WHATEVER IT TAKES

FAMILY CONNECTION • COMMUNITIES IN SCHOOLS • ATHENS, GA

TABLE OF CONTENTS

PROJECT NEED **2**

PROJECT DESIGN **9**

CONTINUUM OF STRATEGIES 13

PROJECT AND PROGRAM INDICATORS 24

PROJECT SERVICES **31**

PROJECT PERSONNEL **33**

MANAGEMENT PLAN **39**

MILESTONES 40

TIMELINE 42

SIGNIFICANCE **48**

PRIORITIES. Absolute Priority 1. Invitational Priorities: Quality Internet Connectivity; Civic Engagement.

NEED FOR PROJECT. Athens-Clarke County (ACC) is in northeast Georgia, has the smallest land area of any of Georgia's 159 counties, has a unified city-county government (ACCG), and suffers abject, intergenerational poverty. The compact land area of ACC (120 sq. mi.) and urban density (949 persons/sq. mi.) make it ideal to implement neighborhood strategies that are scalable county-wide.

There is a façade of well-being in ACC, which is the home of the University of Georgia (UGA) and a renowned music and arts scene. Beneath that façade, however, is a chronically high poverty rate that particularly affects children and their ability to succeed in school. A study commissioned by the U.S. Senate identified ACC as among the "persistently poor" counties located in 11 Southern states that make up the nation's poorest region. ("Persistent Poverty in the South," University of Georgia for U. S. Senate, 2004). U.S. Census Bureau data show that only four counties in the country with populations greater than 100,000 have higher rates of poverty, and that 17% of ACC households live below *50%* of the poverty level, compared to the 13% nationwide who live below the *100%* poverty level. ACC also has the third-highest poverty rate among U. S. counties with populations between 65,000 and 249,000 (ACS, 2008), and ACC has the seventh-highest poverty rate among U. S. cities with a population of more than 100,000 (U.S. Census, 2000). The 30.8% ACC poverty rate is higher than any Georgia metropolis and higher than New Orleans and other major cities.

Athens is a racial and educational tale of two cities: about 34,000 university students from countries across the world literally live next door to 79,000 local residents with vastly different levels of educational achievement. Clarke County School District (CCSD) students are

55% black; 20% Hispanic; 19% white; and 6% Asian or multiracial. County-wide, 25% of the residents are black; 61% white; 9% Hispanic; and 4% are Asian or multiracial. The racial/ethnic disparities between the school district population and the county population can be attributed to the student population at UGA. And the disparities between a predominantly white university environment and a majority black local school system are reflected in high dropout rates, poor health outcomes, high teen birth rates and student achievement gaps.

Table 1 outlines child well-being indicators by race/ethnicity. ACC rates for infant mortality, teen births, babies born to mothers with less than a high school education, and mothers receiving prenatal care in the first trimester are worse than Georgia means. The percent of babies born to Hispanic mothers with less than a high school education (68.1%) has stark implications for later student academic success.

The child death rate, ages 1-14, of 29/100,000 is higher than the state rate of 21.1/100,000 (2007). The rate of substantiated child abuse and neglect has decreased, (Fig. 1), a result of Family Connection/Communities in School (FC/CIS) focusing on community-wide strategies and intensive work with high-risk families. The rate, at times among the highest in Georgia, has dropped to 10.7/1,000, nearly equal the state rate.

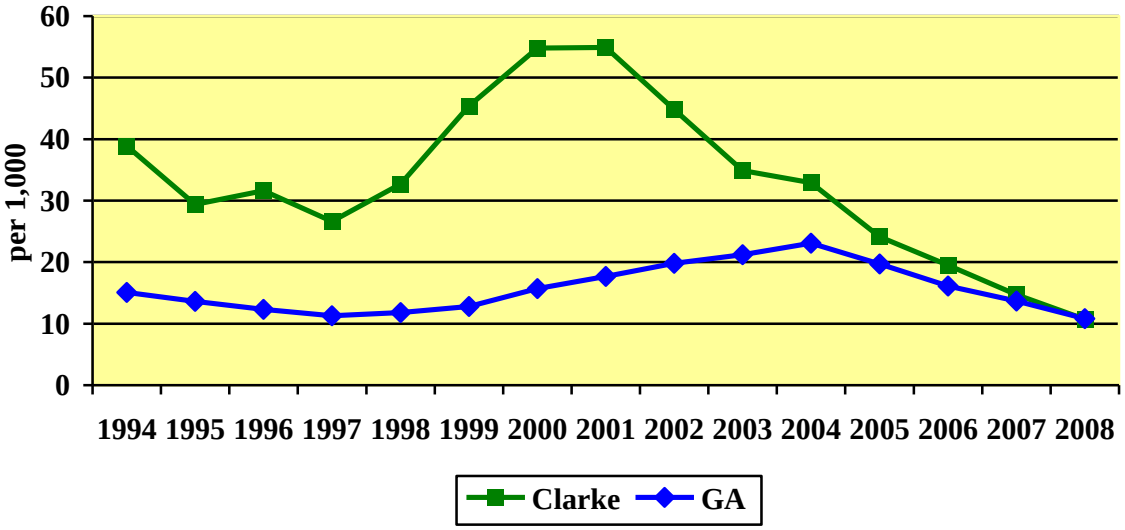
Table 1. Child Well-Being Indicators: ACC and GA By Race/Ethnicity

INDICATOR	ACC ALL	GA ALL	ACC White	GA White	ACC Black	GA Black	ACC Hisp	GA Hisp
Infant Mort/1,000*	8.2	7.9	10.3	7.0	9.4	13.1	LNE	3.1
Low BW*	8.6%	9.5%	7.1%	7.1%	13.7%	14.4%	4.9%	5.9%
Teen Births/1,000, 15-17*	42.8	38	11.3	21.8	54.8	49	138.50	100.6
Babies Born to Mother's w/less HS	29.1%	23.3%	6.6%	15.3%	29.8%	19.8%	68.1%	57.4%

INDICATOR	ACC ALL	GA ALL	ACC White	GA White	ACC Black	GA Black	ACC Hisp	GA Hisp
Education*								
Mothers who received prenatal care in 1st trimester*	76.9%	83.4%	84.7%	89.4%	68.9%	78.9%	73.4%	73.4%

**2007 (most recent vital statistics, from Georgia KIDS COUNT); shaded boxes indicate ACC data are worse than state means.*

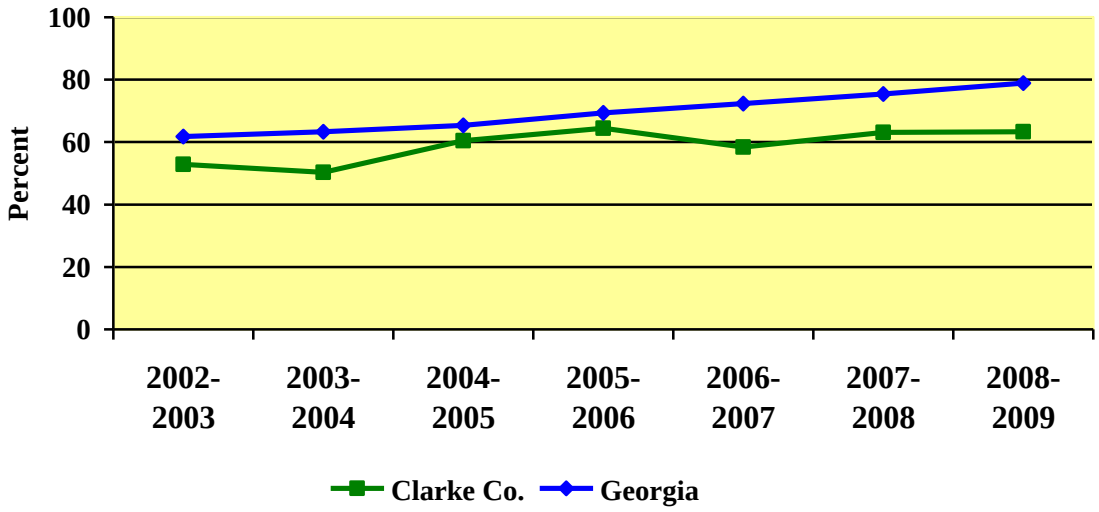
Fig. 1: Substantiated Child Abuse and Neglect Rate: ACC and Georgia



Academic Indicators: The CCSD did not meet AYP, and is in NI status with six out of 19 schools not meeting AYP on academic status. The CCSD high school graduation rate has improved from 50.5% in 2002 to 63.3% in 2009, a 25% improvement (Fig. 2). However, the 2009 high school graduation rate for Clarke County is the third-worst in Georgia, which has one of the nation's lowest graduation rates. ACC Adult educational attainment rates are misleading; the high number of professors and university students distort the picture. A more accurate

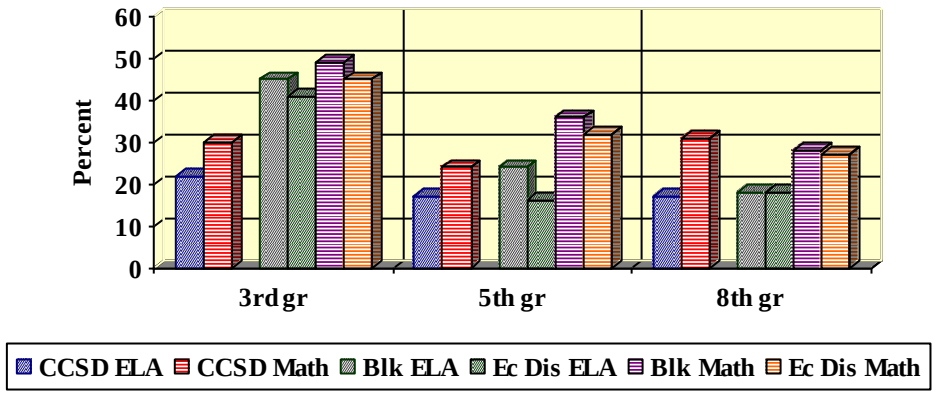
measure of educational ”wellness” is the high school graduation rate, and Clarke County does not fare well.

Fig. 2: High School Graduation Rate: Clarke County and GA



CRCT (Georgia standardized assessment) data was examined for all grades and schools to help determine the target area. Georgia uses CRCT as gateway tests for student promotion in grades 3, 5, and 8. Figure 3 shows the target area CRCT scores for two subgroups (black [Blk] and economically disadvantaged [ED DIS]) compared to CCSD in ELA and math for the gateway grades. The target area 3rd grade students, 5th grade Blk and EC DIS students, and 8th grade Blk and EC DIS performed worse than or similar to CCSD students.

Fig. 3: CCSD Compared to Target Area 3rd, 5th, and 8th Grade CRCT ELA and Math Scores: % Students Not Meeting Standards



Family and community indicators show disparities between ACC, Georgia, and the U.S. For most indicators, ACC is worse than the state mean, and is significantly worse than the U.S. mean (Table 2). The poverty rate for ACC is more than double the national rate. The Georgia Health Disparities Report (2008) estimated that black/white inequalities in health outcomes cost ACC 1,643 excess years of potential life lost due to premature death. The report scored ACC with D's and F's for race disparities in health outcomes.

Table 2. Family and Community Indicators: ACC compared to GA and USA

INDICATOR	ACC	GA	USA
Juvenile Commitment (age 10-16) (09,DJJ)	5.82/1,000	2.96/1,000	n/a
Crime Rate (violent), age 17 or older	10.9/1,000	7.6/1,000	6.8/1,000
Crime Rate (other crimes), age 17 or older	56.6/1,000	38.7/1,000	32.1/1,000
Renter-Occupied Housing Units*	53.3%	32.2%	32.9%
Unemployment – March 2010 (GA DOL)	7.9%	10.5%	9.7%
Median Earnings for Workers*	$19,044	$29,113	$29,530
Individuals Below Poverty Level*	30.8%	14.5%	13.2%
Children in Poverty*	28.4%	19.8%	18.2%
Families w/children under 18yrs*	21.1%	16%	14.9%

*ACS 2006-2008 Estimates

ACC has an average weekly wage of $705, compared to $819 for Georgia (GA Dept. of Labor, 2010). Five of the six largest employers in ACC are UGA, CCSD, Athens Regional Medical Center, ACCG, and St. Mary's Hospital. All of these employers historically have paid substantially below a living wage for most positions not requiring a bachelor's degree or higher. UGA secretaries and other service employees typically make less than $20,000 per year, for

example, pressing pay down throughout the community. Much of the private sector employment is in the service industry, which also has notoriously low pay and is usually lacking in benefits. Students' willingness to work many jobs that would traditionally go to less educated residents (waiting tables, for example) both suppresses pay and makes it less likely that residents who dropped out of high school will get those jobs. The largest for-profit employer is a chicken plant with very low pay and limited benefits.

Despite high poverty, housing costs are high, with an ACC median home value of $111,300. Most in-town houses cost well over $100,000, and most rental housing targets relatively affluent university students, leaving a severe shortage of affordable housing. More than half of the ACC housing stock is renter-occupied, compared to 33% nationwide. The Economic Research Service ranks ACC as a "housing stressed" community. The ACC Consolidated Plan for HUD designated Census Tract 9 (composed of most of the target area) as one of the focus areas for CDBG and HOME investments. The Median Family Income (MFI) in Census Tract 9 was $13,708, approximately 33% of the MFI for ACC. Census Tract 9 has large public housing complexes and significant concentrations of low income residents. Many of the homes are older; 79% of the Census Tract 9 residents are renters.

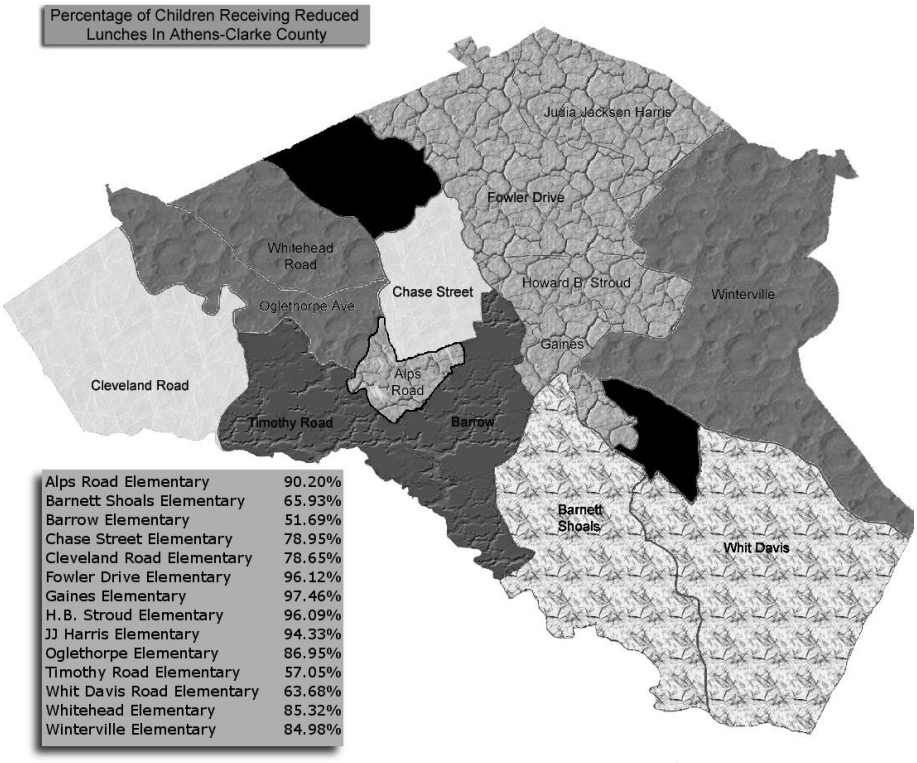
There were 240 students in the CCSD Homeless Education Program in 2009-2010; 20% of those students attend one of the schools in the proposed initial target area to be served. The 2009 annual point-in-time homeless survey counted 454 homeless people, and 42 homeless families with children. Nearly 75% of the respondents said Athens was the origin of their homelessness.

Additional indicators are described in Table 5; baseline data are provided for program and project indicators.

Target Area. The initial geographic target area is CCSD's Alps Road attendance zone (Figure 4). There are six schools in the area: Alps Road Elementary School (ARES, 443 students, pre-K through 5, met AYP, Title I, 90% qualify for school meals); Clarke County Middle School (CMS, 603 students, grades 6-8, NI yr 2, Title I, 67% qualify for school meals); and Clarke Central High School (CCHS, 629 students, grades 9-12, NI yr 3, in corrective action, Title I, 71% qualify for school meals). CMS and CCHS are low-performing schools; both schools are Tier III on the GA DOE School Improvement list and have not met AYP. There are three district-wide schools physically located in the Alps attendance zone: Athens Career Academy (new charter high school with career curriculum, August 2011, grades 9-12), Performance Learning Center (PLC) (150 students, grades 9-12), and Ombudsman School (a school transformation model, alternative school, 150 students, grades 6-12). The H.T. Edwards complex is new construction in the target area, opening August 2010. The complex will have CCSD Office of Early Learning Programs ([OEL], ES [Early Head Start], HS [Head Start], ERF [Early Reading First], Pre-K), family literacy, a new Boys and Girls Club with a gym, the PLC, Athens Career Academy, Athens Technical College programs (GED, Adult Basic Education, Early Learning Associates Degree classes), FC/CIS offices, and community service organizations.

This target area was selected for several reasons: the need for academic improvement in target area schools; the opening of new H.T. Edwards center will provide opportunities to monitor, evaluate, and replicate successful strategies; and the OEL programs provide a cradle-to-college continuum within the neighborhood. There are 1,975 students grades pre-K to 12 in the target area (17% of the 11,603 students in entire school system).

Fig. 4: CCSD Attendance Zones Ranked by School Lunch Percentage, 2010



Gaps. Two significant gaps were identified in the application planning process: lack of coordinated programs and efforts beyond high school; and lack of scale. Significant improvements have been made in the high school graduation rate (moving it from 50% to 63%) but little focus has been directed to students once they graduate or to supporting students who have already dropped out. Improvements have been made in the child abuse and neglect rate, in the teen pregnancy rate, and in providing more early learning programs. But services have been spread too thin over a large geographic area and not all children at-risk or in need of services have been able to be served.

PROJECT DESIGN. The vision of FC/CIS Whatever It Takes (WIT) is *All children in Athens will be healthy, safe, engaged, and successful; and we as a community will do whatever it takes to*

achieve the goals of all Athens children graduating from a post-secondary education. FC/CIS is the state and local designated planning body for services for children and families. For 15 years, FC/CIS has led the community in planning, implementing and evaluating improvements in five result areas: healthy children; school readiness; school success; stable, self-sufficient families; and strong communities. The Promise Neighborhood (PN) planning process will build on the collaborative's existing planning, monitoring, and evaluation process. The 90 partners of the collaborative conduct a needs assessment every three years; write a strategic plan; develop goals and outcomes; select strategies, programs, and activities (existing and new); select indicators to monitor and measure progress; develop a financing plan; and determine systems change, collaborative development, and family engagement strategies to accomplish the plan.

The PN process will allow the collaborative to expand planning and implementation, over time, in terms of the scale of area served (to entire ACC); expand strategies beyond high school graduation (to post-secondary); track and monitor data in real-time; and have a more comprehensive evaluation system. FC/CIS will be able to set the bar higher for results and increase the number of indicators to be tracked and measured. The existing results framework of FC/CIS aligns with the 10 results of the PN. FC/CIS currently tracks and monitors 16 indicators (a subset of them is included in Table 5).

WIT commits to establishing top quality academic environments for every child in every classroom and providing a holistic, family- and neighborhood-centered system of research-based, wraparound support to ensure the success of every child, from timing of conception through graduation into post-secondary education into the workforce.

Continuum of Solutions: For the past six months, FC/CIS has led a group of citizens in preparing for a PN application. The WIT initiative is based on a community engagement and planning

process that includes use of existing documentation and needs assessments provided by non-profit organizations, school system, UGA, and local government; built upon the strategic planning processes of FC/CIS, OneAthens, and others. Community and partner engagement included: four community-wide WIT planning meetings with a diverse group of partners; five WIT committees (strategy teams) for grant planning who met approximately 20 times; and intensive interviews with 15 key stakeholders. The community engagement process sought out diverse sectors of the community including youth, parents, community volunteers, law enforcement, local government, elected officials, educators (from early learning to secondary to post-secondary), social service agencies, health officials, community-based organizations, judges, housing authority, news media, child care providers, local businesses, homeless advocates, faith community, labor/employment/training officials and civic leaders.

The continuum of solutions proposed by WIT is in Table 3. Resources and funding for the solutions in Table 3 will be examined in the first quarter, and decisions will be made as to which are to be piloted in the planning year and which solutions need additional resource development. Each solution proposed is research-based with moderate or strong evidence. Each strategy team started with the end result; researched evidence-based practices to achieve those results; examined current programs against evidence-based practices; and did a gap analysis with partners (current levels of services, potential levels of services). Strategy teams will oversee day -to-day implementation of strategies.

Significant Improvements. Three schools are targeted for the planning year. The planned solutions, along with the CCSD School Improvement Plan (SIP), are designed to have significant impact on student achievement. Solutions such as extended out-of-school learning time, CIS site coordinators, individual student learning plans, curriculum improvements, parent engagement,

professional learning for teachers, and graduation coaches are designed to provide continuous data for monitoring and feedback. UGA College of Education is providing a significant amount of research expertise to help CCSD improve student and teacher performance. The SIP (Table 3) has measurable goals related to school reform and student academic achievement; those goals are infused throughout the WIT process.

Strategies for Using Data. The use of data for decision-making is a hallmark of FC/CIS. Data-driven decision-making has led to expansion of programs (site coordinators for CIS) and suspension of ineffective programs (Genesis Youth Project). Data sharing agreements currently exist and will be expanded and updated as part of the planning process. The PN process will allow for expanded use of data through the development of a longitudinal Neighborhood Information System (NIS). A subcommittee of the Planning and Evaluation committee, NIS committee, was formed for the PN application and developed action steps for a NIS. Table 4 has the essential steps in planning and implementing the data system.

FC/CIS partners have previously worked together to develop procedures to enable exchange of data among partners, complying with HIPPA, FERPA and other privacy laws and regulations. In the planning year, three means of addressing privacy concerns will be implemented: 1) cross-contracting/co-staffing strategy that would make each partner agency an allied health partner (HIPPA terms) and conduct certain studies on behalf of CCSD (FERPA terms); 2) signed consent strategy that will ask participating families to allow data sharing among the participating partners; and 3) allow families to customize the data exchanges they would support (e.g. families could choose to allow health-related information to be exchanged with mental health counselors but not school counselors).

Table 3. Continuum of Cradle-to-Career Solutions: Existing and New Solutions

	EARLY CHILDHOOD	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL	COLLEGE/CAREER
EXISTING CCSD PROGRAMS (ACADEMIC)	OEL (RS, EHS, HS, Early Reading First, Pre-K) (Parents As Teachers, PACT)	-instructional programs; -Pathways to Success afterschool; - J.J. Harris ES (Prof. Dev. School with UGA/school-wide enrichment)	-instructional programs; -Pathways to Success afterschool; -Graduation coaches; -Ombudsman Alternative Schools	-instructional programs; -Classic City PLC; -Grad Coaches; -Ombudsman; -Athens Career Academy; -ATT Grad. Project; -0 Block, 5th Block; -HS Completion Initiative	-Athens Technical College, UGA, Gainesville State, Piedmont College
SCHOOL IMPROVEMENT PLAN GOALS TO SUPPORT	GOAL 1: Improve student performance to meet or exceed state performance levels, while eliminating the achievement gaps between students. Develop and implement curriculum to make certain that all students know, do and understand the GA Performance Standards (SIP, Goal 1.A): professional learning; curriculum maps, lesson plans, and benchmark assessments reflect				

	EARLY CHILDHOOD	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL	COLLEGE/CAREER
ACADEMIC PROGRESS	GPS; ensure CTAE meets GPS emphasizing pathways completion and supporting special needs students. Implement process for monitoring and evaluating curriculum implementation (1.B): classroom walkthroughs, ensure pacing standards met. Develop and implement cohesive and comprehensive system to use assessment data (1.C): implement school data teams, use technology, use analysis of data to monitor programs effectiveness and strategic teaching. Ensure assessment and evaluation data are analyzed to plan for continuous improvement for each student (1.D): school improvement leadership teams. Implement instructional framework clearly and consistently aligned to GPS (1.E): model best practices; monitor implementation of instructional framework. Ensure instructional practices are research-based, resulting in differentiated instruction (1:F): differentiate instruction; research-based intervention for students with achievement gaps; afterschool and summer programs. Design processes to make sure students set goals and monitor their own progress (1:G): provide programming that enables students to plan for post-sec education and careers. Goal 2: Decrease number of students who annually drop out of school (2:A): develop and implement identification and monitoring system for students at risk of dropping out or not graduating in 4 yrs: monitor grade-to-grade				

	EARLY CHILDHOOD	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL	COLLEGE/CAREER
	progression; provide resources and interventions for HS students at risk for not graduating. Goal 3: Increase positive parent/school involvement and student engagement in learning. Establish communication links to build parent partners in supporting learning and achievement (3:A): family engagement; improve communications among stakeholders; develop collaborative partnership agreements. Establish classroom practices that support students' emotional and social needs (3:B): use positive-behavior management strategy. Goal 4: Increase efficiency and effectiveness of organizational structure and processes. Improve internal communication processes (4:A). Evaluate and increase cost-effectiveness of district processes (4:B).				
EXISTING PROGRAMS SUPPORTING ACADEMICS (OTHER)	-Pathways Mapping Ini. birth – 3rd gr -Wee Read (kids book, parent guide mailed monthly age 0 to 5)	-Family Engagement Specialists and center in every school -Athens Tutorial (SES) -AthFest music and art enrichment and lessons for students -School Attendance Panel & Truancy Court -Comprehensive research-based health curriculum -Mentoring programs -Homeless Education Program			-Young Dawgs internship program -Other internship and apprentice programs -GA College 411

	EARLY CHILDHOOD	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL	COLLEGE/CAREER
			-Graduation coaches in every MS and HS -Empowered Youth Prog (Sat/summer prog) -Rites of Passage		
ACADEMICS ***NEW*** **SOLUTIONS**	*- Baby College* *-community-based EC operated by CCSD based on ES/HS model* *-College planning guide*	*CIS Site Coordinator in each school; expanded "seat" time in out-of-school hours; mindfulness training of students, parents, staff and faculty; college planning guide for parents; increase physical activity for students; youth and family volunteer opportunities; Dropout Recovery Program*			*-College Success Office*
			-expanded pregnancy prevention and healthy relationships program		
FAMILY, SOCIAL SERVICE, AND	-Universal newborn screening; Babies Can't Wait, Chld.	-Immunizations	Immunizations -Teen Matters	-Immunizations -Teen Matters	

	EARLY CHILDHOOD	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL	COLLEGE/CAREER
HEALTH EXISTING PROGRAMS	Med. Serv., Children 1st, WIC				
				WIA summer employment	
		-Boys and Girls Club life skills and enrichment programs at H.T. Edwards; ACC Leisure Services: recreation, enrichment; Balanced & Restorative Justice for youth offenders			
	Information & Referral services (Community Connection 211); The Cottage (Child Advocacy Center for children and youth, Sexual Assault Center for adults); Medicaid, PeachCare (CHIP) outreach and enrollment initiative; Family team meetings (DFCS)				
FAMILY, SOCIAL SERVICE, AND HEALTH	*-Expand Healthy Families -increase family-based ECE*			*-Expand GED and Family Literacy classes in target area*	
NEW **SOLUTIONS**	*WIT outreach workers to engage families; WIT family advocates to work with families to achieve goals from cradle through post-secondary education to career; Health and Wellness: mindfulness training for students, families,*				

	EARLY CHILDHOOD	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL	COLLEGE/CAREER
	residents; obesity prevention (expanded physical activity, healthier nutrition); student wellness plan; expand teen pregnancy prevention, especially with males; Increase job training and entrepreneurship opportunities for families Athens Health Network; Implement comprehensive System of Care; "College Planning Guide" for parents and students; Family mentoring program				
COMMUNITY BUILDING EXISTING PROGRAMS	-Program events -Family Days -Policy Council (majority parents)	-School festivals, events -PTA/PTO	-School festivals, events -PTA/PTO	-School festivals, events PTA/PTO -Young Partners for a Prosperous Athens	College student volunteer programs
	OneAthens poverty initiative; 10 teams; convenors: FC/CIS, ACC unigov, CCSD, Chamber, UGA				
	UGA Neighborhood Initiative in target area (works with community residents). Athens Farmers Market (fresh, locally grown produce; food stamp [ebt] purchases get double value) weekly festival Annual Community Development Fair for CCSD families; Crime Watch, Community Oriented Policing, neighborhood associations; Athens Community Council (representatives of each public housing neighborhood); Athens Area Community Foundation; Hands On Northeast Georgia (including volunteer promotion, family volunteer				

	EARLY CHILDHOOD	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL	COLLEGE/CAREER
	events, and similar activities); Faith Forum; Web site, Listservs; free surplused laptops for residents with children				
COMMUNITY BUILDING *NEW* SOLUTIONS	*Free surplused laptops for all residents with children; Internet "cloud" for free wireless access; training and support; Athens Land Trust Community gardens at each school and at other neighborhood site(s); Leadership classes for residents; Train residents, others in Technology of Participation facilitation methodology; Train partners in RBA Expand student and family volunteerism, including active engagement in WIT governance and outreach*				

Table 4. Design, Development and Implementation of a NIS

Step/Mo	Development of Longitudinal Data System
1. 10/10	Inventory current data systems (estimated 80). Develop data dictionary and data models. Develop methods for documenting planning process and community engagement.
2. 12/10	Identify areas of data duplication or overlap. Develop list of unique data variables.
3. Initiate 12/10; complete by 1/11	Survey frontline staff and data users (e.g. case managers, economic development specialists, human resource managers, counselors, benefits advisors, eligibility workers) to help identify what data from other systems/agencies would be useful to them; in what circumstances (time of day/year/event). Build a matrix of data producers and data users.
4. 2/11 - 5/11	Develop information-user interface design and associated business rules. Conduct surveys and canvassing in neighborhood. Answer question such as what is the implicit level of social services eligibility and how does this compare with the actual social services provision?
5. 6/11 – 8/11	Using the matrix (step 3) and business rule/design (step 4), identify data consumption needs and design data consumption methods that will work with each of the data producing systems (e.g. school system regulations require privacy levels different than other systems that allow for direct database connections with users). Explore potential of using an XML/Semantic web data storage/exchange system and potential of basing central data exchange on such a system.

6. Test System by 9/11	Build data exchange/repository with appropriate updating procedures to be implemented by all WIT partners. The repository would build off existing data systems (e.g. LEA, public health). -Expand use of the CCSD system to include early entry of non-registered infants and young children; automated entry of newborns based on cooperative agreements with Public Health. -Use CCSD system to initially populate the exchange/repository. -Conduct one-time match of the CCSD core data with the other major systems based on common data-match variables. Geocode and map all datapoints for better visualization. -Develop a common look-up table that would contain the base ID variables from CCSD, the IDs from other systems. The IDs would then be the basis for all future queries/data draw-downs from the agency systems. -Implement procedures in each agency to ensure a look-up in the central registry whenever a new client/student/family registers with the agency.

One of the many benefits of a longitudinal data system is to be able to regularly transform data into actionable information. For example, daily cross-checking of addresses can immediately inform data users of a family changing their address. The data system can also be used to build social capital, increase neighborhood networking, and improve cooperative social networks. Block captains can periodically report the state of social capital (e.g. via an on-line checklist), convey constructive/helpful information about specific groups of children, and report problems of concern (crime, vacant housing). Neighborhood self-creation of community asset

maps and neighborhood exchange of skills (tutoring for plumbing) can be facilitated through the NIS. Prototypes of such systems have been developed by members of the WIT data committee and can easily be transformed during the planning year. Other uses of the NIS include program-improvement related analyses/metrics (similar to ComStat and CityStat systems). For example, the NIS could produce a map of school truancy by blocks or other geographical breakdowns for use by neighborhood leaders, school officials, and others. Neighborhood residents would share problems they face, the assets and resources they can bring to bear on the issue(s), and their ideas for addressing the issue or better targeting resources.

The NIS development process will include a means for all participants to report on and track their participation, experiences, ideas and observations not only for the NIS but for the entire planning process. Multiple data sources (surveys, voice recordings, blogs, structured interviews, focus groups) will be used for documentation. Google Wave Technology (playable timeline of events, observations, edits) will be used for historical analysis of the planning process and to aid in evaluation of the process.

An Excel database was created for planning of the PN application. Proposal space limitations prohibit the display of all the archival and real time data that has been collected, analyzed, and reviewed thus far. Basic questions such as data format, data storage, data cleaning, data transfer have been addressed by the NIS planning committee. Population-level and program-level data have been gathered from partners for initial planning and will be revised and updated during the planning year.

Each strategy team will conduct segmentation analysis of applicable data for their strategy area. The Planning and Evaluation team will provide TA and assistance to each strategy team in analysis and interpretation of data. Segmentation analysis (cluster analysis) has been

used with school system (OEL, pre-K to grade 12 data), child abuse and neglect, teen pregnancy, transit system and housing data. CCSD OEL used an interrupted time series design to assess cohorts of children ages 0-5 from 2007-2010 for assessment in EHS, HS, pre-K, and private preschool. OEL proposed a variation of latent growth modeling (including use of control groups from an adjacent county) in a recent I3 application. Pathways to Success (21st CCLC academic enrichment) used control groups for comparative analysis of student achievement. Georgia Family Connection Partnership (GaFCP) will work with the WIT to select additional indicators, align local indicators with state-level indicators, share archival data, and provide sub-county data. GAFCP, a technical assistance state partner, has won two international awards from the Community Indicators Consortium for its local and state indicator project (FC/CIS is a local level collaborative partner of GAFCP).

Data dashboards will be used by each strategy team and board committee to monitor and share progress on program goals and objectives, indicator progress, and trends. Tableau Public (used by media, advocates and others for data visualization) will be used to produce dashboards for each WIT committee, monitor indicator progress, and effectively communicate indicator progress, trends, and results to the ACC community.

Additional data to be collected during the planning process include time and attendance records for all meetings (sign-in sheets); focus groups mid-year and end-of-year with strategy team leaders, Board of Directors, and neighborhood residents; tracking of in-kind and cash contributions; collaborative development assessments; and resident engagement assessments.

Indicators. Table 5 outlines the proposed program and project indicators by result area. Baseline data is presented for the majority of program and project indicators (baseline and trend data is in-hand for the majority of indicators). Baseline data will continue to be collected during

Table 5. Indicators, Baseline Data, and Expected Outcomes (LD = locally developed indicator)

Result Area	Project & Program Indicators	Baseline	Outcome/Result
Children are Healthy and Prepared for School Entry	***PN:*** # and % of children birth to 5 yrs old who have a place where they usually go, other than an ER, when they are sick or in need of advice about their health	3250/4597 (71%) Medicaid eligible children (ages 0-5) served at CC Health Dept. in 2009	***Children enter kindergarten ready to learn***
	PN: # and % of 3-year olds and children in kindergarten who demonstrate age appropriate functioning across multiple domains of early learning	-DP-3 for EHS 2009. Baseline scores increased in every domain; all 101 children scored w/in normal range even when they did not begin at that level -DIBELS 2010 for K students: letter naming 40%; initial sound 42%; phoneme segmentation 20%; nonsense word 38%	
	PN: # and % of children, from birth to K-entry, participating in center-based or formal home-based early learning settings or programs	-929 children (87% of eligible) enrolled in public and private Pre-K in 2009 -3,476 (65%) of children ages 0-5 with parents in the workforce enrolled in regulated out-of-	

Result Area	Project & Program Indicators	Baseline	Outcome/Result
		home care in FY2010	
	LD: # and % low birthweight babies	136 (8.6%) babies born LBW in 2007	
	LD: teen birth rate (ages 15-17)	37.5/1,000 (55 births) to teens ages 15-17, 2008	
	LD: # and % of teen mothers giving birth to another child before age 20	20.8% (36 births) repeat teen births, 2007	
Children and Youth are Healthy and Succeed in School	***PN:*** # and % of students at or above grade level on state math and ELA assessments, 3rd – 8th grade and high school	(all grades available) 3rd gr ARES: 38n 60% meets or exceeds ELA; 37n, 59% math // 5th gr ARES: 39n 77% meets or exceeds ELA; 33n 63% math // 8th gr CMS: 161n 87% meets or exceeds ELA, 148n 80% math // CCHS, 9th gr EOCT: 90n 46% pass or pass plus Lit & Comp; 121n 27% pass or pass plus Algebra I	***Students are proficient in core academic subjects***
	PN: Attendance rate of 6th, 7th, 8th, and 9th graders	66% of CMS absent 5 or less days; 29% 6-15 days; 5% >15 days in 2009; Blk Males at CMS for >15 days: 9% 7th gr; 30% 8th gr; 32% 9th gr // Blk Females at CMS >15 days 2009: 10% 7th gr ,	***Students successfully transition from middle grades to***

Result Area	Project & Program Indicators	Baseline	Outcome/Result
		25% 8th gr; 22% 9th gr	***high school***
	LD: # and % of students participating in out-of-school time high-quality learning activities	56 (13%) ARES, 473 (78%) CMS; 629 (40%) CCHS participate in Pathways afterschool program	***Students are proficient in core academic subjects***
	LD: # and % of discipline and suspensions	TBD in planning year	***Students feel safe at school and in their community***
Youth Graduate from High School and College	***PN:*** Graduation rate	63.3% 2009 CCHS (57.5% black, 61.6% Hispanic, 75.8% white, 65.6% econ disadv)	***Youth graduate from high school***
	PN: # and % of PN students who graduate with a regular HS diploma and obtain postsecondary degrees, vocational certificates, or other certification	-46% HS diploma college prep & voc; 36% diploma college prep; 18% diploma voc (2009) at CCHS -40.4% of 2008 CCHS graduates entered GA public colleges; 10.2% entered GA tech colleges	***HS students obtain post-secondary degree, certification, or credential***
Families and N'hoods	***PN:*** # and % of children who participate in at least 60 min of moderate to vigorous	-40% 6th gr, 22% 8th gr, 16% 10th gr, 17% 12th grade answered "strongly agree" that they eat at	***Students are healthy***

Result Area	Project & Program Indicators	Baseline	Outcome/Result
Support the Healthy Development, Academic Success, and Well-Being of Their Children	activity daily and consume 5 or more servings of fruits and vegetables daily	least 5 servings of fruits and vegetables each day (SDFS survey, 2009) -34% of 9th to 12th gr students ate fruits and vegetables less than 5 times a day in the past 7 days (Public Health and BART survey, 2005)	
	PN: # and % of students who feel safe at school and traveling to and from school, as measured by school climate survey	-49% 6th gr, 25% 8th gr, 15% 10th gr, and 14% 12th gr students answered 'strongly agree' that school is a place I feel safe (SDFS survey, 2009)	***Students feel safe at school and in their community***
	PN: Student mobility rate	38% (2010)	***Students live in stable communities***
	PN: # and % of students who say they have a caring adult in their home, school and community	TBD with student survey	***Families and comm. members support learning in PN schools***
	LD: # and % of family members who attend parent-teacher conf.	99% of students had at least one family member at 2010 spring parent-teacher conference at	***Family members support learning in***

Result Area	Project & Program Indicators	Baseline	Outcome/Result
		ARES; 93% at CMS	***PN schools***
	PN: # and % of students who have school and home access (% of day they have access) to Internet and computing device	TBD. 300 low-income children were provided free surplused laptops in 2009	***Students have access to 21st century learning tools***
	LD: # and % of neighborhood residents who have home access to internet and computing device	TBD	***N'hood residents have access to 21st century learning tools***
	LD: # and % of children with healthy height and weight ranges for their ages	47% of school children had healthy BMI (Public Health and CCSD BART survey, 2005)	***Students are healthy***
	LD: # and % of residents with healthy height and weight ranges for their ages	TBD	***Comm. residents are healthy***
	LD: # and x/1000 incidents of substantiated child abuse and neglect	240 substantiated incidents; 10.7/1,000 in 2008	***Children and youth are free of abuse and neglect***

the planning year. Baseline data has been collected by race/ethnicity, age, income level, gender, and address where available and where appropriate. Segmentation analysis was used in the planning process and will be continued for additional indicators. Surveys will be updated (BART) or constructed during the planning year to gather baseline and longitudinal data to measure student physical activity; student consumption of healthy foods (vegetables and fruits); students who feel safe traveling to school; students who say they have a caring adult; students (and residents) who have home access to Internet and computing devices; and students (and residents) with healthy BMI.

Commitment to Work with Evaluator. FC/CIS has had a local evaluation plan for more than a decade and used findings from evaluations to improve, expand, or drop programs, communicate with participants and community members, and develop resources to sustain programs (CIS, PLC, family engagement, teen health clinic, health education, early learning). Evaluation findings from FC/CIS strategies have been used to initiate statewide programs (pre-K) and serve as a national model (PLC). UGA students and faculty as well as external evaluators have provided contract and pro-bono evaluation services for the collaborative. The Planning and Evaluation Committee will work directly with the national evaluator and the local evaluator (resume in Appendix). FC/CIS uses a participatory/empowerment evaluation process and has worked with national and state evaluators in the past and will be pleased to work with PN evaluators.

Coordinated With Similar Efforts. The collaborative "table" of FC/CIS is the essence of coordination. Monthly meetings, committee meetings, formal and informal conversation, and the listserv facilitate, encourage, and basically require coordination of community, state and federal efforts. ACC is small enough that cross-agency collaboration is the expected way of

of doing business. FC/CIS partners have a history of collaboration that has generated external funds and attention (Clinton Global Initiative), created model programs (CCSD OEL), sustained strategies initiated by the collaborative (drop out prevention), and won awards (GAFCP Fammy award for family engagement, White House BOOST4Kids). Most strategies have multiple funding sources (local, state, and federal). The new H.T. Edwards complex is an outstanding example of coordinating efforts and resources: CCSD, ACCG, Technical College System of Georgia, Athens Housing Authority, Boys and Girls Club, and U.S. HHS have contributed funds for the complex opening in August 2010. More than $20 million of local, state, and federal funds have been coordinated, matched, and leveraged to construct the new center.

There are more than 20 initiatives that have come through the FC/CIS process and have been sustained. In the last 15 years, start-up grants total $17,586,000; $100,405,000 has been secured for continuation. There are $23,725,000 funds for these projects in the current year (many of these funds are now part of local CCSD funding). Fund sources have included (but are not limited to): ACCG general allocation; CDBG; voter-approved ACC Special Purpose Local Options Sales Tax; GA DOE; HUD; HHS; US ED: GA Dept. of Adult and Technical Education; GA Dept. of Human Resources; GA General Assembly special appropriations; Communities in Schools of GA; Governor's Office; Gates Foundation; churches; Walmart Corporation; Victims of Crime Act; local hospitals; UGA; Athens Tech; and ARRA. Community fundraising events (e.g. cd release party by REM and other musicians), individual and business donations supplement state and federal funds. These amounts do not include in-kind services or no-cost service integration. Service integration efforts such as family team meetings for child protection have saved and/or re-directed funds that have not been quantified.

CCSD ARRA Title I funds are infused through the continuum of solutions including academic interventions (computer-based curriculum and small group); adding the number of schools funded with Title I funds; adding SIP specialists to aid implementation and monitoring of SIP; academic intervention specialists for underperforming schools; and supporting professional learning. ARRA Title VIB funds are helping to support academic interventions for the subgroups that are not meeting AYP (black, special ed, and economically disadvantaged). A district RTI coordinator and behavioral intervention specialists were hired to support students.

PROJECT SERVICES. The FC/CIS comprehensive approach has always addressed the need for employing evidence-based practices. *ECE:* PAT has been used effectively in CCSD for over a decade. The national EHS office has cited local evaluation results. PAT has strong evidence from multiple settings and multiple studies demonstrating positive outcomes (www.patnc.org, www.promisingpractices.net, www.childtrends.org). UGA evaluation of CCSD HS and EHS found significant longitudinal improvements in child outcomes (locally available data and report, submitted to national HS and EHS). *Academic Programs:* CIS is cited on the DOE Web site as having strong evidence, and is the only dropout prevention program model proven to increase graduation rates. CIS has been effectively used in CCSD since 2002 and has helped to increase graduation rates significantly. Afterschool programs, including the CCSD 21st CCLC, have undergone rigorous evaluation to prove success in improving academic achievement. CCSD Pathways to Success, partially funded with 21st CCLC, has an external evaluator and has been found to make positive impacts on student achievement. IES practice guide recommends five practices to improve academic achievement in out-of-school-time http://ies.ed.gov/ncee/wwc/pdf/practiceguides/ost_pg_072109.pdf; all five are used in the CCSD Pathways program. IES states that career academies were found to have potentially positive

effects on staying in school, potentially positive effects on progressing in school, and no discernible effects on completing school for those youth most at-risk of dropping out prior to the intervention. Results for Ombudsman alternative schools show that 100% of Ombudsman students are at risk when they enroll; nearly all of them – 85 percent – graduate, earn credits or return to their district school closer to or at grade level. On average, Ombudsman students make more than one year's academic growth in less than an academic year, based on standardized tests. RTI strategies include hiring district level intervention staff to support instructional practices, increasing academic interventions (computer-based and small group), and increasing the number of special ed teachers. These solutions follow recommendations of IES for improving student achievement for special ed students. Strategies are also proposed to address school reform including professional learning, school climate, and family engagement. CCSD works with Georgia Leadership Institute for School Improvement (GLISI), a public/private initiative. GLISI leverages best practices from education, academia, and business. GLISI has trained nearly 20,000 education leaders since 2002 and has partnered with 168 of the state's 181 school districts. CCSD uses Balanced Scorecards, GLISI training and support to better plan, manage, monitor, and communicate school performance. GLISI schools outperform non-GLISI schools on AYP measures. GLISI elementary and middle schools achieved AYP 5 percent more than non-GLISI schools in 2008.

Segmentation analysis was used in the selection process of the ARES neighborhood as the initial target area. Some initial results are provided in Table 5 (school absentee data). Each strategy team, working with the evaluator and the Planning and Evaluation Committee, will conduct further segmentation analysis of data to develop high-priority target groups so the children and residents of greatest need and most risk have priority for intervention.

PROJECT PERSONNEL. *Organizational Capacity.* FC/CIS is a nonprofit organization founded in 1992. The organization was formed through a merger of three existing meet and confer organizations. From inception, FC/CIS has used a framework of strategic planning, results-based accountability, data-driven decision making, research-based practices, and resource sustainability to address improving outcomes for children, families, and the ACC community. FC/CIS is well-versed in the key principals of PN. Engagement of consumers and residents has been a hallmark of FC/CIS, with national magazine articles and awards won for its efforts. A family-centered approach, involvement by multiple partners, focus on early intervention and prevention, cultural diversity, and systems change have been infused throughout the organization's culture and practice. A comprehensive strategic planning process, with involvement of hundreds of community citizens, takes place every three years.

FC/CIS is one of the 159 Georgia county collaboratives that form Family Connection and are affiliated with GaFCP, a public-private intermediary. Georgia is unique in the United States for having a common set of 45 indicators established across all of its 159 counties that are tied to state investments for county-level planning and evaluation for improving community conditions. County collaboratives use the indicators to plan and measure progress. Each collaborative selects indicators, writes a strategic plan, develops a funding plan, measures implementation progress, and evaluates results. Progress on all indicators is assessed annually at the state level. Each collaborative is required to submit (a) an evaluation plan that specifies which indicators will be measured and how they will be measured for short-term, intermediate, and long-term benchmark attainment; (b) quarterly plan implementation progress reports; (c) an extensive, annual Self Assessment that reports progress in essential collaborative functions of governance, planning, evaluation, finance, administration/operations, programming, and targeted indicators; and (d)

annual reports of indicator changes (i.e., "results") from individual programs or combinations of programs (i.e., "strategies").

Relevant Experience: Experience by FC/CIS with the target schools (ARE, CMS, CCHS): CCSD is the fiscal agent for FC/CIS and staff are employees of the CCSD. The PLC at CCHS is a FC/CIS initiative, meeting the requirement for the applicant currently providing one of the solutions. *Serving the neighborhood:* FC/CIS has long been recognized at the state and national level for its commitment to resident engagement and family support (e.g. cover story in *Family Support America* magazine, GaFCP Fammy Award). Family members and neighborhood residents are part of the FC/CIS governance structure and integral to the collaboratives' success and being grounded in the "real world." Family members have a real voice at the table and have led the collaborative at all levels including serving as Board Chair and chair of committees. FC/CIS has ensured that family members have had representation at the state level and have been supported with out-of-state and in-state training opportunities. *Use of Data:* Local evaluation data has been collected, analyzed, and used in a continuous improvement process for more than a decade. Documented improvements attributed to the work of the collaborative include 1) reduction in teen pregnancy rate by 54%, from highest in the state (which was worst in the nation). FC/CIS worked with CCSD to implement research-based comprehensive sex education; aided PH in opening a teen health clinic; worked with the business community to employ youth; worked with youth to have them develop key messages and work with their peers on preventing sexual activity. 2) Developed a welfare-to-work initiative before the national welfare reform efforts. Developed a local action plan and worked with DFCS to develop job training and child care supports (3 years after welfare reform, TANF caseload was reduced from 2,000 to less than 300, over 95% of adults were in job training or work experience at least 20hrs/wk.). 3) From

1998 to present, FC/CIS has led a comprehensive child welfare reform effort. Rates of substantiated child abuse and neglect are now 59% lower. When FC/CIS realized that Georgia was not drawing down federal match dollars due to not having matching state funds for Title IVE, local state legislators agreed to add an earmark for ACC. The state saw the effectiveness of the match dollars (used in family team meetings) and allocated state matching funds for all of Georgia. 4) The high school graduation rate has improved from 45% in 1995 to 64% in 2009, due in part to the PLC and other drop-out prevention strategies of FC/CIS working closely with CCSD. *Creating formal and informal relationships:* There are 90 partners currently affiliated with FC/CIS. Monthly meetings of the collaborative have been held for more than 15 years; a variety of MOUs and other formal agreements have been negotiated over the years for sharing of funds, office and program space, staff, and data. *Implementing similar efforts:* In 2005, FC/CIS joined with ACC government, UGA, Chamber of Commerce, and CCSD to lead a community-wide effort to address poverty. The initiative, initially called Partners for a Prosperous Athens, is now known as OneAthens (a PN partner). More than 300 people attended monthly work sessions for a year; 1,300 attended the session held to present final recommendations. A cross-section of ACC citizens participated throughout the process. The transit authority ran special buses and the School District provided free childcare to allow resident engagement at all meetings. The recommendations from the year-long process constitute the bulk of the current FC/CIS strategic plan. Part of the process was examining key indicators and analyzing trends – similar to the RBA framework of "turning the curve" – and determining ROI on key strategies.

The PN assessment process will follow the model of the process conducted in 2005-2006. Community assessment findings from key partners (EHS, Housing Authority, Homeless Coalition, Child Resource and Referral, UGA, ACC Dept. of Human and Economic

Development) will be used. Focus groups, stakeholder interviews, on-line and written surveys of residents, youth, and service providers (used in 2005-2006) will be employed for the PN planning process. The PN process will not duplicate previous work but will expand the timeline of the current strategic plan and plan for expansion of strategies to the entire ACC.

Securing and Integrating Funding Streams: Through the collaborative process, FC/CIS has worked with partners to secure $17,586,000 in start-up funds (e.g. Prek-K, EHS, PLC, Healthy Families, H.T. Edwards Center) in the last 15 years. Continuation funds secured are $100,405,000; current funds expended are $23,725,000. Complete description is in Project Design.

Organizational Capacity of Key State Partners. GaFCP will provide technical assistance to WIT for results-based facilitation (RBF) and resource mapping (RM). GaFCP has nationally certified RBF staff. GaFCP is the AECF KIDS COUNT grantee for Georgia and provided archival data by race/ethnicity for this application. GA KC will provide TA on indicator selection, data sharing agreements, use of sub-county data, and creation and monitoring of dashboards.

CIS (Georgia and national) are committed to supporting the effort, including seeking funds for expansion of the CIS model of integrated student services into all CCSD and to spreading lessons learned throughout the national CIS network. GLISI will work with CCSD on implementation of SIP, professional learning opportunities for key CCSD staff, and monitoring of CCSD Balanced Scorecard.

Key Personnel (resumes attached). Overall guidance for the WIT is provided by FC/CIS Executive Director with support provided by the Administrative Assistant. New positions to be hired are Program Director, Resident Engagement Facilitator, Partner Engagement Facilitator, Communications Director, Accounting Clerk, and Data Assistant Clerk (job descriptions in

appendix). STAFF: FC/CIS Executive Director **Tim Johnson** has 34 years of experience in public policy, community development, community collaboration, and advocacy. He has led numerous community efforts to assess community needs, develop and implement evidence-based practices, redirect existing resources or secure new resources, and monitor/evaluate the effort. His efforts have led to recognition by Presidential commissions, media, and national partners. **Lauren Medina,** Administrative Assistant, has a M.P.A, has coordinated fundraising and publicity efforts for nonprofit organizations, developed and managed web sites, and worked in volunteer development. CONSULTANTS: **Gail Kurtz**, facilitation training consultant, is nationally certified in the Technology of Participation and Appreciative Inquiry. Kurtz has extensive experience in providing organizational development consultation for international and national, nonprofit and corporate organizations, state and local public agencies, universities and educational institutions, groups and communities. **Dr. John O'Looney**, longitudinal database consultant, is a public service professional with UGA. Dr. O'Looney has led IT projects on common intake, conducted evaluations of government efficiency, conducted numerous needs assessments for local and state agencies, and published articles on IT innovation in local government. **Julie Sharpe**, evaluation consultant, has over 20 years of experience in community collaboration, indicator data, and evaluation. Two current contracts relevant to PN are serving as the external evaluator of the Annie E. Casey Foundation Atlanta Civic Site education strategy and serving as co-manager of Georgia KIDS COUNT, with oversight of data management and indicator reporting. BOARD MEMBERS/PARTNERS (partial listing): Board members and partners will provide extensive amount of in-kind time and expertise during the planning year. Board members and partners have all participated in the pre-planning process for PN; many board members have years of service as FC/CIS board members and/or partners. Leadership will

be provided through serving as Committee Chairs and Strategy Team Leaders (STL). The following is a partial listing. Board Chair and co-chair of Planning and Evaluation Committee **Dr. Lewis Earnest** is an emergency room physician and active community volunteer. Board Secretary and co-chair of Planning and Evaluation Committee **Kathryn Valeika, J.D.** is a legal expert in human resource law. Treasurer **Kelly Thomas** is a certified real estate appraiser and active community volunteer. Board Member **Dr. Philip Lanoue** is CCSD superintendent, an expert in data-driven instructional models, and an award-winning school administrator. Board Member **Dr. Arthur Horne,** Dean of UGA College of Education, is a nationally known researcher in behavioral issues of middle school children, with a research focus on bullying. He has been a P.I. or co-P.I. on US ED grant-funded research. STL of Early Care and Education **Dr. Jean Gowen** is a published expert in early care and education and child abuse and neglect and has been a P.I. on NCCAN-funded research on children abuse and neglect. **Dr. Louis Kudon**, Public Health, is an expert in community health assessment, program evaluation, and survey methodologies. STL of Health and Wellness, **Dr. Paul Boumbulian,** is an expert in creating comprehensive urban health systems. Board Member **Dawn Criss,** Director of DFCS**,** is a proven leader in child welfare and in developing community-based approaches to prevention of child abuse and neglect. ST member **Dr. Janna Dresden** is the Director of the UGA College of Education Office of School Engagement and leads the Professional Development School work with CCSD. Board member **Kirrena Gallagher**, is a family representative and has served in a leadership role in many local organizations. Board member **Delene Porter** is president of the Athens Area Community Foundation and an expert in community financing. Board member **Robin Shearer** is the Juvenile Court Judge and active in reducing truancy and improving juvenile counseling and assessment.

Lessons Learned. Two lessons, in particular, learned in 15 years of collaboration stand out. FC/CIS has not focused on post-secondary education or tracked students beyond high school graduation. FC/CIS has always worked with a target group of students most-in-need or most-at-risk. In setting the bar higher for the PN application, the WIT initiative will expand the strategy continuum to post-secondary and focus on neighborhood-level saturation. Providing a comprehensive continuum of supports as students transition out of high school and into post-secondary/career options should have a greater impact on community results.

MANAGEMENT PLAN. The partners that comprise FC/CIS are well-versed in collaboration. The applicant is not new to collaboration, nor is it a new organization formed for a PN. FC/CIS has a 15-year track record of multiagency collaboration, resource sharing, strategic planning, and results accountability. FC/CIS has been designated by local and state government as the planning body for children and families in ACC. FC/CIS is a nonprofit organization with a Board of Directors, 90 partners, bylaws, mission, vision, financial system, strategic plan, and evaluation plan. Family representatives have designated seats on the board, as do key state agencies (education, child welfare, public health, mental health, local government, juvenile justice). Partners and members of FC/CIS represent (partial listing): *state and local government:* ACCG, CCSD, child welfare (DFCS, DJJ), Public Health, Mental Health, Athens Technical College, Juvenile Court, law enforcements, Housing Authority, UGA, Weed and Seed; *community-based organizations:* Boys and Girls Club, Community Connection, Prevent Child Abuse Athens, OneAthens, Athens Area Community Foundation, Athens Mentoring Collaborative, Girl Scouts; *health partners:* ARMC, St. Mary's Health Care System, Athens Neighborhood Health Center, Athens Regional Mind Body Institute, Athens Health Network; *business and other partners:* Chamber of Commerce, Little One's Academy, Athens Banner

Herald, Athens Land Trust, PLACE, and multiple churches from the faith community.

Appendix F outlines the governance structure of FC/CIS and its WIT initiative. The majority of the FC/CIS board lives in ACC (the entire neighborhood to be served, ARES attendance zone is the initial target area). FC/CIS meets monthly and partners provide input and guidance for successful attainment of collaborative goals and objectives. Strategy teams meet at least monthly and provide a continuous feedback loop to the board. The partners serve on a variety of committees (Planning and Evaluation; Resource Development; Finance, Communications, Board Development, Executive, and Strategy Implementation). The Strategy Implementation Committee is composed of the chair or co-chairs of the Strategy Teams: Early Childhood Education, K-12, Post-Secondary/Career, Family Engagement, and Health and Wellness. The only new committees for the PN process are the Systems Change and the Post-Secondary/Career committees. Key community stakeholders, neighborhood residents, and youth have been part of the governance structure of FC/CIS for 15 years. For the PN planning year, the group will reach out to engage even more neighborhood residents. The FC/CIS PN proposal is based on a community engagement process that has been successfully employed for more than a decade and was used to quickly garner support for this application. There has been an outpouring of support from the community, with citizens committed to do ***Whatever It Takes*** as evidenced by publication of http://www.onlineathens.com/stories/062110/new_656873295.shtml as the group worked on the PN application.

Table 6. Milestones

Quarter	Milestones
1: **Oct-Dec**	Quarterly report w/performance measures for each committee (e.g. % neighborhood residents at each meeting; partner attendance %). Hold community wide meeting.

	Hold strategic planning retreat. Monthly dashboards established for each committee. RM process begun to elicit cost/child and to examine all local, state, and federal funds for strategies. Begin segmentation analysis of indicators. Initiate development of longitudinal data system. Initiate "barrier busting" process for systems change. Discuss plan of action with community of practice (COP). Develop evaluation plan.
2: Jan-Mar	Quarterly report. Continue work on RM, segmentation analysis, and longitudinal data system (including geocoding of data). Share progress with COP. Discuss any barriers to progress with COP and Federal PO.
3: Apr-Jun	Quarterly report. Publish RM plan. Complete segmentation analysis; align with RM findings. Hold community meeting to review RM and indicator data. Share progress with COP.
4: July-Sept	Quarterly report. Complete plan (using needs assessment and segmentation analysis of indicators) and budget (using RM plan, cost/child analysis) to implement full continuum of solutions. Beta test longitudinal data system. Publish evaluation report on strategies and indicator data at end of quarter. Publish report on lessons learned in the planning process. Share findings with COP; share findings and future plans with entire ACC in a public forum. Engage and connect with ACC community to move forward with 10-year implementation plan.

Table 7. Timeline and Responsible Person(s)

TASK/Activity	Responsible Person(s)	QTR 1			QTR 2			QR 3			QTR 4		
		O	N	D	J	F	M	A	M	J	J	A	S
GOVERNANCE													
Review grant award; hold phone conference with FPO	Exec Dir (ED), BOD, Treasurer (TS)	x											
Hold monthly WIT partners meeting	ED and BOD Chair (BODC)	x	x	x	x	x	x	x	x	x	x	x	X
Hold monthly strategy team meetings	Strategy Team Leaders (STL)	x	x	x	x	x	x	x	x	x	x	x	X
Solicit additional neighborhood participation	All partners, Resident Engagement Coord. (REC)	x	x	x	x	x	x	x	x	x	x	x	X
Hold first strategic planning retreat	ED, BODC		x										

TASK/Activity	Responsible Person(s)	QTR 1			QTR 2			QR 3			QTR 4		
		O	N	D	J	F	M	A	M	J	J	A	S
Ensure meeting materials and minutes. available for all stakeholders (post to Web, distribute to Listserve)	Administrative Assistant (PA)	x	x	x	x	x	x	x	x	x	x	x	X
Partner member survey to assess core functions of governance, administration, finance, strategic planning and evaluation	Evaluator (EV)						x						x
Add partners to MOU	BODC and ED, Partner Eng.Coord (PEC)	x	x	x	x	x	x	x	x	x	x	x	X
Administration/Personnel Management													
Advertise and hire staff positions	ED, BOD	X	X										
Coordinate with FPO for regulatory guidance, contact with national evaluator, community of practice	PD		x	x									

TASK/Activity	Responsible Person(s)	QTR 1			QTR 2			QR 3			QTR 4		
		O	N	D	J	F	M	A	M	J	J	A	S
Develop contract deliverables for evaluation, facilitation, database	PD with BOD approval		x	x									
Submit quarterly performance report to US ED	PD and ED				X			x			x		
Monitor contractors for compliance and deliverables	PD and TR/Finance Comm.						x						x
Finance / Resource Development and Sustainability													
Establish US ED drawdown account	TR and CCSD	X											
Prepare quarterly financial report	TR and PD				X			x			x		
Seek in-kind services and leverage other supports for WIT	Resource Dev Comm. (RDC)	x	x	x	x	x	x	x	x	x	x	x	X
Conduct Strategy Resource Mapping	RDC w/ partners and GAFCP			x	x	x	x	x	x	x	x		
Prepare budget estimates; per child/person	RDC											x	X

TASK/Activity	Responsible Person(s)	QTR 1			QTR 2			QR 3			QTR 4		
		O	N	D	J	F	M	A	M	J	J	A	S
cost estimates for 10-year implementation													
Planning and Strategy Implementation													
Provide program support for implementation of continuum (research, staffing, analysis)	Part. Engagement Facilitator (PEF)	x	x	x	x	x	x	x	x	x	x	x	X
Develop action plans for each strategy (new solution) with targeted dates for implementation; person responsible; milestones; target group; indicators; and alignment with evaluation plan	PEF, STL and strategy comm. in coordination w/partners, including CCSD		x	x									
Develop benchmarks for each strategy to assure continuous progress towards outcomes (e.g. #students served; #parents trained)	STL, PEF, EV and n'tl evaluator in coord. w/ partners			x	x								
Continue planning process – engage more neighborhood residents (hold meetings, door-	REC		x	x	x	x	x	x	x	x	x	x	X

TASK/Activity	Responsible Person(s)	QTR 1			QTR 2			QR 3			QTR 4		
		O	N	D	J	F	M	A	M	J	J	A	S
to-door canvassing)													
Train residents and partners in Technology of Participation	Facilitation Consultant, Res. Eng. Coord.	x											
Develop ten –year implementation plan	STL, PEC, EV, TR										X	X	x
Evaluation													
Develop Evaluation plan (including monthly dashboards)	EV and Nat'l Eval		x	x									
Approve Evaluation Plan	BOD, STL, appropriate partners				x	x							
Hold evaluation training for staff, partners, and contractors (eval. manual, protocols, IRB)	EV and Nat'l Eval.			x	x								
Ensure data collection on indicators is on	EV and STL		x	x	x	x	x	x	x	x	x	x	X

TASK/Activity	Responsible Person(s)	QTR 1			QTR 2			QR 3			QTR 4		
		O	N	D	J	F	M	A	M	J	J	A	S
schedule; post monthly dashboards													
Communications													
Update Web site and Listserve	Communications Dir. (CD)		x	x	x	x	x	x	x	x	x	x	X
Develop and implement social marketing plan (keep FB page updated, Twitter, RSS feeds)	CD	x	x	x	x	x	x	x	x	x	x	x	X
Develop complete communications campaign (e.g. monthly newsletter for newspapers and partner newsletters; posters; TV ads, etc)	CD and communications committee	x	x	x	x	x	x	x	x	x	x	x	X

SIGNIFICANCE. *Sustainable, Results-Based Financing.* Building on the principles recommended by *The Finance Project.* FC/CIS will continue efforts initiated earlier this year in Resource Mapping (RM). The RM process, provided through the Finance TA team of GAFCP, has been conducted in numerous Georgia collaboratives and with state partners (Office of Planning and Budget, Department of Early Care and Learning). Similar to the RBA process, RM identifies a strategy, target group, desired result, and programs/activities. RM TA providers analyze current local, state, and federal funding streams and provide a gap analysis for each core component of the strategy. A revenue acquisition plan is developed with timeline, assignments, and goals. An Excel spreadsheet is developed that provides costs, funding sources, and gap funding (if any) for each component of the strategy. Financing strategies such as Medicaid reimbursement, revenue generation, leveraged funding, and cost sharing for components are addressed. The RM plan will be used to develop cost per child/student/family for services for PN scale-up and implementation. Milestones for continuation of the RM process are included in Management Plan. The WIT Finance Committee will oversee the RM process and will provide monthly and quarterly updates to the WIT dashboard. Expected deliverables are a complete RM plan for each of the solutions (strategies) identified as part of the cradle-through-college-to-career continuum, maximization of current resources, continued cost sharing by partners for strategies, and a plan for acquisition of additional resources.

Current examples of cost-sharing by WIT partners are: 1) UGA College of ED and CCSD joint commitment to develop and operate a Professional Development School model for one elementary school and then scale to other schools. 2) OneAthens Health Team has funding from four partners (UGA, two hospitals, and ACCG) for a full-time coordinator to integrate public and nonprofit health clinics and develop a shared data system with the outcome of a medical home

for all children and families. A committee including staff of CCSD, PH, UGA researched health and sex education curricula, selected the most effective, and oversaw its implementation in theschools. 3) H.T. Edwards complex (previously described). 4) Mindfulness training of CCSD was shared by Athens Regional Mind Body Institute and CCSD. 5) More than 30 organizations shared cost of annual Community Development Fair attended by 2,000-plus CCSD parents and students to learn about community services.

Policy Barriers and Systems Changes. FC/CIS has helped lead the way in Georgia to identify and remove policy barriers in efforts to provide holistic approaches to improve results for children and families. When SCHIP was implemented, ACC had 35 children enrolled out of 1,200 estimated eligible. Within two years after implementing a systems reform effort, ACC had 1,800 children enrolled. The two hospitals provided funding to FC/CIS for an eligibility worker; the CCSD agreed to add two questions to the school meals form; teachers were trained to talk about health insurance during parent/teacher meetings; the eligibility worker followed up with interested parents. Over time, the majority of CCSD students had (and still have) health insurance. CCSD, seeing the benefits of the increased reimbursements for special ed, converted a social worker position to permanently screen for SCHIP.

Three other brief systems reform examples: 1) A Family Team Meeting process piloted in ACC as part of child welfare reform has been adopted, expanded, and become part of child welfare practice for Georgia DFCS. 2) The CCSD OEL is considered a national model for school system led efforts in early learning; the pilot pre-K program in ACC was used as the model for the statewide implementation of Georgia Pre-K (a program that has won national awards for effectiveness). 3) OneAthens Health Team is currently developing an integrated

system of public and nonprofit health clinics with the outcome of a medical home for all children and families and shared data systems.

For the planning and implementation of WIT, five focus areas for systems reform will be addressed, monitored, and tracked by the WIT Systems Change Committee (framework from Coffman, 2007). As part of the planning process, the committee will review policies, guidelines, eligibility, rules, and regulations for each solution proposed in the Cradle through College continuum. Strategy Teams will be asked to submit any barriers or eligibility problems encountered during planning and implementation. In the advent of conflicting policies or eligibility, the Systems Change committee will do a "barrier busting" process: examine the issue, determine the agency or policymaker to be contacted for resolution, suggest a resolution to the agency, track and monitor progress, document successes, and share findings with the Community of Practice and other Georgia communities through the GAFCP network.

Table 8. Theory of Change for Systems Initiatives (Coffman, 2007)

	Context	Components	Connections	Infrastructure	Scale
Activities	Improving the political context to produce policy and funding changes	High-performance programs and services	Strong and effective linkages across system components	Developing the supports systems need to function effectively	Ensuring a comprehensive system is available to as many people as possible

	Context	Components	Connections	Infrastructure	Scale
Outcomes	Shared vision; leadership; political will, policy changes	New programs; improved program quality; increased efficiency	MOUs across systems; cross-system training; shared data systems; seamless services	More flexible funding; leveraged funding; system-wide use of data; cross-system governance	System depth and breadth; system sustainability; shifts in system "ownership"; PN across entire ACC

Key Partnerships. FC/CIS has been a part of state and national community reform efforts for more than 15 years and has existing and future access to technical assistance, policy makers, legislators, and funders. At the state level, FC/CIS is part of the Family Connection network (previously described) and is a member of the state and national system of CIS. FC/CIS has hosted visits from state and federal legislators, policymakers, foundations, and nonprofit organizations interested in its process and outcomes. FC/CIS was invited to participate in the 1997 Presidents' Summit on America's Future (precursor of America's Promise) and the 1998 National Partnership for Reinventing Government (later known as Boost4Kids). FC/CIS was featured in the *Family Support America* magazine (on the cover) and in a 2005 study by CSSP reviewing the effectiveness of community decision-making. FC/CIS recently hosted a visit from the Clinton Global Initiative (CGI). CGI visited the FC/CIS PLC and other FC/CIS programs. After the visit, CGI invited national CIS to partner to fund a pilot program in ACC to develop, evaluate, and refine a school site coordinator program as part of a comprehensive dropout prevention model. The plan is to test the program in CCSD for one year. Findings from the

program will then be used for refinement and then expansion to more than 4,000 CIS site coordinators across the nation working in more than 3,200 public schools reaching 1.4 million students. This partnership, CGI and FC/CIS, is typical of the type of partnerships that are a hallmark of FC/CIS. National CIS anticipates funding from ATT and PepsiCo to support the new CGI effort in ACC.

Sustaining and Applying Models. FC/CIS has a track record of engaging community and family partners in planning, implementation, and evaluation; removing policy, system and funding barriers; fostering award-winning innovative strategies that are recognized and replicated; and financially and programmatically sustaining long term initiatives. Promising new strategies appropriate for expansion and replication in other communities include: behavioral/mental health focus for early childhood; mindfulness program for grades pre-K - 12; Free IT program for families; and CIS school-based family advocates.