



JOSEPHINE COUNTY PREVENTION AND TREATMENT SERVICES SCHOOL OUTREACH OFFICER PROGRAM ROADMAP

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EVALUATION OVERVIEW AND PURPOSE



Overview: This evaluation report encompasses the School Outreach Officer service provided by Josephine County Prevention and Treatment in Josephine County. It comprehensively outlines the evaluation efforts undertaken to identify the program’s strengths, challenges, and areas of opportunity.



Structure: The report encompasses a thorough program description, an in-depth analysis of the evaluation’s structure, methods, and findings, as well as the recommendations that have emerged from this comprehensive process.



Intended audience: This report has been specifically requested by Shawn Martinez, Josephine County Prevention Coordinator, and is intended for dissemination among all stakeholders in Josephine County. These stakeholders include County staff, County Commissioners, City Council Members, Josephine County School Boards, and staff, as well as families within the county.



Purpose and intended use: The primary purpose of this report is to raise awareness and garner support for the School Outreach Officer service. It aims to establish the Josephine County School Outreach Officer program as a model of excellence within the state, supporting prevention efforts, and advocating for the expansion of these vital services.



Goals and/or objectives: The School Outreach Officers (SOOs) serving the Three Rivers School District and Grants Pass School District 7 have a primary focus on intervention and prevention for youth in Josephine County. They collaborate with the Juvenile Justice Department staff to establish partnerships with schools, addressing crucial issues such as school attendance, substance use and abuse, and criminal behavior.



Organizations involved: The School Outreach Officer services involve multiple organizations, including:

- Josephine County Prevention and Treatment (JCPT) staff who provide School Outreach Officer services.
- Juvenile Justice staff who work in liaison with the SOOs.
- Grants Pass School District staff who collaborate with SOOs in administration and student resource needs.
- Three Rivers School District staff who work with SOOs in administration and student resource needs.



Intended beneficiaries: The School Outreach Officer service aims to create opportunities for youth and families within the community by implementing person-centered and evidence-based prevention strategies.



Program design: The goals of the School Outreach Officers include reducing risk factors, increasing protective factors, improving attendance, and promoting graduation rates. These objectives are pursued through collaborative efforts with District 7 and Three Rivers schools, utilizing trauma-informed principles. The SOOs provide various prevention-focused supports such as relationship building, advocacy, prevention education classes, skill-building, re-engagement, barrier removal, juvenile justice liaison, and informal counseling.

At the time of this evaluation, four School Outreach Officers are assigned to cover the two school districts in Josephine County:

- Grants Pass School District: Rosa Domingue
- Three Rivers School District - Hidden Valley area: Josh Cox
- Three Rivers School District - Illinois Valley area: Robin Hausen
- Three Rivers School District - North Valley area: Craig Owen





PROGRAM HISTORY AND CONTEXT

Context: Josephine County has experienced a growing number of individuals with substance use disorders. Nationwide, a study commissioned by nonprofit charity Song for Charlie revealed that one in five young adults and one in ten teens reported using prescription drugs off-script. Additionally, accidental drug poisoning deaths among Americans ages 13-24 nearly doubled during the first year of the COVID-19 pandemic, with a further 20% increase in 2021, resulting in 7,500 deaths. Please refer to Appendix #2 for a comparison of alcohol, tobacco, and drug use among 11th graders in 2020 and 2022 in Oregon and Josephine County.

History: The Josephine County School Outreach Officer services were initiated in 2018 as a pioneering pilot project in Oregon. While it is part of the JCPT department, the program extends beyond prevention efforts. The SOOs actively engage in intervention, teaching classes, and connecting with students and their families to address any emerging needs. Initial funding was primarily sourced from Oregon’s marijuana tax revenue, but Measure 110 led to a significant portion of the funding being redirected to the Sheriff’s Department. Nevertheless, the Three Rivers School District has demonstrated its commitment to the service by allocating \$25,000.

Jim Goodwin and Shawn Martinez worked diligently to establish a prevention specialist position in all Josephine County schools. However, this endeavor faced challenges due to a general lack of awareness about prevention among school administrators. As a solution, they explored the merging of probation officer and prevention specialist services, resulting in the creation of the School Outreach Officer position and title. The inclusion of the truancy component helped address parent response regarding truancy issues, and the “Officer” designation is used judiciously by school staff.

The School Outreach Officer services were in their early stages when the COVID-19 pandemic struck, necessitating a shift in services to an all-hands-on-deck approach. The SOOs took on additional responsibilities such as delivering school materials and resources to students’ homes, facilitating wellness checks, and building trusted relationships. The current school year, 2023, marks the second year of being back in person, with a staff of four dedicated SOOs.





EVALUATION BACKGROUND AND PARAMETERS

Purpose and intended use: The evaluation of the Josephine County School Outreach Officer services was initiated at the request of Josephine County Prevention and Treatment (JCPT) with the following objectives:

1. Ensuring the sustainability and expanded integration of the School District Outreach Officer service;
2. Increasing awareness of the service through the promotion of best practices and success stories; and
3. Demonstrating that the School District Outreach Officer service contributes to community safety and well-being.

The intended audience for this evaluation includes JCPT, Josephine County Juvenile Justice, Josephine County School Districts, County Commissioners, and the general public. The primary purpose is to ensure the continued success and expansion of the School Outreach Officer services, raise awareness by sharing exemplary practices and achievements, and provide evidence of the program's positive impact on community safety and well-being.

Scope: The evaluation was conducted from January to June 2023, encompassing Josephine County, specifically the Grants Pass and Three Rivers School Districts' School Outreach Officer services at the High School and Middle School levels.

Stakeholder engagement: To gather comprehensive insights, surveys and interviews were conducted with various stakeholders, including 75 individuals from Prevention staff, Juvenile Justice staff, school district staff, school staff, students, School Resource Officers, and a community agency closely involved with the schools. These interviews and surveys were conducted between February and March 2023, with on-site interviews at schools and virtual Zoom sessions. On-site interviews at high schools allowed for additional time to conduct site visits with the Outreach

Officers and interview students in person. Interviews with students and school staff were conducted independently, without the presence of the Josephine County Outreach Officers.

Responsiveness to culture and context: The evaluation process was designed to be culturally responsive to the school communities. Plain language was used for students, while jargon was minimized when engaging with school staff and partners. Efforts were made to create a safe space for interviewees to provide honest and candid feedback, with assurances of confidentiality provided both verbally and in writing. Participants were encouraged to share their insights and impressions, emphasizing that their input would contribute to the improvement of services provided by the School Outreach Officers.

Evaluation team: Common Thread Consulting (CTC), a consultancy specializing in supporting organizations that impact social determinants of health and equity, conducted the evaluation. The CTC evaluation team consisted of Susan Fischer-Maki, Founder and Principal Consultant, and Carrie Prechtel, Senior Consultant for Common Thread. They conducted both in-person and virtual interviews, performed site visits, and compiled survey results. The CTC team operated independently from the JCPT team and worked closely with JCPT to develop survey questions, identify evaluation participants, and coordinate student interviews. Confidentiality was maintained throughout the surveys and interviews to ensure participant trust and openness. Student interviews were conducted anonymously, without attaching names to the responses.

Prior evaluation: This evaluation marks the first comprehensive assessment of the JCPT School Outreach Officer services, considering the program's relatively recent implementation of five years. The COVID-19 pandemic necessitated adaptations to better meet the needs of schools and students, making this evaluation particularly crucial in understanding the program's effectiveness and impact.



EVALUATION METHODS AND LIMITATIONS



Approach: CTC produced a Data Collection and Communications plan to ensure clear, consistent, and fully accessible messaging to Prevention, School, and School District staff. CTC conducted data collection and focus groups and synthesized the findings to outline evaluation results and next steps needed for expansion and support of the program. This evaluation includes guiding frameworks, education opportunities, process improvements, and needed tools.



Evaluation questions: There were four sets of questions for our interviews/surveys depending on the focus group. These questions were crafted in coordination with Shawn Martinez and Robin Hausen to elicit honest impressions of the services from the Officers, school staff, school partners, and students. Stakeholders were provided with a [description](#) of the evaluation process for context when requesting interviews and surveys.



Criteria: The interview questions are qualitative in nature, subjective to personal impressions. Interviewing and surveying such a large sample of people for each region allowed themes to emerge that demonstrated the effectiveness of the services.



Indicators: Two of the questions asked for a 1-5 ranking with 1 being “Strongly Disagree” and 5 being “Strongly Agree.” The remaining questions asked for impressions, examples of best practices, and impact stories.



Data sources: Surveys and focus groups were conducted with the individuals listed in the [Acknowledgements](#) section. In addition, a site visit was conducted at each of the four county high schools to learn more about the day-to-day practices of each SOO. Finally, a staff Appreciative Inquiry Session was conducted at Josephine County Juvenile Justice in Grants Pass with the SOOs and Shawn Martinez. These sources of information and context framed the contents of the evaluation.



Data source selection: Each person interviewed or surveyed was selected based on their proximity to or working relationship with the SOO assigned to their school. For school staff, we requested surveys and focus group participation from administration including, but not limited to, principals, vice-principals, counselors, attendance coordinators, and deans from each high school and middle school in the county. The focus groups were held in person at each high school with their staff. The middle school focus group was held via Zoom, bringing all middle schools in Josephine County together. Partner focus groups were with the SOSA Alternative High School, School Resource Officers, and a Behavioral Health counselor. Students were chosen either because of their availability or were pulled out of class to talk. There was a cross section of sources that shared honestly and frankly about their experiences.



Data collection methods: All participants were requested to submit a survey form. Focus group interviews (both in-person and virtual) were offered for all of these participants except the students. All the surveys and interview responses were collected in a spreadsheet.



Data collection procedures: Survey respondents were invited to participate via email and follow up phone calls as needed. Student interviewees were selected by the SOOs at their schools.



Instruments: There were four Google Form Surveys targeted to [Staff](#), [Schools](#), [Partners](#), and [Students](#). Responses were collected from each survey and follow-up interviews were conducted with some staff and school representatives as needed. The compilation of the themes from each sector and each school region formed the basis for the evaluation results. The survey questions are listed in [Appendix #1](#).



Timeline: Surveys and interviews were conducted over February and March of 2023. The compilation of data was conducted in April and May.



Data management: Common Thread consultants are the sole viewers of the data collected. Unidentified themes and insights will be shared in the results with JCPT and partners.



Limitations: All data collected from the surveys and interviews are qualitative in nature. Correlations between the provision of SOO services and increased graduation rates are subjective, but anecdotal evidence supports the impact of the support, relationships, and information on student success.



SUMMARY OF EVALUATION FINDINGS

FINDINGS FROM SCHOOL OUTREACH OFFICER SITE VISITS

Interactions with students were a common aspect of all site visits. One student struggling with vaping addiction received support from an officer who set goals to help them stay in school. Another officer assisted a student who had stopped attending online classes and conducted truancy calls to support students facing attendance challenges. Student supervision and meetings were a significant focus for one officer. Attendance rates for graduation were emphasized, including the need for doctor's notes for student absences.

School Outreach Officers (SOOs) provided backup support to the schools, such as assisting with hall duty during understaffed periods.

Student health and wellness were discussed during multiple site visits. One officer focused on naloxone training, while another addressed attendance and sleep routines.

The importance of student engagement and motivation was evident across the site visits. The use of a reward system known as the 3Rs was mentioned as a way to motivate students. SOOs worked closely with students to set goals and encourage their persistence in school.

Efforts were made to implement naloxone training policies, but encountered pushback from the district. Discussions were held with students regarding school attendance policies to emphasize the impact of truancy on their academic success.

During the site visits, efforts were observed to implement naloxone training policies, although some resistance was encountered. Discussions with students about attendance policies were conducted to help them understand the impact of truancy on their academic success.

All officers interacted with students in various capacities during the site visits. They addressed issues such as vaping addiction, setting goals to support students' attendance, and providing assistance to those facing challenges with online classes and attendance.

The officers also provided backup support to the schools, such as assisting with hall duty when staffing levels were insufficient.

Student health and wellness were emphasized during the site visits, including discussions on naloxone training, attendance, and sleep routines.

A common theme across the site visits was student engagement and motivation. The use of a reward system and goal-setting strategies were observed to encourage students to stay in school.

These findings demonstrate the dedication of the School Outreach Officers in addressing critical issues affecting student well-being and academic success. Despite challenges encountered, they actively engage with students, set goals, address addiction, support attendance, and promote health and wellness. The officers' involvement and the implementation of motivational strategies reflect a comprehensive approach to student engagement and persistence in school.

Findings also highlight the dedication of the School Outreach Officers in addressing critical issues that impact student well-being and academic success. Despite facing challenges, including pushback from the district, the officers actively engage with students, set goals, address addiction, support attendance, and promote health and wellness. Their involvement, along with the implementation of motivational strategies, demonstrates a comprehensive approach to fostering student engagement and persistence in school.



FINDINGS FROM SOUTHERN OREGON SUCCESS ACADEMY

VIA SURVEY AND APPRECIATIVE INTERVIEWS

Average Satisfaction with the SOO Program: 5.0 out of 5.0

Several aspects of the School Outreach Officer (SOO) program have been successful and yielded positive outcomes. Home visits have proven to be effective in connecting with students and their families, leading to improved engagement and support. The credibility and status associated with the SOO credential have enhanced their effectiveness in working with students and the community. Building strong relationships with students and their families has emerged as a critical factor in the officers' work, allowing for greater trust and collaboration. Mentoring has also played a key role in the officers' interactions with students, providing guidance and support. Unexpected successes have been observed, including instances where students specifically requested to speak with the officers, indicating the impact they have made.

Despite the overall success of the program, there are some areas that present challenges and opportunities for improvement. One challenge is the lack of awareness among students and the community about the full range of services offered by School Outreach Officers. This limits the utilization of available resources and support. Another challenge is the difficulty in effecting behavioral changes in students despite efforts to provide education and support. While students may be familiar with the officers, there is a need to enhance their understanding of the roles and responsibilities of the officers. Additionally, it can be challenging to directly correlate the impact of the officers' work with specific outcomes. Some programs or initiatives, such as providing vaping education in pairs, have faced unexpected challenges during implementation. Moreover, the focus on relationship-building and individual student impact sometimes makes it challenging to demonstrate measurable outcomes.



To further enhance student success, there are several areas that would benefit from additional support. One important aspect is the need for dedicated SOO support for specific areas, such as the SOSA (name of a specific area). This would allow for focused attention and tailored assistance where it is most needed. It would also be valuable to have a clearer understanding of the SOO responsibilities and capabilities among students, families, and the broader community. Providing additional time and resources for home visits, as well as materials distribution and education support, would further strengthen the impact of the officers' work.

One notable example of the School Outreach Officer's impact on a student is through home visits. These visits have proven instrumental in various ways. Firstly, they have facilitated the location of missing students, ensuring their safety and well-being. By engaging with students and their families in their own homes, the officers have been able to establish trust and build relationships that extend beyond the school environment. This has resulted in re-engaging students who were previously disengaged or facing challenges,

leading to improved attendance and academic performance. Furthermore, the home visits have provided opportunities to address behavior issues and provide support through effective communication with both students and their families. Overall, these encounters have fostered a sense of care, support, and connection that positively impacts the students' lives.

To increase awareness of the School Outreach Officer program, several strategies can be implemented. Increasing the presence of the officers within the school building is a key approach. This can be achieved by ensuring regular visibility and interaction with students and staff. Appreciation events can be organized to acknowledge the important work and impact of the officers, which will also serve to raise awareness among the school community. Introducing School Outreach Officers to students and staff through assemblies and other school-wide events can provide an opportunity for direct interaction and information sharing. Additionally, building strong relationships with students and staff members will contribute to increasing awareness of the program through word-of-mouth and personal testimonials.





FINDINGS FROM GRANTS PASS HIGH SCHOOL, SOUTH AND NORTH MIDDLE SCHOOLS

VIA SURVEY AND APPRECIATIVE INTERVIEWS

Average Satisfaction with the SOO Program: 4.6 out of 5.0

At GPSD, several aspects of the School Outreach Officer (SOO) program have proven to work well. One key observation is the importance of having a consistent, competent, and caring adult to support students and families in need. This consistent presence contributes to building relationships, providing individualized support, and addressing various challenges faced by students. Home visits and personalized support have been particularly valuable in establishing connections with students and their families, fostering trust and collaboration.

Another significant finding is the recognition of the need for prevention efforts to tackle issues such as truancy, substance use, and other challenges that students may encounter. The officers' authority and respect, derived from their officer title, positively influence their interactions with students and families. Breaking down barriers through active listening and intuition has also emerged as an essential strategy for identifying and addressing issues affecting students and families.

The person-driven approach, focused on connecting with students and families in need and working collaboratively with school staff, has yielded positive outcomes. The presence of a School Outreach Officer provides crucial support and leverage in situations where the school may lack the necessary resources or authority to intervene effectively. The immediate response and follow-up when students are struggling with attendance or facing other challenges have proven impactful.

However, there are certain areas that do not work as effectively or present unexpected challenges. Limited availability of onsite personnel creates a lack of connection between the officer and the full school team. Insufficient support and resources for the officer result in concerns about the saturation of the caseload and potential strain on their workload. Additionally, challenges arise in providing services, tracking time usage, and ensuring consent from families during

the officer's presence. The need for more personnel, particularly another SOO for District 7, is apparent to address the decrease in engagement, attendance, and prevention efforts in middle schools. Parental involvement and the issue of truancy remain ongoing challenges that could benefit from further measures and interventions.

Referrals to Outreach Officers are made for various reasons, including substance use, attendance concerns, prevention and interventions, barriers to school, and specific referrals for vaping education. These referrals demonstrate the diverse support needs addressed by the officers.



If given the opportunity, additional support for student success would involve implementing wraparound support, adopting a specialist or team approach to student and family support, enhancing parent outreach and education, ensuring consistency and regularity in support services, integrating, and coordinating with community resources, and strengthening prevention education and intervention efforts for attendance and substance use. Legal and punitive measures for chronic truancy and substance use are also suggested as a means of addressing ongoing challenges.

A story illustrating the impact of a School Outreach Officer's work highlights their role in improving attendance and student engagement, connecting students and families to community resources, consistently following up and educating students, and positively influencing students' mental health and well-being.

Another story focuses on how a referral to a School Outreach Officer has helped a school by reducing incidents related to code of conduct violations through educational programs and awareness campaigns initiated by the officer. The passion and dedication of the officer toward students' well-being and future are also emphasized.

To build awareness of the School Outreach Officer program, suggestions include partnering with other school officials or programs, conducting engaging assemblies or events, incorporating more SOOs to help with the workload and increase availability, and regularly reminding students and staff about the program through various communication channels.

Most respondents agree that increasing the availability of School Outreach Officer services would be beneficial, except for one staff member who considers the current frequency appropriate. It is noted that not all students are aware of the SOO services, highlighting the importance of raising awareness.





FINDINGS FROM HIDDEN VALLEY HIGH SCHOOL AND LINCOLN SAVAGE MIDDLE SCHOOL

VIA SURVEY AND APPRECIATIVE INTERVIEWS

Average Satisfaction with the SOO Program: 4.6 out of 5.0

Based on the findings from Lincoln Savage Middle and Hidden Valley High Schools, the feedback reveals several strategies that work well for the School Outreach Officer (SOO) program. Home visits and open communication with students and families have been effective in establishing positive relationships. The SOOs have successfully connected students with community resources and collaborated with school personnel, including building administrators, school counselors, and front office staff. They have demonstrated effective intervention skills during stressful moments with students and provided valuable assistance in graduation support, leading to increased graduation rates.

The presence and visibility of SOOs throughout the campus have been positively noted, along with their involvement in off-campus work for students who have dropped out. They have also played a significant role in addressing exam support and vaping prevention. Building trust with students and parents, de-escalation, and participation in discipline conversations have further contributed to their success. The provision of holistic care for students and the desire for more time with the support person are additional strengths of the program.

However, the feedback also highlights certain challenges and areas for improvement. The self-motivation of SOOs has been identified as an area where they struggle, and staff members suggest that they should be more proactive and creative in their approach to reaching students. Some staff members feel that the roles of the SOOs are not well-defined and express the need for a better understanding of what they can provide. Increasing visibility to students and taking initiative to collaborate with other officers to share best practices have been suggested. Staff members also seek more clarity on the details of the interventions provided by the SOOs and their training scope. Addressing vaping issues among students is challenging, and the impact of interventions in this area is difficult to quantify. Personnel transitions pose challenges in rebuilding trust and maintaining consistency between SOOs.

When it comes to referrals to the School Outreach Officers, various scenarios have been observed. Students struggling with substance abuse or those who have been suspended due to substance abuse are frequently referred to the outreach officers. Referrals also occur when there are concerns related to chronic absences, attendance follow-up, discipline follow-up, and well-being checks. Students seeking advice on handling certain situations or support in dealing with difficult circumstances are also directed to outreach officers. It is worth noting that some staff members believe that students might respond better to a male outreach officer and may specifically request a home visit from them.

The feedback also highlights additional areas of support that would contribute to student success. Prevention classes focusing on substance abuse, addiction, and healthy habits are suggested, and there are recommendations for health teachers to team teach with students or for staff members to facilitate after-school activities addressing vaping and other addictive behaviors. Consistent, licensed professionals providing counseling and group therapy to students are emphasized, with a desire for ongoing support without barriers to access. Parent education sessions to help parents better understand their child's needs and provide support are mentioned, although concerns are raised about the attendance of parents who may need this support.

Restorative justice circles are also suggested as a means of facilitating healing and providing space for students. The need for more time and capacity to support students, particularly in areas such as attendance and discipline follow-up, is expressed. Respondents also advocate for a dedicated SOO at each building, working full-time and being available before and after school, as this could help prevent substance abuse and address other issues. Furthermore, better tracking of mobility and opportunity youth across districts and ESDs is recommended to ensure appropriate support.



FINDINGS FROM ILLINOIS VALLEY HIGH SCHOOL LORNA BYRNE MIDDLE SCHOOL AND EVERGREEN ELEMENTARY

VIA SURVEY AND APPRECIATIVE INTERVIEWS

Average Satisfaction with the SOO Program: 4.7 out of 5.0

Based on the findings from Lincoln Savage Middle and Hidden Valley High Schools, the feedback reveals several strategies that work well for the School Outreach Officer (SOO) program. These findings are specific to the schools mentioned. The SOOs' personalized approach and flexibility have been successful in meeting the unique needs of the schools and individual students. They demonstrate adaptability and a willingness to go the extra mile to support students. Building strong relationships with students, parents, and staff is a key strength of the program.

The SOOs prioritize trust and connection with students, which contributes to their success. They serve as valuable resources for connecting students and families to other services and resources, particularly around mental health support. The presence and availability of the SOOs are appreciated by both staff and students, as they are approachable and readily available to provide assistance. The SOOs have had a positive impact on student success, both academically and socially, helping students graduate and navigate challenges in their lives.



However, there are also challenges and areas for improvement identified in the feedback. There is a lack of standardization across sites and staff, which may lead to inconsistencies in the program's implementation. Quantifying the impact of the SOOs' work proves to be difficult, and there is a need for better tracking of individual student success. The services tend to primarily reach the lowest-tier students, and there is a desire for improved tracking and sharing of student behavior information. A lack of policy for promoting and referring pathways for outside support agencies is observed, as well as communication issues between districts and external agencies. There is some confusion between School Outreach Officers and School Resource Officers, indicating a need for clearer job descriptions and consistent work. Furthermore, establishing communication pathways with Juvenile Justice is necessary to address this issue.

In terms of referrals to the School Outreach Officers, they are commonly made in situations involving substance use or when students require mental health support. Referrals are also made to establish relationships and personal connections with students.

If given additional support for student success, respondents express a need for additional staff support, including a full-time resource officer, a full-time security monitor, and two staff members assigned to Lorna Byrne and the high school, respectively. Improved communication and relationships between outreach officers and adjudicated students returning to school are seen as crucial. There is a call for increased support for substance abuse prevention, including Naloxone kits and education for staff and families. Policy development and implementation

for administering Naloxone and other medications is needed. The importance of visibility and organic utilization of resources, like having an outreach officer present in the school, is emphasized. Respondents also express a desire to establish a model like CASAs (Court Appointed Special Advocates) for sharing information and supporting students.

The stories shared highlight the significant impact of the School Outreach Officers' work on students. These stories include building relationships and connections with students facing mental health and other challenges, helping students access resources and services, disarming students and breaking down barriers to gain trust, providing institutional knowledge and thinking outside the box to support students, being accessible and available to students and staff, offering support and a sense of safety to students in foster care or facing challenges, and positively influencing students' lives and academic success.

The referral to the School Outreach Officer at Illinois Valley High School has been instrumental in supporting students and families, particularly in the absence of an academic counselor and a full-time mental health provider. The School Outreach Officer has stepped up and made significant contributions to meet the increased need for mental health support.

When asked if the School Outreach Officer services would be utilized more if available more days a week, the response is positive, with respondents indicating that the services would indeed be utilized. While not all students are aware of the SOO services, the staff consistently refers students to the SOOs.



FINDINGS FROM NORTH VALLEY HIGH SCHOOL AND FLEMING MIDDLE SCHOOL

VIA SURVEY AND APPRECIATIVE INTERVIEWS

Average Satisfaction with the SOO Program: 4.9 out of 5.0

Based on the feedback received, the School Outreach Officer (SOO) program has demonstrated several effective strategies. The positive impact of the outreach officer's work is highly regarded and appreciated by both students and staff. The officer's flexibility is evident in their willingness to do whatever is needed to support students, including making home visits and filling in for other staff members. They provide holistic support to students, considering all aspects of their lives, both on and off campus.

The officer's preventative approach is valued for addressing negative behaviors before they escalate and preventing students from becoming involved in the juvenile justice system. Additionally, the officer helps students be accountable for their actions, sets goals, and tracks their progress towards graduation. Effective communication skills allow the officer to reach parents and have tough conversations with students.

However, there are also challenges that need to be addressed. Lack of consistency and availability across service areas is noted, with some needs going unaddressed due to prioritization. Improved communication and collaboration among professionals in the school system is needed to provide better support to students. Tracking outcomes to demonstrate program effectiveness is also necessary. Clarifying the roles of different professionals, including the outreach officer, is important to avoid misunderstandings about the services provided. Balancing home visits and in-school needs is another challenge that needs attention. The respondents also express curiosity about vaping/drug interactions and suggest more information on this topic could benefit the program's effectiveness.

Referrals to the SOOs occur in various situations, including attendance concerns, behavioral issues, emotional support/counseling, substance abuse, impulsiveness/addiction concerns, de-escalation, discipline support, student dropouts, additional support for delicate conversations, and general counseling/assistance.

If additional support were available, participants suggested the need for education and prevention programs on issues such as opioid prevention, anger management, consent, pornography, social media, and vaping.

Consistent access to licensed mental health professionals, behavior and academic support, and parent involvement and advocacy are also desired. Taking a proactive approach, considering student input, and focusing on early intervention and prevention programs are highlighted as essential for student success.

Stories shared about the School Outreach Officer's impact highlight their role in providing academic and social support, mentorship, accountability, graduation support, Job Corp registration, mental health support, trauma-informed care, and overall positive changes in students' lives.

Referrals to the School Outreach Officer have helped improve graduation rates, establish connections with hard-to-reach students, teach important life lessons, provide individualized support, improve attendance and engagement, and generate positive recognition within the school community.

Many staff members believe that increasing the availability of SOO services would result in higher utilization. However, it is noted that not all students may be aware of the available services. Referrals to the SOOs are widespread, and the average satisfaction with the officers is rated highly.



FINDINGS FROM GRANTS PASS & THREE RIVERS STUDENTS

VIA SURVEY AND APPRECIATIVE INTERVIEWS

Average Satisfaction with the SOO Program: 4.7 out of 5.0

The School Outreach Officer service has been widely regarded as helpful and beneficial for students. Many interviewees expressed their appreciation for the supportive relationships they developed with the officers. They found the officers to be friendly, nice, and supportive, creating a comfortable space for students to seek help. The officers provided personalized assistance, were available when needed, and genuinely cared about the students' well-being. Students mentioned experiencing personal growth through their interactions with the officers, who introduced them to new ideas, helped them navigate difficult situations, and provided hope for the future. The officers also offered academic support by assisting with homework, answering school-related questions, and providing helpful resources.

Emotional support was another significant aspect highlighted by several interviewees. They felt that the officers actively listened and understood their perspectives, which helped them feel better, even when they were in the wrong. The officers' interventions were seen as impactful and effective, particularly when addressing behavior issues or problems within the school environment. Students appreciated that the interventions involved them directly, fostering a sense of ownership and empowerment.

However, there are some areas that require improvement. Communication was identified as a challenge, with some students feeling hesitant to share certain things with their assigned support person. Additionally, negative perceptions of the program by other students were mentioned. The effectiveness of interventions was also questioned, with negative reinforcement being deemed ineffective

in engaging students. Moreover, there was a need for more resources to support students dealing with vaping and substance abuse. Availability was another concern, as some students expressed a desire to meet with their support person more frequently and suggested having a set schedule for the officer's presence on campus. Additionally, the scope of support provided by the officers was perceived as limited, with students wishing for more flexibility in the services offered, especially in addressing issues beyond the school environment, such as child protective services (CPS) cases.

When asked if all students are aware of the School Outreach Officer services, the consensus was no. To build awareness, various suggestions were provided by respondents. These included using the intercom or morning announcements, making announcements during assemblies (preferably targeting upper-class students), creating flyers to promote the services, utilizing technology platforms like YouTube or HS TV stations, increasing the visibility of the officers around the school, and making personal contact through email or by enhancing the accessibility of their office.

In terms of referrals, many respondents indicated that they refer students to the School Outreach Officers when they need a trusted adult for support. Situations where students suggested meeting with the officer included substance abuse and addiction issues, academic and personal challenges, referrals for other students, and financial assistance needs. Some students even emphasized the importance of meeting with the officer for general support, even in less severe situations, as they found the officer understanding and supportive.

If resources were unlimited, students identified several areas where they believe students would benefit most. These included substance abuse prevention and education, academic support through tutoring and after-school programs, counseling and mental health support, flexible attendance policies, increased awareness of the School Outreach Officer's services, addressing the root problems behind substance abuse and other issues, creating safe and non-judgmental spaces for seeking help, utilizing innovative methods such as a student podcast for therapy advice, and providing time management and balance support for students with busy lives.

The availability of the School Outreach Officer services emerged as a concern among students. Some felt that if the services were available more frequently throughout the week, more students would be able to access them. However, it was also acknowledged that the officers were already available frequently and might face difficulties in accommodating more students. While there was hope that increased availability would lead to more utilization, the exact impact on student participation remains uncertain.





GENERAL RECOMMENDATIONS TO STRENGTHEN THE SOO PROGRAM

It is the recommendation of Common Thread Consulting that Josephine County's School Outreach Officer program be lifted up as an exemplary model for other regional prevention programs. Its successes include the positive impact of having a consistent, competent, and caring adult to support students and families in need, the flexibility of the School Outreach Officer to provide support and leverage in situations where the school may lack resources or authority, the importance of immediate response and follow-up when students face challenges, the preventive approach to address issues such as truancy and substance use, and the accountability and goal-setting facilitated by the officer's title.

However, communication and collaboration among different professionals working in the school system need improvement. Respondents suggest that professionals should meet and familiarize themselves with each other's roles to provide better support to students. Additionally, support and resources for School Outreach Officers, such as filling gaps and addressing caseload saturation, are necessary. There is a lack of policy for promoting and referring pathways to outside support agencies, and tracking and documentation of interventions and results need improvement.

Clarification of roles among different professionals, including distinguishing between School Outreach Officers and School Resource Officers, is recommended.

Balancing home visits and in-school needs is essential, and more information on vaping/drug interactions could enhance the program's effectiveness. Increasing visibility of School Outreach Officers to students and collaborative efforts with other officers are important. Integration and coordination with community resources, prevention classes, parent education sessions, and student input in program design are also valuable opportunities to explore.

To raise awareness, suggestions include having the administration introduce the School Outreach Officer and the program to students and staff, conducting engaging assemblies or events at the beginning of the year, regular reminders through school announcements, posters, or newsletters, and interviewing the officer on the school's TV program.

Interviewees provided additional suggestions and notes specific to their experiences and needs, such as recruitment of Prevention Specialists, offering parent sessions on substance use disorder, improving communication between different professionals, utilizing resources like Unite Us for referrals, and tracking outcomes and impact through data collection tools. Other recommendations include standardizing services, exploring prevention curricula on various topics, establishing district policies, and promoting the School Outreach Officer program through various channels.



MANAGING COMPLEX CHANGE

Throughout this work, the Common Thread team encourages the JCPT team to hold in mind that change management is a complex process as the dynamics are constantly changing in school and municipal ecosystems. We encourage the team to hold the following guide up as they experience challenges in this meaningful work as a source of hope, centering, and guidance for determining next best actions.



SUCCESS MAY BE MORE DIFFICULT TO REACH IF ONE OF THESE IS MISSING...



THE MANAGING COMPLEX CHANGE MODEL WAS CREATED BY DR. MARY LIFTTT (1967)
Updated Lippett-Kosten Model: <https://tinyurl.com/5n6fm4sk>



MODIFIED BALANCED SCORECARD: A ROADMAP FORWARD

The following modified Balanced Scorecard details builds on the Program Evaluation results and the insights of the JCPT team and provides a Roadmap for their efforts to move forward over the coming months and years. A Balanced Scorecard typically consists of four key components or perspectives, which are:



01

Learning and Growth Perspective:

This perspective focuses on the organization's ability to learn, innovate, and grow. The learning and growth perspective measures employee skills and knowledge, information systems, and organizational culture and values. For the SOO Program modified BSC this perspective will be referred to as the "Team Perspective."



02

Internal Processes Perspective:

This perspective focuses on the internal processes and systems that enable the organization to deliver value to customers and achieve its financial goals. The internal processes perspective measures efficiency, quality, and cycle time, and helps the organization to identify opportunities for improvement. For the SOO Program modified BSC this perspective will be included in the "Team Perspective."



03

Customer Perspective:

This perspective focuses on the customer's needs and expectations. The customer perspective measures customer satisfaction, loyalty, and retention, and helps the organization to understand the factors that drive customer behavior. For the SOO Program modified BSC this perspective will be referred to in both the "Student Perspective" and "School Perspective."



04

Sustainability and Scalability Perspective:

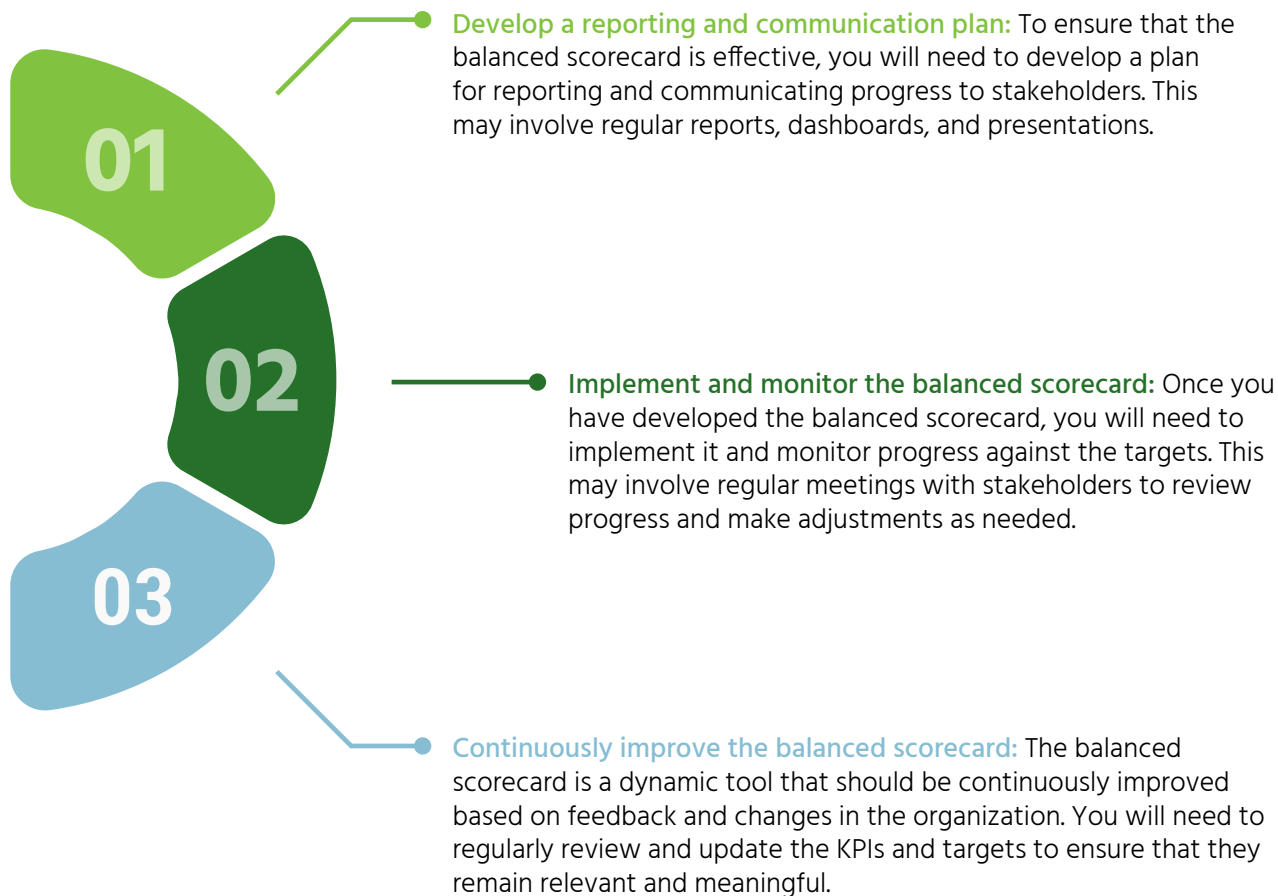
This perspective focuses on the sustainability and scalability objectives of the organization. The sustainability and scalability perspective measures the results of the organization's actions and decisions. For the SOO Program modified BSC this perspective will be referred to as the "Sustainability and Scalability Perspective."

By considering these four perspectives, the balanced scorecard provides a holistic view of an organization's performance and helps to ensure that it is aligned with the organization's strategic objectives. The balanced scorecard also provides a framework for setting targets, monitoring progress, and making adjustments as needed to ensure that the organization stays on track to achieve its goals.

Activities that were completed during the creation of this modified Balanced Scorecard included:

- 1. Defined organizational goals and objectives:** Defined the goals and objectives of the program. This involved identifying the key performance areas that are critical to the success of the program, such as financial performance, customer satisfaction, internal processes, and learning and growth.
- 2. Developed key performance indicators (KPIs):** Developed KPIs for each of these areas. KPIs are the specific metrics that will be used to measure progress toward the program’s goals and objectives.
- 3. Gathered data and establish baselines:** Gathered accurate and reliable data for baselines on current performance in each of the key performance areas and establish baselines that you can use to track progress. NOTE: Data collection is an area in need of improvement for the SOO program.
- 4. Created a modified balanced scorecard framework:** Created a modified balanced scorecard framework to provide a structure for organizing and reporting on performance.

Moving forward, the JCPT will need to engage in the following activities to ensure that the modified Balanced Scorecard leads to maximized improvements in the program on behalf of students, families, and school districts:





BALANCED SCORECARD

TEAM PERSPECTIVE

Affirmative Topic: How do we ensure every team member has clarity about the best practices of the SOO role, is supported in delivering community-centered services, and thrives in their daily work?

By focusing on the team perspective, the SOO Program can ensure that every team member has clarity about best practices, feels supported in delivering community-centered services, and thrives in their daily work. Regular team meetings, ongoing training, goal-setting, care plans, and clear communication channels will contribute to a cohesive and empowered team that can effectively address the emerging needs of students and deliver high-quality support within the SOO role.

OBJECTIVE 1: ENHANCE CLARITY AND SUPPORT FOR TEAM MEMBERS

- **Action 1: Conduct regular team meetings and retreats.**
Steps: Schedule regular team meetings to facilitate communication, collaboration, and knowledge-sharing among team members. Plan annual retreats to foster team building and professional development.
Goal: Short-term
Progress Measurement: Frequency and attendance of team meetings, successful execution of retreats, feedback from team members on the effectiveness of meetings and retreats.
- **Action 2: Provide ongoing training on trauma-informed practices, culturally responsive care, and emerging needs of students.**
Steps: Identify training needs through assessments and feedback, arrange relevant training sessions or workshops, offer resources and materials for continuous learning.
Goal: Immediate
Progress Measurement: Number of training sessions conducted, participation rates, feedback from team members on the applicability and usefulness of training.
- **Action 3: Implement ongoing goal setting, monitoring, and improvement at the SOO, school, and district levels.**
Steps: Establish clear performance goals and indicators for SOOs, develop monitoring systems to track progress, provide feedback and support for goal achievement.
Goal: Long-term
Progress Measurement: Regular monitoring of goal progress, documented improvements in performance, feedback from team members on the effectiveness of goal-setting and monitoring processes.

OBJECTIVE 2: FOSTER WORK-LIFE HARMONY AND PERSONAL GROWTH

- Action 1: Develop care plans for SOOs to support work-life harmony.**
Steps: Conduct assessments of SOOs' needs and challenges, design individualized care plans to promote work-life balance, provide resources and support for self-care.
Goal: Short-term
Progress Measurement: Completion of care plans for SOOs, feedback from SOOs on the effectiveness of support provided.
- Action 2: Provide ongoing training and opportunities for personal growth.**
Steps: Offer professional development opportunities related to leadership, communication, and personal growth, provide access to resources for skill development, encourage participation in conferences or workshops.
Goal: Immediate
Progress Measurement: Number of training opportunities provided, participation rates, feedback from team members on the impact of professional development on their growth.

OBJECTIVE 3: ESTABLISH CLEAR AND GUIDING COMMUNICATION CHANNELS

- Action 1: Implement regular, clear, and guiding communication with the program director and supervisor.**
Steps: Establish communication protocols, schedule regular check-ins with the program director and supervisor, provide avenues for feedback and open dialogue.
Goal: Immediate
Progress Measurement: Frequency and effectiveness of communication with program director and supervisor, feedback from team members on the clarity and support received.





BALANCED SCORECARD

STUDENT PERSPECTIVE

Affirmative Topic: How do we provide every student with high-quality, accessible, and culturally responsive services that lead to improved wellbeing and school engagement?

By prioritizing the student perspective, the SOO Program can ensure the provision of safe, empowering, and culturally responsive care to students. Creating student-centered spaces, enhancing SOOs' skills, promoting consistency and quality of services, refining referral processes, and utilizing data to inform program approaches will contribute to meeting the diverse needs of students and empowering them on their educational journey.

OBJECTIVE 1: CREATE SAFE, VALUED, AND EMPOWERED SPACES

- **Action 1: Establish spaces and utilize practices that ensure students feel safe, valued, and empowered.**

Steps: Design and implement student-friendly spaces, promote inclusivity and respect, foster a positive and supportive environment.

Goal: Immediate

Progress Measurement: Feedback from students on their perception of safety, value, and empowerment within the program spaces.

OBJECTIVE 2: ENHANCE SKILLS FOR CULTURALLY RESPONSIVE AND TRAUMA-INFORMED CARE

- **Action 1: Provide ongoing training to SOOs on working with students from diverse backgrounds and delivering culturally responsive, trauma-informed care.**

Steps: Identify relevant training opportunities, develop training programs or partnerships, deliver training sessions to enhance skills.

Goal: Short-term

Progress Measurement: Completion of training sessions, evaluation of SOOs' understanding and application of culturally responsive and trauma-informed care principles.

OBJECTIVE 3: ENSURE CONSISTENCY AND QUALITY OF SERVICES

- **Action 1: Facilitate regular calibration and knowledge sharing among the SOO team to ensure consistent service delivery.**

Steps: Schedule team meetings, create platforms for sharing best practices and experiences, encourage open dialogue and collaboration.

Goal: Short-term

Progress Measurement: Frequency and effectiveness of team meetings, documentation of shared practices, feedback from SOOs on the usefulness of knowledge sharing.

- **Action 2: Develop skills and tools for providing individualized care to each student while following the program model's best practices.**

Steps: Identify individualized care approaches, provide training and resources, support SOOs in adapting the program model to meet specific student needs.

Goal: Short-term

Progress Measurement: Documentation of individualized care plans, feedback from SOOs on the effectiveness of the tools and skills provided.

OBJECTIVE 4: STRENGTHEN REFERRAL AND OUTCOME TRACKING PROCESSES

- **Action 1: Refine practices for identifying student needs beyond the SOO scope and streamline referral processes.**

Steps: Develop clear guidelines for identifying student needs, establish efficient referral channels, provide training to SOOs on referral processes.

Goal: Immediate

Progress Measurement: Implementation of referral guidelines, feedback from SOOs on the effectiveness of the processes.

- **Action 2: Gather and utilize data to inform program approaches for better serving a diverse student population.**

Steps: Establish data collection methods, analyze, and interpret data, use insights to inform program adjustments and improvements.

Goal: Short-term

Progress Measurement: Data collection and analysis, documentation of program adjustments based on data, feedback from SOOs on the relevance of data insights.



BALANCED SCORECARD

PARTNER PERSPECTIVE

Affirmative Topic: How do we ensure every partner knows about our services, has clear points of contact for communicating with SOO program staff, can identify how the services add value to their work, and are empowered to contribute to the ongoing monitoring and improvement of the services?

By focusing on the partner perspective, the SOO Program can ensure a collaborative and effective partnership with schools and community-based organizations. Providing dedicated spaces, maintaining a consistent schedule, building trust with school staff, attending meetings, establishing effective communication channels, and defining clear partner roles will contribute to strong partnerships that support the program's goals and create positive outcomes for students.

OBJECTIVE 1: ESTABLISH COLLABORATIVE AND CONFIDENTIAL ENVIRONMENT

- **Action 1: Provide dedicated space at each school site to ensure confidentiality and consistency of access.**
Steps: Identify suitable spaces within each school, allocate resources for creating dedicated SOO spaces, ensure spaces adhere to confidentiality requirements.
Goal: Immediate
Progress Measurement: Confirmation of dedicated spaces at each school, feedback from partners on the adequacy and confidentiality of the spaces.

- **Action 2: Maintain a dedicated schedule at each school site through collaboration with administration.**
Steps: Establish collaborative relationships with school administration, coordinate schedules to ensure regular presence of SOOs, address any scheduling conflicts or challenges.
Goal: Short-term
Progress Measurement: Consistent and documented presence of SOOs at each school, feedback from partners on the effectiveness of scheduling arrangements.

OBJECTIVE 2: BUILD TRUST AND COLLABORATION WITH SCHOOL STAFF

- **Action 1: Demonstrate consistent actions that align with the program model and values to develop trust with school staff.**
Steps: Communicate program values to school staff, consistently deliver services aligned with the program's mission, establish open lines of communication and mutual respect.
Goal: Short-term
Progress Measurement: Feedback from school staff on the trustworthiness and alignment of SOOs' actions with program values.
- **Action 2: Attend district board, leadership, and building-level meetings to share about the program and learn about emerging needs and priorities.**
Steps: Establish relationships with district and school leaders, actively participate in meetings, share program updates, gather information on emerging needs and priorities.
Goal: Immediate
Progress Measurement: Attendance and participation in meetings, documented sharing of program information, feedback from partners on the relevance and usefulness of the shared information.

OBJECTIVE 3: FOSTER EFFECTIVE COMMUNICATION AND APPRECIATION

- **Action 1: Implement regular processes for highlighting successes and expressing appreciation for school staff collaboration.**
Steps: Establish mechanisms for recognizing and celebrating successful outcomes, develop appreciation strategies, communicate regularly to acknowledge school staff contributions.
Goal: Short-term
Progress Measurement: Documentation of success stories, records of appreciation efforts, feedback from partners on the effectiveness of communication and recognition processes.
- **Action 2: Establish open and efficient communication processes that respect student confidentiality and privacy laws.**
Steps: Define communication protocols that adhere to privacy laws, establish secure channels for information sharing, ensure administrative efficiency in communication processes.
Goal: Immediate
Progress Measurement: Implementation of defined communication protocols, feedback from partners on the effectiveness and confidentiality of communication.
- **Action 3: Define clear partner roles, including SOO staff, school staff, and staff from aligned community-based organizations.**
Steps: Establish role descriptions and responsibilities for all partners, communicate expectations, foster collaboration and understanding among partner roles.
Goal: Immediate
Progress Measurement: Documentation of partner roles and responsibilities, feedback from partners on clarity and collaboration among roles.



BALANCED SCORECARD

SUSTAINABILITY & SCALABILITY PERSPECTIVE

Affirmative Topic: How do we demonstrate our program’s impact, expand our model in Josephine County, build a common set of tools and practices to best respond to each community’s needs, and become a best-practice mentor for other Prevention teams in the state of Oregon?

By implementing the following balanced scorecard approach, the SOO Program can strategically focus on enhancing program visibility, strengthening resources and capacities, and ensuring continuous quality improvement. Regular evaluation and measurement of progress will enable the program to track its achievements, identify areas for growth, and ultimately provide better support to students and schools in Josephine County.

OBJECTIVE 1: ENHANCE PROGRAM VISIBILITY AND KNOWLEDGE SHARING

- **Action 1: Create videos of client journeys (students and school staff).**

Steps: Identify clients willing to share their experiences, record video interviews, edit and produce high-quality videos.

Goal: Immediate

Progress Measurement: Number of videos produced and shared on program platforms and social media channels.

- **Action 2: Share model with other Prevention programs in Oregon.**

Steps: Establish partnerships with other programs, distribute information through online platforms or events, engage in knowledge-sharing sessions.

Goal: Short-term

Progress Measurement: Number of partnerships formed, participation in knowledge-sharing events, feedback from partner programs.

- **Action 3: Document stories of impact.**

Steps: Collect success stories from clients, document their experiences, and highlight the program’s positive outcomes.

Goal: Short-term

Progress Measurement: Number of impact stories documented, incorporation of stories in program materials and reports.

OBJECTIVE 2: STRENGTHEN PROGRAM RESOURCES AND CAPACITIES

- **Action 1: Increase the number of SOO Program FTE in alignment with school and student needs.**
Steps: Conduct a comprehensive assessment of program demands, identify gaps in staffing, secure funding for additional personnel, recruit, and onboard new team members.
Goal: Long-term
Progress Measurement: Increase in the number of SOO Program FTE, improved coverage and support for schools and students.
- **Action 2: Create a model of internships for SOO Program work.**
Steps: Develop internship program guidelines, establish partnerships with educational institutions, design meaningful intern roles, provide mentorship and training.
Goal: Short-term
Progress Measurement: Number of internships established, feedback from interns and program staff.
- **Action 3: Increase capacities for data collection and analysis.**
Steps: Provide training and resources for SOO Program staff on data collection methods, improve data management systems, enhance analytical skills through workshops or professional development opportunities.
Goal: Immediate
Progress Measurement: Improved data collection practices, enhanced data analysis capabilities, feedback from staff on improved data utilization.

OBJECTIVE 3: ENSURE CONTINUOUS QUALITY IMPROVEMENT AND EVALUATION

- **Action 1: Conduct annual evaluations and update the Balanced Scorecard.**
Steps: Define evaluation criteria and indicators, collect data on program performance, analyze results, update the Balanced Scorecard accordingly.
Goal: Long-term
Progress Measurement: Completion of annual evaluations, updates to the Balanced Scorecard based on evaluation findings.
- **Action 2: Develop and deploy client satisfaction surveys (student and school staff).**
Steps: Design surveys to measure client satisfaction, distribute surveys to students and school staff, collect and analyze feedback, identify areas for improvement.
Goal: Short-term
Progress Measurement: Completion and analysis of client satisfaction surveys, implementation of improvements based on feedback.
- **Action 3: Develop awareness and referral training for parents and school staff to access the SOOs.**
Steps: Design training materials and resources, conduct training sessions for parents and school staff, provide ongoing support and guidance.
Goal: Immediate
Progress Measurement: Number of training sessions conducted, feedback from participants, increased awareness and referrals from parents and school staff.



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Josephine County Prevention Team

Shawn Martinez, Robin Hausen, Craig Owen, Josh Cox, and Rosa Domingue

Josephine County Juvenile Justice

Jim Goodwin, Andrea VanAuker, Ben Latva, Jessi Watkins, Leah Rodman, and Patrick Sorenson

Grants Pass School District

Trish Evens

Grants Pass High School

Hector Santiago, John Stillwell, Amy Jackson, Christopher Rossetta, Elizabeth Groves, Garrett Smith, and Shani Hulst

North Middle School

Bill Gladbach, Amanda Armstrong, Diana Tonnesen, Nicole Mustafa, and Selena Alderson

South Middle School

Jason Garcia, Dylan Stempel, Kim Smith, Morgan Rastellini, and Pam Toth

Grants Pass School District Resource Officer

Drake Brennan

Three Rivers School District

Dave Valenzuela, Casey Alderson, Jessica Durrant, Rob Saunders, and Stephanie Allen-Hart

Hidden Valley High School

Damian Crowson, Hailee Campbell, Jessica Falkenhagen, and Theresa DeSouza

Lincoln Savage Middle School

Mark Higgins, Kim Woolsey, Kirk Baumann, Robin Huffman, and Stephanie Dumesnil

Illinois Valley High School

Justin Wright, Erica Butler, Sara Creek, and Tara Thornhill

Lorna Byrne Middle School

Danny Pratt, Cassie Banuelos, Sandy Madden, and Tabatha Siener

North Valley High School

Erik Lathen, Lindsey Namanny, Amanda Sarver, Diana Miller, and Monica Orndoff

Fleming Middle School

Brian Miller, Nia Lovell, Donna Davis, Stephanie Schrock, and Susan Gurzell

Three Rivers School District Resource Officer

Deputy Robbie Konieczny

Options

Eric Houghton

Southern Oregon Success Academy (SOSA)

Bruce Reece and Mike Herzog

Students

10 students from Grants Pass, Illinois Valley, Hidden Valley, and North Valley High Schools



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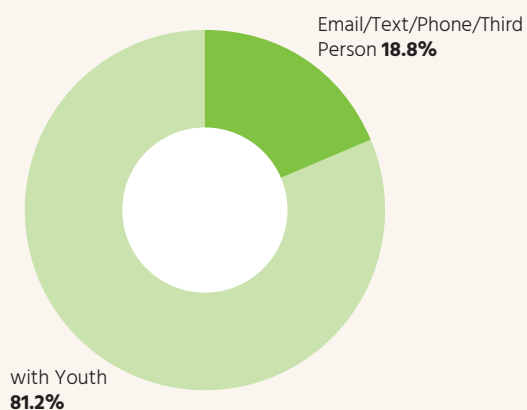
PREFERRED CITATION

“Susan Fischer-Maki and Carrie Prechtel, Common Thread Consulting Group, 2023, *Evaluation of Josephine County School Outreach Officer Services*, www.commonthreadllc.com.”

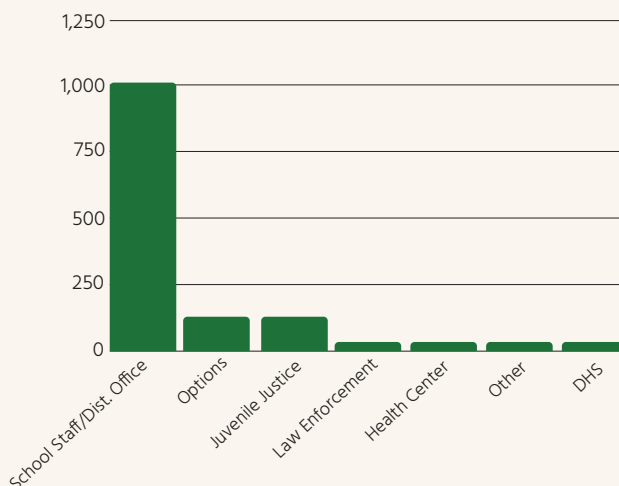
APPENDIX A: 2022-2023 SOO OUTREACH DATA YEAR

SCHOOL OUTREACH OFFICER CONNECTIONS IN JOSEPHINE COUNTY

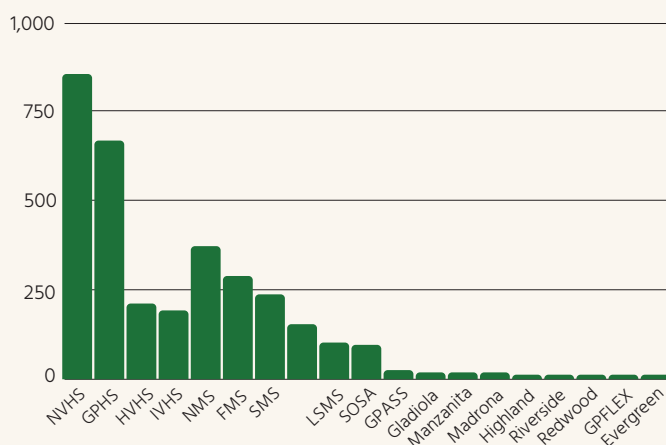
Type of Contact



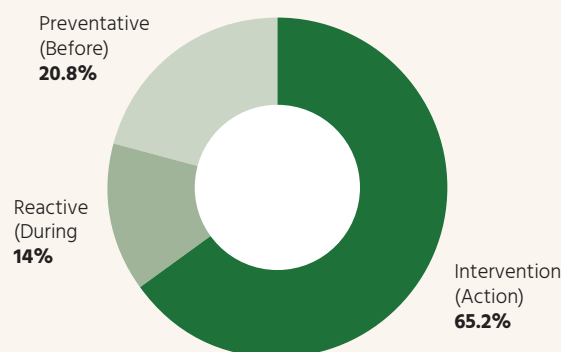
Resources Used



Number of Officer Responses



Type of Intervention



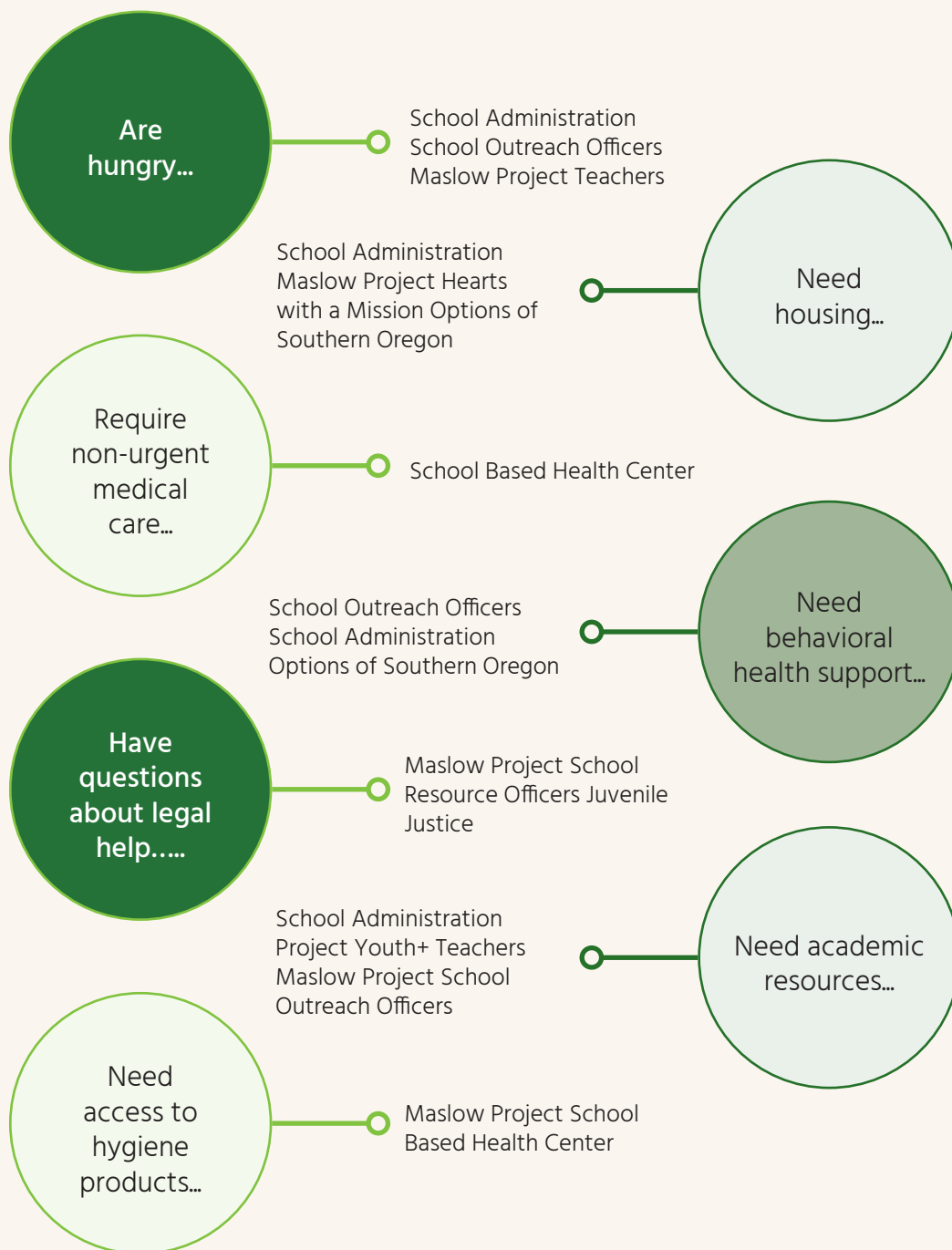
Curriculum Used



APPENDIX B: STUDENT RESOURCE MAP

Josephine County Student Resources Map

WHO SHOULD STUDENTS REACH OUT TO IF THEY...



APPENDIX C: STUDENT RESOURCE MAP, CONT

Josephine County Student Resources Map

HOW TO REACH OUT

Grants Pass School District

(541) 474-5700

[Website](#)

Three Rivers School District

(541) 862-3111

[Website](#)

School administration can create community connections and establish Social/Emotional Learning systems in schools. Teachers establish rapport with students, assess student needs/mental health, and begin referrals IEPs.

Grants Pass School Based Health Center

(541) 479-4825, M-F 7:30am-3:30pm

[Website](#)

Medical facilities located in the schools that offer many health and medical services.

Three Rivers Student Health Centers

(541) 862-3111, M-Th 7:30am-3pm

[Website](#)

School Outreach Officers

(541) 474-5234, M-F 8-5 [Website](#)

Relationship building, advocacy, prevention education, skill building, re-engagement, and Informal coaching.

Grants Pass School Resource Officers

[Website](#)

Work to prevent and/or stop incidents, resource outreach for students, and attend school board meetings.

Juvenile Justice

(541) 474-5186, M-F 8am-4pm [Website](#)

Truancy, juvenile court investigations, risk/need assessments, courtroom case presentation, probation supervision, formal accountability agreements, counseling, custody services for youth who are pending court or serving probation violation sanctions.

Options of Southern Oregon

(541) 476-2373 [Website](#)

Addresses housing, advocacy, community integration, crisis intervention, therapy, co-occurring issues, education, work, and economic well-being.

Project Youth+

(541) 476-8146, M-F 9am-4pm [Website](#)

Helps prepare low-income, first-generation, and under-represented youth to thrive in school, careers and life. Uses resiliency development strategies personalized to meet the strengths, preferences, and challenges of each individual.

Hearts with a Mission

(541) 956-4190, M-F 8am-5pm [Website](#)

Provides temporary housing free of charge to struggling young adults ages 18-22 while they work to develop the life skills that they need to live independently. Provides housing for youth ages 10-17 for 72 hours without parental consent and 120 days with consent.

Maslow Project

(541) 841-1974, M-F 10am-5pm [Website](#)

Provides food, hygiene supplies, clothing, school supplies, diapers, laundry, street outreach. Helps parents & guardians navigate and connect with services including: school enrollment & transportation, basic needs, victim services, health care. Case managers speak English and Spanish.