill Building (in/after/summer school academic programs, transition programs 5 <sup>th</sup> to 6 <sup>th</sup> and 8 <sup>th</sup> to 9 <sup>th</sup> , ongoing recovery classes, community schools, college/career pathway development)	12 hours of individualized support per student (12,420 hours)	5% annual increase in neighborhood students performing at grade level according English language arts state assessments	Students successfully transition from elementary to middle, and middle to high school
Culturally and linguistically appropriate evidence-based practices/solutions and curriculum proven effective in the field	Resource Navigation (health and wellness, housing, basic needs, employment, financial counseling)	30 hours of academic skill building per student (31,050)	Neighborhood schools achieve/maintain a 95% attendance rate	Students successfully transition from elementary to middle, and middle to high school
Leveraged resources from culturally specific/responsive programs supported by sustainable funding streams	School Improvement/ Reform (teacher professional development, increase staff of color on site in schools, modeling behavior and working with staff on school learning environment/ School Improvement Plans)	5 hours of resource navigation per family (7,475)	Neighborhood schools reduce chronic absenteeism by 3% per year	Youth graduate from high school
Commitments from key partners/systems with additional resources and alignment with other system change (e.g., early learning hubs/networks, schools' reform/turn around plans/Title I investments, colleges/career technical trainers, health centers, housing)	Systemic Alignment (shared interagency data, IRB and participant consent, cross referrals, unity summit, interdisciplinary meetings, youth voices, communication materials)	12 hours per month of school improvement/reform supports per district (288 hours)	Neighborhood schools decrease student mobility by 1% in Yr1 and 2% annually thereafter	High school graduates obtain a post-secondary degree, certification or credential
Intentional efforts for shared and integrated systems (data collection, governance, organizational capacity building, communication/program development)		12 hours per month of systemic alignment (144 hours)	Neighborhood schools raise graduation rates 3% per year/up to 90%	
			3% annual increase in neighborhood students attending/completing postsecondary education	

**Vision: Every child excels and every family thrives.**

**Standards: Honor and respect each other—value our diversity and differences; Treasure our rich cultures and communities—maintain inclusivity for the cultures of all people; Be mindful of what is true—build trust and strive to be honest in word and practices.**

### *Albina-Rockwood PNI Strategic Framework*

The ARPNI will continue SEI's WSM at Jefferson High School, expanding the approach across the pipeline by **implementing the following foundational WSM components from early childhood, through feeder elementary and middle schools, into both Jefferson and Reynolds High School:**

- **Relationship Model:** Caring staff advocates/mentors who establish strong pro-social relationships with youth and their families based on trust and mutual respect;
- **Culture of Success:** High expectations for each child's potential, teaching of responsible attitudes and behavior through adult role models/mentors, and incentives and rituals to foster respect, shared purpose, and positive bonding;
- **Continuum of Services:** Developmentally and culturally appropriate services across key transitions into and through school, and onto job training and career; and
- **Comprehensiveness:** Working with the "whole child" across environments: at school, at home (with parents/guardians), and in the community.

These components provide the "right what," the "right who," and the "right how" needed to help students prepare for successful high school graduation, postsecondary college/careers, and positive contributing citizenship. **The "Right What"** are the coordinated opportunities, support, and case management services provided to students before, during and after school, in school, at home, and over the summer, linked closely with parent engagement and wraparound family supports. **The "Right Who"** ensures that along every stage of the cradle-to-career continuum, the organizations and individuals providing services share fundamental beliefs, which ARPNI has codified as part of its operating structure. **The "Right How"** is the Relationship Model, the foundation of SEI's

service delivery approach which is integrated across the organization's policies and practices.<sup>30</sup>

Under the Relationship Model, each student is assigned an **In-School Youth Advocate** (managing a caseload of approximately 35-40 students), who has an office in the school building and provides 24/7 support. At the beginning of the school year, each student works with the advocate to outline an **Individual Success Plan** (ISP) setting goals for academic, social, and personal success, and outlining specific short-term and long-term strategies for achieving them. The advocate works closely with school personnel to ensure that the ISP aligns with school measures (e.g., attendance and grades), while advocating for and providing support and resources that each student needs. The advocate monitors student progress monthly; ensures participation in after-school/summer activities; participates in bi-weekly case management meetings with school personnel and others to discuss student progress; and arranges for any needed interventions such as foster care placement or emergency assistance. In-School Youth Advocates work closely with **Family Engagement Coordinators** (handling larger caseloads of about 1:200) to engage families in supporting their children's success. WSM programs include:

- **In-School:** intensive case management, mentoring, and support for ISP goals.
- **After-School:** academic tutoring and homework assistance, arts, STEM/STEAM, sports, social and life skills, college/career development.
- **Summer:** five-week, full-day schedule of academic classes, credit recovery classes, activity-based learning and field trips, campus/worksite tours, internships, job placements.

---

<sup>30</sup> The Relationship Model was originally developed in the late 1980s by Joy DeGruy, Ph.D., who also created the SEI Standards. In 2007, SEI developed the Relationship Model "2.0" to reflect a redefinition of culture based on environmental surroundings rather than narrow constructs of race, ethnicity, gender, or religion



- **Post-High School:** postsecondary education support, career readiness, alumni program.
- **Parent/Family Engagement:** Home visits, family nights, parent/grandparent groups, parent education workshops, leadership opportunities, case management, special events.
- **Wraparound support services for students and families:** Referrals to internal and external family stabilization, employment services, housing and energy assistance, parent and child development, domestic violence, adult education, and workforce training.

Intentional planning for the **transition from high school graduation to postsecondary education and potential career pathways** starts in ninth grade for every student. A series of increasingly in-depth college/career-related experiences are woven into all programming (in-school, after-school, summer, parent-family engagement). After graduation, WSM enrollees are assigned a **Post High School Coordinator** who continues to help students set ISP goals; access advising, financial aid, and scholarships; develop college/career skills; access professional mentors; conduct monthly check-in's to gauge progress and help students navigate college life; monitor grades; gain practical paid work or volunteer/serve as a peer mentor. More information on the ARPNI postsecondary approach is provided below.

### ***Replicating/Adapting the SEI Model for Albina-Rockwood PNI***

One of the defining hallmarks of the proposed PNI is **a theory of change positing that “equity IS excellence,” and that culturally specific/responsive services are an integral part of an evidence- and practice-based cradle-to-career continuum for traditionally underserved students and families.** We are also very attentive to the meanings and complex dynamics of “place” as we provide services across two communities that are geographically distinct but tied by demographic and economic factors.

### **“No Wrong Door”**

The proposed Albina-Rockwood Promise Neighborhood Initiative is unique in that it is **culturally specific and culturally responsive**, providing services through partner organizations that are particularly attuned to the needs of the specific racial, ethnic, and immigrant/refugee communities to be served. The collaboration is especially powerful because these partners have adopted a “**no wrong door**” approach to ensure that every student and family is matched with appropriate services, no matter how they enter the service model. Our collaborative includes culturally specific organizations whose staff have first-hand expertise and experience in serving distinct cultural and linguistic populations, as well as mainstream organizations whose staff are well-trained in delivering services in a culturally responsive way; together, the members of the collaborative are honing practices for designing and implementing effective services for specific sub-groups of students, families, and communities. Because every staff member and organization in our collaborative respects culturally and linguistically diverse students, schools, families, and communities, any staff member will be able to connect any student and family with the culturally specific/responsive services they need.

SEI grew out of the community it serves, and SEI's expertise and success has been honed over time deeply embedded in that community. Recognizing the need to make the model work with younger kids and their families, and with other communities of color, the project design focuses on engaging other partners whose expertise and success complements SEI's. While the partners have all operated successful, effective programs in Multnomah County, the ARPNI provides an opportunity for these culturally specific and culturally responsive providers to collaborate more deeply, using a single focus, an agreed-upon program design, and shared resources and approaches. The ARPNI will model how this thoughtful collaboration across organizations can result in more than "parallel play": it deepens collective impact, allowing proven innovations to be transferred effectively to new settings and new student populations. The result is that every child and family is connected to appropriate services and opportunities

matched to their cultural and linguistic background and needs.

At the root of ARPNI's organizing vision and theory of change is a set of standards (outlined in the Logic Model above and in Appendix G) that bind together a group of community-based partners with deep and varied expertise in serving communities of color. Using these standards, each ARPNI partner will incorporate the following components into their culturally specific/responsive work, based on SEI's WSM experience and results:

**Youth Advocacy and Coordination** to provide a student caseload (35 at the high school level, 40 at the middle school level), with **individualized support** (including an ISP), **24/7 case management, academic skill-building and monitoring**, incentives, opportunities for meaningful participation in schools and communities, mentoring, culturally responsive positive behavioral and social/emotional supports, cooperative bridges between home and school (including support for **school improvement/transformation and teacher/staff development**), resource navigation and intensive wraparound services.

**Family Advocacy/Engagement** to strengthen the home-school-community relationship, and parent-child relationships, and increase parent/family involvement, visibility, voice, and leadership opportunities. Services will include home visits and family assessments, referrals to/coordination of appropriate resources designed to foster economic stability and improve family functioning, parenting classes, parent/grandparent support groups, skill-building workshops, crisis intervention assistance, and conflict resolution at home and school.

**Resource Navigation and Wraparound System of Care for Students and Families** to address barriers and develop/enhance assets. These will include assistance with housing, financial, adult education, parent education and support groups, domestic violence services, drug abuse prevention and treatment, and other support services.

**Family Economic Stability and Positive, Contributing Citizenship** to ensure that students and their families are able to secure a family-supporting job and stable housing.

***2.1 Complete continuum of solutions – early learning through K-12, college and career readiness, family and community supports***

Each partner organization brings the WSM principles, strategies, and service components into their culturally specific/responsive programs. In this section, we describe the specific program designs that will support the overall project. Further details on each intervention, including the evidence base, the need segmentation analysis, the number of children/families served, and the cost, can be found in Appendix F.

<b>Albina-Rockwood Promise Neighborhood Initiative Summary of Early Learning Interventions</b>	
Interventions	Early Head Start for Teen Parents Chxi San Parent Play Group and Positive Indian Parenting Juntos Aprendemos Early Literacy Ready Set Go IRCO Family Engagement
Partners	Albina Head Start, IRCO, Metropolitan Family Services, NAYA
Indicators	Number/percentage of kindergartners who demonstrate age-appropriate functioning Number/percentage of young children who are read to or read 3 times/week

**EARLY LEARNING INTERVENTIONS:** *These interventions are a core component of our service continuum and lay the foundation for all of our school-based programs. Further details on the interventions, including the evidence base, the need segmentation analysis, the number of children/families served, and the cost, can be found in Appendix F.*

**Early Head Start for Teen Parents:** Albina Head Start/Early Head Start (AHS) is a trusted and long-standing community organization that has served low-income families and children at

various locations in the target neighborhoods since 1965. It is widely respected locally and nationally for its innovations in Head Start and Early Head Start programming, and its close partnerships with area schools and community organizations to better align curriculum and services. Since 1975, AHS has been lead by Ron Herndon, a prominent Oregon civil rights leader who also served for two decades as President and Chairman of the Board of the National Head Start Association, where his accomplishments included development of the National Head Start Training Academy. Herndon also created a program that both addressed the need for more substitute teachers for Head Start classrooms and provided much-needed jobs for parents of Head Start children. AHS will provide Early Head Start services (Prenatal – 3 years) to children whose mothers and fathers attend Jefferson High School. For over a decade AHS has partnered with PPS and PPS Teen Parent Program to provide Early Head Start childcare services for teen mothers and fathers. These services give at-risk teen parents an opportunity to focus on graduating from high school and attaining postsecondary academic and career success. The ARPNI services at Jefferson High School will increase the number of Early Head Start slots available to low-income teen parents, providing their children with a birth-to-school entry continuum of high-quality, integrated, comprehensive early childhood education programming that promotes school readiness for children and families living in poverty.

**Evidence Base:** Extensive longitudinal and randomized controlled research and other studies have provided a massive body of evidence about the effectiveness of Head Start and Early Head Start in improving the lives of children and families. Data support Head Start's positive impact on academic success, high school graduation rates, postsecondary entrance, employment, and other key indicators. AHS consistently meets or exceeds the standards set for Head Start programs.

**NAYA's Chxi San Playgroup and Positive Indian Parenting:** Chxi San, a Chinook Jargon

phrase meaning “New Day”, is a parent-child playgroup serving Prenatal-5 years, and focused on developing skills for the whole family in early learning/kindergarten readiness, positive parent-child interaction, and fostering healthy development in all domains, including social and emotional development. Offered weekly, Chxi San simulates the preschool classroom experience, with parents participating alongside their children to support their learning and become comfortable in a classroom-style environment. Chxi San is offered in conjunction with Positive Indian Parenting (PIP), a culturally specific parent education curriculum developed by tribal elders in association with the National Indian Child Welfare Association. PIP provides an 8-10 week parent training class for Indian parents, caregivers, and non-Native foster parents of Indian children. The program is curriculum-based and includes eight modules, delivered by trained facilitators.

**Evidence Base:** Chxi San parent/child interaction groups use The Creative Curriculum© for Preschool, a comprehensive, scientifically-based early childhood curriculum that focuses on a developmentally enriching early childhood environment as a base for programming, adding cultural elements and elements from the Positive Indian Parenting curriculum. All children enrolled in the Chxi San program are assessed regularly using the Ages and Stages Questionnaire (ASQ) III and ASQ-SE in order to determine strengths and areas of need in the domains of gross motor, fine motor, verbal, cognitive, and social/emotional development. Although there have been no formal evaluations of Positive Indian Parenting, it has been deemed an effective practice by the First Nations Behavioral Health and is grounded in extensive child welfare practice experience.

**Juntos Aprendemos:** Latino Network's Juntos Aprendemos (JA) is a culturally specific, parent-

child early literacy program focused on family involvement as a key principle in building the foundation for children's success in school. The program brings low-income Latino children and parents to their neighborhood school for 30 weekly, 2 hour-long classes. JA is designed to build upon Latino community wisdom, strength, and determination to create a better future for children who learn to focus on age-appropriate activities for learning letters, numbers, and colors. It also enhances Latino children's ability to use language, to engage positively with peers and teachers, and to experience success in the school environment. Parents attend classes where they learn strategies for supporting their children's cognitive and emotional development in the home.

**Evidence Base:** JA has been successfully preparing children and parents for success in kindergarten for the past 18 years. Each year, over 90% of children who participate in JA make measurable gains in key kindergarten readiness indicators (ability to recognize written letters and letter sounds; ability to count, recognize written numbers, and correlate quantities; ability to hold a book correctly and turn the pages following a story; ability to recognize their first name in writing). Parents or caregivers demonstrate significant improvements in their abilities to support their children's early learning: more than 90% of parents/caregivers increase the frequency of reading to their children to at least 3 times per week, increase the frequency of educational activities with their children at home, and increase their use of positive parent-child communication strategies.

**Ready Set Go!**: Metropolitan Family Service's Ready, Set, Go! is a kindergarten readiness/parent education program serving preschoolers and their families to build social-emotional skills needed for life success. RSG serves three- and four-year-olds who are not presently enrolled in pre-school through parent-child interaction groups, parenting education, workshops, and home visits. RSG's model has four main components: 1) Home visits focus on

building relationships with families and assessing children's development and early literacy skills;

- 2) Parent-Child Interaction Groups simulate preschool classes and are designed to increase the school readiness and literacy skills of children who will enter kindergarten in the next school year;
- 3) Kindergarten readiness workshops focus on ways parents can support their children's cognitive and social emotional development to help them be ready for kindergarten; and 4) Parenting education uses the research-based Make Parenting a Pleasure curriculum, providing parents with the skills, knowledge, and support necessary to raise their children successfully.

**Evidence Base:** Children served by RSG excel on the Child Behavior Rating Scale, which measures social and emotional readiness for kindergarten. For the two years we have received school district data, RSG children have done better than the state average in the Approaches to Learning average score. Children score at average or above average on the Get Ready to Read Early literacy assessment (92% of children meet this goal). Children attending RSG experience gains in educational outcomes in both reading and math standardized testing, and they demonstrate steady gains in math and reading over time. 87% of RSG parents show an improvement of family functioning scores on the Protective Factors Survey. 85% of RSG parents attend an event at their school prior to their child entering kindergarten.

**IRCO Family Engagement:** IRCO will provide immigrant and refugee families with comprehensive culturally and linguistically specific family engagement services for prenatal mothers and families with children from birth to age 5, focusing on promoting holistic healthy child development, improving family self-sufficiency, helping parents prepare their children for kindergarten, fostering positive parent-child interactions, and preventing child abuse. Trauma-informed services will include developmental/health screening (ASQ testing fine and gross motor skills, personal-social development, problem solving and communication domains;



assessment by Multnomah Early Childhood Program for early intervention when needed), home visits, parent/child groups with a focus on modeling kindergarten readiness activities to parents during group activities and teaching parents/children to do the activities together in their daily home routine, and connection to available community resources.

**Evidence Base:** IRCO's culturally specific family engagement services have proven successful with evidence-based outcomes. IRCO has incorporated successful practices into its home visiting model, such as intensity levels determined by the Healthy Families of America Level System and the Level Promotion Criteria defined at assessment to determine the level of need and barriers. Evidence-based curriculum, like the nationally recognized Parents As Teachers (PAT) approach, are used to increase school readiness for both parents and children, helping families feel comfortable in a learning environment while building natural support networks with other program participants. Our bilingual, bicultural facilitators use visual and interactive tools to address low literacy with parents/families and increase social/emotional, intellectual, language and physical skills of the children. All children in our programs are assessed regularly using evidence-based ASQ-III and ASQ-SE assessments to determine strengths and areas of need in the domains of gross motor, fine motor, verbal, cognitive, and social/emotional development.

**Leveraging Additional Early Learning Resources and Funding:** ARPNI will leverage the success of Oregon's Early Learning System, through **Early Learning Multnomah (ELM)**, a regional hub co-led by UWCW and Multnomah County. ELM actively engages 34 organizations, including all the ARPNI organizations, to achieve three goals: 1) kindergarten readiness, 2) family stability, and 3) system alignment and coordination. Currently, ELM brings over \$4 Million in State funding to the County with a focus on low-income communities and communities of color, including both the Albina and Rockwood Neighborhoods. As the

operational partner in ARPNI, UWCW will actively align ELM resources and programs with the PNI efforts. ELM programs include:

**Kindergarten Readiness.** ELM connects families to schools early and often, strengthening the transition to kindergarten so children have every chance to succeed. Strategies include: *Register for Kindergarten Campaign*, a coordinated campaign to get children registered for kindergarten on time in Multnomah County; *Early Kindergarten Transition*, through which children in 41 SUN Schools are enrolled in two-week summer programs to support their transition into kindergarten; *Kindergarten Teacher Home Visits*, through which teachers from 24 schools visit with families in their homes before school starts; *Preschool Promise*, which creates high-quality preschool options with culturally relevant providers; and *P-3 Schools*, eight high-priority SUN schools that hire family engagement coordinators to build strong school and family partnerships to support success in kindergarten and early grades.

**Stable Families.** ELM reaches families where they are, equipping them with tools to provide stable, healthy environments for their growing children. Strategies include: *Parent Education/Parent Child Development Services*, through which case managers coach hundreds of families in positive parenting, healthy child development and access to services; *Community Education Workers*, which trains parents to help hard-to-reach families with school readiness skills in culturally appropriate ways; *Literacy Kits*, distributed materials that promote culturally specific ways of reading, talking, and playing with young children to foster healthy development; and *Welcome Baby Screening*, through which Healthy Families Oregon and the Health Department are streamlining a new baby screening tool so new parents understand what help is available, and programs can better anticipate and meet demands.

**Aligned Early Learning Services.** ELM creates efficiencies, shares insights, and focuses

investments, all to get better results for children and improve the experiences of families. Strategies include: *Targeted SUN Investment*, which reallocates funding to culturally-specific providers and communities based on ELM's new data showing 6 out of 10 low-income children under six in Multnomah County are children of color; *Focused Child Care Networks*, through which Multnomah County Child Care Resource & Referral invests in targeted child care coaching networks of home-based African American, Latino, and Slavic providers; *P-3 Learning Community*, which brings together leaders in early learning and K-12 education to learn from each other, thereby creating a smoother transition from early learning to early grades for children and families; *Home Visiting Referral Process*, a multi-sector home visiting network to address gaps and streamline the way families experience referrals to services across sectors; and *Developmental Screening*, which brings partners together to get the right support and training to more families of children with developmental delays and disabilities.

ELM provides an ideal framework within which the ARPNI partners can coordinate and align services with each other and with other local providers to meet the needs of families with 0-5 year olds in our target neighborhoods. Specific ELM-supported services which benefit ARPNI kids and families include:

- **Early Kindergarten Transition**, which occurs at each of the ARPNI elementary schools.
- **Preschool Promise**, with two new preschool classrooms opening this fall with state funding to serve Albina and Rockwood, part of a larger effort to increase capacity for additional preschool classrooms in both neighborhoods including mixed-delivery environments (current preschool providers, childcare providers, elementary schools, community-based organizations).

- **Community Education Workers**, who are placed with most of our ARPNI partners and will provide targeted outreach in the ARPNI community.
- **Early Literacy Kits**, which ARPNI partners disseminate to families of young children throughout the target community.

The proposed PNI would see the partners expand existing ELM efforts into our targeted elementary schools. Specifically, ELM plans to expand P-3 Coordinators and the Parent Teacher Home Visiting program across ARPNI elementary schools. Under the ARPNI, new Family Engagement Advocates will also be responsible for improving family engagement, including supporting families with successful kindergarten transition.

In addition, two successful Head Start programs serve ARPNI, Albina Head Start (the comprehensive work of which is described in section 3.2, with ARPNI-funded activities detailed in Appendix F) and the Mount Hood Community College Head Start classroom at Davis Elementary (described in the Mount Hood Community College letter of support in Appendix D).

<b>Albina-Rockwood Promise Neighborhood Initiative</b> <b>Summary of Comprehensive K-12 Interventions</b>	
Interventions	Whole School Model AARP Experience Corps Culturally Specific Youth and Family Advocacy
Partners	Metropolitan Family Service, IRCO, NAYA, SEI, Latino Network
Indicators	Number/percentage of students at or above grade level in math and in ELA Number of children who read to themselves 3 or more times per week Attendance rate of students in grades 6-9 Chronic absenteeism in grades 6-9 High school graduation rate Enrollment in postsecondary education Attainment of postsecondary degree, certification, or credential Number of students who feel safe at school Number of 9 <sup>th</sup> -12 <sup>th</sup> graders whose families talk about college and career

**COMPREHENSIVE K-12 EDUCATION INTERVENTIONS:** *These interventions are the core component of our service continuum in meeting comprehensive education reforms for K-12 students. Each intervention adheres to the WSM, incorporating all key elements of the WSM into culturally specific/responsive programs and services. Further details on each intervention, including the evidence base, the need segmentation analysis, the number of children/families served, and the cost, can be found in Appendix F.*

**Whole School Model:** The Albina-Rockwood Promise Neighborhood will “build out”

SEI’s WSM (described above) at Reynolds High School and at neighborhood feeder middle schools to both Jefferson and Reynolds. The significant outcomes achieved by the WSM as part of the schoolwide reform and transformation effort at Jefferson High School provides a strong rationale for its expansion as a culturally responsive strategy at other schools enrolling high-need and traditionally underserved students of color. The WSM is a tested **comprehensive, place-based intervention** that is adaptable to a particular school-community context (e.g., racial/ethnic cultures and language groups represented, achievement data, curricular goals and local school improvement plans, identified strengths/assets and barriers/challenges to school success, and the abilities of parents and families to support their children’s healthy development and academic growth). The WSM model embodies the shared vision of the Promise Neighborhood partnership that “every child excels and every family thrives,” and drives its equity-focused theory of change.

**Evidence Base:** McGee, M., and Burk, P. (June 2015). *Jefferson HS WSM Evaluation Study: Report Prepared for Self Enhancement, Inc.* Portland, OR: Center for Student Success, Graduate School of Education, Portland State University (PSU).

**This quasi-experimental two-year study compared academic outcomes of WSM students to a previous cohort of JHS students and used propensity scoring to identify a relevant**

**comparison group at another Portland high school (Roosevelt) with similar racial/ethnic demographics and Title I eligibility statistics but which does not offer SEI WSM (or core program) services.** Outcomes measured were attendance, credits earned (college and high school), GPA, statewide tests in reading and math, four-year graduation rates, and retention in the school. Only students who stayed in PPS after the intervention year were included (73% at Jefferson and 81% at Roosevelt). In the first cohort, only the total Jefferson students were compared. In the second cohort, the Jefferson students were disaggregated by SEI and non-SEI students. Core findings:

a. Best improvements in graduation rates in Oregon

- i. SEI was a major contributing partner to supporting Jefferson's efforts to graduate more students. At Jefferson, graduation rates rose from 50% in 2010, to 81% in 2015 among WSM enrollees.

b. Extraordinary levels of academic success

- i. For African American students involved with SEI, the graduation rate was above 90%. These students also had the best attendance rates (better than Jefferson students not involved at SEI, and those in the comparison group).

c. Determination to complete school:

- i. SEI students were more than twice as likely as the comparison group established at Roosevelt to stay in school. And if they did not graduate in 4 years, they were more likely to spend a fifth year completing their diploma.

d. High-needs students meet high benchmarks of success:

- i. The early assessment of the Whole School Model students served by SEI identified that students were actually more academically challenged (more were "academic

priority”) over the program’s first three years. These gains are thus NOT the result of “creaming” an easier-to-serve community. Additional gains that were documented between 2011 and 2013, showing that regular attendance surged from 45% to 90%, and the number of students who met the 10<sup>th</sup> grade milestones more than doubled from 28% to 63%.

**AARP Experience Corps:** AARP Experience Corps (EC) is a national, evidence-based, volunteer-driven model for improving reading and literacy among kindergarten through 3rd grade children in disadvantaged schools, matching skilled, highly trained older adult volunteers with K-3 students not meeting reading benchmarks. Teams of older adult mentors, ages 50 and up, are placed in high poverty schools and work 1:1 with youth approximately 8-10 hours each week to get kids reading at grade level by the end of 3<sup>rd</sup> grade, and support self-confidence, connection to school, and overall school success. Goals are to: 1) improve students’ overall reading and literacy; 2) improve students’ self-confidence; and 3) improve students’ attitude and connection to school. Mentoring helps address these objectives by building relationships between caring, committed adults and children who can benefit from additional attention, guidance, and support.

**Evidence Base:** Nationally, Experience Corps has been the subject of significant research regarding best practices for improving literacy skills, including one-to-one and small group mentoring. Research results include findings from independent, rigorous studies conducted by Washington University/Mathematica Policy Research and Johns Hopkins University. The studies used random assignment, experimental designs to document improved literacy skills, better test scores, better student behavior, and high levels of teacher satisfaction. In Portland, in 2014-15, of those students who were below grade level at the beginning of the year, teachers reported that by

the end of the year, 70 percent improved their overall reading and literacy skills by one or more grade levels, demonstrating that the program is appropriate and relevant.

**Culturally Specific Youth and Family Advocacy:** NAYA and IRCO's Youth and Family

Advocacy programs improve student achievement by strengthening the relationship between schools and families needing targeted interventions and cultural liaisons. This culturally specific approach matched to children's developmental stages results in strong academic preparedness and successful achievement of kindergarten through fifth grade benchmarks. Best-practice strategies and culturally specific/responsive components from a variety of sources have proven effective at reducing disparities around childhood development, improving parental engagement, and raising academic benchmark achievement. Key elements of the approach include:

- Bilingual and/or Bicultural Youth and Family Advocates work in schools with identified youth to build positive relationships between youth, families, and educators.
- Youth and Family Advocates work with the student and their family to develop the student-directed ISP and to encourage parent/family engagement.
- Youth and Family Advocates promote academic skill-building through school-day support, and through after-school and summer academic and enrichment activities, with a focus on developmentally and culturally appropriate academics, attendance, and social and emotional skill development/learning with a focus on key transitions.
- Family Advocates provide weekly parenting gatherings that use culturally based approaches to increase parents' capacity to guide activities and support each other, and to enhance knowledge and understanding of school staff, programs and policies.
- Parents are encouraged to attend traditional parenting classes that utilize culturally specific/responsive curriculum, as well as other engagement activities.



- Youth and Family Advocates provide resource navigation to emergency resources such as energy assistance, rental assistance, language classes and financial wellness classes; provide ongoing support with cultural knowledge/understanding of school staff through individual and group trainings; and participate in systemic alignment meetings to ensure that school staff and community partners are working collaboratively to serve youth and families.

**Evidence Base:** NAYA's Culturally Specific Family Engagement program has been a successful elementary-focused program in the Portland metro area for the last 8 years. To date, 91% of participating families have made progress on recognizing and addressing barriers they previously faced in involvement and advocating for their children's academic success. Attendance data shows marked improvement for children involved in the 2015-2016 program year with 90% of students increasing their attendance rate over the course of the year. For IRCO, in the 2015-2016 school year, programs focusing on elementary aged youth showed that 96% of youth improved their math assessment scores, 96% improved in literacy assessment scores, 92% of students attended 90% or more of school days, 93% of parents increased understanding of school participation, and 93% of participating school staff demonstrated an increased understanding of ELL cultures and communities. Both NAYA and IRCO have crafted culturally responsive programming through practice-based methodology and tailored evidence-based practices. IRCO's curriculum and approaches used for parent education are all considered Promising Practices: Parents Helping Parents, Positive Indian Parenting, Joyce Epstein's family engagement model, Young Chan Han's Stages of Immigrant and Refugee Family Involvement and BRYCS LEP Parent Engagement Guide. NAYA utilizes the Relational World View Model (RWVM) as a reflection of the Native thought process, recognizing holistic balance as the basis

for health. NAYA’s work applying the RWVM to program development has led to the creation of specific assessment tools that apply evidence-based efforts to tracking cohort initiatives.

<b>Albina-Rockwood Promise Neighborhood Initiative</b> <b>Summary of College and Career Ready Interventions</b>	
Interventions	Establishing Postsecondary Goals and Readiness; NAYA Postsecondary Education Support; STEM Partnerships and Stewardships; SEI Postsecondary Program; Escalera: Steps to Success
Partners	IRCO; Metropolitan Family Services; NAYA; Latino Network; SEI
Indicators	High school graduation rate Families discuss the importance of college and career Enrollment in postsecondary education Completion of postsecondary degrees or vocational certificate programs

**COMPREHENSIVE COLLEGE AND CAREER READY INTERVENTIONS:** *These interventions are designed to support postsecondary matriculation, postsecondary degree/certificate completion, and career readiness and success. Each intervention incorporates all key elements of the WSM into culturally specific/responsive programs and services. Strong partnerships with the business sector, postsecondary institutions, local government, and STEM networks will provide career exploration and job skills opportunities for youth throughout the ARPNI. Letters of support from business, postsecondary, government, and STEM partners can be found in Appendix D; further details on interventions can be found in Appendix F.*

**Establishing Postsecondary Goals and Readiness Across ARPNI Partners:** Because the ARPNI is formulated on the belief that success within K-12 schools both depends upon and drives success beyond K-12 schools, there will be college and career readiness goals and action steps embedded into ISPs developed for each student served by the ARPNI. Supports will be aligned across key transitions between the middle and high school, and between the high school and postsecondary education/training, to provide a coherent pathway of college and career exploration and workforce experiences. The approach adopted by the ARPNI includes partnerships with businesses and community institutions to increase opportunities for

traditionally underserved students to engage in relevant learning experiences that connect academic knowledge and skills to future career areas. The college- and career-related supports provided through the ARPNI will be culturally appropriate for all students, as well as differentiated for each student based on individual assets, aspirations, and needs. Examples are included below; more will be finalized during the planning process in year one.

**NAYA Postsecondary Exploration Supports:** NAYA's onsite and mobile College and Career Center (CCC) supports students in the process of researching and applying for colleges by providing individual and group mentoring, holding college fairs, offering scholarship and financial aid workshops, clearing obstacles to academic advancement, and delivering family and community engagement activities that increase college access for Native students. Additional NAYA programs provide tutoring, study skills, and dropout prevention and recovery strategies; and career skills development for young people age 16-24, including paid and unpaid work experience linked to academic and occupational learning, including summer employment opportunities and job shadowing; occupation skill training and certifications including food handler certifications, forklift safety certifications, flagger training, and CPR/First Aid certifications; leadership development; and supportive services such as transportation, child care, mentoring, and counseling. NAYA's alternative secondary school, the Early College Academy, enrolls disengaged youth up to age 21 who would like to return to school to obtain their high school diploma and continue onto postsecondary success.

**Evidence Base:** Over the last five years, the CCC has been a driving force in the development of a college-going culture for Native American/Alaskan Native youth in the Portland metro area. The culturally specific model has proven outcomes demonstrating increased cultural pride and identity, which is in direct correlation with higher educational attainment and improved health

and wellness. Achievement of these goals is measured through NAYA's Postsecondary Outcome Scale, with 90% of participants demonstrating gains towards successful enrollment and ultimately completion of college.

**Escalera:** Latino Network's successful college preparation program, Escalera: Taking Steps to Success, increases the number of Latino students graduating from high school on time and enrolling in college or technical/trade programs. Escalera provides exposure early and often to educational institutions, the business community, and career professionals invested in the holistic development of Latino students. Escalera is a culturally-specific curriculum that is aligned to the Common Core State Standards. It focuses on six core competencies: career exploration, educational attainment, technology, personal and leadership development, and job readiness training. Bilingual, bicultural staff members build relationships and trust with the students, as well as with their families. They work closely with the families to address non-school barriers to success and use a case management model to improve attendance, improve academic performance, and reduce disciplinary infractions. Staff are trained in assertive engagement and trauma-informed care. All program components are implemented from a strengths-based perspective.

**Evidence Base:** Escalera is a proven, evidence-based curriculum for juniors and seniors developed by National Council of La Raza. Latino Network received the curriculum as well as training in implementation, and currently serves approximately 100 junior and senior students with the full Escalera curriculum, as well as another 125 freshmen and sophomore students with the Early Escalera curriculum. In Latino Network's first Escalera cohort, 93% of students successfully graduated and enrolled in college; in 2016, 100% of students graduated and enrolled in college. We have annual site visits to ensure high-quality programming.

**STEM Partnerships and Stewardships:** Youth Engaging in Natural Science is an award-winning environmental stewardship curriculum, piloted in SEI's summer program and now expanded to the after-school program. Recognizing that many low-income youth of color have few opportunities to explore the rich natural areas within and outside of their urban neighborhoods, and thus lack opportunities to explore and prepare for careers related to environmental management, research, education, or advocacy, this middle and high school curriculum provides hands-on project-based outdoor learning experiences that integrate STEM concepts, high-interest environmental topics, and exploration of potential career areas, including paid high school and postsecondary internships. Metro, the nationally recognized regional governmental organization serving the area that includes Albina and Rockwood, collaborates on programs with all the ARPNI partner organizations and will expand this curriculum and internship program during the period when the ARPNI is funded (see attached letter of commitment from Metro in Appendix D).

In addition, IRCO, Metropolitan Family Services, SEI, and Boise-Eliot PK-8 are members of the Portland Metro STEM Partnership (PMSP), one of a network of regional hubs supported by the Oregon Department of Education as a collective impact approach to define and improve STEM education goals related to preparation for college, careers, and citizenship. As a PMSP "transformation" school, Boise-Eliot has integrated STEM/STEAM into its school improvement plan and is investigating best practices for low-income students of color, which can then be expanded to other schools within the ARPNI (see attached letter of commitment from PMSP in Appendix D).

**SEI Postsecondary Program:** One of distinctive hallmarks of the WSM is its continuation beyond high school graduation, to assist enrollees in making a successful transition to

postsecondary education, a vocational/technical training program, or a living-wage job. The program explicitly addresses the common barriers to college/university enrollment and completion through continued development and monitoring of an ISP beyond high school completion, and the support of a coordinator/advocate who contacts each student at least monthly to check on postsecondary progress. Other services include: academic advising; financial aid and scholarship advising; financial support for those with serious needs; financial planning and life skills training; academic incentives (recognition and rewards for college grades, credits earned, progress made); connections with professional mentors and opportunities to mentor younger peers; paid job opportunities in SEI's Summer Program and through partnerships with local employers representing various businesses/industries and occupational sectors; ongoing networking opportunities.

<b>Albina-Rockwood Promise Neighborhood Initiative</b> <b>Summary of Family and Community Support Interventions</b>	
<b>Interventions</b>	Individual and Family Economic Stability SEI Parent Involvement Services Workforce Readiness and Financial Literacy Programs
<b>Partners</b>	Metropolitan Family Service, SEI, NAYA, Latino Network, IRCO
<b>Indicators</b>	Student mobility rate School attendance Chronic absenteeism Access to healthy foods (5+ servings of fruits and vegetables per day)

**FAMILY AND COMMUNITY SUPPORT INTERVENTIONS:** *Stable families and communities are better positioned to support children's school success, while children in families experiencing economic and social instability face hurdles that impede healthy development and educational attainment. To stabilize families and provide children with solid foundations for success, the WSM model includes proven family and community support interventions. Further*

*details on the interventions, including the evidence base, the need segmentation analysis, the number of children/families served, and the cost can be found in Appendix F.*

**Individual and Family Economic Stability:** Financial Navigators embedded in the community at ARPNI sites will help participants identify financial goals and receive assistance to build long-term financial stability. Navigators will refer potential participants to receive individualized coaching/mentoring, assistance and free filing to receive the Earned Income Tax Credit (EITC), and financial planning. Navigators will provide culturally relevant asset-building workshops on topics such as credit and employment, financial fundamentals (goal setting, budgeting, saving), understanding the credit system, and buying a car. Families will be linked with financial products/services such as Individual Development Accounts for education, cars or car repairs; credit building products; financial literacy classes; benefits enrollment and navigation; and job training and job readiness programs. Navigators will also build the capacity of ARPNI providers by delivering comprehensive Financial Capabilities Integration Training to ARPNI staff using the Consumer Financial Protection Bureau’s *Your Money Your Goals* curriculum, which increases understanding of delivering financial capability services.

**Evidence Base:** ARPNI will design and implement services using Prosper Now (formerly the Corporation for Enterprise Development/CFED)’s *Building Financial Capabilities: A Planning Guide for Integrated Services*. This toolkit facilitates alignment and integration of financial capabilities across core programs so that low- to very-low-income communities access resources and assets that improve financial wellness and prosperity. Integrating services generally improves outcomes, not only in financial capabilities, but also for other services that an individual is receiving. Developing culturally specific and culturally responsive financial capability services will advance equity and allow historically excluded populations, as well as

immigrant and refugee families, to access financial products/services that build stability and wealth over time, and have direct impact on children's success. For example, ARPNI will include opportunities for free onsite filing for EITC-eligible families, because there is a statistically significant relationship between EITC completion and improved short- and long- term academic outcomes (e.g. math achievement; and high school completion and postsecondary attainment), yet Oregon has the 49th lowest federal EITC filing rates in the nation (20% of those eligible), losing our poorest families \$100 million in assets.<sup>31</sup>

**SEI Parent Involvement Services:** SEI Parent Coordinators help empower families to better meet the needs of their children. The program includes home visits; a strengths-based assessment across multiple domains to enhance family stability and children's academic success; and monthly check-ins and engagement. Parent Coordinators work with parents and school staff to drive involvement in PTA, School Site Councils, and SEI's Parent Advisory Council. Parent Coordinators ensure families are safe and stable, and help them obtain resources to see that their immediate needs are being met.

**Parent Workforce Readiness:** In order to support parents in their quest to become financially stable enough to afford college for their children, and to enable them to become employment role models, SEI and its partners provide connections to workforce readiness assessments, soft skills trainings (e.g. resume writing and interviewing), job training programs, and community college classes. Partners will support residents with interview attire and job search supports, and The Healthy Babies Project will provide expectant and new mothers with career services. In addition, ARPNI will coordinate with the Department of Employment Services to refer parents to

---

<sup>31</sup> M. Maxfield, "The Effects of the Earned Income Tax Credit on Child Achievement and Long-Term Educational Attainment," Institute for Child Success, 2015. "Oregon's Low EITC Participation Leaves \$100 Million Unclaimed," Oregon Center for Public Policy, 2017.



programs offering work readiness services and jobs training.

### ***Coordinated, Comprehensive Supports Across the Pipeline***

While each of the interventions detailed above and in Appendix F is proven effective, what most distinguishes the ARPNI is the level of coordination among partners that ensures comprehensive, effect support for students, families, and, ultimately, whole neighborhoods. Currently, three of the ARPNI schools hold regular interdisciplinary team meetings between ARPNI partners and school staff to discuss individual student/family supports and cross-refer families to ensure comprehensive wrap-around supports that are the best fit for each family; these meetings will expand to every ARPNI school once the grant period begins. Section 4.2 below describes the robust data system already in place to monitor every student and family from the moment of intake, to ensure that they are receiving the services they need from the best- suited provider in the collaborative. This data functionality couples with the No Wrong Door approach will ensure no child or family falls through the cracks: as partners use shared data systems and aligned interventions, a student who approaches a Youth Advocate at their school for help may, after assessment, be referred to another staff person or agency for additional support; a parent may walk into the collaborative partner’s offices and receive help in navigating their child’s school or health care provider. As the letter of support in Appendix B from Multnomah County details, there will be extensive government-funded programs and services to support the educational readiness and attainment, and the health outcomes for children across our targeted neighborhoods. Finally, by supporting the economic stability of families, the ARPNI strengthens the most valuable asset of any neighborhood: the people who make it a vibrant, healthy, successful community.

### ***Ensuring Equitable Access to, and Participation in our Continuum***

All of the ARPNI partner organizations currently serve students with special needs and are ADA/IDEA compliant. Because many of the populations we serve have a higher percentage of students identified as having special needs than the overall population, our partners serve a higher density of these kids. The Relationship/Youth Advocacy model is especially appropriate for supporting these students, given that Youth Advocates develop an Individual Support Plan for each and every student to ensure their unique needs are met and the right supports are provided.

***Community support for the development of the plan***

The proposed PNI was developed with input and support from school leaders, community-based organizations, government agencies, businesses, and parents and families in the targeted neighborhoods. The partner agencies have well-established relationships with school principals and families, and throughout this process have engaged them through multiple methods: PTA meetings, family conferences, community-based researchers surveying and interviewing clients served by ARNPI partners, and a school climate survey that gathered information from middle and high school students and families, as well as teachers and ARPNI program staff working in the schools. This deep level of engagement, which will continue throughout the grant period, ensures the PNI is developed and will be implemented around community-driven programming that will meet the needs and build on the strengths of historically underserved families and communities.

Another distinguishing feature of the ARPNI is the extent to which partners' efforts are embedded within schools and supported by district leadership. As the letters of support indicate, there is exceptional commitment from government, community-based organizations, businesses, and philanthropic funders, not only for the ARPNI but for sustained transformations in the

Albina and Rockwood neighborhoods. The ARPNI presents a crucial opportunity to transform how school systems operate, and what interventions are funded. The extent to which PPS has already supported, integrated, and adopted SEI's WSM within Jefferson High School and in the Harriet Tubman Middle School to be opened in the 2018-19 school year evidences the power of this approach to transform school systems.

### ***Leveraging the planning process***

The ARPNI partners already collaborate effectively through SF2020, which allowed for an exceptional level of planning prior to submission of this proposal. The collaborative will leverage additional expertise during years one and two of the grant by working with key external partners. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] We will also work with David Stevens of Education Northwest [REDACTED] to ensure a robust local evaluation process that supports and advances the national effort to document and disseminate best practices from the ARPNI.

## **COMPETITIVE PREFERENCE PRIORITIES**

### **2.2.1 Competitive Preference Priority 1--Byrne Criminal Justice Innovation Program**

Multnomah County District Attorney's office and its research partner, Multnomah County Local Public Safety Coordinating Council, received a Byrne Criminal Justice Innovation (BCJI) grant in FY2012 to address dramatic increases in gang activity and related criminal incidents in the Albina community. The Portland BCJI project was the result of an ongoing

partnership between the Multnomah County District Attorney's Office and local community groups, neighborhood associations, faith-based partners, the Portland Police Bureau, Office of Youth Violence Prevention, Portland Service Coordination Team, Multnomah County Circuit Court, Multnomah County North Community Court, Office of Neighborhood Involvement, and the Public Safety Coordinating Council. This partnership was forged to combine existing community efforts with a program of focused prosecutions, enhanced bench probations, and mentorship programs for targeted offenders.

Crime reduction strategies developed through the BCJI-funded partnership include:

- The project Deputy District Attorney (DDA) reviewing and prosecuting all misdemeanor criminal cases involving designated gang members;
- Development of specialized probation conditions, databases, and probation-based geographic exclusions for targeted offenders; and
- Mentorship for gang affiliates, by providing offenders a faith-based community mentor as a condition of their misdemeanor probation and enrolling them in a mentorship program.

Neighborhood revitalization strategies developed through the BCJI-funded partnership include:

- Coordinating monthly meetings of community mentors, judges, law enforcement, attorneys;
- Training neighborhood residents on program principles such as Crime Prevention Through Environmental Design (CPTED);
- Working with local retailers to identify and remove high-volume single alcohol containers and drug paraphernalia from neighborhood stores; and
- Efforts to provide social services that addressed underlying issues of addiction and homelessness for chronic street-level offenders.

These strategies align well with the ARPNI. ARPNI partner organizations have an

established record of collaboration with and being contracted by the County to provide culturally appropriate services to reduce violence, including gang violence; to mentor adjudicated youth and reduce recidivism; and to revitalize neighborhoods. For example, ARPNI lead partner SEI assisted in Multnomah County's Comprehensive Gang Assessment. Through Multnomah County's Community Healing Initiative, the Department of Community Justice contracts with ARPNI partners Latino Network and IRCO to provide culturally appropriate community support targeted to Latino and black youth and families in order to:

- Reduce involvement in the juvenile justice system
- Reduce/eliminate gang-involvement and gang-related behaviors
- Reduce youth violence and juvenile delinquency
- Reduce felonies and arrests of African American and Latino family members
- Increase academic achievement

Similarly, NAYA provides culturally specific Gang Outreach and Gang Prevention activities to Native American youth and families throughout the County, and MFS staff participate in the Youth and Gang Violence Subcommittee of Multnomah County's Local Public Safety Coordinating Council.

The Memorandum of Understanding between the Multnomah County District Attorney's Office and the ARPNI (included in Appendix C) details the commitment to coordinate implementation and align resources around these efforts.

### **2.2.2 Competitive Preference Priority 2--Drug Free Communities Support Program**

Substance abuse, especially the opioid epidemic, continues to take an exceptionally heavy toll in the State of Oregon, especially Multnomah County. Heroin use has been a problem locally dating back several decades, and the community-wide consequences of abuse of both

heroin and pharmaceutical opioids is deepening here. According to the federal Substance Abuse and Mental Health Services Administration (SAMHSA)'s National Survey on Drug Use and Health (NSDUH), Oregon ranks fourth in the nation for non-medical use of pain relievers or prescription opioids, and Multnomah County has the fourth-highest rate of non-medical use among the 400 sub-state regions in NSDUH.<sup>32</sup> In Multnomah County, the combined rate of death due to either heroin or prescription opioid overdose is 10.88 deaths per 100,000 people. But while the national rate of fatal opioid overdose is the highest it has ever been, exceeding 10 deaths per 100,000 in 2015 and 2016, in Multnomah County the rate has exceeded 10/100,000 for over a decade.<sup>33</sup> In the five-year period ending in 2014, Oregon experienced a 60.2% increase in hospitalizations for opioid-related causes, the third largest in the nation, and almost three times the national average of 23.8%.<sup>34</sup> Moreover, the rate of opioid overdose hospitalizations is 52% higher in Multnomah County than in the rest of Oregon. In 2015, Multnomah County experienced fatal opioid overdoses at a rate approximating one death per week.<sup>35</sup>

Residents and neighborhoods suffer from additional nonfatal harms related to opioids: for every opioid-related death, there are 26 non-fatal overdoses, and 100 additional people suffering from opioid dependence or addiction. Use of these drugs is driving increases in crime, both in terms of drug offenses and in terms of property crimes and violent crimes, with 28% of male arrestees for property crimes and 10.2% of male arrestees for violent crimes testing positive for

---

<sup>32</sup> Mental Health Services Administration, National Survey on Drug Use and Health, 2014 (most recent available broken down by state and sub-state).

<sup>33</sup> Multnomah County data are from Oregon Health Authority Data Dashboard: Prescribing and Overdose Data for Oregon. National data are from the Kaiser Family Foundation.

<sup>34</sup> Weiss AJ, Elixhauser A, et al. *Opioid-Related Inpatient Stays and Emergency Department Visits by State, 2009–2014: Statistical Brief #219*. Healthcare Cost and Utilization Project (HCUP), December 2016, Agency for Healthcare Research and Quality.

<sup>35</sup> Oregon Health Authority Data Dashboard: Prescribing and Overdose Data for Oregon.

opioids upon booking.<sup>36</sup> Other harms resulting from the widespread abuse of opioids include job loss and homelessness. The impact of opioid abuse thus extends to whole families, often having extremely negative effects on school-age children, who may then become at-risk for drug use and abuse themselves.

The Multnomah County Health Department (MCHD) is committed to comprehensive, innovative efforts to prevent and respond to substance abuse, especially the opioid crisis. Within MCHD, the Mental Health and Addictions Services Division (MHASD), is the recipient of a 2014-2019 Drug Free Communities grant from SAMHSA. A key focus of MHASD is its Youth Empowerment initiative, aimed at reducing the community risk factors that contribute to youth substance abuse while increasing community resources that build protection and resiliency for youth, families, and neighborhoods. This initiative brings together school professionals, youth serving organizations, adult family members, health and public health professionals, law enforcement, business owners, government, and community partners to educate youth, parents, schools and communities on the negative effects of youth substance abuse; and to advocate for increased prevention services, including upstream, asset building strategies that build resilience (i.e. access to health and behavioral health services). In addition to the Drug Free Communities grant, MHASD is also currently the recipient of a related 2014-2018 SAMHSA grant supporting the Multnomah Behavioral Health Treatment Court (MBHTC), a dynamic evidence-based and systems-wide community effort to increase the capacity and quality of diversion options for adults in Multnomah County requiring treatment and services for substance use, severe mental illness, and co-occurring disorders. With additional support from the Centers for Disease Control and Prevention, MCHD participates in the Tri-County Opioid Safety Coalition, newly formed to

---

<sup>36</sup> *Tri-County Region Opioid Trends: Clackamas, Multnomah, and Washington, Oregon*, 2016.

decrease the number of opioid users, provide better treatment management of chronic pain, and provide better addiction treatment to reduce overdose fatalities. This coalition brings together health care, substance treatment, law enforcement, drug courts, and mental health organizations.

MCHD recognizes the need for on-going, cross-sector collaboration to address the opioid epidemic, particularly in terms of youth. Partnering with middle and high schools and with culturally specific/responsive providers such as those in the ARPNI is especially crucial to this effort. MCHD currently operates a school-based health clinic in Jefferson High School, as well as providing free mental health services in Reynolds High School, Reynolds Middle School, and H.B. Lee Middle School, specifically to provide culturally sensitive and age-appropriate health care to youth in the Albina and Rockwood neighborhoods, and to facilitate early identification of high-risk behaviors and health issues, allowing for timely intervention and treatment. The ARPNI organizations are especially important partners in this work because of the ways in which they serve youth and families disproportionately affected by opioid abuse and/or at high-risk for developing opioid dependencies through culturally appropriate prevention and intervention activities. Among these are:

- SEI purposefully locating for over twenty years in a public park in Albina that was notorious for drug sales and use, and for gang activity, thereby investing regional and national resources in building stability in the neighborhood while discouraging drug use.
- In addition to providing mentoring, support, and activities to prevent drug use among youth, SEI provides wraparound supports to families, including referrals for culturally relevant drug counseling and treatment for adult family members of the youth served.



- NAYA’s Alcohol and Drug Intervention Program, which uses a culturally relevant harm-reduction model focused on prevention and building healthy life skills for youth at risk for alcohol and/or drug abuse who are also experiencing homelessness.
- NAYA’s In-Home Safety and Reunification Services, which stabilizes families affected by addiction by facilitating collaboration between child welfare agencies, other social service agencies that can provide alcohol and drug treatment services, as well as connecting families with supports at NAYA such as Positive Indian Parenting.
- Latino Network employs a Licensed Drug and Alcohol Counselor as a case manager for youth in the Rockwood neighborhood.
- In addition to providing drug counseling directly, Latino Network refers youth to other drug counseling and treatment providers that offer culturally specific services. If there are underlying mental health issues that may contribute to the initiation or persistence of drug use, Latino Network will also refer youth or family members to culturally specific or responsive mental health therapists.

The Memorandum of Understanding between the Multnomah County Health Department and the ARPNI (included in Appendix C) details the commitment to coordinate implementation and align resources around these efforts.

### **2.2.3 Competitive Preference Priority 3--Evidence-Based Activities, Strategies, or Interventions**

ARPNI's cradle-to-career continuum of school-community services have a solid grounding in research evidence. As summarized above and detailed in Appendix F, multiple complementary interventions with a promising evidence base are embedded across the ARPNI pipeline. The table below lists selected relevant studies informing our continuum of early learning, K-12 education, college/career readiness, and integrated family-community support (two of these are

included in Appendix G; links for the others are included in the table):

<b>High-Quality Early Learning</b>	
<p><u>ARPNI Evidence-Based Intervention</u>: Albina Head Start/Early Head Start will increase access to comprehensive, high-quality child care, early childhood developmental screenings, parenting education, and other services to improve children’s healthy age-appropriate functioning and readiness for kindergarten entry while keeping teen parents engaged in school.</p>	<p><u>Citation</u>: U.S. Department of Health &amp; Human Services, Administration for Children and Families. (2010). <i>Head Start Impact Study: Final Report</i>. Washington, DC: Author. <a href="http://files.eric.ed.gov/fulltext/ED507845.pdf">http://files.eric.ed.gov/fulltext/ED507845.pdf</a>. <b>Meets What Works Clearinghouse (WWC) Evidence Standards without reservations.</b></p>
<p><u>Findings</u>: This study adds to the substantial evidence base regarding the impact of Head Start, by providing strong evidence of effectiveness in developing school-readiness skills, based on a nationally representative randomized control trial. Positive, statistically significant findings were reported in general reading achievement.</p>	
<b>Whole School Model</b>	
<p><u>ARPNI Evidence-Based Intervention</u>: SEI will continue WSM activities, strategies, and interventions in Jefferson HS, and SEI, NAYA, MFS, Latino Network, and IRCO will expand the WSM to include 7 additional ARPNI schools across the elementary, middle school, and high school pipeline.</p>	<p><u>Citation</u>: McGee, M., and Burk, P. (June 2015). <i>Jefferson High School Whole School Model (WSM) Evaluation Study: Report Prepared for Self Enhancement, Inc.</i> Portland, OR: Center for Student Success, Graduate School of Education, Portland State University (PSU). <b>Meets PNI Promising Evidence standards and is quasi-experimental design; not reviewed by WWC but could meet WWC design standards with reservations. Attached in Appendix G.</b></p>
<p><u>Findings</u>: This independent, quasi-experimental two-year external evaluation compared academic outcomes of Jefferson WSM students to a previous cohort of Jefferson High School students and used propensity scoring to identify a relevant comparison group at another Portland high school (Roosevelt) with similar racial/ethnic demographics and Title I eligibility statistics, but which did not offer WSM services. Outcomes measured were attendance, credits earned (college and high school), GPA, statewide tests in reading and math, four-year graduation rates, and retention in the school. WSM students had the lowest percentage (10%) of students who discontinued their education while in high school across both schools, and the highest (65%)</p>	

percentages of students receiving a regular diploma in both schools (Figure 7a. p13). Although this study was not reviewed by the What Works Clearinghouse, in April 2016, this study and 10 other external evaluations of WSM interventions were reviewed and rated by an independent evaluator<sup>37</sup> in terms of each study’s internal and external credibility standards, theory of change, methods, statistical significance, and outcomes (e.g., positive effects on student achievement and family engagement measures). This study was rated by the external reviewer as “excellent,” including a “substantial” comparison group, and as “highly externally credible for identifying the academic gains for students.”

### Community Schools

<p><u>ARPNI Evidence-Based Intervention:</u> Leveraging established SUN Community School programs, the ARPNI activities, strategies, and interventions will incorporate the 4 pillars identified through strong, moderate, and promising evidence as key to effective community schools: 1) integrated student supports; 2) expanding learning time and opportunities; 3) active family and community engagement; and 4) collaborative leadership and practices.</p>	<p><u>Citation:</u> Oakes, J., Maier, A., &amp; Daniel, J. (2017). <i>Community Schools: An Evidence-Based Strategy for Equitable School Improvement</i>. Boulder, CO: National Education Policy Center (NEPC). <b>Studies cited meet ESSA Tiers 1-3 (Strong Evidence, Moderate Evidence, Promising Evidence) and include both experimental and quasi-experimental studies congruent with WWC evidence standards.</b> <u>Attached in Appendix G.</u></p>
--	--

Findings: This study examines the research base on community schools specifically to identify ESSA-compliant interventions for improving student and school outcomes. Comprehensive strategy: Tier 1 study of Harlem Children’s Zone charter schools (p 9) found higher graduation rates, better test results; Tier 2 study of Tulsa Area Community Schools Initiative found improved reading/math scores (p. 8). Additionally, 11 Tier 1 or 2 studies show positive outcomes of Integrated Student Support (p.10); several Tier 1 and 2 studies show positive outcomes for Expanded Learning Time/Opportunity (p.11); and 5 Tier 1 and 3 Tier 2 studies show positive outcomes for Family and Community Engagement (p12).

### Whole Child Social and Emotional Learning Across Early Learning and K-12

<p><u>ARPNI Evidence-Based Intervention:</u> All</p>	<p><u>Citation:</u> <i>The Future of Children</i>. (Spring</p>
--	--

<sup>37</sup> Curry-Stevens, A. (April 2016). *Detailed Summary of SEI’s Evaluation Studies for Successful Families 2020 Initiative*; and Curry-Stevens, A. (April 2016). *Synthesis Report of SEI’s Evaluation Studies for Successful Families 2020*.

<p>ARPNI early learning and K-12 strategies and activities focus on culturally relevant and responsive social-emotional learning and developmentally appropriate interventions.</p>	<p>2017). <i>Social and Emotional Learning</i>, 27(1): 1-178. Princeton, NJ: Princeton University Woodrow Wilson School of Public and International Affairs and The Brookings Institution. <a href="http://www.futureofchildren.org">www.futureofchildren.org</a></p> <p><b>Studies cited meet WWC standards without reservation.</b></p>
<p><b>Findings:</b> This journal issue comprises nine articles on social and emotional learning (SEL) as a public health approach to education, providing rigorous reviews of decades of empirical studies, including a meta-analysis of outcomes from 213 SEL interventions from early childhood through high school, showing significant effects on positive social behavior, conduct problems, and academic performance (pg. 17). Note: because <i>The Future of Children</i> and most other rigorous studies of SEL do not focus on culturally specific/responsive approaches, the ARPNI will help advance knowledge and produce additional evidence to inform practice concerning the role of culturally effective social-emotional supports in building student resilience.</p>	

### 2.3 Existing neighborhood assets and programs that will be used to implement the continuum

**Physical Assets.** ARPNI has made use of existing physical assets of the community. The schools serve not only as places of learning, but also as focal points in the community, a site for out-of-school time activities for students and for service delivery for families. The seven partners provide vital sites for residents to come to access services, distributed throughout the neighborhoods to ensure that all residents have a service delivery hub. All of these centers already offer programming that residents utilize; ARPNI will work with each partner to continue to build capacity by referring residents to existing programs as well as bringing in new services. We are also working closely with Multnomah County Libraries, including the Rockwood Youth Makerspace to increase literacy, Internet access, and STEM.

**Housing.** Housing instability impairs the abilities of families to support their children’s healthy development and preparation for school, and is a key contributor to chronic absenteeism, high

mobility rates, and other factors affecting educational outcomes and family/community well being. These problems are especially acute in the rapidly gentrifying Albina neighborhood and in Rockwood, with its recent and growing influx of highly diverse families. ARPNI is partnering with Home Forward, a public corporation offering a variety of housing options to over 15,000 multicultural low-income households throughout Multnomah County. Home Forward is a recipient of three U.S. Department of Housing and Urban Development (HUD) HOPE VI grants to support comprehensive affordable housing transformation, has been recognized by HUD as one of 40 high-achieving public housing authorities across the nation, and has been operating as a federally approved Moving to Work agency since 1999, to increase cost-effectiveness, resident self-sufficiency, and housing choice for low-income families. Home Forward offers a variety of options to low-income individuals and families: more than 6,000 apartments to rent, including approximately 1,980 units of public housing, and approximately 9,390 Section 8 rent assistance vouchers. Home Forward housing is available to individuals, families, people with disabilities or special needs, and seniors who meet each program's income guidelines. The Albina and Rockwood neighborhoods are Home Forward population centers, including a high concentration of low-income families with young and school-age children who are receiving housing assistance. ARPNI collaborative organizations and Home Forward will align and coordinate services for eligible families in the targeted PNI neighborhoods. Home Forward will align its housing services to address the specific needs of ARPNI families, including rental/short-term rental assistance, and will strengthen its capacity as a bridge or “portal” agency to the PNI network of community-based wraparound support providers (e.g., home visiting services, family engagement and parent-child development services, health, mental health, safety and support for those effected by domestic violence, adult education, employment), by adapting the work of site-

based teams (i.e., property management and resident services) at apartment complexes in the targeted PN neighborhoods/census tracts. For more details on this partnership, see the MOU between Home Forward and the ARPNI partners.

### **Section III: Project Services**

#### **3.1 From Services to Results**

As detailed in section II, our project design centers on extending the proven WSM across the cradle-to-career pipeline in the Albina neighborhood, and replicating it across the cradle-to-career pipeline in the Rockwood neighborhood. We know that SEI's comprehensive approach – one that serves the whole child (including the family), emphasizes highly intensive child and family advocacy, crosses all environments, and provides services from elementary school through postsecondary education and/or living-wage employment—can be successfully replicated. In 2002 SEI's core program of in-school, after-school, summer, family engagement, and individual wraparound support services was replicated at the inner-city Overtown Youth Center in Miami, FL in partnership with ex-NBA All Star and Hall of Famer Alonzo Mourning and his family foundation; the program was expanded in 2012 to serve over 475 low-income students and 100 parents annually. SEI is also a selected nonprofit working with the America's Promise Alliance to examine the role of “caring adults” in preventing school dropout, as part of the national “GradNation” campaign. As a collaboration of culturally specific/responsive partners embedded within the Albina and Rockwood neighborhoods, aligned by common goals and participating in shared governance, the ARPNI partners are especially well positioned to replicate this model.

The services implemented by the partners across the continuum are specifically designed to improve student achievement against rigorous academic standards. For more details on the project services, including evidence that interventions will lead to improvement in achievement of students as measured against rigorous academic standards, please see Appendix F.

**Results by program:**

**Early Head Start.** The partnership will increase the number of Early Head Start slots available to low-income teen parents, one of the populations most at risk of failing to graduate from high school. These prenatal-to-age-three services simultaneously provide high-quality early learning opportunities to give children a strong start on the pathway from cradle to career while teen parents receive key support to graduate from high school and connect to careers. *The services will lead to improvement in GPRA indicators 1, 2.1, 2.2, 3.1, 3.2, 4, and 9.1: age-appropriate functioning, academic proficiency, attendance, absenteeism, graduation, and families support learning.*

**Chxi San Parent Play Group and Positive Indian Parenting services.** Chxi San parent-child playgroup serves children and families from prenatal-5 years. As noted above, there is a focus on developing skills for the whole family in early learning/kindergarten readiness, positive parent-child interaction, and fostering healthy development in all domains, including social and emotional development. *The services will lead to improvement in GPRA indicators 1,2.1,2.2,and 9.1: age-appropriate functioning, academic proficiency, and families supporting learning.*

**Juntos Aprendemos Early Literacy.** Juntos Aprendemos (JA) successfully prepares children and parents for success in kindergarten. Because the curriculum is designed with kindergarten readiness indicators in mind, the skills the children develop in JA are precisely those they will need for a successful transition to kindergarten. Year after year, kindergarten teachers report that

JA graduates out-perform their Spanish-speaking peers who have not participated in a similar program. *The services will lead to improvement in GPRA indicators 1,2.1,2.2,and 9.1: age-appropriate functioning, academic proficiency, and families supporting learning.*

**Ready Set Go! (RSG).** RSG creates a structured, preschool-style experience featuring 3 research-based curricula and expands availability of parenting programs to low-income parents, parents from communities of color, and recent immigrants. Weekly group activities are devoted to children acquiring skills in early learning, early math, and healthy social behavior. *The services will lead to improvement in GPRA indicators 1,2.1,2.2,and 9.1: age-appropriate functioning, academic proficiency, and families supporting learning.*

**Family Engagement.** IRCO's family engagement services support expectant parents and children from birth to 5 years and their parents in early learning, parent empowerment, kindergarten readiness, and positive parent-child interaction. The framework provides a solid foundation for the support of child development, fosters social and emotional growth, and remedies disparities in educational access rates and attainment for the immigrant and refugee communities. *The services will lead to improvement in GPRA indicators 1,2.1,2.2,and 9.1: age- appropriate functioning, academic proficiency, and families supporting learning.*

**AARP Experience Corps (EC).** EC is a national, evidence-based, volunteer-driven model for improving reading and literacy among kindergarten through 3<sup>rd</sup>-grade children in disadvantaged schools, by matching skilled, highly trained older adult volunteers with K-3 students not meeting reading benchmarks. As a result, 75% of mentored students will show improvement in overall reading and literacy, as measured by pre- and post-tutoring surveys completed by teachers. *By increasing the number of 3<sup>rd</sup> graders meeting reading benchmarks, the services will impact GPRA indicators 2.1 and 2.2: academic proficiency.*



## **Individual Success Plans (ISPs) and Culturally Specific/Responsive Youth and Family**

**Advocacy: The Core of Our K-12 Services.** At the heart of the WSM is the creation, support, and continuous refinement of each student's ISP. When individual students define goals, create plans to meet those goals, measure their own progress, and, upon achieving goals, develop new ISPs, they not only do better in school, they learn how to become agents of their own success in later life. Culturally specific/responsive youth and family advocacy using the ISP as a core tool improves student achievement by strengthening the relationship between schools and families needing targeted interventions and cultural liaisons. This approach, coupled with our focus on the developmental stages of a child's upbringing, results in strong academic preparedness for children, and successful attainment of school benchmarks. *The services directly align with GPRA indicators 2.1, 2.2, 3.1, 3.2, 4, 5.1, 5.2, 9.1, 9.2: academic proficiency, attendance, absenteeism, graduation, postsecondary success, families supporting learning.*

**NAYA Postsecondary Education Supports.** Over the last four years, the College and Career Center (CCC) has been a driving force in the development of a college-going culture for Native American/Alaskan Native youth in the Portland metro area, while the Early College Academy allows disengaged youth up to age 21 to return to school. NAYA's culturally specific model has proven outcomes in high school graduation rates and postsecondary educational attainment, with 90% of participants demonstrating gains towards successful enrollment in and ultimately completion of postsecondary education. *These services will directly affect GPRA indicators 4, 5.1, 5.2, 9.2: high school graduation rate, postsecondary enrollment and attainment, and families discuss importance of college and career.*

**Escalera:** Latino Network's successful college preparation program, Escalera: Taking Steps to Success, increases the number of Latino students graduating from high school on time and

enrolling in college or technical/trade programs by focusing on six core competencies: career exploration, educational attainment, technology, personal and leadership development, and job readiness training. In Latino Network's first Escalera cohort, 93% of students successfully graduated and enrolled in college; in 2016, 100% of students graduated and enrolled in college. We have annual site visits to ensure high-quality programming. *These services will directly affect GPRA indicators 4, 5.1, 5.2, 9.2: high school graduation rate, postsecondary enrollment and attainment, and families discuss importance of college and career.*

**STEM Partnerships and Stewardships.** The Youth Engaging in Natural Science curriculum, including paid high school and postsecondary internships, provides hands-on project-based opportunities to explore and prepare for careers, as does the ARPNI collaboration with Portland Metro STEM Partnership. *These services will directly affect GPRA indicators 4, 5.1, 5.2, 9.2: high school graduation rate, postsecondary enrollment and attainment, and families discuss importance of college and career.*

**SEI Postsecondary Program.** Through this program, high school graduates create and maintain an ISP to support their postsecondary education, and receive support from a coordinator/advocate, as well as financial aid and scholarship advising, academic advising, financial planning and life skills classes, incentives for academic attainment, professional mentorship and internship/employment opportunities. *These services will directly affect GPRA indicators 5.1, 5.2, and 9.2: postsecondary enrollment and attainment, and families discuss importance of college and career.*

**Individual and Family Economic Stability.** The partners will deliver high-quality integrated financial capabilities services to families that build their long-term financial capability. Specifically, we will: 1) Increase future orientation to build financial health, developing

individuals' capacity to commit to, secure, and protect the financial future for themselves and their families; 2) Develop financial resiliency, agency, and belief that financial stability is possible, increasing confidence in one's own power to respond to difficulty and initiate a path to financial health; and 3) Guide individuals and families to adopt healthy financial practices to learn, earn, save, protect, and invest for the financial future, for example by increasing filing for EITC-eligible families. Economic stability has been proven to improve attendance, increase educational outcomes, and strengthen healthy practices for children across the pipeline. *These services will affect GPRA indicators 1, 2.1, 2.2, 3.1, 3.2, 4, 5.1, 5.2, 6, 8, 10: age-appropriate functioning, academic proficiency, attendance/absenteeism, high school graduation, postsecondary attainment, student mobility, and access to 21<sup>st</sup> century learning tools.*

### **3.2 Formal and informal partnerships, alignment of vision, and accountability**

SEI, the lead applicant, has assembled a group of formal partners who are aligned around a theory of change, vision, and program model; and a commitment to data sharing and accountability. Not only have the partners been working in a formalized partnership since 2014, but each is a recognized leader in the field and in their communities. ARPNI brings together the largest and most visible community-based organization from Oregon's African American, American Indian/Alaska Native, Latino, and Immigrant & Refugee communities, as well as the largest African-American serving and nationally-recognized Head Start provider, and a long-standing mainstream service provider pioneering culturally responsive practices. This collective coming together across communities to more effectively meet the needs of all kids, regardless of color or family income, represents significant innovation, making ARPNI a national model. Roles and background on each of the partners is detailed here.

**Lead Applicant: Self Enhancement, Inc. (SEI)** SEI's mission is to guide underserved youth to

realize their full potential. Oregon's largest African-American-led nonprofit multi-service organization, SEI provides comprehensive, culturally specific and culturally responsive educational and wraparound services that benefit over 13,000 students, adults, and families each year. Working with schools, families, and other partners, SEI provides support, guidance, and opportunities to achieve personal and academic success – bringing hope to young people and enhancing the quality of community life. SEI's overriding goal is to cultivate positive, contributing citizens who have completed two years of postsecondary education, or two years of living-wage employment, by age 25. Consistent with SEI's "Life has Options" motto, the *theory of change* guiding its youth development model is that African American and other historically underserved students will achieve their full potential when supported by a dedicated team of caring adults who provide coordinated academic, social, and personal support services over an extended longitudinal period, within and beyond the regular school day and year. As the lead organization for ARPNI, SEI will serve as content/technical expert leading a coalition of partner organizations implementing culturally specific and culturally responsive programs and services. SEI President and CEO Tony Hopson, Sr., will serve as the ARPNI Project Director. His resume is provided in Appendix B.

**Operational Partner: United Way of the Columbia-Willamette (UWCW)** The mission of UWCW is to improve lives, strengthen communities, and advance equity by mobilizing the caring power of people across our metro area. UWCW has set an ambitious goal to break the cycle of poverty for 50,000 kids in Multnomah, Clark, Washington, and Clackamas Counties by 2025. To meet this goal, UWCW is focusing all its efforts on increasing on-time high school graduation rates for low-income students, doubling the number of low-income families in stable housing, and enlisting 60,000 donors and volunteers to ensure these goals are met. UWCW's

commitment to collective impact and equity has led the organization to support the SF2020 collaborative, which has provided the vision, needs assessment, and initial planning for the ARPNI. To ensure broad-based community, philanthropic, and political support for ARPNI, UWCW will perform the following functions<sup>38</sup>: 1) Ensure the collaborative is aligned with an overall strategic vision, that there is a detailed plan articulating how to achieve that vision, and that there is a system in place for monitoring and evaluating progress. [REDACTED]

[REDACTED] 3) Manage and facilitate regular leadership and operations meetings for the SF2020 [REDACTED] partnerships, including providing staff to manage these functions. 4) Manage data collection and analysis for our shared data system, following the rigorous evaluation framework and agreed-upon data management protocols already implemented for SF2020; monitor data sharing agreements and processes within the collaboration and with outside entities, including Portland Public Schools, Reynolds School District, and local and federal evaluators; and maintain primary responsibility for collection, aggregation, and analysis of data. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**Other Partner Agencies.** The ARPNI partnership joins together the efforts of many nonprofits

---

<sup>38</sup> These functions are core functions of Collective Impact as defined in "Channeling Change: Making Collective Impact Work" by Fay Hanleybrown, John Kania, & Mark Kramer, published in *Stanford Social Innovation Review* 2012

with deep expertise serving specific cultural communities. Over the last three years, each agency listed below has worked to develop the shared vision, goals, and strategies of the ARPNI. Collaboratively, this group will provide a spectrum of aligned, culturally specific/responsive services and programs, from early learning through postsecondary attainment while removing gaps in service to our highest need communities. The ARPNI Memorandum of Understanding, included as Appendix C, provides additional detail regarding how each organization has committed to and aligned with the effort.

**Albina Head Start (AHS)** AHS has served Portland's low-income communities since 1965. The theory of change is that by strengthening children and families, we strengthen neighborhoods and communities. AHS's primary focus is strengthening the lives of the 1,200 birth-5-year-old children and their families that served annually. AHS is committed to creating classrooms that are places of discovery, creativity, and intellectual curiosity, as well as being homes to rich social interactions. Child growth and development services are provided that enhance the ability of children and parents to successfully function in a national and international environment. AHS strengthens families by involving parents in educational activities that enhance their role as the principal influence in their child's education and development.

**Immigrant and Refugee Community Organization (IRCO)** IRCO promotes the integration of refugees, immigrants, and the community at large into a self-sufficient, healthy, and inclusive multi-ethnic society. Recognized nationally as one of the largest community-based organizations serving immigrants and refugees, IRCO helps connect over 24,000 individuals from over 35 different ethnic backgrounds annually with services that help them overcome the struggles, including poverty, they experience as newcomers to the U.S. IRCO leads over 100 culturally specific programs that provide kids who are falling through the cracks with the support needed to

be successful in school; stabilize low-income families by connecting them to basic resources like employment, housing and health care; and support coalition building and leadership development to deepen connections between and among the increasingly diverse communities living in the four-county area surrounding Portland. Practice-proven models have made a difference in these communities: ELL students show improved academic outcomes, immigrant/refugee families have increased economic and housing stability, and immigrant/refugee leaders are more deeply engaged in their communities.

**Latino Network (LN)** LN's mission is to positively transform the lives of Latino youth, families, and communities. LN serves more than 6,500 individuals, promoting early literacy, college-going culture, family stability, parent involvement, gang prevention and intervention, civic engagement, leadership, and arts and cultural expression as tools for families to break the cycle of poverty and youth to achieve excellent academic outcomes. By using a strengths-based model, operating within the assertive engagement framework, and promoting positive cultural identity, LN works with youth and families to set and achieve their goals. Latinos face many challenges, but the community's values of strong family connections, culture, language, spirituality and inherent *ganas* (values-driven motivation) promote resiliency and success, and LN leverages these values and the leadership, civic, and service capacity of community members to be agents of change. Programs include Juntos Aprendemos (preschool preparation and early literacy), Conexiones (middle school support), Escalera (culturally specific career exploration and college preparation curriculum for 9<sup>th</sup> and 10<sup>th</sup> grade Latino youth), Padres Promotores (parent training, education, advocacy and skill development), and LN's Civic Engagement and Leadership Academies (civic learning and leadership development to promote local and global citizenship and personal responsibility).

**Metropolitan Family Services' (MFS)** MFS's mission is to help people move beyond the limitations of poverty, inequity, and social isolation. For more than 60 years, Metropolitan Family Service has invested in the potential of families and individuals at all life stages, focusing on education, prevention, wellness and independence. MFS is a culturally responsive agency committed to continuous cultural learning, respecting diverse cultures, bridging generations, promoting civic engagement and volunteerism, and empowering people to live their best lives. The organization locates its programs in high-poverty communities where need is great and resources are limited. MFS has two main program areas: SUN Community Schools and Family Support Services. MFS offers 24 SUN Community School sites across the K-12 spectrum. Family Supports consists of Early Childhood and Parent Education, Financial Education, Ways to Work, Individual Development Accounts, AARP Experience Corps intergenerational mentoring program, Multnomah County RSVP, and transportation and peer support for older adults. MFS runs programs at over 60 sites connecting over 30,000 youth, families, and older adults annually with vital resources, education, and family support throughout Multnomah, Clackamas, Clark, and Washington counties with a strong, long-standing presence in East Multnomah County, including the Rockwood neighborhood.

**Native American Youth and Family Center's (NAYA)** NAYA's mission is to enhance the diverse strengths of our youth and families in partnership with the community through cultural identity and education. NAYA provides wraparound services for youth, families, and elders to address the specific needs of the Native community, which experiences higher rates of poverty, unemployment, gang involvement, and homelessness; lower high school graduation and homeownership rates; and an overrepresentation in the child welfare and criminal justice systems. Since January 2013, NAYA has impacted the lives of more than 14,500 people,



including providing direct service to 1,798 children and their families, 927 single mothers, and 434 elders (over age 65). NAYA provides center-based academic services to hundreds of students, who receive intensive tutoring support through volunteer tutors and staff. Summer programming includes camps designed for students to improve academic skills, explore educational and career aspirations, build leadership skills, and engage in the community through service learning projects. NAYA's Early College Academy (which has a 92% graduation rate,) serves approximately 100 students who had previously dropped out of high school, or who enter with multiple at-risk factors.

### ***Accountability Framework***

The SF2020 partnership, which originated in 2013 and began in earnest in 2014, has been intentional about building a culture of collaboration across organizations while building appropriate structures to support this practice. As many have observed in the nationally collective impact dialogue, building an effective model requires a significant amount of attention to supporting and nurturing relationships between agencies and with external partners. While it is important to identify specific structures and protocols which bind and govern the partnership (detailed in the ARPNI MOU in Appendix C), we want to acknowledge true partnership is built on a long history of trust and relationship-building. ARPNI benefits from the experience these organizations have building partnerships across communities, the significant amount of time and energy invested in this specific partnership, and the formalized relationships with school districts, which have led to increased academic success for students of color and poor students.

The ARPNI partnership employs multiple workgroups in executing our work, each of which reports to the SF2020 Leadership Group and the ARPNI Advisory Board. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] Our working groups include:

The ARPNI Advisory Board: Meeting monthly during planning/startup and quarterly thereafter, the advisory board is comprised of residents of the Albina and Rockwood neighborhoods, local leaders, and leadership from our partner organizations. This body will provide direction to ensure integrity between our work plan and vision; progress monitoring, including a regular review of ARPNI indicator targets and benchmarks; guidance on allocation of resources; and identification of additional resource-leveraging opportunities. More detail on this body is in section 4.4.

SF2020 Leadership Group: Made up of the CEOs and senior leadership from each of the partner organizations, this team provides executive and operational leadership for all of our collaborative activities, including development of the ARPNI partnership [REDACTED]

[REDACTED]

[REDACTED] This group is led by SEI CEO [REDACTED]

[REDACTED] Tony Hopson. While we generally use a consensus-based model of decision-making, there is significant trust and relationship in the room, and we have experience working through difficult decisions where compromise is required. Given the regularity of meetings, decisions requiring action from work groups that are forwarded to the Leadership Group are resolved quickly, ensuring appropriate workflow.

ARPNI Operations Team: An ARPNI operations team will meet at least weekly in the startup of activities and continue meeting throughout the project. This team, made up of Program Directors from each organization with the authority to manage budgets and work teams, will provide immediate direction and ensure effective communication horizontally across organizations and vertically between executive leaders and program staff.

ARPNI Program Team: For each significant initiative, [REDACTED] establishes a program team of ground-level program management and frontline staff, to ensure effective implementation of work plans, identify opportunities for intentional integration or collaboration across programs, rapid-cycle program improvements, and problem-solve immediate issues. [REDACTED].

School Leadership Teams: In each of the schools where ARPNI partners operate, we have commitments from school leadership to be engaged in regular leadership meetings. These meetings provide a consistent mechanism for addressing acute issues for students and families, while identifying opportunities for deepening alignment between ARPNI partners and school staff. This level of engagement is fundamental to the ultimate success of the WSM, creating the opportunity for robust and tangible integration of interventions and supports for students.

[REDACTED] Data Team: Given the partnership’s significant commitment to evaluation, data-driven decision-making, and effective progress monitoring, [REDACTED] a team with data management staff from each partner organization. This team has developed and manages the overall data and evaluation strategic framework, including an existing quasi-experimental evaluation partnership with Portland Public Schools and Reynolds School District. The data team will provide ongoing oversight for data and evaluation of ARPNI, including coordination with our local evaluator and the national evaluation. The team meets twice monthly [REDACTED]

[REDACTED]

## Section IV: Management Plan

### 4.1 Experience and Capacity to Work Within the Neighborhood

ARPNI has assembled a strong roster of diverse and complementary organizations with

expertise in the specific cultures and communities to be served. The organizations are already deeply embedded in the neighborhoods and connected with residents, and therefore are positioned to align and expand programs to fill gaps in service. Each of the partners has an existing relationship with the target schools and effective working relationships with the two school districts. Through SF2020, the partners also solidified strong working relationships with local community-based leaders, who will be critical to the success of the PNI.

## **4.2 Experience and Capacity Collecting, Analyzing, and Using Data**

### ***Implementing an integrated, longitudinal data system***

The ARPNI partners have developed and are using an integrated HIPPA/FRPA- compliant data system that enables linking individual case management data with academic and other administrative data, as well as data collected through surveys or other direct collection methods. The system allows us to integrate neighborhood-level data with individual-level data to track progress over time and gain deeper understanding about what factors are driving key outcomes. The shared data system utilizes Efforts to Outcomes (ETO) software for tracking data for individuals and families receiving services or participating in programs. For case management, user rights are designed so that staff and organizations only have access to service data associated with the students and families they are directly serving. Youth advocates and other appropriate frontline staff enter demographic data as well as observational and program benchmark data directly into ETO using custom data entry screens for each program or service provided. Survey data are entered through Qualtrics, either by the survey taker or trained staff, and migrated to ETO. For longitudinal data, ARPNI will integrate and track neighborhood, school, administrative, academic and case management data for the purpose of evaluation and statistical analyses, including disaggregation and analysis by subgroup. The integrated data sets

will allow ARPNI to measure progress on educational, family, and community support indicators at a population level, and to track individual progress for children and their families enrolled with ARPNI partners. Following Department protocol, these data will have “consistently defined and named data fields” that will allow ARPNI “to compare measures of program participation and results over time.”<sup>39</sup> A very limited number of researchers and data managers will have access to these longitudinal data sets within ETO to protect privacy rights. The integrated data system is designed and managed by ARPNI partners Data Team, [REDACTED] [REDACTED] who will collaborate with David Stevens, Manager of Research and Evaluation at Education Northwest, during the Year 1 planning and throughout the grant period to design and refine local evaluation activities, [REDACTED]

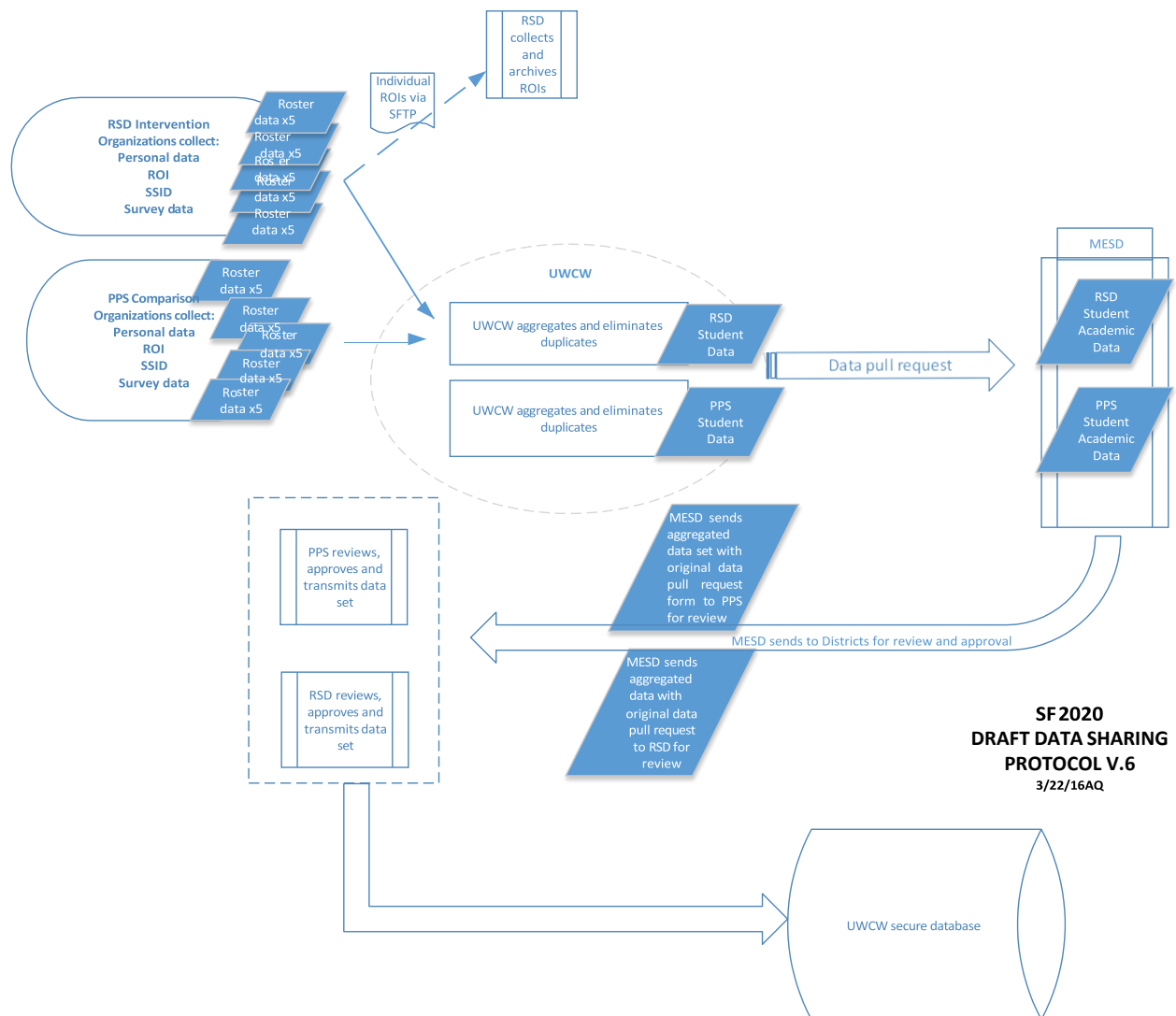
### ***Linkages to school and other data systems***

ARPNI has established Data Sharing Agreements with the Portland Public Schools (PPS) and Reynolds School Districts (RSD) that allow partners to access student academic and administrative data managed by the Multnomah Education Service District, which serves as a data broker for all public school districts within the county. These agreements allow the school districts to review and approve the data requests to ensure student privacy is maintained, while continuing to efficiently share data with ARPNI partners. The agreement with PPS also allows for access to comparison group data so that ARPNI can establish baselines and measure progress of intervention groups relative to non-intervention (comparison) groups. Below is a workflow of

---

<sup>39</sup> “Measuring Performance: A Guidance Document for Promise Neighborhoods on Collecting Data and Reporting Results,” p. 48. <https://www2.ed.gov/programs/promiseneighborhoods/pndataguidance.pdf>

the data sharing protocol; a detailed MOU including the data sharing arrangement is provided in Appendix D.



After review and approval, administrative academic data is merged with program and service (case management) data inside ETO. To protect privacy, each individual receives a unique ARPNI identifier that supports confidential analysis and reporting. Data is transmitted using secure data transfer protocols and stored in a secure, cloud-based database. In addition to school data, data from student, parent, and teacher surveys are entered into Qualtrics by the survey taker

or data managers and migrated to ETO by the database manager at UWCW. The survey data records are then linked to individual student and parent records using unique ARPNI identifiers. US Census data will be used to describe and track neighborhood conditions and to track population-level progress for the target neighborhoods. ARPNI will conduct statistical analysis and evaluation on the integrated neighborhood, school, administrative, and case management data. The rich data set and design of the database will allow for disaggregation by subgroup.

### ***Sharing and leveraging data for program improvement***

ARPNI has designed the data system to make data accessible only to a limited number of partner program staff and data managers in order to protect individual privacy. Data may be shared with individuals and families at their request. The data system is managed by UWCW and has tiered, role-based user access with the ability to mark some programs as confidential. As such, Youth Advocates and other key frontline staff are able to enter and access pertinent information for delivery of services and program implementation, while a very limited number of researchers and data managers have broader access to survey, academic, and longitudinal data. The partners will review key performance indicators on a quarterly basis and incorporate findings into real-time program revisions. ARPNI is eager to make data accessible to the broader community in a privacy-conscious way. One primary goal is to leverage key program data to foster a true feedback loop of community engagement. To do this, ARPNI will move well beyond merely sharing a dashboard of outputs. Instead, ARPNI will provide easy-to-digest summary reports to families and the broader community, then proceed to work with community leaders and community connectors at schools, at nonprofit partner organizations, and in faith communities to organize forums for discussion and engagement. The insights gathered from those engagements will be incorporated into future program adjustments and program design.

The partners already have experience using program data to make rapid-time adjustments to services. During the 2015-16 academic year, the partners conducted a small pilot survey and hosted focus groups to explore topics related to school environment. While this was only a pilot study, the partners quickly realized that there were significant findings related to how communities of color perceived the overall school environment in comparison to their white peers. As such, partners shared the results with district leadership, school principals and teachers regarding how to improve the school environment, collaborating to better respond to incidents of racism, and how classrooms can be more welcoming communities of color during the current academic year.

In early 2017, Professor Ann Curry-Stevens of Portland State University trained a cadre of community-based researchers recruited by the ARPNI partners to do quantitative and qualitative research. The initial data collected by these researchers has shaped the needs assessment and project planning in this application. Throughout the grant period, David Stevens of Education Northwest will work this team of community-based researchers, who represent the rich cultural and linguistic diversity of the families and communities the ARPNI will serve, to continue to gather family and community input to document the effects of ARPNI and to refine activities, strategies, and interventions as needed.

### ***Documenting the implementation process***

The partners are committed to documenting the implementation process, and will incorporate this effort into its quarterly and annual reviews. The partners will be tracking program activities as well as program outputs and outcomes to generate quantitative data regarding effective practices. Qualitative data from school staff and partner staff—as well as the feedback gathered during community engagement sessions—will be used to define lessons



learned and best practices.

### **4.3 Experience and Capacity to Create Strong Partnerships**

The proposed PNI represents a powerful new era of collaboration and integrated services for the partner organizations, building on a rich history of success. For decades, the various service organizations have collaborated effectively, informally and formally. Formal collaborations have included founding and participating in the Coalition of Communities of Color (described in section 4.5) and leadership roles in the All Hands Raised Cradle to Career Collaborative, a nationally recognized STRIVE collaborative partnership. Additionally, all of the partners have formal working relationships with funders such as the City of Portland's Children's Levy and Multnomah County's SUN Community Schools and SUN Service System. Numerous informal working agreements allow for cross-agency service referrals involving a wide network of providers beyond the ARPNI MOU partners. Appendix D includes data-sharing agreements from the two school districts, letters of commitment from principals at schools that have benefited from ARPNI partners' co-management of SUN Community School activities in their buildings, and an MOU from Home Forward, the public housing authority. Other ARPNI letters of commitment from stakeholders serving the Albina and Rockwood communities include Portland Community College, Mt. Hood Community College, Worksystems, Inc., Metro (regional governmental planning entity), Portland Metro STEM Partnership, and other local partners. Major philanthropic support is outlined in a letter jointly signed by UWCW, the Collins Foundation, Meyer Memorial Trust, and Oregon Community Foundation. Business/industry stakeholders are represented through letters from the Oregon Business Council (providing policy guidance for PK-20 reform and economic/workforce development); Nike, Inc. (a major metro- area employer); and Comcast (a major provider of area broadband services).

In 2014, the collaboration deepened significantly with the formation of SF2020, through which the partners agreed to align services, share information, develop a robust shared data system for improved evaluation, and tailor solutions to the cultural specifics of each community. ARPNI further strengthens their formal partnership, particularly by deepening their shared case-management approach and aligning and expanding services to fill needed gaps in the continuum of services. To accomplish this, each partner has pledged financial and programmatic commitments, which are outlined in detail in the Memorandum of Understanding (Appendix C).

#### **4.4 Governance Structure and Accountability**

Drawing on the strong governance structure created for SF2020, ARPNI will be overseen by an Advisory Board that includes community members, public officials, program partners, and leaders in the two school districts as well as the SF2020 Leadership Group made up of CEOs and senior leadership from each organization. As a consortium of culturally specific/responsive organizations, we feel it is crucial to structure governance to incorporate and respond to the communities we serve. Community members have been recruited by each partner organization to participate in the Advisory Board, and they will be trained and supported throughout the grant period by their recruiting organization. [REDACTED]

[REDACTED] All nine Advisory Board members will have an equal vote in any matters brought before the Board, regardless of whether they are community members, public officials, program partners, or school district leaders.

For the planning and startup phase of ARPNI implementation, the Advisory Board will meet monthly. This initial schedule ensures that the committee is adequately involved to ensure high-quality program design and implementation. Thereafter, meetings will move to a quarterly schedule. Meetings will include agenda items related to the budget, data gathered and analyzed

relating to grant activities, and other topics as they arise. The Advisory Board, listed below, includes [REDACTED] public officials ([REDACTED] one appointed), and four community members who are residents of the Albina and Rockwood neighborhoods and/or low-income members of Multnomah County. In order to ensure the Board truly reflects the populations we are serving, we have structured membership so that neither language nor immigration status inhibits participation.

[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
<b>Community Members</b>	<p><b><u>Kenvatta Richmond (Jefferson parent/Albina resident)</u></b>  Ms. Richmond is the single mom of 4 boys. She graduated from Jefferson High School, and is a former SEI student.</p> <p><b><u>Ruben Mainor (Reynolds parent/Rockwood resident)</u></b>  Mr. Mainor is a single father who fought hard to be the custodial parent of his son and is a very engaged parent.</p> <p><b><u>Rebecca Smith, (Albina Head Start parent, low-income community member)</u></b>  Ms. Smith is currently an Albina Head Start parent, Policy Council member and Chair of the Policy Council Personnel Committee. She is low income and lives in the Jefferson High School catchment area.</p> <p><b><u>Muse Mohamud and Nasra Roble (immigrant parents of students at H.B. Lee Middle School, Reynolds High School, and Portland Community College)</u></b>  Mr. Mohamud and Ms. Roble are Somalis who emigrated to the United States from Ethiopia in 2015 with their five children, who now experience the "pipeline" of education in the ARPNI area. Their oldest son is a successful graduate of Reynolds High School and is now attending Portland Community</p>

	<p>College. Two children currently attend Reynolds High School, another is at H.B Lee Middle School, and the youngest is at a public elementary school that feeds into Lee. All children receive ongoing support from IRCO, and both parents were participants in IRCO's employment/training and family programs, and are now employed full-time.</p> <p><b><u>Kristen Bell (NAYA Parent, low-income Rockwood community member)</u></b></p> <p>Ms. Bell and her family of 6 are Northern Arapaho tribal members and Latino. Ms. Bell is an advocate and resource in her community. She is an alumni member of 2015-2016 Oregon LEAD program and is actively involved with NAYA and other organizations in the Rockwood Area.</p>
<p><b>Leadership from partner LEAs, Portland Public Schools and Reynolds School District</b></p>	<p><b><u>Frank Caropelo, Reynolds School District</u></b></p> <p>Mr. Caropelo is the Assistant Superintendent for the Reynolds School District. He has worked in education for over 20 years as a teacher, principal, district leader and statewide education advocate in high poverty, diverse districts in Oregon and California.</p> <p><b><u>Antonio Lopez, Portland Public Schools</u></b></p> <p>Mr. Lopez is Assistant Superintendent for School Performance for Portland Public Schools. Prior to his time as a district administrator supervising schools and principals, Antonio served for many years as a principal and teacher at predominantly low-income, highly diverse elementary schools. He has led multiple schools in implementing bilingual education and creating deep relationships with parents from immigrant and under-represented communities.</p>
<p><b>Leadership from the Albina-Rockwood Promise Neighborhood partners</b></p>	<p><b><u>Tony Hopson, Sr., Self-Enhancement, Inc.</u></b></p> <p>A certified teacher and counselor, Mr. Hopson is founder and President/CEO of Self-Enhancement, Inc. He has served as a Director on the U.S. Bank Corporate Advisory Board, OHSU Foundation Board Trustee, Willamette University Trustee, Portland Trail Blazers Executive Advisory Board member, and on the Portland All Hands Raised Steering Committee (formerly Portland Schools Foundation), Portland African American Leadership Forum, and the Albina Opportunities Corporation Board (now Ascent Funding).</p> <p><b><u>Carmen Rubio, Latino Network</u></b></p> <p>Since joining Latino Network as Executive Director in 2009, Ms. Rubio has grown the organization from a budget of \$550,000 to more than \$6.7 million, serving more than 6,500 individuals (youth and families) in the community</p>

	<p>through culturally specific programs. She is an appointed public official to the State of Oregon’s Higher Education Coordinating Commission, as well as currently serving on the boards of Oregon Shakespeare Festival, Pioneer Courthouse Square, University of Oregon Alumni Association, and Social Venture Partners Portland. She is a 2015 Marshall Memorial Fellow, an American Leadership Forum of Oregon Fellow, and a member of the International Women’s Forum.</p>
--	--

#### **4.5 Experience and Capacity Integrating funding streams**

SEI has a strong history of securing and integrating diverse public and private funding streams to maximize community impact. As of June 30, 2017, public funding from diverse municipal agencies, the housing authority, local workforce investment board, state agencies and the US Department of Health & Human Services constituted nearly 74% of the organization's \$13.1M in revenues. The remaining 26% was secured from individual donors, philanthropic partners, and corporate support from sources such as Nike and Target. UWCW has experience managing integrated funding streams for positive program outcomes. In addition to managing the overall SF2020 budget which includes funding from other local private philanthropic funders, Multnomah County and private donors, the United Way manages public and private funding for internal operations and sub-grants over \$12.4 million to hundreds of community-based nonprofits each year.

All of the other ARPNI partners have experience managing integrated funding streams – leveraging public dollars to secure private funding in support of powerful programs. The proposed collaborative is a true demonstration of community-based organizations – many of which were started by leaders representing the families they serve – which have grown from emerging entities with small contracts and private funders to more substantial \$15-18 million

agencies with impressive, diverse, and sustainable funding bases. These agencies have intentionally targeted local, state, and federal funding sources to ensure wraparound services. Partners leverage funding from the City of Portland, Multnomah County, school districts, multiple state agencies, and local and national private foundations. We work with school districts and other partners to pursue funding opportunities that allow us to collectively provide essential services to students and families within the schools. An example of this is SEI's three-year U.S. Department of Health and Human Services Youth Empowerment Program (YEP II) grant, focused on reducing exclusionary disciplinary referrals, increasing access to positive adult and peer mentors, building leadership skills through community service, and reducing achievement gaps for African American middle and high school boys at Jefferson and other Portland schools. Each of the partners has purposefully braided and blended funding from numerous sources to ensure that immediate gaps within existing systems are filled to better meet the needs of Albina and Rockwood families. (The above section on *Competitive Preference Priorities* describes how we will further leverage Byrne Criminal Justice Innovation, Drug Free Communities, and other federal grants to reduce crime, decrease opioid abuse, and improve youth outcomes).

Furthermore, these partners bring a wealth of experience driving systemic change in traditional funding approaches to secure public and private support for the work. Oregon has a history of private and public funding streams that have conventionally supported "well-known" programs that serve low-income populations, but unfortunately have not prioritized communities of color. We collectively created the Coalition of Communities of Color to provide a separate arm for research and advocacy, which resulted in solid data to educate policymakers and guide funding decisions. Most recently, guided by the results of our partnering organizations, Multnomah County's nationally-recognized SUN Community School System made an

intentional change to prioritize funding to communities of color, a dramatic shift from traditional patterns. Private funding sources also responded to our advocacy—for example, Grantmakers of SW Washington/Oregon, Oregon Community Foundation, and Collins Foundations all participated in reports outlining the insufficient support for communities of color despite the increasing disparities and unmet need. ARPNI proposes to leverage grant funding with match dollars from a variety of sources, as detailed in Section 5 below.

#### **4.6 Working with the Department to Conduct a Rigorous National Evaluation**

##### ***Ensuring access to relevant program and project data***

ARPNI is committed to working with the Department [REDACTED] to ensure that data collection and program design are consistent [REDACTED]  
[REDACTED]. To this end, ARPNI has developed comprehensive data agreements (see Appendix D) that grant ARPNI access to relevant program and project data, and also makes data available to [REDACTED] the Department. The remaining indicator data will be gathered by ARPNI through the surveys and will also be available to [REDACTED] the Department. ARPNI will provide an important, effective model to communities nationwide for accelerating outcomes for children of color, and we are committed to the rigorous evaluation and documentation needed to realize this national goal.

<b>GPRA measure</b>	<b>Data Source</b>	<b>Agreement in Place?</b>
GPRA 1. Age-Appropriate Functioning: kindergarten readiness	ODE Kindergarten Assessment Data	Yes
GPRA 2.1. Academic Proficiency: Math	MESD, PPS, RSD	Yes
GPRA 2.2. Academic Proficiency: ELA	MESD, PPS, RSD	Yes
GPRA 3.1. Average Daily Attendance	MESD, PPS, RSD	Yes
GPRA 3.2. Chronic Absenteeism	MESD, PPS, RSD	Yes
GPRA 4. Graduation Rates	MESD, PPS, RSD	Yes
GPRA 5.1. Postsecondary Enrollment	ECONorthwest and National Student Clearinghouse	Yes
GPRA 5.2. Postsecondary Enrollment	ECONorthwest and National Student Clearinghouse	Yes
GPRA 6. Consume Fruits & Vegetables	School climate survey/community researchers	Yes
GPRA 7. Feel Safe Traveling to School and in School	School climate survey/community researchers	Yes
GPRA 8. Student Mobility Rate	MESD, PPS, RSD	Yes
GPRA 9.1. Families Read to Children and Encourage Children to Read	Neighborhood survey/community researchers	Yes
GPRA 9.2. Families Discuss College and Career	Neighborhood survey/community researchers	Yes
GPRA 14. Talk to Children About College	Neighborhood survey/community researchers	Yes
GPRA 15. Access to 21 <sup>st</sup> Century Learning Tools	School climate survey, library data, COMCAST.	Yes

To ensure that ARPNI can work effectively with the national evaluator:

- Partners will enter data into a shared database accessible to the national evaluator
- ARPNI will work with the national evaluator to review existing comparison groups, and to establish additional comparison groups as needed; ARPNI has access to data through



its MOU with schools to establish such a group

- ARPNI's data collection efforts are aligned to the Promise Neighborhood indicators
- ARPNI will work [REDACTED] evaluator to develop a plan for identifying and collecting reliable and valid baseline data for both program participants and comparison groups; our data agreements will provide access to this information.

### ***Developing an evaluation strategy and comparison group***

ARPNI and local evaluator David Stevens of Education Northwest are eager [REDACTED] [REDACTED] to refine the ARPNI evaluation strategy to meet the scope, requirement, and needs of the Department. The partners have designed the initial strategy to collect and analyze data that align with the indicators presented in the Federal Register. In addition, ARPNI's agreement with MESD allows for gathering information regarding students not served by the partners, allowing for the establishment of a credible comparison group.

### ***Establishing valid baseline data***

With strong data agreements already in use, ARPNI will be able to support [REDACTED] [REDACTED] efforts to identify and collect reliable and valid baseline data for both program participants and a designated comparison group of non-participants. In addition, the partner's current efforts via SF2020 may provide [REDACTED] with additional data that could be used to establish baseline data.

## **Section V: Adequacy of Resources**

### **5.1 Reasonable Cost Structure**

ARPNI is projecting to serve 1,495 students each year with U.S. Department of Education (USDOE) funding, and a total of 7,010 students each year across all schools with non-

federal funds. Based on these projections, the cost per student in the ARPNI is:

- **\$3,729 – USDOE funded**

- **\$1,288 – Non-federal funded**



We believe that this is a highly reasonable cost per student overall and specifically in regards to the USDOE funding. At a USDOE cost per student of under \$3,750, this cost equates to highly effective mentoring models and is much less than most highly intensive case management models. It is well within the range of cost associated with publicly-funded programs throughout our region and across the US.

## **5.2 Sustainability, long-term financial model, and partnerships**

The ARPNI is an extension of the existing SF2020 Partnership, which has been in place for three years. This partnership grew out of a five-year commitment by UWCW to work intentionally with community-based organizations and invest at least \$3.75M from 2013-2018 to support a tangible reduction of childhood poverty and the issues that accompany it. In addition to this sustained investment from United Way, we have been able to garner significant additional support for this effort, specifically funding initiatives in the Reynolds School District and another neighboring district. This includes a \$2M annual investment from Multnomah County to support local Promise Neighborhood-style, place-based strategies. These school-based demonstrations are designed to show how a collaborative effort can make a demonstrable impact on students of color in highly diverse, low-performing schools. For this demonstration, we are tracking specific metrics focused on attendance, academic performance, behavior/discipline incidents and high school graduation.

Since the beginning of this collaboration, our intent has been to demonstrate success in

improved outcomes for students of color and their families and to garner additional support for these successful interventions. To that end, the investments from Multnomah County represent significant new local investment in these efforts (this funding is documented by a letter from County leadership in Appendix D). Additional investment in the form of a USDOE Promise Neighborhood grant will allow us to increase the scope of our service population significantly, while still focusing on low-performing schools within the neighborhoods where we are concentrating services.

Over time our involvement, advocacy, and results are changing the way local systems support struggling students, families, and communities; our intent is to expand this influence beyond our region. The Jefferson High School experience suggests that when a local education agency is willing to think differently about partnership with a community-based organization and is willing to direct funding towards this effort as an integral part of their school reform effort, they can achieve real and dramatic results that change students' lives. This targeted infusion of USDOE resources will allow us to show demonstrable change in outcomes for struggling students, in a way that will support increased investment by local institutions to sustain these activities well beyond the grant period. Indeed, PPS initially used Federal Title I resources to support the partnership with SEI, but over time has shifted to the use of local general fund support at a consistently high level. This is the kind of systemic change in both funding and services we believe we can achieve in our local community, with a targeted, limited duration investment from the USDOE. We have set the following goals for our local leverage support over the course of this grant, including the year following the expiration of Promise Neighborhood funding:

<b>Source</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Local Match</b>	<b>\$9,028,689</b>	<b>\$9,299,550</b>	<b>\$9,578,536</b>	<b>\$9,865,893</b>	<b>\$10,161,869</b>
<i>Private Funders</i>	<i>\$1,155,500</i>	<i>\$1,000,000</i>	<i>\$1,000,000</i>	<i>\$1,000,000</i>	<i>\$1,000,000</i>
<i>Public Funders</i>	<i>\$7,873,189</i>	<i>\$8,299,550</i>	<i>\$8,578,536</i>	<i>\$8,887,304</i>	<i>\$9,161,869</i>
<b>Local Leverage</b>		<b>\$500,000</b>	<b>\$1,250,000</b>	<b>\$2,000,000</b>	<b>\$3,000,000</b>
<i>Private Funders</i>		<i>\$250,000</i>	<i>\$500,000</i>	<i>\$750,000</i>	<i>\$1,000,000</i>
<i>Public Funders</i>		<i>\$250,000</i>	<i>\$750,000</i>	<i>\$1,250,000</i>	<i>\$2,000,000</i>

In the table we are distinguishing between our required local match<sup>40</sup>, which funds related activities supporting the Albina-Rockwood Promise Neighborhood, and local leveraged resources which will sustain USDOE-funded activities. As we bring new leveraged resources to the work, we would anticipate shifting USDOE funds to more one-time expenditures such as youth work stipends, college exploration tours, student and parent events, and summer activities.

<b>Contributor</b>	<b>Matching Funds Year 1</b>	<b>Matching Funds Include:</b>
<b>SEI</b>	\$2,914,193	County, School District, other local sources
<b>AHS</b>	\$1,344,000	State
<b>IRCO</b>	\$510,199	County, City, School District, In Kind
<b>LN</b>	\$607,08	County, School District, State Youth Development Commission
<b>MFS</b>	\$1,323,233	County and City
<b>NAYA</b>	\$120,591	County, City, Local Foundation
<b>UWCW</b>	\$2,209,393	State and Private Contributions
<b>Total</b>	<b>\$9,028,689</b>	

As will be visible in the summary of matching resources and in the letters of commitment provided in Appendix D, the proposed Albina-Rockwood Promise Neighborhood has both the

---

<sup>40</sup> Documented in the ARPNI MOU in Appendix C

deep and broad-based support from key stakeholders required to ensure effective implementation, evaluation, and long-term sustainability of this ambitious initiative. Our most significant current funders include: Multnomah County (nearly \$3.5M specifically towards ARPNI), Portland Public Schools (over \$1.6M direct support to SEI for Jefferson Whole School Model), and United Way (over \$1M per year from individual and corporate donors). As a part of the United Way contribution, we also currently have funding from significant local foundations including Meyer Memorial Trust (\$100K), Oregon Community Foundation (\$100K), Collins Foundation (\$110K), and the Kaiser Permanente Northwest Foundation (\$85K). We anticipate continued support from these funding partners. Currently these resources are all focused on our local match, but moving forward we may ask these contributors to more directly support our Youth Advocacy and Family Engagement model, as PPS is currently doing at Jefferson HS.

After the federal investment ends, our intent is to secure enough local funding to continue programming as an integrated part of a comprehensive strategy to improve overall school performance and specific student and family outcomes. We see long-term sustainability as a function of two different but related factors: our ability to leverage systems and service providers, particularly local and state education agencies, to invest in these strategies; and a reduction in overall need as the community sees greater stability, with more consistent education success in these districts and schools.