

THE HIGHLAND-GRANT COMMUNITY TECHNOLOGY CENTER

Salem, Oregon

I. Meeting the Purpose of the Authorizing Statute (10 points)

The Highland-Grant Community Center has emerged with broad community support from the residents of the Highland and Grant neighborhoods in Salem, Oregon. Housed in a former convent building, the Center finds itself located among families in high need-- economically, educationally, and socially. A large percentage of neighborhood residents are Hispanic families. In fact, Highland Elementary School is a bilingual school and Grant Elementary offers a unique two-way immersion dual language curriculum. Both schools are recipients of 21st Century Community Learning Center grants and have been successful in increasing parent involvement and improving academic achievement. District test scores in reading and math, however, continue to trail the scores from other, more affluent schools and the high school dropout rate is excessive.

Catholic Community Services, a non-profit organization, initially identified these two neighborhoods as high need, based on mapping data showing that the Highland and Grant neighborhoods have the highest numbers of abused and neglected children placed out-of-home compared with all others in the greater Salem area. As a partner in the county's interagency collaborative, Catholic Community Services hired and trained "Solutions Coordinators" to connect families in these neighborhoods with needed social, employment, and educational services. Catholic Community Services is also developing a Community Justice demonstration project in the neighborhoods, responding to the numbers of residents who are involved with

parole, probation, and juvenile justice systems.

The Community Technology Center (CTC) is an essential component of the Highland-Grant Community Center. The CTC will focus on adult education, high school completion, career development, and job preparation for adults and youth who have dropped out of school or who are at risk of dropping out. The CTC will also be linked with the activities of the 21st Century Community Learning Centers at both elementary schools in offering family activities, parenting support, Internet access, and career development programs. The CTC will be connected with the Workforce Investment Act (WIA) program, “Learn By Doing”, and state welfare and employment services. Once this CTC is up and running, Catholic Community Services is in the design phase in opening a second CTC within the Northgate neighborhood center, an area which is also low-income and high need.

Thus, the Community Technology project in the Highland-Grant Community Center meets the purpose of the authorizing statute for the following reasons: (a) the CTC will offer access to computers and technology for adults and children in a low-income, ethnically diverse community; (b) the CTC will be a model program, or prototype, for other such centers in the Salem area; (c) the CTC has strong neighborhood support and partnerships among multiple agencies; and (d) the CTC will provide computer access and technology for adult education, GED completion, career development, job preparation, and potentially small business activities—all within the purview of the authorizing statute.

II. Need for the Project (30 points)

The Setting. Salem is the third largest city in Oregon, with a population of 136,924, serving as both the Marion County seat and Oregon’s state capital. Surrounded by a rural and

agricultural economic base, Salem is primarily a government town. The school district, city, state, community college, county, and federal governments are six of Salem's top ten employers. Three food processing plants and the Salem Hospital round out the top ten employer list.

Demographics. Salem and Marion County have experienced rapid growth during the past decade. The county grew 19% while Salem grew 17.5% between 1990 and 1998. Population increases are primarily due to in-migration. More than any other group, the county's Hispanic or Latino population has grown, accounting for 17.1% of the total population. In fact, Marion County has the second highest numbers of Hispanic persons in Oregon. According to City of Salem Neighborhood Association data, the Highland and Grant neighborhoods include a population mix that is slightly more than 13% Hispanic. In the Northgate neighborhood, the Hispanic population comprises 16.9% of the total. The second largest minority population is Native American: 4.6% in Highland, 3.4% in Grant, and 3.2% in Northgate neighborhoods.

School statistics portray even larger proportions of diverse children, as shown in the following table.

| 1999-00 | White | Black | Hispanic | Asian/Pac. Islander | American Indian | Total Minorit y | Total |
|-----------------|--------------|--------------|-----------------|--------------------------------|----------------------------|--------------------------------|--------------|
| Grant | 40.1% | 1.2% | 51.3% | 0.6% | 0.4% | 59.9% | 524-100% |
| Highland | 23.4% | 2.3% | 63.3% | 0.4% | 1.1% | 76.7% | 561-100% |

Employment, poverty and correctional institutions. During the 1990s, the Salem MSA average annual employment rates were consistently below Oregon’s rate. The county’s poverty rate during the same decade was higher than the state average—14% compared with the state rate of just above 13%. Factors driving lower per capita incomes include (a) the reliance on agriculture where jobs are seasonal and low paying, and (b) a higher than average percentage of the county’s population who are in penal institutions. Marion County serves as the home for five of Oregon’s twelve correctional institutions. In addition, the county also encompasses two juvenile corrections facilities and the Oregon State Hospital which is the setting for Oregon’s offenders with psychiatric diagnoses. Forty percent of Oregon’s prison population is housed in Marion County, often relocating family members to the area.

Families in the Highland and Grant neighborhoods are primarily low income. During the 1999-2000 school year, 81.3% of the Grant children and 93.6% of the Highland children qualified for free or reduced lunch.

While the public may perceive that people in poverty are predominantly on welfare, Oregon data shows that most people who are poor do not received government cash assistance. In fact, less than 12% of Oregonians in poverty receive Temporary Assistance to Needy Families payments. The majority of those in poverty work. At least one parent works in almost 70% of poor families with children. For the working poor, part-time, temporary and low-wage work does not pay enough to support families.

Housing. Oregon has one of the highest costs for housing, with home prices jumping 88% between 1990 and 1997. Nearly 40% of low income homeowners and 45% of renters spend more than 30% of their gross income on house payments. The City of Salem reported that 3,951 households (about 6%) applied for housing assistance in 1998. About two-thirds of the applicant families had incomes of less than \$8,000 per year or 24% of the Salem median household income. Eighty-three percent of applicants earned less than \$12,000 per year. 25% earned less than \$2,000 per year. The estimated wait for a two-bedroom public housing unit in Salem is 18 to 24 months. Minorities represent about 22% of applicants for Section 8 certificates, vouchers, and moderate rehabilitation assistance.

Child abuse and neglect. Marion County's rates of founded child abuse and neglect victims are higher than the statewide average: 13.2 per thousand in the Year 2000 compared with 12.2 per thousand statewide. An analysis of the 97303 zip code neighborhoods found that 26% of founded child abuse and neglect cases were from these neighborhoods—more cases than from any other neighborhood in the greater Salem area. Contributing factors include increasing rates of domestic violence and a higher-than-average teen pregnancy rate. Between 1995 and 1997, according to an analysis by the Marion County Health Advisory Board, 22% of all teen

pregnancies in the county fell in the 97303 zip code area, which encompasses the Highland, Grant and Northgate neighborhoods.

Marion County has been acting as the “control group” while Oregon has phased in the implementation of a System of Care approach—strengths and needs based—to child protective services. What this means is that while Marion County has similar population statistics of young children as Lane County to the south, the Lane child protective services branch has thirty more staff than does Marion County, even when Lane County has fewer reported abuse and neglect cases and fewer children in foster care.

Catholic Community Services launched a neighborhood foster care project which will soon be supplemented by a grant to Oregon’s child protective services agency by the Casey Family Foundation.

Job Skills. The lack of appropriate education and experience is a major obstacle preventing people who need work from getting jobs that pay a living wage. Before embarking on vocational or technical training, many of the poor need to improve basic literacy skills. According to Oregon’s Region 3 Unified Workforce Plan, area employers have expressed concerns about the education and skill levels of adults and youth. Increasing numbers of workers and job applicants with limited English proficiency pose additional challenges. The most frequently needed skills cited were computer use (word processing, spreadsheets), records maintenance, interpersonal communication, customer service, following/giving instructions, using correct grammar, punctuation and spelling, and preparing reports.

Educational Success. School failure is the common marker of high risk status among children, youth and adults. Preventing school failure is essential to preventing substance abuse,

juvenile crime, teen pregnancy, long-term employment, welfare dependence, and other lifelong problems. According to Children First for Oregon’s 1999 Databook, Marion County’s high school dropout rate is 26% worse than the state rate. The four-year dropout rate at North Salem High School, which serves youth from the Highland, Grant, and Northgate neighborhoods, is 33.6%, compared with 18.2% at one of Salem’s more affluent high schools.

Marion County trails the statewide average in math and reading scores at both elementary and middle school levels. An Oregon Progress Board analysis placed Marion County at a dismal 35 out of Oregon’s 36 counties in combined measures of math, reading and high school completion. The following table illustrates the percentage of students at or above state performance standards in reading, writing and math at the elementary and middle schools serving the Highland and Grant neighborhood children and youth.

| 1999-00 | Grant Elementary | Highland Elementary | Oregon Grade 5 | Parrish Middle Schl. | Oregon Grade 8 |
|-------------------------------|-----------------------------|--------------------------------|---------------------------|---------------------------------|---------------------------|
| <i>Reading</i> | 37% | 56% | 74% | 36% | 64% |
| <i>Writing</i> | 46% | 41% | 65% | 36% | 66% |
| <i>Math</i> | 33% | 31% | 69% | 29% | 56% |
| <i>Math Prob. Solving</i> | 42% | 35% | 64% | 46% | 55% |

Focus of this Project on the Needs of Disadvantaged Children, Youth, and Adults. The Highland-Grant Community Center will offer needed access to computers and technology in the

context of a neighborhood approach to delivery of social and educational services. Through this model of a comprehensive and integrated approach, the Center will promote broad community participation and collaboration among social service agencies, schools, neighborhood associations, and residents of these two neighborhoods. The project will emphasize empowering neighborhoods to improve their capacity to seek and implement solutions to community and individual development issues. As will be described more fully in the next section on Project Design, the Community Technology Center is a cornerstone of the broader neighborhood-based strategies. These include the Solutions team approach to integrated service delivery; the Community Justice approach to restoring relationships among crime victims, offenders, and neighbors; and the Youth Development approach to creating a coordinated and self-sustaining youth opportunity system that meets and anticipates the needs of future workers and employers. Once this Center is established, it will serve as a prototype for a similar center in the Northgate neighborhood.

III. Project Design (20 points)

Philosophy and Vision. Strengthening and supporting families has been the primary focus of Catholic Community Services since 1938. Our hope for every person is that they live within a safe, caring and engaged community. We recognize that professional care and services work best when people—children and adults—with mental retardation and developmental disabilities are included and participate in family and community life. We strive to help unleash the healing power of a community that cares about each of its members. We believe that a person can only realize his or her own value and potential in relationships with others, and that the broader community has major contributions to make in bringing individuals and families into participation.

Catholic Community Services has worked for several years to help build a web of natural supports in targeted neighborhoods. Our philosophy has served as the foundation in developing the Solutions and Community Justice projects in the Highland and Grant neighborhoods. Through our community work involving Solutions and Community Justice initiatives, the Highland-Grant Community Center emerged as something desired by the community.. The following table illustrates how our vision as been woven into an integrated model of neighborhood-based service delivery.

| <i>Catholic Community Services Vision</i> | <i>Solutions Project Implementation</i> |
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| <i>Unconditional care:</i> Everyone needs someone who doesn't give up. | When individuals do not have a support system, they will be connected with somebody for support. |

| <i>Catholic Community Services Vision</i> | <i>Solutions Project Implementation</i> |
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| <i>Family based:</i> Acknowledges and respects the primary importance of relationships within the family. | The family will be recognized and included in all aspects of service, whenever possible. |
| <i>Strengths based:</i> Strengths are accentuated throughout all phases of the growth process. | Services focus on competencies, instead of weaknesses. Individual strengths may include knowledge and learning, talents, hobbies, dignity, awareness of self, families and social relationships, achievements, and coping mechanisms. |
| <i>Community based:</i> “Natural” community supports are utilized so that individuals have the opportunity to grow through participation. | Services are maximized through the use of available community and natural supports. |
| <i>Responsive:</i> Everyone has someone available 24 hours a day, 7 days per week in case of crisis or emergency. | We will develop a 24 hour, 7 day/week service for all community members so they will have somebody to access at all times. |
| <i>Enhancing trust and respect:</i> Growth and development are promoted through teamwork that value everyone’s participation and | Services are designed to enhance trust and respect while ensuring consumer voice, access and ownership. |

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| contribution. | |
| <i>Safe:</i> The team assures a safe, healthy environment for all. | Safety of the individual and family is assessed continuously. Safety planning is proactive and responsive. |

| <i>Catholic Community Services Vision</i> | <i>Solutions Project Implementation</i> |
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| <i>Culturally relevant:</i> Services are sensitive to culture, ethnicity, beliefs and values. | Services are culturally competent. The team’s composition fits culture and community. |
| <i>Flexible, Comprehensive and Collaborative Service Design:</i> Services and supports are designed for flexibility. Services are comprehensive and collaborative, addressing growth across seven major life domains* while emphasizing the involvement of natural supports in the community. | Services change as the strengths and needs of individuals and families change. Individuals and families are seen as expert in their own solutions. |
| <i>Growth driven:</i> The plan for the child, family, or adult is growth driven in seven fundamental life domains*. | Services will support people’s growth in seven fundamental life domains* to enhance their ability to be successful in life. |
| <i>Outcome based:</i> Desired outcomes are clearly | Outcomes are defined by the individual, |

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| <p>identified involving clear goals which are evaluated.</p> | <p>family, and support person. They are measured often so people can see their progress.</p> |
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**The seven domains include spiritual/cultural, education, work/giftedness, emotional, physical, social and recreational.*

Goals. We have embraced the following broad goals with corresponding objectives and measurement targets.

Goal 1. Support distinct neighborhoods where people are safe, caring and engaged.

This means engaging in neighborhood activities, promoting care through the development of a strong volunteer base and collaboration with other civic and faith-based organizations. The Community Technology Center within the umbrella of the Highland-Grant Community Center will serve as a gathering place in the neighborhood, drawing together partner organizations and promoting opportunities for community volunteers. Public access during daytime and evening hours will offer adults and children in these high need neighborhoods the chance to practice skills and gain confidence. Because the center dovetails with the ongoing Solutions and Community Justice initiatives, the CTC will become a place where caring connections are fostered among participants, volunteers, and staff. The Solutions project has already resulted in 850 interviews conducted in these neighborhoods during the past two years. From these interviews, a cadre of volunteers has stepped forward. In addition, forums have been held in the Highland and Grant neighborhood at local churches to gain insights about local concerns. Catholic Community Services and other partners made presentations and facilitated conversations at neighborhood meetings, providing hot dogs, punch, and cookies to residents.

In preparation for these meetings, youth volunteers ran flyers to the doors of homes within the neighborhoods to assure that the gatherings were well-attended. From these experiences, agency representatives have learned to better respond with initiatives and activities that reflect the neighborhood's culture and interests, rather than creating services based on conventional wisdom. The Highland-Grant residents told us that they need and want a strong community gathering place, where fun activities can be found but also where there are opportunities to “get ahead,” launch neighborhood initiatives, and promote creative problem-solving. They do not want the gathering place to be agency-driven. They want it to be *community*-driven.

Goal 2. Protect and promote human growth and development. The CTC within the Highland-Grant Community Center will provide timely access to quality social and educational services. Studies have found that adults and children are more engaged in work and achieve higher test scores when technology is used as a means of instruction and learning. In addition, students using computers have more positive attitudes towards learning and towards school.

The Highland-Grant Community Technology Center will offer access to important skill-building opportunities leading to career development, literacy, English language acquisition, high school or GED completion, and improvements in basic academic skills for all residents of the Highland and neighborhoods. In addition to offering open access to technology for adults and families, the CTC is an important component of the service system for at-risk youth. Catholic Community Services, in conjunction with other partners, offers an array of academic, remedial, transitional, and employment training services to out-of-school youth. Youth receive assistance and guidance with re-enrollment in school and other academic settings and are provided extensive tutoring and courses necessary to succeed on the diploma track. For those who need preparation and

acquisition of a GED, completed educational tutoring (one-on-one) is offered. If remedial help in reading, writing, and math is required, those needs are addressed. Regardless of which academic track the youth takes, assistance and guidance are given.

Each youth participates in extensive training in professional transition skills that include professional etiquette, communication, interviewing, workplace survival, and personal interactions. In addition, considerable time is spent on developing positive attitudes and motivational encouragement. Youth are linked with community resource programs for additional opportunities. Youth who engage in CTC activities will be able to access web-based educational links, such as *SK Online* (<http://skonline.org> or <http://skonline.salkeiz.k12.or.us>). An alternative education program of the Salem-Keizer District, *SK Online* is designed for any school-age student who needs acceleration or remediation, is credit deficient, has scheduling conflicts in a traditional school building, limited English proficiency or who is home schooled. Online learning also accommodates students who are medically fragile, pregnant or parenting, or are in expulsion or diversion circumstances. Students access their coursework through the Internet and submit their assignments through electronic mail or other online channels. Licensed Salem-Keizer teachers serve as online learning managers. *SK Online* staff provides assistance and support through web pages, e-mail, telephone, and face-to-face meetings.

In order to use *SK Online*, Students must have a valid e-mail address, a working Internet connection, and maintain steady progress in their coursework. Some computers are available for use at the Downtown Learning Center alternative program or at some neighborhood schools. However, for the vast majority of students who do not have a home computer, *SK Online* is not a viable option. The Highland-Grant and Northgate CTCs will offer access to many low-income,

diverse children and youth to these and other educational tools.

Goal 3. Interagency Coordination. This goal envisions services and supports provided through an integrated system where partners strive to work together to strengthen all programs to better meet client needs. The CTC will provide an essential locus for people involved in social services—residents (adults, children and youth) of the Highland and Grant neighborhoods, followed by a replication in the Northgate neighborhoods. These neighborhoods are the demonstration area for a countywide strategy to integrate and link social, educational, and justice services for families.

Catholic Community Services has been an active participant in the Family Systems Investment Consortium. The Family Systems Investment Consortium was created in October 1998 to develop policies and strategies which will result in greater coordination and efficiencies, better use of data to make decisions, improved access to services, and increased emphasis on programs that support families rather than waiting to intervene until families are in crisis. The Consortium adopted its mission and goals in November 1999. Organizationally, the Consortium agreed to advise the Marion County Children and Families Commission on issues of social services and education systems development in the county, serving as the Commission’s policy committee on these issues. The Consortium articulated its common purpose as “strengthening community through integrating services and family support.”

Two years after its initial meeting, in October 2000, members signed a Memorandum of Agreement to implement the adopted goals. The scope of the Consortium’s purview encompasses the continuum of social and educational services, not solely those services for families with children in the home, but also services for extended family and community members. The Consortium meets monthly, bringing twenty partners to the table. Participating

organizations include the state public welfare agency, state child protective services, the community college, the education service district, Salem-Keizer School District, the City of Salem, the county public health and juvenile departments, the circuit court, the county sheriff, United Way, and representatives from homeless shelter, early childhood and teen parent programs. The Consortium is chaired by Randy Franke, county commissioner, chairperson of the county Children and Families Commission, former Vice Chair of the State Commission on Children and Families, and former president of the National Association of Counties.

Because of Catholic Community Services’ involvement with multiple partners in the Family Systems Investment Consortium and other collaborative enterprises, the CTC will be woven into the fabric of an integrated and accessible community-based system of services and supports for the children, families, and neighbors—beginning in the Highland-Grant and Northgate areas..

Objectives and Outcomes. Objectives for the Highland-Grant and Northgate CTCs will be measured by two types of outcomes: (a) outcomes that demonstrate positive changes for children and adults, and (b) outcomes that demonstrate positive changes in the system that provides services for children and adults in the target neighborhoods.

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| GOAL 1: Support distinct neighborhoods where people are safe, caring and engaged. | |
| <i>Objective 1.</i> Recruit people (adults and youth) from the Highland-Grant neighborhood who are willing to mentor youth or volunteer in civic activities, | <i>Performance targets.</i> Conduct 400 one-to-one personal interviews per year. Recruit, at a minimum, one new volunteer per month who is willing to volunteer 50 or more hours per |

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| including the Highland-Grant Community Center/CTC. | year, including volunteering in the CTC. |
| Objective 2. Take actions to assure that people recognize, understand and value diversity. | Performance targets. 100% of employees and board members will participate in annual diversity training. Diversity audit completed and management plan and goals updated annually. |

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| GOAL 2: Protect and promote human growth and development. | |
| Objective 1. Provide CTC access to an estimated 450 adults, youth and children, including use of educational software for the purpose of improving basic skills, including literacy and English as a Second Language. | Performance targets. 80% of participants engaged in skill-building programs will attain basic skills, measured by completion of individual plans. |
| Objective 2. Provide access to SK Online, high school completion, and GED programs through the CTC for youth at-risk of dropping out of school. | Performance targets. 80% of at-risk youth will attain high school diplomas or GEDs by the end of the academic year, or will remain in school. |
| Objective 3. Provide individualized instructional assistance, tutorials, and group | Performance targets. 75% of participants who regularly engage with CTC instructors |

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| <p>training in word processing, spreadsheet applications, Internet research and electronic mail to CTC participants.</p> | <p>and tutorials will demonstrate competence in software applications and Internet research.</p> |
| <p>Objective 4. Provide no-cost computer access during evening hours for neighborhood residents who need to use technology for career development, Internet research, and family activities.</p> | <p>Performance targets. At least 80% of CTC participants will express satisfaction with program components and services, based on a “touch screen” responses. 100% of CTC participants will report that their complaints were handled to their satisfaction.</p> |

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| <p>GOAL 3: Interagency Coordination</p> | |
| <p>Objective 1. Link the services for Highland-Grant residents provided through state, county, non-profit and educational agencies for clients needing access to technology that will further skills, such as workplace readiness, basic skills, and English-as-a-Second Language.</p> | <p>Performance targets. 85% of clients accessing multiple services will participate in the CTC to improve “common outcomes” shared by multiple agencies. The Family Systems Investment Consortium has adopted common dimensions of family self-sufficiency and will be using a common assessment tool among the partners.</p> |

Specific tasks and timelines are described in Section V, which includes a management plan chart for the CTC project.

Linkages. In addition to the above outcomes, Catholic Community Services has been assessing recognized collaboration objectives as we develop partnerships with the multiplicity of organizations providing social, health, educational, and justice services. A recent survey of 45 provider agencies in Marion County found that 37 of them, or 82%, provide services in the targeted North Salem neighborhoods. Collaboration assures that services are coordinated and efficient, and that neighborhood residents are offered support in a manner that best meets individual and family needs. Examples of collaboration objectives that are being assessed include:

- Articulating a common mission and vision for multiple stakeholders;
- Developing a common governance structure, including letters of commitment from partners;
- Creating a written action plan, with decision-making, communication and conflict resolution processes; and
- Clarifying understandings around shared leadership, partner self-interests, and client confidentiality.

The CTC initiative includes the following partners:

Adult and Family Services - The state public welfare agency provides cash assistance, medical insurance, and child care subsidies to those who are in poverty. A large proportion of Salem AFS clients reside in the targeted neighborhoods. AFS has an interest in connecting their clients with opportunities to build skills that will lead to living wage employment. AFS is also

working closely with the Solutions project so that clients who transition off of welfare services can still access needed supports.

Highland and Grant Community Learning Centers (21st Century school grants) - The school-based community learning centers offer positive activities for children and their families. The Solutions project works closely with school and county health staff to connect families with needed social services. Their interest in the CTC is so that students and their parents and siblings have access to technology that is now only available on a limited basis at the school sites.

Highland and Grant Neighborhood Associations/North Neighbors - The neighborhood associations will serve as the gatekeepers, along with the North Neighbors collaborative, in the CTC governance structure, offering community perspective on how programs are shaped in the community center/CTC. Governance is described in greater detail in Section V (Management Plan).

Salem Housing Authority - Salem Housing Authority provides housing assistance, Section 8 vouchers and manages affordable housing units in North Salem. The housing authority has been working with Catholic Community Services in these neighborhoods. Their interest is in helping families gain stability, recognizing that job-related and educational skills are key in family self-sufficiency.

Salem Leadership Foundation/Catholic Church - In addition to its natural connection with the Catholic Church and its neighborhood parishes, Catholic Community Services has forged a strong partnership with the Salem Leadership Foundation, an ecumenical, faith-based organization engaged in neighborhood work. The Salem Leadership Foundation has been

actively involved in the development of the North Neighbors community team. (See Section V, Governance, for more detail.)

Services to Children and Families - The state child protective services agency has an interest in assuring that families stay together and children are safe. They know that family stress contributes to child abuse and neglect. The CTC is one component of a broader strategy to offer an array of neighborhood-based supports—including volunteer mentors and neighborhood foster families—so that families remain intact, with positive economic, social and educational opportunities.

Today's Choices: Tomorrow's Community - The mission of TC2 is to encourage individual and organizational action to create a shared vision of a positive future, inspiring involvement, collaboration, and a strong sense of community. The organization convenes forums for dialogue, hosts annual recognition events for community initiatives, and has spearheaded a neighborhood-based data project. The organization is interested in working with the Highland-Grant project in developing business ventures that will result in living wage jobs.

Workforce Programs - Catholic Community Services works in partnership with the Willamette Education Service District, RiverRun youth education and vocational training program, Chemeketa Community College's Trade and Technologies program, and the state Vocational Rehabilitation program with job placement, alternative and remedial education, professional transition, and career skill development for at-risk youth and persons with disabilities. The CTC will greatly enhance opportunities for these programs in the targeted neighborhoods.

IV. Quality of Project Personnel (10 points)

Grant Administration. The Administrative Leadership Team at Catholic Community Services will be responsible for personnel management, budget/accounting, contracts, space and purchasing functions. **James Seymour**, Executive Director, reports to the CCS Board of Directors. Mr. Seymour has been the director for the past 19 years. He has a master's degree in Public Administration from Lewis and Clark College in Portland, Oregon. Mr. Seymour has served on numerous community boards and has an excellent reputation as an innovative leader and advocate for the poor and at-risk populations in our local communities. **Marc Richmond** has worked for CCS for the past 16 years and is serving as the agency's Economic Development Director. He is overseeing for the purchase and rehabilitation of buildings in the Northgate and Highland-Grant neighborhoods. Mr. Richmond has a master's degree in Corrections and in Business Management. **Charlene Lawry** is the Administrative Services Director. Ms. Lawry has a bachelor's degree in health and education. Ms. Lawry and her staff are responsible for overseeing purchasing of computer equipment and other budgeted items and for management of the federal grant.

Program Development. **Cat Cavasos** will be responsible for volunteer recruitment for the Center. Mr. Cavasos, who is bilingual and bi-cultural, has a bachelor's degree in family studies and has been recognized for his work with at-risk youth of the Latino culture. He is the founder of the Street Vision youth program for gang-affiliated Latino youth and has served as the chairperson of the Oregon Youth Authority's Hispanic Advisory Committee. **Loren Calkins** serves as Director of the Solutions team and holds a master's in marriage and family therapy. Two of Mr. Calkins' Solutions team are bilingual: one being a native of Peru and the other of Chinese ancestry. All Solutions staff have bachelor's degrees in the social sciences. The **CTC**

Project Director has not yet joined the CCS staff. The job description (see Appendix A) requires a bachelor's degree in education or management with preference to master's degree level. CCS is seeking a person with extensive experience in school administration, because the position will be actively engaged in forging partnerships with area schools and in seeking academic credit opportunities for CTC participants. CCS has also contracted with **consultant Judas Floratos of ID Technologies** to set up the technology plan for the CTC. Mr. Floratos offers skills and experience in instructional design, programming, LAN/WEB networks, and technical writing.

V. Management Plan (10 points)

Adequacy of Responsible Agency. Strengthening and support families has been the primary focus of Catholic Community Services since 1938. Catholic Community Services employs over 200 people and receives \$7 million in funding from a wide variety of sources: government contracts, United Way, Catholic Charities, and contributions from individuals. The agency is a 503(c)(3) nonprofit and is governed by a volunteer Board of Directors, responsible for setting policy and fiscal oversight. The board hires and supervises the Executive Director. In 1998, Catholic Community Services became accredited by the Council on Accreditation of Services for Families and Children (COA). We currently operate an outpatient mental center, Latino culturally-specific outpatient mental health and family support services, a children's out-of-home care and treatment center, a children's crisis center, a Teen Learn By Doing program for children aging out of the foster care system, the Tokarski Community Home for Children (long-term out-of-home care and treatment for young children), Street Vision for gang-affected Latino youth, and the Exchange Child Abuse Prevention Program. We also provide group homes and

vocational services for people with mental retardation and developmental disabilities.

Catholic Community Services began the evolution to community-responsive services in Keizer, just north of Salem. As an active participant in Keizer United, the agency took the lead in opening a community center using space in the Mennonite Church. The center is open weekly and offers outreach and family activities. Catholic Community Services is already in the final phases of opening a Community Technology Center in Keizer. This experience will serve us well in implementing the Highland-Grant and Northgate CTCs.

Catholic Community Services employs a full-time Quality Administrator. The Quality Administrator's job is to provide information and analysis to assure that services meet standards, produce desired outcomes and outputs, and convert customer feedback into quality improvement. Case record reviews, safety issues, client rights, staff training, and outcomes are monitored and evaluated quarterly. The administrative services staff provides accounting functions. In addition, the board of directors contracts with an outside accounting firm for an annual audit. All audits have indicated compliance with approved accounting procedures. The agency has established rigorous policies and procedures for ensuring accurate and ethical funds management: (a) maintaining accurate records that include verifiable audit trails of all expenditures, (b) ensuring that all record-keeping and expenditures are consistent with applicable administrative rules, contracts, and regulations; and (c) segregating fiscal processes among administrative staff. The chart on the following page describes the tasks that have already been accomplished, along with those that still need to be done in order to implement the Highland-Grant Community Center/CTC project and then to replicate the project in the Northgate neighborhood.

Governance Structure: Each Community Center/CTC is governed by a community-based steering committee comprised of neighborhood and agency representatives. The Steering Committee reports to the broader community governance organization. In Keizer, that entity is Keizer United. The Highland and Grant neighborhoods have associations that have focused primarily on city zoning, traffic, and related issues. North Neighbors (N2) was formed as the governance entity that represents both neighborhoods with leadership from the Community Development Corporation (economic development and housing issues) and the Salem Leadership Foundation (social and education issues). The administrative and staffing issues are governed by Catholic Community Services seven-member board of directors which meets monthly.

The following diagram illustrates the governance relationships of the CTCs with the broader community and Catholic Community Services. As mentioned previously, the major partnerships involved in this project include (a) the neighborhood associations, organized by the cities of Salem and Keizer; (b) The Family Systems Investment Consortium (described above in this section) convened by Marion County; and (c) the Salem-Keizer School District, Oregon's second largest district. Under these entities that are engaged in broader civic and education issues, two organizations have been developed that are primarily focused on social, educational, and economic development issues at the community level. They are Keizer United and North Neighbors. Each of these entities has recruited community volunteers—parents, business representatives, educators, social service representatives, and members of the faith community-- to advise on issues related to the community centers/CTCs. Catholic Community Services has taken a leadership role in purchasing space and hiring staff to support this community work. With CCS' own board of directors representing diverse community interests (see Appendix A), this leadership has been applauded by civic leaders as social services, education, and community participants have come together—and stayed together—over the past several years of collaboration work in our highest need neighborhoods.

VI. Adequacy of Resources (15 points)

Adequacy of Support including Facilities, Equipment, and Supplies. In addition to the Project Coordinator, Volunteer Coordinator, Solutions Coordinators and administrative staff described in Sections IV and V, Catholic Community Services brings extensive resources to this project. In the Highland-Grant neighborhood, CCS has purchased an 8,000 square foot former convent building which will house the community center, CTC, and office space for interested agencies. CCS was successful in seeking a special variance from the City of Salem to place this community center in an area with residential zoning. The building is appraised in its current condition at \$270,000. CCS purchased the convent for \$240,000 and is investing \$330,000 in rehabilitation.

In the Northgate Neighborhood, CCS purchased a 25,000 square foot building that will include a 2,500 square foot community technology center, in addition to space for CCS and Northgate community programs. The building is valued at \$3.125 million.

CCS is also bringing resources covering the associated materials and supplies costs for the Project Director, Volunteer Coordinator, Solutions Coordinators, and administrative team, and has already invested in a technology consultant who is developing the requirements for hardware and software purchases, training modules, and computer networking for the Highland-Grant and Keizer centers.

Reasonable Costs. The budget narrative (Part II) details the costs for each item. The primary focus of the grant is acquiring computer hardware, software and workstations for the prototype CTC (Highland-Grant) and the replication center (Northgate). The budget includes 8 workstations for the former and 20 for the latter. These two sites will serve, at a minimum, 450

parents, children, and community members who are involved in ongoing skill development programs or who come during open access hours. The costs also include software, networking, and peripherals for the 28 workstations. The second focus of the grant is for training staff and community volunteers. We included \$500 per person training stipends for 12 staff and 20 volunteers. Finally, the budget includes 50% of the staffing costs for the Volunteer Coordinator.

Potential for Continued Support. Because the CTC grant includes only start-up costs, the staff, space, materials and supplies will be sustained for the CTC by other CCS funding sources when the grant period ends. The .5 portion of the Volunteer Coordinator will be funded by other program funds in subsequent year as volunteer recruitment efforts will be most intense during the first year of CTC implementation and then can be integrated within the volunteer recruitment efforts for other programs.

VII. Project Evaluation (10 points)

The CTC Evaluation Plan includes three elements: (1) performance measures (listed on pages 16-18); (2) process evaluation, including participant feedback which is analyzed for continuous improvement; and (3) common outcomes developed through the Family Systems Investment Consortium.

Performance Measures. Measures include the numbers of participants attaining basic skills, high school diplomas or GEDs, and competence in software applications and Internet research. These measures have been developed in conjunction with United Way, the Commission on Children and Families, and the Workforce Investment Act projects and will provide quantitative data. **Process Evaluation.** Process evaluation measures include volunteer recruitment statistics, participation in diversity training and implementation of diversity strategies based on an annual audit, and participant satisfaction with CTC services and handling of complaints garnered through a “touch screen” system. **Common Outcomes.** CCS will be implementing a process to evaluate common outcomes among the 20 partners of the Family Systems Investment Consortium. The common outcomes around self-sufficiency measure 17 dimensions including employment, school attendance, parent-child relationships, parent education/literacy, community involvement, level of public assistance, and youth risk/resiliency.

As noted in Section V, Catholic Community Services employs a full-time Quality Administrator. The Quality Administrator’s job is to provide information and analysis to assure that services meet standards, produce desired outcomes and outputs, and convert customer feedback into quality improvement. Case record reviews, safety issues, client rights, staff training, and outcomes are monitored and evaluated quarterly.