

## Narrative

### 1A: Need for Project and Geographic Description of the Proposed Promise Neighborhood

The Greater Hudson Promise Neighborhood (GHPN) will include the entire Hudson City School District (HCSD) in rural Columbia County, NY. The HCSD, approximately 67 square miles in size, includes a population of approximately 15,334, of whom 2,735 are under 18<sup>1</sup>. The City of Hudson (2 sq. miles) includes approximately 6,917 residents, and students from throughout the district travel there for school. The four HCSD schools, all of which are included in the Promise Neighborhoods (PN) application, serve approximately 2,000 students. Two of the four schools – the high school and intermediate school – are identified as low performing schools<sup>2</sup>. The High School has a graduation rate of 59% overall (compared to a state rate of 80%). Figure 1<sup>3</sup> illustrates the geographic boundaries of the proposed PN.

Hudson is a small, rural city with big city problems. Once a busy port city, frequented by whalers carrying whale oil and sealskins, Hudson has been plagued by poverty since long before the current economic recession. As reported in the 2000 census data, 36 percent of all Hudson families with children (compared to 16.9% state-wide) and 49.9 percent of families with children under the age of 5 (compared to 20.2% state-wide) lived below the poverty line. Households headed by females are significantly more impoverished – 54% of all such families with children and 72.8% with children under the age of 5 were living below the poverty line in the year 2000.

At the same time, Hudson's rural location and small size mean it lacks resources available in a large city. Lack of employment opportunities, transportation, early childhood and adult

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<sup>1</sup> All demographics are estimates from the 2009 American Community Survey (ACS 2009). They are included for the following Census tracts, using an area-based weighting scheme that assumes equal distribution of population within each tract: 9913 and 9912 (City of Hudson); 991100 (fully included); and 991400, 991500, 990600, 991000, and 990700 (partially included). Outside of the City of Hudson, the average population density in these tracts is 128 people per sq. mile. For example, the PN includes 27% of Tract 9906, so it is assumed that 27% of people living in tract 9906 live in the GHPN.

<sup>2</sup> New York State 2010 application for School Improvement Grants to the federal government

<sup>3</sup> All Tables and Figures are attached at the end of the Program Narrative.

education, and access to affordable housing and healthcare have led to academic failure and an economically distressed community in one of New York State's most promising regions.

Unemployment has only deepened since the recent recession. The GHPN experienced sudden job loss due to plant closings throughout 2007, 2008, and 2009. The loss of McGuire's dock and loading equipment in 2007 meant 140 fewer jobs, and the closure of the L&B furniture factory in 2008 cost us 150 jobs. Also in 2008, Kaz, Inc shut down its factory producing vaporizers, fans, air purifiers, and humidifiers after more than 50 years, taking away 450 jobs. The unemployment rate in our County was 7.6% in 2010, on a path of steady increase over the past several years (NY State Dept. of Labor, 2010). While the unemployment rate is lower in our County than statewide (NYS 2010 unemployment was 8.6%), the GHPN continues to lose jobs while the state adds them, with a loss of 239 jobs predicted as the state has slated the Hudson Correctional Facility, located within the GHPN, for likely closure.

Differences in geography, ranging from small city to town to farmland, mean students and their families bring differing strengths and needs to school. The vast majority of the GHPN is comprised of rural, low-density population. The density within Hudson is between 10 times and 100 times that of the rest of the District, illustrated in Figure 1. The median household income in Hudson is \$36,241, and neighboring Greenport is \$39,489, considerably less than the Columbia County median income of \$54,573. However, nearby Claverack-Red Mills, with a population of less than 1000, has a median income of \$70,329

The extent of poverty in the school district limits the number of children with a medical and dental home. A survey is needed to gather specific data on this, but last year the City undertook a survey on the availability of affordable dental care and determined that the closest dentist who accepts Medicaid would take a minimum of 30 minutes to drive.

Poverty takes a toll on family life in our community. According to the District school social worker, as of 2009 there were an astounding 103 homeless students in our schools. Of those, 46 were elementary students (k-5); 15 were middle level (6-8), and the remaining 42 attended the high school. Our county has a high rate of reports for abuse/maltreatment of children under age 17 at 24.1/1000 compared to 16.9/1000 in the state<sup>4</sup>. According to Columbia County Family Court Unit and County Probation Department, HCSD outnumbers all other sections of Columbia County in child abuse reports, PINS petitions, and juvenile delinquency. Homelessness, entry into foster care, and other factors such as parental incarceration all have a significant impact on educational outcomes, especially as children move in and out of the district. We plan to include data on student mobility rate, including the reasons why students leave the district, and these other specific indicators in the needs assessment.

Although Amtrak offers easy access to New York City, there is limited local public transportation, making lack of transportation a roadblock for programs and services. Those without a car often must rely on taxicabs to travel throughout the County. Likewise, access to adult education programs is also limited—limited bus routes to Columbia-Greene Community College limits accessibility to students juggling responsibilities for children or work.

While early learning activities are available, these programs do not have the capacity to serve all young children in the HCSD. There are 6 daycare Centers in the district with a total capacity of 256, only 2 of which accept infants and toddlers, with a total of 59 slots. There are also 12 family daycares, with a total capacity of 91 (some of these slots are for school-age care)<sup>5</sup>. As there are approximately 852 children under five in the district (ACS 2009), the early learning programs can serve no more than 40% of children in the GHPN at maximum capacity.

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<sup>4</sup> New York State Kids Well-being Indicators Clearinghouse, 2008

<sup>5</sup> NYS OCFS search engine – available at <http://www.ocfs.state.ny.us/main/childcare/looking.asp>

The lack of coordinated, high quality early childhood services results in children arriving at school unprepared. HCSD personnel attest that many children are entering our schools with avoidable developmental delays in cognitive, communication, adaptive, physical, and social development. A principal with 30 years experience in the district emphasized this as one of the most pressing problems, when she spoke at our Planning Committee meeting. With 60% or more children un-served in early learning activities, an effort to coordinate and increase capacity of early education programs has the potential to greatly improve the odds for our youngest citizens.

Current New York School Report Cards indicate mixed success for HCSD schools struggling with persistently low performance. Adequate yearly progress (AYP) was made overall in all categories but graduation rate, but when data is disaggregated by race and economic disadvantage a clear inequality emerges. AYP was not made among African American or economically disadvantaged students in either ELA or mathematics at the secondary level. Among students scoring at level 4, there is stark inequality between Black students and White students, and between students who are and are not economically disadvantaged.

Standardized test scores for exams taken in May of 2011 have been released in aggregate format. The percentage of students scoring below proficiency show continued low performance.

Table 1: Percentage of Students Scoring Level 1 and 2 ( <b>Below proficiency</b> )		
	ELA	Mathematics
3 <sup>rd</sup> Grade	61%	65.8%
4 <sup>th</sup> Grade	47.2%	47.2%
5 <sup>th</sup> Grade	66.4%	51.6%
6 <sup>th</sup> Grade	53.9%	55.9%
7 <sup>th</sup> Grade	67.8%	61.3%
8 <sup>th</sup> Grade	64.8%	73.2%

*Source: New York State Education Department*

According to the 2010 School Report Card, HCSD has strong attendance – the annual attendance rate is 89% in the high school. However, a high suspension rate of 23% at the high school indicates a problem with behavior. The graduation rate falls well below the State

standard of 80% - graduating only 59% of all students, 64% White students, 46% African Americans, and 49% Economically Disadvantaged students. Of the students who complete high school, 25% are going on to 4-year colleges, 57% to 2-year colleges, 12% have plans for employment, 1% entered the military, 3% are transitioning to adult services, and 2% have other plans. The retention of these students in their post-secondary plans is not known, however.

The housing climate contributes to an unsafe environment for young people before and after school. Median gross rent as a percentage of household income is on average 28% in the PN, and 32% in the City of Hudson. Many homes (74%) were built before 1969, and according to 2010 census data there is substantial vacant housing (16.6% of total units compared to 9.7% statewide). Of the vacant housing, 33.7% (23.9% for NYS) is classified as “other vacant,” e.g. not listed as for rent, for sale, for seasonal use, or another specific purpose.

Columbia County has index values higher than the state average for the Youth Drug Consequences Index and Youth Alcohol Consequences Index, and for intrapersonal problems, family dysfunction, school conduct, and risky sexual behaviors<sup>6</sup>. Violence is high, with 139 incidents of “Intimidation, Harassment, Menacing, or Bullying” reported at the middle and high schools, and 400 “Other Disruptive Incidents” among all District Schools<sup>7</sup>.

Safety while traveling home is an area of concern we have inadequate data on and we will include in the community assessment. We do know that lengthy commutes are a fact of life for our children. The HCSD averages 50 buses, transporting 1871 students each day. Many students travel over an hour by bus each day, with some routes up to an hour each way. This data is needed as we seek to continue after school programs when the 21st Century Community Learning Centers (21<sup>st</sup> CCLC) grant, which pays for afterschool transportation ends in 2012.

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<sup>6</sup> NYS Prevention Risk Indicator Services Monitoring System (PRISMS), 2005

<sup>7</sup> Violent and Disruptive Incident Reports from HCSD, 2009

Hudson has the potential to be a resource for the larger rural community in a regional revitalization movement. The proposed GHPN is not without considerable strengths to build upon. The local arts community signals the potential for improvements in participation in the arts and humanities, although this has not yet matured. A regional farmer's market showcases fruits and other local agricultural products. We have a strong presence of more than 30 religious institutions, including a Mosque located in the center of town, serving many Bengali families.

Given existing data on indicators of need to be addressed in the GHPN, the magnitude of the problem is severe. Data is not available on all key Indicators of Need, especially not in a disaggregated form that would allow complex segmentation analysis, indicating the need for a Planning Grant to generate and gather detailed data about the GHPN. Through our ongoing partnership working to improve our community, with Catholic Charities of Columbia and Greene Counties in the lead and schools at the center, we believe we can turn around the proposed GHPN, addressing the many needs mentioned above. See Table 2 for details of how proposed Working Groups will address needs discussed above, and provide a comprehensive continuum of support for HCSD youth, from cradle through career. We propose a PN Planning Grant to plan to address each of the identified needs in ways that are sensitive to community input, based on evidence and proven success, and targeted to youth and families that need them the most.

**1B: Quality of the Project Design**

**1B(1) Alignment with rigorous school reform**

The four schools in our proposed GHPN are all currently undergoing ambitious, comprehensive, and rigorous school reform efforts using the transformation model since 2006. Additionally, the Blue Hawk Nation (BHN) after school programs in each school are central partners in our planning process. By partnering with HCSD and other organizations in the community, the GHPN will support school reform both directly and indirectly. Directly, we

will work the district to identify needs and create a plan to meet them, participating in and augmenting the District Leadership Team (DLT) and the four building Leadership Teams (LTs). Indirectly, we will work to promote school readiness, successful transitions to adulthood, skillful parenting, access to health care (including mental health), and an enriching environment where young people are encouraged to participate in the arts and humanities. These efforts will build on the strong relationship between our lead agency, Catholic Charities, and the HCSD schools. The director for school based substance abuse prevention education program provided by Catholic Charities serves on the DLT for school reform. As her existing role aligns closely with school reform, we have chosen her to share time with GHPN as our School Reform Coordinator.

The vision of school reform in Hudson focuses on increases in several key outcomes: graduation rates, participation in school activities, test scores, and performance outcomes. A graphic representation of the District's goals as adopted by the Board of Education is provided in Figure 2. The school has implemented many aspects of the transformation model of school reform including: expanding professional development for teachers; raising expectations for teachers, principals, and students, and examining the use of time and resources, including coordination with OST programming. HCSD schools have implemented recent curriculum changes to align with Common Core standards, using the Rubicon Atlas software as a development tool. To this end, they have implemented a cohesive K-6 reading curriculum as well as a K-2 math curriculum, which will be expanded to 3-6 in 2012-2013, placing increased emphasis on the importance of writing across all content areas. HCSD is also working to provide adequate professional development and support to teachers and leaders, despite a sharp reduction in funds for such activities. This has included the use of data collection and analysis to determine pace and direction of instruction targeted for improvement and professional

development on specific topics such as anti-bullying, classroom management, and understanding poverty. The four schools in HCSD will work with GHPN to build on these recent changes.

We intend to use PN funds to support and build on existing school reform efforts rather than duplicating or supplanting them, following the example of the Washington DC PN's Principal's Council. We will include schools in our governance structure, with Assistant Superintendent Maria Suttmeier serving as the School Reform Liaison for GHPN. Ms. Suttmeier will also serve on our Advisory Board, as will Kathy Clark, director of the BHN after school programs. We intend to align the work of our substance abuse prevention program director to serve as the GHPN School Reform Coordinator, working closely with Assistant Superintendent Maria Suttmeier, the DLT, and individual school building LTs to coordinate activities among these groups, to facilitate communication, and to synthesize and report on school reform district-wide, including reporting on the PN's needs assessment and segmentation plan. They will also work with GHPN staff and other working groups to integrate school reform into the larger planning process, avoiding both gaps in service and duplication of services.

By the culmination of the planning year, the School Reform Coordinator, working with Maria Suttmeier and the LTs, will produce a Solutions Plan for school reform (the framework to create Solutions Plans through each Working Group is explained in detail in Section 1B(2)). This plan will address key issues already identified as well as those added, during the planning year: improving reading support for kindergarteners, coordination between the school day and the OST program (as a means of exploring increased learning time), addressing the effectiveness of teachers and leaders, the use of school time and resources, professional development needs, promoting team building between teachers and students, further integrating rapid-time data analysis into school improvement, and addressing negative aspects of school culture.

The school reform coordinator will also work with Catholic Charities, HCSD, and community partners to implement pilot programs as identified by the school reform LTs. The BHN programs, well-established, quality programs, will be key partners and an excellent proving ground for what will and will not work in Hudson. We intend to identify new areas of need for piloting programs during the planning year, with input from organizations and community members, and have identified several key areas of need related to school reform to address. Catholic Charities, BHN, Columbia Opportunities, and other community partners will support this process through pilot tests, as outlined in our preliminary MOU and letters of commitment.

Two examples of identified needs are professional development for teachers and principals and additional support for young children learning to read. The need for professional development was identified by Assistant Superintendent Suttmeier, citing budget cuts, and by rising high school freshmen in a focus group, who stated a need for training in team building for older teachers. Adequate professional development is a key component of the transformation model of school reform. The need for literacy support for struggling kindergarteners was identified by Maria Suttmeier and others involved in the planning committee over the past year. Reading specialists are available to children in HCSD in first grade, but not before.

In addition to the school reform LTs, we propose four other working groups (see Figures 3 and 4), all of which relate directly or indirectly to school reform. The School Reform Coordinator will work with other PN Staff, the Advisory Board, the Youth Advisory Board (YAB), and the Fundraising Team to combine the recommended Solutions Plans from our working groups into one comprehensive plan for the district. Two of these working groups relate most directly to school reform - the Early Learning Working Group and the Transition to Adulthood Working Group and cover critical gaps our planning group identified in the pipeline.

This planning grant will provide the additional resources needed to take our school reform efforts to the next level and develop a clear, comprehensive, and feasible plan to improve our schools. Our School Reform Coordinator will be able to synthesize the work of the District and Building LTs, along with the input from our other Working Groups, to break down agency silos and create a cohesive plan for implementing a successful transformation in our schools. By the end of the planning grant, we will have an assessment of the strengths and weaknesses in the school district and a plan to build on strengths and address weaknesses. This plan will include a plan to address specific needs that have already been identified and those that will be identified during the course of our planning year, utilizing our needs assessment and segmentation analysis to challenge our assumptions about the school district, and will be aligned with the Solutions Plans from our other working groups, as discussed below.

**1B(2): Creating a Complete Continuum Preparing Children for Successful Transition to College and Career**

In creating our plan for a PNs planning grant, we asked ourselves the question: “what do we want to promise our children?” Aligning with the mission of GHPNs, we want to promise they will be supported every step of the way, and in all the many aspects of life, as they make their way towards adulthood, ready to enter college and the career world. In creating our plan, we organized our continuum by age and by topic, because some needs - such as participation in arts and humanities, and high quality schools - affect children at many ages. This support requires both educational programming and family and community supports. We have also created an overlapping governance structure so that we can avoid gaps and duplication among our working groups, integrating programs and breaking down silos. We believe it is important to consider settings where young people spend their time – in families, in the community, in school, and in OST programs – and have proposed working groups that will strengthen all of these settings (see Figure 3). The GHPN, a rural community, is poised to achieve the saturation

necessary to achieve results. If we wished to serve every single child living in the HCSD at the funding level of \$3,500 per participant used in Harlem Children's Zone, we would need total implementation funding of approximately \$9.5 million. Given our track record of mobilizing resources in Hudson as demonstrated by our match that exceeds the required \$125,000 for rural communities, the stable funding of our key partners, and our alignment with economic development efforts in Hudson that are continually bringing new resources to our community, we believe this level of funding is within reach. As community members stated during a panel discussion in August, this program could be just the push needed to reach a tipping point in the Greater Hudson area. Using a year for concerted planning will enable us to ensure that we direct these resources in the most efficient way to achieve maximum impact.

Figure 4 illustrates how our staff, governance structure, and working groups cover the complete cradle through college to career continuum organized by age. We have identified working groups that focus on two critical periods – the Early Learning phase (from birth through 3<sup>rd</sup> grade) and the Transition to Adulthood Phase (in late adolescence) – and will organize the Solutions Plans created by other working groups to explicitly consider young people at each age (birth to 3<sup>rd</sup> grade, 4<sup>th</sup> to 8<sup>th</sup> grade, 9<sup>th</sup> to 12<sup>th</sup> grade, college students, and older adolescents who are not in college, including disconnected youth), with special attention to transitions between these age ranges.

For each of these working groups, we have identified several issues to have on the agenda at the beginning of the planning year, linked to PNs desired results along with Solutions Plans (see Tables 2 and 3). During the planning year, each working group will add additional topics to their agendas as they are identified. The outcome from each working group will be a Solutions Plan including five elements: an assessment of the need and unmet need in the district, a plan of

solutions broken down by age and setting, a targeting plan based on the segmentation analysis, a fundraising plan and an evaluation plan for all proposed solutions. The GHPN staff, together with the Advisory Board, the YAB, and the Fundraising Team will then be responsible for combining these Solutions Plans into one cohesive plan, ensuring no leaks or gaps, coverage of important transitions (such as the transition into and out of school), and the efficient use of resources. In our comprehensive plan, we will also ensure adequate provision of both educational programs (in and out of school) and family and community supports, as defined in the PNs Definitions. See Table 2 for topics that will be addressed by each Working Group, linked to Promise Neighborhoods Results and Table 3 for the Solution Plans.

**1B(3): Leveraging Existing Neighborhood Assets**

Our long-standing partnerships in the area will facilitate the integration of programs and breaking down agency silos to use resources efficiently in our community. Below are several specific examples of how we will build on these existing assets including: 1) building on existing relationships between youth program staff and parents, 2) acknowledging young people themselves as community assets, 3) building on strong existing programs such as WIC, Early Head Start, Head Start, Universal Pre-K, and the BHN After School Programs, and 4) building on current efforts to collect comprehensive data on the district.

Achieving buy-in from parents, young people, and other community members is the first challenge the GHPN must overcome. However, because our partner organizations already have deep roots in the community, we can utilize these relationships to meet this challenge. The need to encourage active participation by community members has been discussed in planning meetings, and partner organizations have identified several key staff members at the BHN after school program and at the Hudson City Youth Bureau who have excellent track records of working with parents. Additionally, we will work with these staff and other community

organizers to recruit local leaders and potential leaders to serve on Working Groups and our Advisory Board and to act as ambassadors with others in the community. We have also identified strategies that have met success in the past at encouraging participation, such as building on the tradition of monthly community dinners organized by a local resident. Through our efforts at community outreach and involvement, we will be building our local capacity and encouraging leadership among both adults and youth in the community. As part of this process, we are planning two retreats. One will be for members of the YAB and the adult Research Assistants who will work with the YAB, hosted at the beginning of the planning year to facilitate team building and set goals. In the middle of the planning year, we propose a retreat with adult community members who have been active in the planning process, and their children, to visit Harlem Children's Zone in New York City. This was suggested during our planning meetings because of the excitement such a visit produced among leaders in the community, ultimately leading to this PN application.

The young people living in our proposed GHPN are our greatest asset. We seek to include young people in our planning efforts in many ways. During a focus group with rising high school freshmen and sophomores who are employed in 21<sup>st</sup> CCLC programs as Counselors in Training, it was suggested that the best way to reach out to young people is to start with a small group of youth who are interested and invested in the program, and send them out as ambassadors to their peers. We intend to do this through forming a YAB of between 10 and 15 young people, who will receive stipends to support their participation in the process. YAB members will attend a retreat at the beginning of the project to set goals, engage in team building, and learn about all the aspects of the GHPN project. During the planning year, they will also learn about research with human participants, and will use this training to conduct

surveys and interviews as part of our needs assessment project, in a self-reflective process. Just as youth development is something done *with* young people and families, we believe that research can be something done *with* study participants as well, and that this active participation will enhance the depth of our understanding of the issues under study. Furthermore, bilingual students will facilitate the inclusion of parents with limited English proficiency in our needs assessment, especially the many Bengali immigrants in the district. Dr. Powlick, who will train YAB members and two adult research assistants, has worked with students at Harvey Milk High School and with freshmen at Skidmore College conducting mixed-method research with youth programs, and will use this experience to involve young people in GHPN as partners in the knowledge creation process.

We have many strong programs in HCSD that lack coordination. As an example of how we will build on these assets, we will work our Early Learning Working Group, to build on the services already available to expectant and new parents, babies, and young children, coordinating services to create a continuum of care that can improve the readiness of young children to attend kindergarten. These programs include WIC (provided through Catholic Charities), Early Head Start, Head Start, Universal Pre-K, and the BHN After School Programs (which serve the K through 3rd grade portion of the early learning years). The Early Learning Working group will bring together the providers of these programs—Catholic Charities, Columbia Opportunities Inc., and the HCSD—as well as other community actors, such as the Department of Social Services, which provides funding, to work together on scaling up the programs that have had success working with our very young children, expanding services but not duplicating them.

Additionally, the data effort that is a central component of GHPN will build on current data work in the area. We will work with Margaret McMahon, School Improvement Data

Analyst, to access school data, including data on required indicators of need. Part of our data plan is a census of youth programs in the district, and this will build on a similar effort Catholic Charities has undertaken through its substance abuse prevention education program.

**1C: Quality of Project Services**

**1C(1): Use of Data in the Planning Process**

We will use data during our planning process to identify the most pressing needs among young people in our district, those needs not currently being met, and which young people have or are likely to have need for specific services. We will utilize data to identify the solutions most likely to work in Hudson, based on the specific needs and characteristics of our population and the results of pilot testing when possible. We will use data on an ongoing basis, including documentation of the planning process, feedback from partners, focus groups, and interviews, to assess our progress towards planning goals and adjust our approach as necessary. Figure 5 illustrates our planning timeline, which includes the data elements discussed below.

While crafting a needs assessment and segmentation analysis that uniquely fits the GHPN, we will also build on the needs assessments and segmentation analyses conducted by previous PN grantees by aligning measures where possible, in order to facilitate the national PN evaluation. Data in our needs assessment and segmentation analysis will come from multiple sources, which will each be available at different times: public data (such as 2010 Census and American Community Survey), school and provider records, a neighborhood survey, a school climate survey, a census of community programs, and qualitative data from interviews, observation, and focus groups. Data on pilot programs will become available as these pilot tests are carried out, including demographic and outcome data on participants and qualitative observation data. We will utilize unique child and family IDs to facilitate integration of multiple data sources, and will work with an Institutional Review Board to ensure that our study complies

with privacy concerns, HIPPA, and FERPA regulations. Table 5 indicates where we plan to obtain data on each of our required indicators, as well as indicators our planning group has identified as important for the GHPN population. We also plan to identify additional indicators to include in the course of our research. By the end of the planning year, we will make this data available to the public through our website, aggregating the data by block group to serve as an addendum to the 2010 Census and American Community Survey. We will also make this data available aggregated by Ward for the City of Hudson, and by school building. We will model this public data on Keeping Track of New York City's Children, published annually by the Citizens' Committee for Children of New York Inc. Aggregating individual data by block group will allow us to make this data available publically while preserving the privacy of participants in our needs assessment and complying with HIPPA and FERPA regulations.

By the first Working Group Meeting, Dr. Powlick will prepare an atlas of the GHPN, using Geographic Information Systems and data from public sources such as the 2010 Census. Demonstrating the geographic distribution of variables in the area will inform our plans for implementing the needs assessment and segmentation analysis, and will also inform the agendas set by each working group for the year. Examples of variables to be included in this atlas include poverty, linguistic isolation, educational attainment, school enrollment, disconnected youth, utilization of public assistance, and employment. This will allow us to start our conversations on a foundation of hard data from the very beginning, setting agendas for each working group.

The next data effort, beginning in February, will be to obtain informed consent from parents and other community members, allowing us to access school and provider records and to

include their children in data collection<sup>8</sup>. The effort to obtain informed consent for release of records will coincide with our neighborhood survey. Due to the small number of people living in our proposed GHPNs (a total population of approximately 2,735 children, according to the 2009 American Community Survey), we will begin with the goal of including every child in our neighborhood and school surveys, and have included a substantial budget for local travel in order to accomplish this. Should this prove unfeasible, we will work towards the secondary goal of a sample of 2,154, a sample size adequate for a 95% confidence level given our population size. If we are forced to reduce our sample size further, we will over sample minority populations to ensure adequate representation. The neighborhood survey will provide our second influx of data, and the results of it will be discussed in working groups and among program staff in relation to the following specific topics: medical and dental home, healthy diets at home, family literacy (reading with parents, parents encouraging reading), family attitudes regarding college and career, internet access, and children participation in home-based early childhood care.

With consent from parents, school and provider records will be the next data included in our growing database. The inclusion of this data will facilitate our planning process in multiple ways. First, the incorporation of this data will allow us to begin planning for expansion of the PN database to a district-wide source of support for programs serving youth. Second, this data will be used by PN staff and working groups in relation to the following specific topics: participation in center-based early childhood care and OST programs, children entering kindergarten ready to learn, student achievement on standardized tests required by the ESEA, attendance rates, student mobility rates, graduation rates, post-secondary activities of students (and strategies for improving data collection in the area in the future).

After obtaining informed consent from parents, we will work with our YAB to survey

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<sup>8</sup> We intend to move towards an organization-based consent process, as explained at the end of this section.

students in HCSD schools. This data will be used to explore: feelings of safety during and after school, physical activity among students, reasons behind key indicators collected in school and provider records (attendance, student mobility, graduation, and post-secondary plans), and children's perceptions of parental attitudes regarding reading and college/career planning.

The census of community programs will be completed by September 2012, and will be used by working groups to identify the degree to which each of the needs they have identified are already being met in the community, where there are gaps, and where there is duplication. This information is critical to planning an efficient implementation of a continuum of solutions.

The sources of data identified above at the community (Census, ACS, census of programs) and individual levels (school and provider records, neighborhood and school surveys) will be utilized to conduct a rigorous segmentation analysis. At the community level, we will use block group analysis to identify needs specific to the geographically diverse areas of the HCSD, including the small urban area, rural towns, and rural agricultural areas. The needs of young people in each of these regions within the district are likely to be different, and so programming addressing each of these needs may be ideally situated in different settings, such as the schools (all in the City of Hudson), Columbia-Greene Community College, or library branches. We will use analysis of individual-level data to model common groupings of risk factors for young people to create strategies for risk screening when implementing solutions. This will be accomplished with statistical techniques such as Factor Analysis and multiple regression analysis informed by theoretic logic models of youth development. Our segmentation analysis will be used by each working group as they develop their Solution Plan, in consultation with Dr. Powlick, to create a strategy for targeting programming to the youth who need it the most in year 1 of the implementation phase (and estimating the year 1 penetration rate), scaling

up to a goal of 100% access, 65% utilization by year 5 of implementation.

The data generated through the GHPN planning year will provide baseline data for future years, facilitate identifying comparison groups for the implementation phase, and will lay the ground-work for a longitudinal data system to be utilized by providers in the community to integrate services and facilitate communication across agencies, linking this data system to other local, State, and Federal data systems as appropriate. During the planning year and beyond, we will make our data available to the National Evaluator on a quarterly basis or as needed. We will include this use of data in our consent forms. Partners in Hudson have proved eager to share their data for the purpose of improving the lives of young people, while remaining rightfully cautious about protecting the right to privacy among young people. During the planning year, our Advisory Board will work with partner organizations to develop an approach to informed consent at the institutional level to integrate data from multiple sources into a comprehensive, longitudinal database building on the GHPN database created during the planning year, and to incorporate use of this database into intake, service provision, program planning, and program evaluation. We envision a data system where communication between the school, OST programs, and service providers does not rely on specific individuals or on overlap of staff (often impossible programmatically), but instead is institutionalized by a district-wide intake process and ongoing data monitoring. Participating in this community-wide data system will facilitate the alignment of goals, outcome measures, and visions by those serving youth in the HCSD. The data system will provide rapid-time data that can be used to ensure continuous improvement, learning, and accountability for a community-wide network of providers in an efficient way that breaks down agency silos, beginning in the planning year and growing from there.

Above, we have described how data in the needs assessment and segmentation analysis

will be utilized to identify the type of solutions to be included in our continuum. The identification of specific solutions—i.e. curricula and program approaches—will utilize this data as part of our screening process<sup>9</sup>. The data we have gathered on our community will allow us to identify critical components that will make a specific program appropriate for Hudson. For example, Hudson has a large Bengali immigrant population, many of whom are practicing Muslims. A program that will target a need prevalent among this population of young people must be culturally appropriate for working with South Asian, Muslim children.

#### **1C(2) Basing Solutions on the Best Available Evidence, and Ensuring that Solutions Drive Results**

Through our Working Groups, GHPN staff will craft a plan of solutions to cover the complete continuum from cradle through college to career, sustaining and enhancing existing services as well as proposing new projects. Determining these proposed solutions and planning their implementation will be the primary tasks of Working Groups, GHPN staff, and our advisory bodies. These solutions must be chosen to meet specific needs in HCSD, to match the cultures of young people in the district, and to have a great potential for success. To ensure this is the case, each proposed solution will go through a screening process. The appropriateness of proposed solutions will be compared to the population in Hudson and research on each proposed solution will be reviewed. We will utilize research databases such as the Harvard Family Research Project and the AED Center for Youth Development and Engagement to identify promising practices for serving children and youth both during the school day and in out of school time settings, and will build our solution plan on best practices. When possible, we will pilot test proposed solutions, working with community partners such as the BHN After School Program, and Columbia Opportunities Inc. to implement and evaluate the results of the pilot program. Also, it is important that we maintain flexibility to implement new and creative

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<sup>9</sup> See section IC(2) below for additional discussion of the use of evidence in determining solutions.

solutions as well as those that have already been tried and tested. We will utilize pilot testing in these cases to evaluate the appropriateness and potential of success for proposed new programs.

As the Work Groups identify proposed solutions, we will implement pilots of these program models where feasible. The BHN programs, located at each of the district's schools, will provide a lab site for these pilot efforts. The after school programs are ideally suited for participating in the planning efforts in this way for several reasons. Because they are operated at each school (elementary, intermediate, junior high and high school), they provide access to children of each age range in age-segregated environments. Also, BHN staff can implement new curricula and program models with relatively short lead time, as they are not limited by the need to address specific standardized tests or a predetermined syllabus. Finally, the after school program operates in two sessions each year, with new enrollment forms completed prior to each cycle, providing a discrete timeline for pre-and post-tests to be administered if appropriate and the opportunity to adjust schedules to pilot programs. We also have a partnership with Columbia Opportunities Inc., as well as the capacity of Catholic Charities to run pilot tests.

Our participation in Communities of Practice (CoP) will also facilitate our use of the best evidence for choosing solutions. Working with other grantees, we will engage in a collaborative process to share knowledge, data, and promising practices. Because the composition of the CoP is not yet determined, we do not know exactly what form this participation will take. We will work with two scholars, Dr. Powlick (Economics) and Dr. Hope Casto (Education) who have volunteered their time to represent GHPN in CoP. We are open to working with other planning and implementation grantees who express interest, and will seek to form affinity groups such as grantees in the North East, rural grantees, and other faith-based lead agencies. We will also seek mentorship from former planning grantees. Our partnership with Dr. Powlick and Dr. Casto

enables us to offer ourselves as potential facilitators for our CoP, as well as positioning us in a position to collect, synthesize, and report on data and lessons learned from other grantees.

Additionally, we will incorporate rigorous evaluation into the implementation of each proposed solution to ensure that solutions drive results and lead to changes on indicators, working with Dr. Powlick and the national PN evaluator to develop a rigorous evaluation plan aligned with the national strategy for evaluation. As recommended by the Urban Institute's guide "How to Evaluate Choice and Promise Neighborhoods," we will use a rich triangulation of methods to evaluate our solutions. Where possible, we will work with the national PN evaluator to identify credible comparison groups, and will work to use quasi-experimental or experimental design to evaluate certain "links in the chain" of desired results, as advocated by the Urban Institute. Where this design is not possible, we will utilize processes such as Performance Management, Process Study, and development of Theory of Change, using both quantitative and qualitative data, to ensure a rigorous evaluation of the entire PN continuum.

**ID: Quality of the Management Plan**

**ID(1): Experience with residents and LEA**

Catholic Charities, our proposed Program Director, HCSD, and our other partners have many years of experience working with residents in the GHPN. Catholic Charities of Columbia and Greene Counties has a rich history of working with community partners, schools and the LEA, and elected officials, in order to meet the needs of our service area beginning with the creation of the Columbia-Greene agency in 1978 (Catholic Charities in New York State itself was established by a special act of the NYS Legislature in 1917). In the recent past, Catholic Charities has been a partner in the Communities that Care initiatives in Columbia and Greene Counties, a model of community transformation focused on prevention education. Additionally, the Executive Director is a Board member of the Healthcare Consortium, which is comprised of

over 20 community partners, and is active on the Breastfeeding Coalition with Columbia Memorial Hospital, and an active participant in Columbia County Tier II. For 22 years, Catholic Charities was one of three partners in the School and Community Project, along with Twin Counties Recovery Services and the Mental Health Clinic. The project was reviewed by the College of Saint Rose in an initial step to be a promising practice.

Additionally, Catholic Charities has many years of experience working with schools in HCSD and the LEA itself, including participation on the DLT regarding School Reform. Catholic Charities also provides substance abuse prevention education programming in the schools. Although partnering with community organizations is often a challenge for public schools, HCSD has a track record of success in this area. The 21st CCLC programs attest to this experience, with partnerships between HCSD and a wide range of community partners including Catholic Charities, the Hudson Opera House, Hawthorne Valley Farms, the New York State Volunteer Fireman's Home, Columbia Mental Health Association, Columbia Greene Community College, Cornell Cooperative Extension, Hudson Department of Youth, Helsinki Hudson, and the Columbia County Youth Bureau. The 21<sup>st</sup> CCLC program has full enrollment, and had a waiting list of nearly 50 students for the 130 slots at the elementary school last year. Nearly 1/5 of the students at the programs (18% overall) are listed as having "special needs."

Catholic Charities of the Diocese of Albany doing business as Catholic Charities of Columbia and Greene Counties has experience working with leaders at all levels of government on behalf of the voiceless. Catholic Charities agencies exist throughout the world, linked to local leadership in the Catholic Church. Last September, Theresa Lux participated in the Catholic Charities USA Centennial conference in Washington, DC, where representatives from Catholic Charities agencies throughout the nation met to discuss past experiences and future directions for

the organization. Ms. Lux and her agency have also worked with Chris Gibson, the Congressmen serving Columbia and Greene Counties, to advocate for the needs of our constituents.

Representatives of Catholic Charities of Columbia and Greene Counties participate in “Catholics at the Capital” every year, interacting with state legislators and advocating for the social services mission of Catholic Charities.

At the local level, we have included City of Hudson and Columbia County governmental leaders in our planning process from the beginning. Key examples include 4th Ward Supervisor William Hughes who has been an active participant all along the way, as well as Paul Mossman, Commissioner of Social Services for Columbia County. Included in our application is a letter of commitment from the City of Hudson, signed by Mayor Scalera. We have also included the Columbia Economic Development Corporation in our planning efforts, with documentation of matching funds in the amount of \$10,000 as a direct result. The City of Hudson Youth Department has also been an active participant in the process, and the Youth Director Trudy Beicht has provided many suggestions incorporated into this proposal.

Our proposed Program Director, Carole Mullenix, the current Coordinator of the Kinship Caregiving Program at Catholic Charities, has worked in the region for more than 20 years, providing direct service and networking across systems. In her current role, she works with families in need, service providers, schools and government agencies, and staff members and volunteers in the Kinship Caregiving Program. She helps families who provide kinship care to develop their capability to advocate for themselves and the children in their care, facilitating communication, and helping them to advocate for the children in their care within the schools.

Service providers in the HCSD have a long history of collaboration that can be leveraged to accomplish the goals of GHPN. Both Catholic Charities and HCSD have been at the center of

many of these collaborations. During the planning year, we will build on our experience and success in the district to generate community support and involvement through community dinners, our adult and YABs, Working Groups, Focus Groups, and two retreats (one for youth and one for residents) as described in section 1B(3) of this proposal.

**1D(2) Collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability**

The collection, analysis, and use of data is an increasingly important activity for non-profit agencies, schools, and others public and private entities. We share the desire of the U.S. government to learn from our successes and failures, and to use resources where they can have the greatest impact. Catholic Charities has many years of experience collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability, often in collaboration with other service providers. The WIC program utilizes WICIS, used by the WIC Coordinator and data shared with Catholic Charities Executive Director to determine outreach goals and identify training needs. We collect outcome data on our Supervised Visitation Program, including parenting skills assessments twice a year, which is shared with the Department of Social Services and used to identify progress towards goals of increasing parenting skills and to assess both potential program changes and other supports needed by parents who participate in the visitation program. This data provides objective information to address an essentially subjective issue, parenting skills to complement our client and caseworker surveys. Catholic Charities has assisted Columbia Opportunities Inc. in collecting data on homelessness in Columbia County, used in their annual data survey of the county. This data is used in a county-wide project to reduce homelessness, allowing us to analyze the types of homelessness (i.e. people who are couch-surfing, living in cars, living in shelters, etc.) and the composition of the homeless population (i.e. families, single individuals, etc.). The information

is used to plan services designed to meet the specific needs of our homeless population, and also to target program activities to the proper locations.

Our proposed Program Director has integrated the use of data for decision-making and continuous improvement into her program activities. For example, she uses the Efforts to Outcomes Social Solutions software, working with the NYS Office of Children and Family Services, to track data on six key outcomes: crisis resolution, family stability, family relationships, children's peer relationships, school engagement, and child permanency. The results of these assessments are reviewed every three months in a rapid-time data analysis process to make instant corrections in their programming, adjusting strategies and curricula, when needed. For example, review of this data led to the adoption of the Cornell Cooperative Extension curriculum, PASTA, because it matched with the communications issues that showed themselves in outcomes data. Data analysis also led to the creation of Girl's Circle to address specific needs of girls in the program.

HCSD has been intensively using data to drive ongoing school reform and improvement. Assistant Superintendent Suttmeier works closely with a Questar III Data Analyst to prepare a summary district results on NYS and Regents exams as well as the graduation rate. This data is used to review results for the previous year, to set targeted improvement goals, and to communicate these goals to stakeholders. Each building Principal analyzes and prepares a detailed summary of the areas in need of improvement for their grade levels, so that teachers have pertinent information from which to plan the year's instruction. Utilizing proficiency testing data and the state-mandated Response to Intervention (RTI) model of tiered interventions, we are developing procedures to reduce the number of students identified for Special Education services by providing strong interventions for students falling below the proficiency level.

HSCD has also invested in Scantron machines to more easily and quickly receive data from administered exams, with the added capability of analyzing trends in answering specific questions. This analysis is used to theorize the source of low test scores, assessing whether the primary issue is one of teaching or learning, and to plan strategies to address the perceived issue.

The 21st CCLC programs in the district work with an external evaluator to continually improve program quality and assess outcomes. This includes mandated Annual Performance Report data, which is reviewed on an annual basis, and an iterative process involving observation and focus group discussions. The external evaluator, Candace LaRue and Associates, conducts observations in the program, which are discussed with program staff throughout the year to address issues of safety, climate, compliance, and quality. Through their evaluation, the after school staff has extensive experience in using self-assessment to engage in a cycle of program improvement. The middle school program received National Accreditation in 2008, after completing an extensive self-assessment and improvement process. Since that time, and after funding was obtained to implement after school programs at all four sites, the staff have engaged in a continuous improvement process using the New York State Afterschool Network (NYSAN) Quality Self Assessment (QSA) tool. The self-assessment tool provides an opportunity for program leaders and key staff, in collaboration with other stakeholders, to utilize a common set of standards to assess, plan, design and execute strategies for ongoing program improvement. HCSD after school staff have been using the NYSAN QSA for the past five years in their staff meetings and biannually at leadership meetings to identify areas of success and where improvement is needed. This process will serve the proposed PN program well as we seek to ensure that solutions drive results and lead to changes on identified indicators.

Other partners in GHPN also have demonstrated experience in data collection, analysis,

and use, such as Columbia Opportunities, which uses the Ages and Stages Questionnaire to screen incoming Head Start students for developmental delay and identify appropriate interventions. Columbia Opportunities also uses the Child Observation Record assessment three times a year to track student progress, using this information to access needed changes in programming and instruction. Additionally, Columbia Opportunities completes a data report of the region every year, a process with which Catholic Charities consistently participates.

We will work with several scholars to strengthen our use of data in planning our continuum of solutions. Dr. K Maeve Powlick will serve as our primary data analyst. Her research is on the involvement of children and adolescents in community-based economic development, and she has conducted mixed-method research with 21st CCLCs in New York State. Her research has been funded through the Robert Bowne Foundation and through grant support from Skidmore College. Dr. Powlick has also worked with youth programs in Hudson and elsewhere as an evaluator, helping them to incorporate quantitative and qualitative data in their decision-making process. She has a successful history of crafting data analysis in such a way that it is accessible to a wide variety of stakeholders, such as through the use of maps illustrating the geographic distribution of data, and of translating complex statistical/econometric analysis into accessible language. Her research philosophy is one of collaborative research, where research is designed so that it is of explicit value and use to participants in that research.

Dr. Hope Casto will contribute to communities of practice, and is an expert on school-community partnerships (see attached *Curriculum Vitae*). Her research is with rural school districts in New York State, and she brings a special expertise to the table as part of our GHPN team. Through her research in our district, she will help to identify factors that support and limit the potential of building lasting partnerships between HCSD schools and community partners.

Dr. Casto has experience in both quantitative and qualitative research, and has worked for with the New York State Center for Rural Schools and the Rural Early Education Project.

We will partner with CitySpan to design, host, and maintain our database. CitySpan is the provider of youthservices.net data management services to 21st CCLC programs throughout the country, including in Hudson. CitySpan also has experience providing data systems to community wide initiatives including PNs and others with similar goals. CitySpan recently won a competitive RFP to provide database services for the St Paul PN and is included in numerous other PN applications. CitySpan CEO Mark Min was consulted in our planning process regarding our database project, understands our program design, and will be an effective partner for transforming data into knowledge for policy making and outcome evaluation.

We also believe that the PN planning process will produce the important benefit of increasing capacity in the GHPN in regards to utilizing data for decision-making. We will document the planning process throughout the planning year, including Working Group Meetings, community events and retreat, Advisory Board and Fundraising Team meetings, monthly progress reports for GHPN staff, and feedback from community partners. As a component of evaluating our planning process, Dr. Powlick will prepare a quarterly report on this documentation for review and discussion among key stakeholders. Throughout the year, partners will also review targeted, specific data on GHPN, making all of us more familiar with the empirical reality of our community and challenging our assumptions. The strong focus on data in PNs and the need for rigorous evaluation of solutions implemented provide us, as a community of service providers, the opportunity to improve the use of data in each of our agencies, such as through building our longitudinal data system. We also believe this grant will give us the opportunity to be an example for other rural communities struggling with poverty,

low achievement among young people, and a lack of resources to address their problems.

**1D(3): Creating formal and informal partnerships**

The GHPN is built on a partnership of more than 10 organizations, leveraging existing community assets to work for the improvement of the community. High level representatives of these partners<sup>10</sup>, along with other interested citizens, have met monthly and communicated formally and informally for more than a year to plan our PN project and envision how the Planning Grant process could build on existing community assets. We have also engaged in outreach efforts including attendance at a PN's conference in Harlem in 2010; testimony from citizens, public officials, and long time school staff; focus groups with youth; and input from community members at a public presentation, which was also televised.

Mindful of the need for decision makers at the table, Executive Directors and high-level public officials were invited to attend our monthly planning meetings. As a rural community, Hudson is the type of town where everyone knows one another. Key team members, including the County Commissioner of Social Services and a City Ward Supervisor led by example, regularly attending meetings and inviting counterparts from other agencies to attend. The District supported the process by engaging a consultant to facilitate meetings and set up a mailing list and online document sharing to keep everyone up to date on our vision for the GHPN.

Initial meetings focused on developing a vision. Throughout the year we discussed our vision for our community, our theories of how to achieve change, and our theories of how to implement successful programs. The results of that conversation are described in our preliminary MOU. We spent time answering the simple but fundamental question: "What do we

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<sup>10</sup> Partners in this process are: Columbia County Department of Social Services, Columbia Memorial Hospital, Columbia County Mental Health Association, Hudson City School District, Catholic Charities, City of Hudson Department of Youth, City of Hudson City Council, Columbia Opportunities, Inc. (provider of Head Start), Columbia County Probation Department, and Candace LaRue and Associates

want to promise our children?” Our team identified a variety of promises we believe are critical to the needs of the children and youth in our community, promises thus far unfulfilled. We reviewed the availability of high quality early learning opportunities and heard testimony from HCSD personnel with decades of experience telling us that children were arriving in kindergarten with multiple challenges and not ready to learn. We discussed the needs of our graduating high school students and discovered that they had difficulty navigating the process of applying to colleges, finding or even believing they could find the means to afford higher education, and often needed remedial classes that did not help them matriculate but consumed significant amounts of available financial aid. We discovered that there were available resources in our community, including health services, parenting classes and employment opportunities which were underutilized for reasons such as lack of publicity and public transportation.

Each meeting focused on the needs of a different age group, yet we consistently found that there was no such thing as an isolated problem. The need for high quality early childhood education and care has a direct impact on older siblings who in some cases are kept home from school to provide emergency childcare. The downward spiral in the economy meant that new parents were without health insurance and were using the hospital as their primary care, and thus waiting longer to treat minor illnesses throughout their family. The appalling lack of public transportation in our community meant that families do not have access to a wide variety of services, ranging from prenatal classes to college classes, from dental care to supermarkets.

Participating members brought data and experience to the meetings, often arriving with 4-inch thick documents, as well as other staff from their agencies with specific areas of expertise, sometimes stopping in the midst of recounting a particularly difficult problem faced by the children they serve to wipe away a tear before continuing the discussion. Throughout the

process, partners have demonstrated a willingness to collaborate, to share information, and to commit resources to creating a PN for our children. The partnerships outlined in our preliminary MOU included with this application illustrate some of the strongest relationships that have been formed through this planning process. We intend to expand our partnerships throughout the planning year, slowly adding partners and increasing the involvement of each partner as we learn to work together. We intend to open our Working Groups to all interested community members, and will ensure the accountability of these Working Groups by assigning GHPN staff to facilitate each group. This staff member is ultimately responsible for producing the Solutions Plan for each Working Group, and they are directly accountable to the GHPN Program Director, the Executive Director of Catholic Charities, and the GHPN Advisory Board.

Yet, we discovered something else – as we listened to these individuals they spoke not only of the challenges, but also of the successes, of the resources that exist, of promising programs achieving success with limited resources and sometimes staff comprised of volunteers. We also affirmed that Hudson had a long and deep history of involvement in the arts as an historic vaudeville town with an ongoing arts community. We agreed we had many of the pieces of the pipeline to support our children from cradle to career, but often pieces were disconnected. We recognized one of the consistent cracks in the pipeline is lack of transportation and that a culture of working in silos existed, without sufficiently supporting one another's efforts.

Although our initial and continued reason for meeting was to plan and prepare for this application, none of the people at the table were willing to simply identify problems and then hope for a federal grant to become available before we attempted to solve those problems. Alderman Hughes kept us apprised of the City's efforts to build affordable and safe housing, to provide job training, to attract employers to the area, to expand internet connectivity, and to

address the lack of local transportation. The Youth Center offered access to their computers during the day for resume writing and job searches, and the Department of Social Services started publicizing this resource. The HCSD expanded their annual book fair - attended by thousands – to host a provider fair, highlighting and publicizing existing services. Catholic Charities developed a provider network and began working on a directory of services, to be built on in our census of programs during the planning year. The Columbia County Behavioral Health Center solidified plans to open a mental health program in the elementary school. Excitement grew as members arrived at our monthly meetings offering available space for a program under consideration, discussing potential partnerships, and sharing available funding sources.

Accountability was built into every step of the process. Minutes were distributed after each meeting, including action items with names attached, and reviewed at the next meeting. Members communicated between meetings and expanded our network by reporting to other networks, including the Board of Education, the Catholic Charities providers’ network, and the Coordinated Children’s Services Initiative.<sup>11</sup> We also hosted focus groups of students and a town hall-style public meeting to ensure immediate and extensive public input.

Carole Mullenix is a perfect person to carry forward these partnerships. In 2002-2003, she served as the coordinator of the Non-Profit Leadership Forum, bringing together leaders in the non-profit field throughout the state—while GHPN is a more focused planning group at a local level, it will utilize the networking skills she developed through this and other work experiences. Her current role as the Coordinator of the Kinship Caregiving Program requires continual building of partnerships. This includes, for example, formal agreements with the

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<sup>11</sup> Sponsored by the New York State Council on Children and Families, the Coordinated Children's Services Initiative consists of local agencies serving families in crisis, with a mission to provide comprehensive delivery of services that allows children with serious emotional or behavioral disorders to be treated and schooled in their home communities.

Department of Social Services, and participation on a kinship advisory committee with representatives from three counties. She has also done informal partnership building with demonstrable results. For example, when she brought a Cornell Cooperative Extension PASTA trainer to train her staff, she coordinated with other kinship care and related programs to share those resources.

Ongoing accountability will continue through the Advisory Board and YAB, as well as through regular staff meetings, where members will report on progress toward identified outcomes and on newly emerging strategies. In addition to the GHPN core staff, Theresa Lux (ED of Catholic Charities) and Maria Suttmeier (Assistant Superintendent) are committing portions of their time to GHPN and will work with staff to assess progress and intervene when necessary. Figure 6 presents an organizational chart of GHPN, which was created during our planning meetings prior to this application. We will provide quarterly reports on the progress of the planning process, requesting feedback from partners and other stakeholders. Again, because of the small town nature of our community, accountability will also have an additional component – our partners will continue to meet in the supermarket, on street corners, at community events and other social and professional activities and will talk about progress being made or not made. Because everyone does know each other, no one will want to be on the receiving end of discussion about what he or she has *not* done.

**ID(4): Integration of multiple funding streams**

Catholic Charities of Columbia and Greene Counties is a local branch of a national organization, with many years of experience integrating multiple streams of funding, which is how we have continued to exist since 1978. Examples of these programs with federal funding include Women, Infants and Children (WIC) as well as our Supervised Visitation, Parent Aide, and Parent Classes programs, funded through the Department of Social Services. We combine

State and Federal funds to administer our Nutrition Outreach Education Program (NOEP), food stamp outreach and enrollment. Local funds from a variety of sources are used to support our Emergency Assistance Program. These include private donations, United Way, Berkshire Taconic Community Foundation, Rhiensstrom Foundation, and the Bank of Greene County. We braid county-level funding for our OASAS Substance Abuse Prevention Education program along with a supplemental grant for Enforcing Underage Drinking Laws. These many funding streams are used in concert to provide Catholic Charities with the organizational capacity to address poverty in our region. The Kinship Caregiving program, under direction of our proposed Program Director, is funded through state funds from the Office of Children and Family Services for our Kinship Caregiving Program, initially privately funded through the United Way and the Berkshire Taconic Community Foundation.

This organizational capacity will be enhanced through Promise Neighborhoods funding by allowing us to create a staff unit dedicated to guiding the comprehensive planning process in GHPN, by forming a fundraising team that will promote sustainability of programs operated by Catholic Charities as well as other partners, create new programs, and build on our existing strong base of partnerships in the community. We have noted that sustainability planning is a weakness among many programs in our community. Throughout the planning year, multiple programs were mentioned that had either recently lost their funding or were about to do so. We will utilize the Fundraising Team and our Working Groups to plan for sustainable funding from a variety of sources to prevent this problem from continuing. We will also implement practices to actively track public and private funding sources to facilitate strategic planning in this area.

Additionally, we are partnering with several stable organizations in the community. Examples include Columbia Opportunities Inc, which operates not only Head Start but also

several other programs related to family literacy and early childhood education. Although the current after school program in all four schools in HCSD has operated for 2 years, there has been after school programming in the district for 5 years. We are also partnering with Columbia-Greene Community College, a stable presence in our community since 1966. We have also shown our ability to muster resources through applying for this planning grant. As a rural community, we are required to provide \$125,000 in matching funds. Through partnerships with HCSD, after school programs, non-profit organizations, government agencies, businesses, and private individuals, we have exceeded that amount, with the real expectation of more to come. Many donations offered in our letters of commitment are the beginning or continuation of long-term projects. Many of us have been here for decades and are not going anywhere.

**Planning Grant Priority #4: Comprehensive Local Early Learning Network**

We have chosen to incorporate the early learning competitive preference priority in GHPN because there has already been widespread discussion of the need for more coordinated services in this area, due to the large number of children starting kindergarten unprepared. The lack of a strong start to education from birth to kindergarten then impacts outcomes in 1st - 3rd grade. Our Early Learning Working Group, made up of leaders in the Hudson community, and our Early Learning Coordinator<sup>12</sup> will 1) complete a census of early child hood programs in the area, 2) develop a professional development network for all early learning educators including substantial pilot testing of programs during the planning year, and 3) develop a network of enrichment opportunities available to all children from birth through grade 3 in the district, also including substantial pilot testing. They will also create a plan to improve utilization of the HCSD Universal Pre-Kindergarten. Additionally, they will develop a comprehensive Solution Plan for children from birth through grade 3, in consultation with our other working groups, that

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<sup>12</sup> See attached Job Description.

addresses 1) aligning programming with state standards, 2) implementing consistent assessment strategies and expectations across settings (building on assessments already done in Head Start and kindergarten), 3) professional development, 4) health promotion, 5) family and community engagement through multiple platforms and in multiple locations, 6) monitoring and evaluation of programs (including informal care settings) with an emphasis on collecting adequate data for evaluation where none exists thus far, 7) improving the quality of care received by young children in the district, and 8) other topics identified by the working group during the course of the planning year. Because enhancing early learning is critical to our goal, the Early Learning Coordinator and another representative of the Early Learning Working Group will sit on the Advisory Board. We also believe that it is appropriate to hand our Early Learning Working Group a more detailed mandate at the beginning of the planning year compared to other working groups. During our planning year, the subject of early learning has been the most widely discussed, and is believed to be one of the most important issues in our community.

Our goal is for our community to provide all children, including those being cared for by parents, neighbors, and relatives, with high quality early learning opportunities that will result in positive outcomes in the multiple domains of early learning identified by Promise Neighborhoods: physical well-being, motor development, social-emotional development, approaches and attitudes towards learning, language and literacy, cognition, general knowledge, abstract thinking, and imagination. All children in the district should be starting kindergarten ready to learn, and all of them should have that readiness encouraged so that they may flourish through kindergarten, 1st, 2nd, and 3rd grade and beyond.

There is a pointed lack of day care programs available to low-income residents, which puts the Department of Social Services in a difficult position - they often find themselves paying

local residents to care for the children of neighbors and relatives because there is no other option for those children, even though these residents are not licensed care providers and are lacking in skills and resources to provide high quality early learning activities for the children in their care. Furthermore, some resources in the community, such as Universal Pre-K, are underused.

The Early Learning Coordinator and Working Group will use their knowledge of the issues facing young children in GHPN, data from the needs assessment and segmentation analysis, and data from the census of programs to create a plan for an extensive early learning professional development network in the HCSD. The goal of this network will be to increase the quality of programs in the district, including informal care. We will align our efforts at quality improvement with the New York State QUALITYstarsNY system, the quality rating strategy for early learning implemented in New York through the Early Childhood Advisory Council (ECAC). One of our participating members, Candace LaRue sits as a member of the state level, NYS Early Childhood Advisory Council Workforce Development Work Group.<sup>13</sup> Ms. LaRue's participation on this Work Group will assist us as we work closely with the QRIS system as it is developed in our state, especially with regard to our stated goals of improving quality and professional development.

Because many children in the HCSD are not attending formal early education programs, we believe it is important to develop a network of enrichment services available to all young children in the school district. This includes programming directed at babies, toddlers, pre-schoolers, and early elementary aged youth (k through 3). During the planning year, the Early Learning Coordinator will oversee the piloting of enrichment programs on multiple platforms,

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<sup>13</sup> The ECAC Workforce Development Work Group is organized to advance the components of an “Early Learning Professional Development System” and respond to related issues such as coordination of pre-service education in early childhood (i.e., articulation agreements among institutions of higher education), recruitment, staff retention, continuing education and compensation.

including in-person events and internet resources, and will work with the working group to create a plan for such programming in subsequent years. Events will take place in the schools, in the after school program, and in other locations. The plan will address, among other issues, how to encourage participation in programs, how to target children not enrolled in formal early childhood programs, and how to document outcomes among participants.

The HCSD already has a Universal Pre-K program, but it is under-utilized. We believe the under-utilization stems partially from transportation constraints and conflicts with work schedules among parents. One of the specific goals of the Early Learning working group will be to identify why Universal Pre-K is under-utilized and create a plan to strengthen the program and promote enrollment. For example, they will explore ways to provide transportation to parents wishing to send their children to the program, and will explore linking Universal Pre-K with other programs that could provide care in the afternoon.

Through the activities outlined above, we will invest time and resources in creating the strongest start to our 'pipeline' possible, thereby facilitating the success of the rest of our proposed continuum of solutions to achieve results. The long-term health of our community requires investment in its youngest members.

**Planning Grant Priority #6: Arts and Humanities**

Because of the vibrant arts community existing within Hudson, but often isolated from residents in the HCSD, we have chosen to apply under Planning Grant Priority #6. In Hudson, there is a community of residents that have lived in the area for generations, many of whom have experienced multigenerational poverty, living along side a population of recent migrants, many of whom are artists, writers, and other creative professionals. The recent arrival of the Etsy headquarters in Hudson is a sign of this change in demographics, responding to the vibrant community forming in the area. The challenge of the Hudson community is to include young

people, especially children of long-term residents, in the vibrancy that is growing in the area.

We propose creating a Working Group focused on encouraging participation in the Arts and Humanities, and will use the planning year to build partnerships among arts and humanities organizations in the community as well as with talented individuals residing in the HCSD.

Examples of such organizations and individuals include Etsy, the Hudson Opera House, Club Helsinki, and Dan and Mary Udell, all of whom have already participated in planning the GHPN application or indicated their desire to do so.

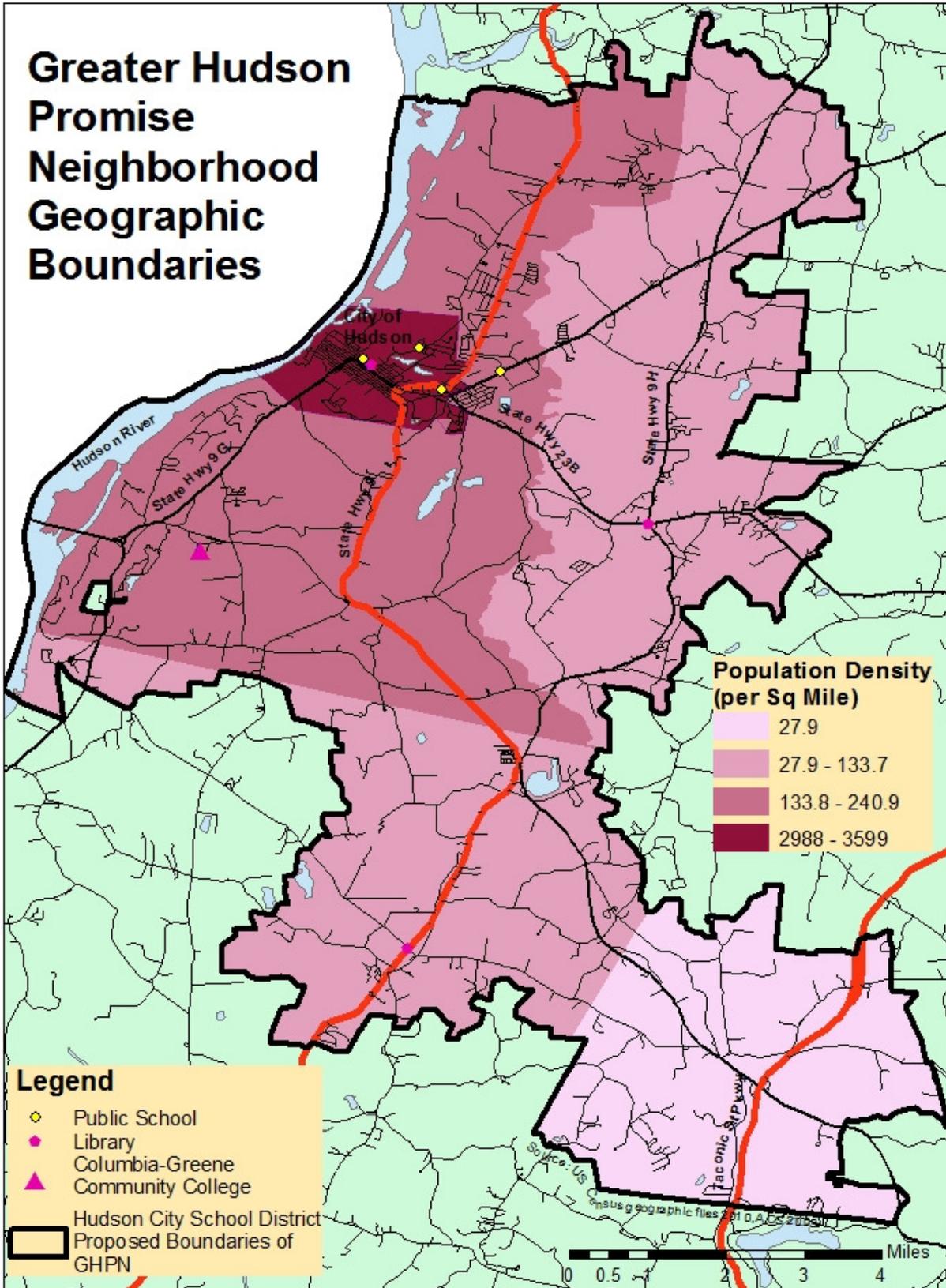
We will work with these organizations to pilot test participatory events and projects with youth, and to develop a plan to increase access and participation among young people providing high quality experiences that enhance the educational, cultural, and civic life of GHPN and its young people. We intend to develop these partnerships further during the planning year, building on groundwork we have already done with Etsy and Club Helsinki, both new in the Hudson community, and the Hudson Opera House, a long term partner in the BHN after school programs. These programs will involve intergenerational programming in arts and crafts, as well as programming in entrepreneurship for young people and adults. We believe that access to the internet is important in this goal, both for advertising opportunities - of which many young people are unaware - and for allowing young people living far from the City of Hudson to participate remotely in events. While the majority of the geographic area served by the HCSD is rural, most arts events occur in the City of Hudson. The Participation in Arts and Humanities Working Group will include in its Solution Plan a plan to improve access to events for all children in the district, especially those living in outlying areas, those with limited transportation, those with Limited English Proficiency or living in linguistically-isolated households, and those with special needs.

## **Appendix:**

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Figure 1: Map of Proposed Greater Hudson Promise Neighborhood



**Table 2: Needs to be Addressed through Greater Hudson Promise Neighborhood**

Need	School Reform (1)	Early Learning (2)	Physical and Mental Health(3)	Transition to Adulthood (4)	Supporting Parents (5)	Arts and Humanities (6)	Notes
Child Poverty				X	X		We will address child poverty by supporting the ability of parents – including young adults who will eventually become parents – to earn a living. We also will utilize our linkages with economic development organizations to promote job growth in our community.
Unemployment	X			X	X		We will support employment directly through GHPN by addressing needs for high quality education, training in desirable skills such as internet savvy and writing skills, and training in life skills such as job seeking.
Access to Transportation (including bussing)	X	X	X	X	X	X	Due to our rural character and the lack of public transportation in GHPN, all working groups must address the impact of lack of transportation on proposed programming.
Adult Education				X	X		Adult education is a need both for young people graduating from high school and for parents lacking in marketable skills. Specifically, a need has been identified for transitional education for young people requiring remedial education before they are able to earn credits towards an associates or bachelor’s degree. We will also address the need for job training aligning with skills required by employers.

<b>Table 2 Continued</b>							
Need	1	2	3	4	5	6	Notes
Affordable Housing					X		Our working group on Supporting Parents will include access to affordable housing (which also has an impact on the presence of vacant housing) as part of their mandate, and will include a plan to address this need in their solutions plan, which may include applying for Hope VI funding. This is a critical need in and around Hudson, and meeting a goal of stable families and communities requires addressing it.
Access to Health Care			X				Access to health care is limited in GHPN because of physical distance, lack of transportation, lack of providers, and lack of financial resources and insurance. This includes medical, dental, and behavioral/mental health. We will create a working group entirely devoted to improving access to health care for families in our district. They will explore strategies such as full-service community schools and other ways of providing care in the schools, encouraging more providers to work in the area, improving transportation, improving access to health insurance, and others, and will develop a plan of what will work best in GHPN.
Medical and Dental Home			X				Medical and Dental home are both an issue for children in our district, and the Physical and Mental Health working group will plan solutions to promote access to health care outside of emergency services.
Homelessness				X	X		Like with access to affordable housing, addressing the need of homelessness is critical for promoting stable families and children. This need will be addressed in the Transition to Adulthood and Supporting Parents working groups and will build on current, substantial efforts in this are.

<b>Table 2 Continued</b>							
Need	1	2	3	4	5	6	Notes
Child abuse		X	X		X		We will address child abuse through supporting parents (including education in parenting skills), through improving early childhood learning and care, and through addressing underlying issues of physical and mental health.
Juvenile Delinquency	X	X	X	X	X	X	Juvenile delinquency is an issue that relates to all of our planning activities, including Early Learning because Early Learning provides the foundation for future learning. Children living in stable, supportive communities, with stable families, excellent schools, and high quality OST programs will be less prone to delinquent behavior, including membership in gangs. This issue also relates to problems of negative school culture, which will be addressed in our school reform working group.
Lack of formal daycare		X			X		Our Early Learning Working Group will focus on both promoting new formal early learning activities and increasing the quality of informal care. Supporting parents, likewise, involves both improving their access to child care and improving parenting skills.
Children unprepared for school, avoidable developmental delays, and low academic performance	X	X	X		X	X	We will promote readiness for school through improved early learning, the support of parents, school reform, access to health care, and increased opportunities for enrichment
Suspensions and disciplinary action in schools	X						We will address this as an aspect of negative school culture.
Graduation Rate and low placement in 4 year colleges	X			X			Improving our graduation rate involves both school reform and focus on the transition to adulthood. College planning seminars to be offered by private partner.

**Table 3: Solutions Plan Elements**

1	<i>An assessment of the need and unmet need in the district</i> , based on our needs assessment and census of programs.
2	<i>A plan of solutions broken down by age and setting</i> . This will include: the results of our screening process for each solution, ensuring that all are based on the best possible evidence and is appropriate for use in Hudson (the screening process is explained in more detail in section 1C(2)); an analysis of potential leaks or gaps in the system; and identification of Federal, State, and local regulations and policies that may impeded successful implementation of their plan, along with strategies for bringing these policies to the attention of the relevant officials and addressing any roadblocks to mitigate their effect.
3	<i>A targeting plan based on the segmentation analysis</i> , with an estimation of the penetration rate in year 1 of the implementation phase and a plan to ramp up capacity so that programming is accessible to 100% of children and is utilized by approximately 65% of children within 5 years of implementation. We are basing our program on universal access, with the belief that quality youth programs, enrichment, and support should ideally be available to every child regardless of need. Using the segmentation analysis, the targeting plan will target children with the highest need first, and will include an explicit strategy to ensure access for children with disabilities, English language learners, and children not attending HCSD public schools who live in the district. Due to our geography, there are few if any children who live outside the school district but attend HCSD schools.
4	<i>A fundraising plan</i> including but not limited to Promise Neighborhoods Implementation Grant funds. This will be developed in consultation with the Fundraising Team, responsible for incorporating the fundraising plans from each Working Group into our proposed budget when we apply for PN Implementation Funding. However, their work will be far from limited to PN funding. The planning year will provide an opportunity for intensive fundraising, during which the Fundraising Team will coordinate grant applications that address specific needs identified by each working group and will fund proposed solutions.
5	<i>An evaluation plan for all proposed solutions</i> . Evaluation must be built into each step of our process. The evaluation plan will be developed in consultation with Dr. Powlick and the national PNs evaluator and will address the use of quasi-experimental design with credible comparison groups where possible, along with alternate strategies where comparison groups are not possible. In all cases, the evaluation plan will include the use of baseline data collected during the planning year and provisions for baseline data that must be collected beyond that being collected during our planning year Needs Assessment.

**Figure 2: Vision of School Reform in Hudson City School District**

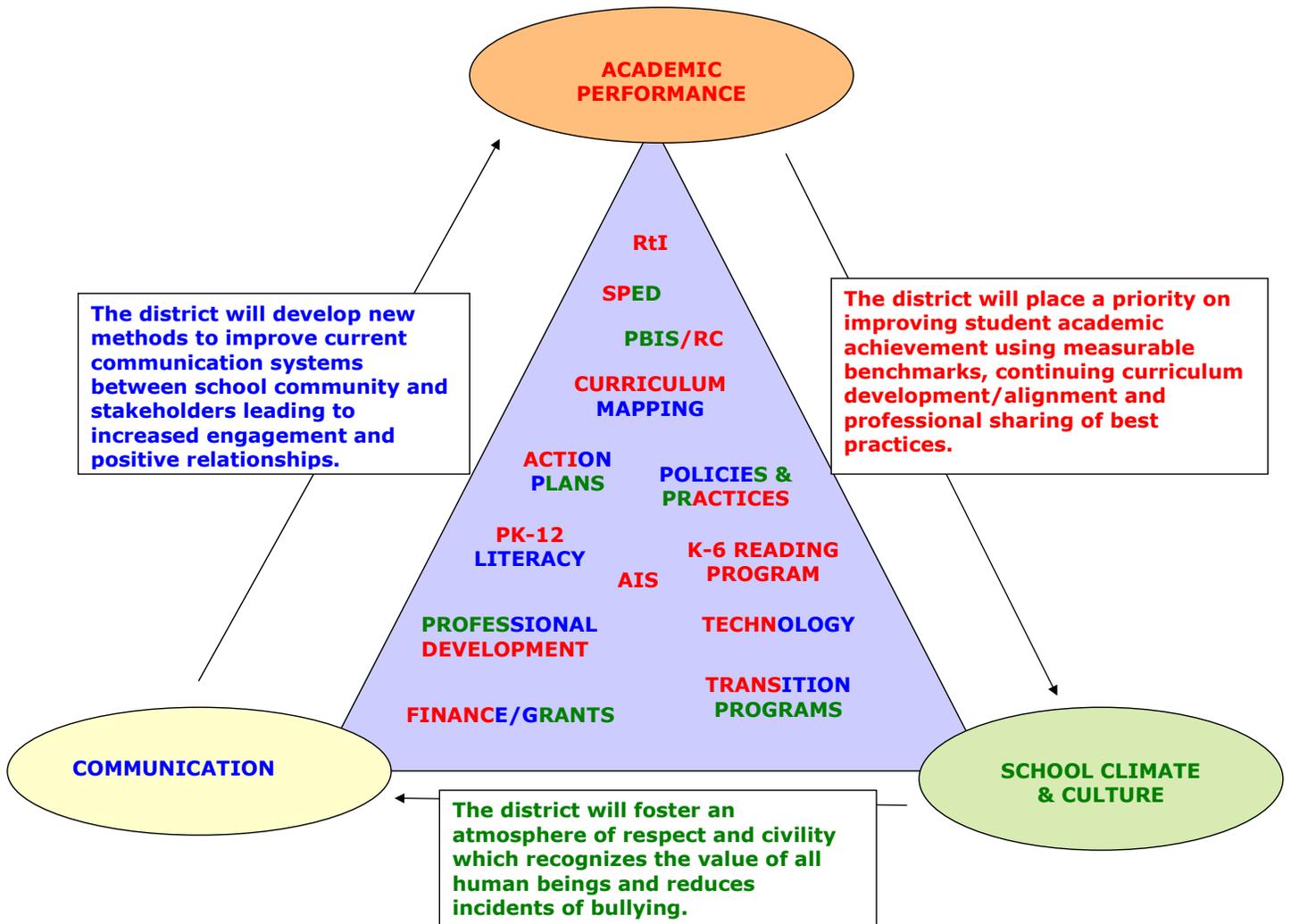


Figure 3: Using Promise Neighborhoods to Strengthen Youth Settings: Families, Communities, Schools, and OST Programs

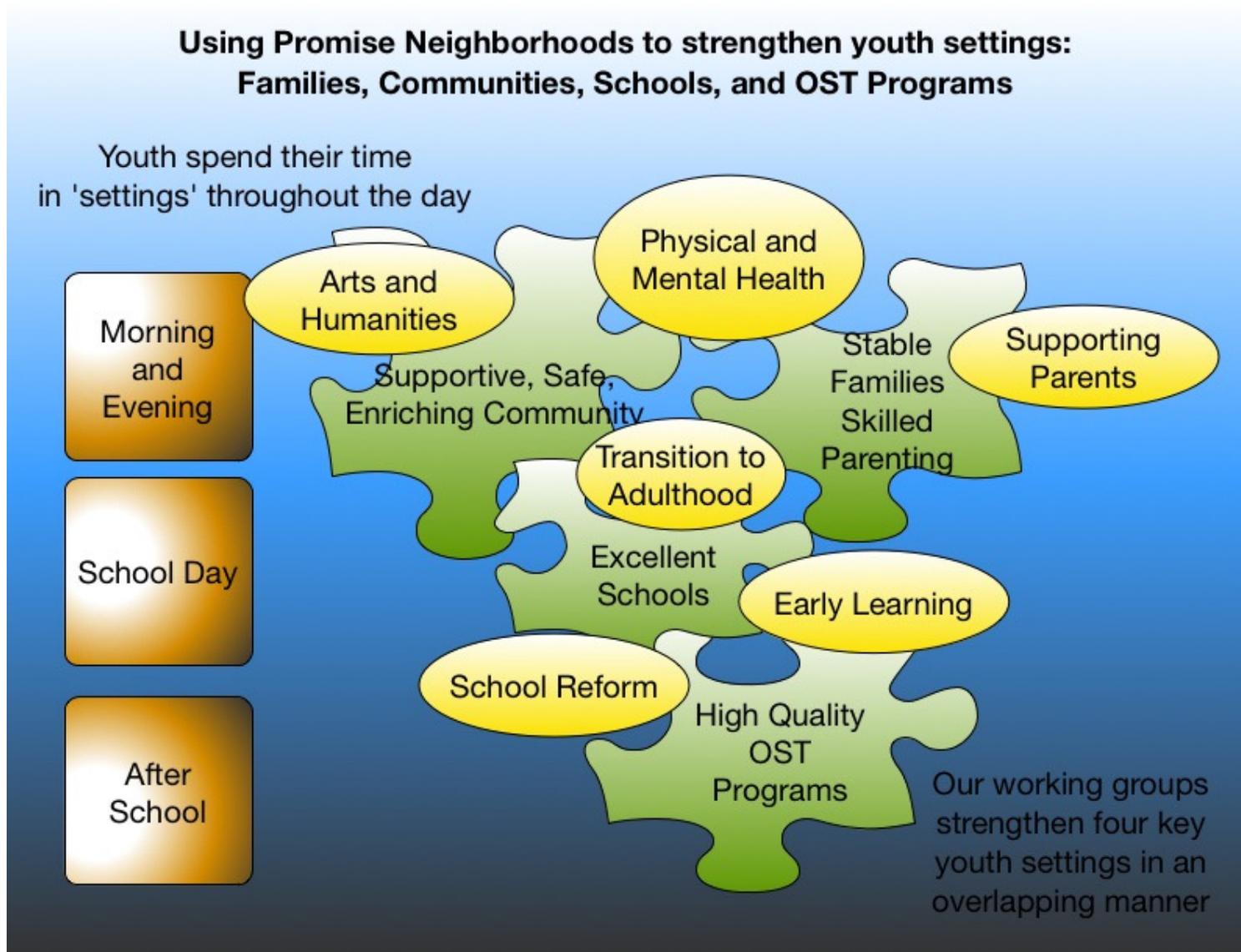
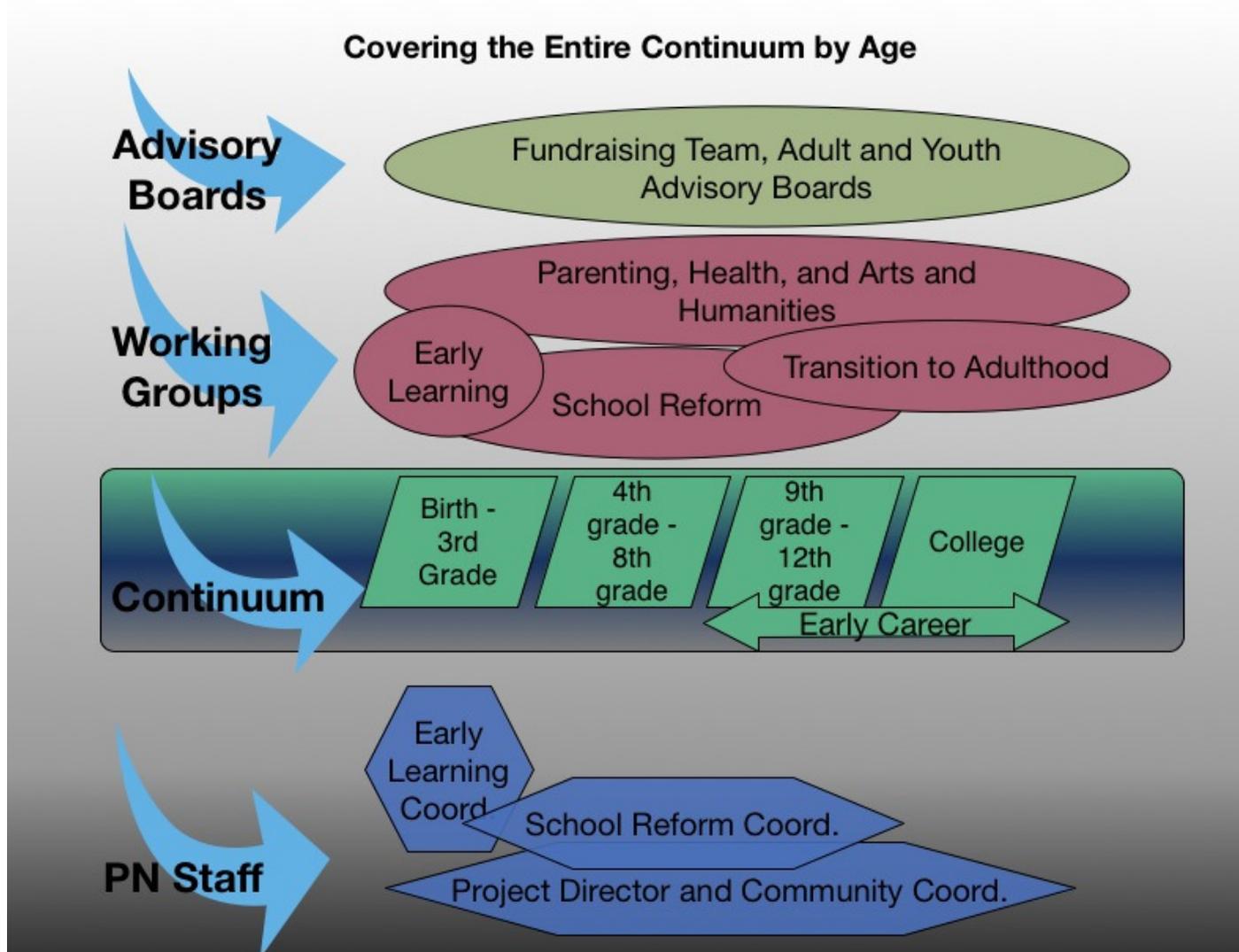


Figure 4: Covering the Entire Continuum by Age



**Figure 5: Greater Hudson Promise Neighborhood Milestones and Timeline**

**Key:**  Meetings  Reports  Networking Activities  Retreats  Deliverables

	2012												2013			
Activity	1/12	2/12	3/12	4/12	5/12	6/12	7/12	8/12	9/12	10/12	11/12	12/12	1/13	2/13	3/13	
<b>Operations and Sustainability</b>																
Advisory Board																
Workgroups			 			 			 			 				
Fundraising Team			 													
<b>Community Engagement</b>																
Community Dinners																
Focus Groups																
Youth Advisory Board								 								
Resident Retreat																
<b>Data Collection</b>																
Public Source Data Analysis																
Neighborhood Survey																
Student Survey																
School and Provider Records																
Census of Community Programs																
Segmentation Analysis																
Data Made Available to Public																
Documentation and Evaluation																

**Table 4: Items for Working Group Agendas, Linked to Promise Neighborhoods Desired Results**

<p><b>Working Group:</b> Proposed topics on initial Working Group Agenda (more topics will be added during the planning year as needed)</p>	Children Enter K Ready to Learn	Enter Proficiency in Core Subjects	Successful Transition from M. to HS	Youth Graduate from HS	Achievement of Post-Secondary Degrees and Credentials	Students are Healthy	Students Live in Stable Communities	Family and Community support of Learning	Access to 21 <sup>st</sup> Century Learning Tools
<p><b>School Reform:</b> improvement of curriculum and instruction, professional development, expanding reading support, improving utilization of Universal Pre-K, changes in school culture, use of technology such as virtual fieldtrips, expanded learning time through the OST program, utilizing 21<sup>st</sup> century learning tools</p>	X	X	X	X	X				X
<p><b>Early Learning:</b> Improving quality of existing formal and informal programs, encouraging the growth of formal programs, providing enrichment opportunities for all young children, improving utilization of Universal Pre-K, family literacy</p>	X	X				X	X	X	
<p><b>Physical and Mental Health:</b> Access to medical, dental, and mental health/behavioral care, improved nutrition, child abuse prevention and caring for abused and neglected children</p>	X					X	X	X	
<p><b>Transition to Adulthood:</b> Training in skills that improve employability (including the use of 21<sup>st</sup> century tools such as facility with internet applications), increasing graduation rates, improving placement and retention in 4 year colleges (including for students who complete Associates Degrees), encouraging entrepreneurship</p>				X	X		X		X
<p><b>Supporting Parents:</b> promoting skilled parenting skills, child abuse prevention, access to resources including social services, access to affordable housing, improving the ability of parents to meet the needs of their families through employment, entrepreneurship, and community networking, improving parental participation in education, health, and nutrition, financial literacy, access to traditional financial institutions, college planning</p>	X	X	X	X	X	X	X	X	X
<p><b>Participation in Arts and Humanities:</b> Promoting access to arts and humanities institutions and activities for all community members, improving communication among diverse segments of the population, developing programming appropriate for youth in Hudson, encouraging intergenerational participation in the arts, encouraging creative thinking among young people, connecting families to local institutions such as libraries, museums, theaters, galleries, and music and dance venues</p>		X					X	X	

**Table 5: Indicators for Greater Hudson Promise Neighborhoods Needs Assessment**

**Required Education Indicators**

<b>Indicator</b>	<b>Neighborhood Survey (1)</b>	<b>School Survey (2)</b>	<b>School Records (3)</b>	<b>Provider Records (4)</b>	<b>Program Census (5)</b>	<b>Notes</b>
Medical Home	X			Col. Mem. Hosp.		Will use items from National Survey of Children’s Health in our neighborhood survey at the family level of analysis. We will also access data on utilization of ER for basic health care at an aggregated level.
Age-Appropriate Functioning of preschool, pre-K, and Kindergarten students			X	Col. Opps, Inc and other providers		Dynamic Indicators of Basic early Literacy Skills assessment for kindergarteners (student level), will access school and provider records on children identified with developmental delays and access to services (aggregated and student level as available).
Participation in formal early learning activities	X		X	Col. Opps, Inc and other providers	X	We will include items on our Neighborhood Survey related to how parents make child care choices given the lack of formal programs in GHPN. In our Program Census, we will collect data on licensed and unlicensed child care providers in GHPN and their program capacity (student level and aggregated to the program level).

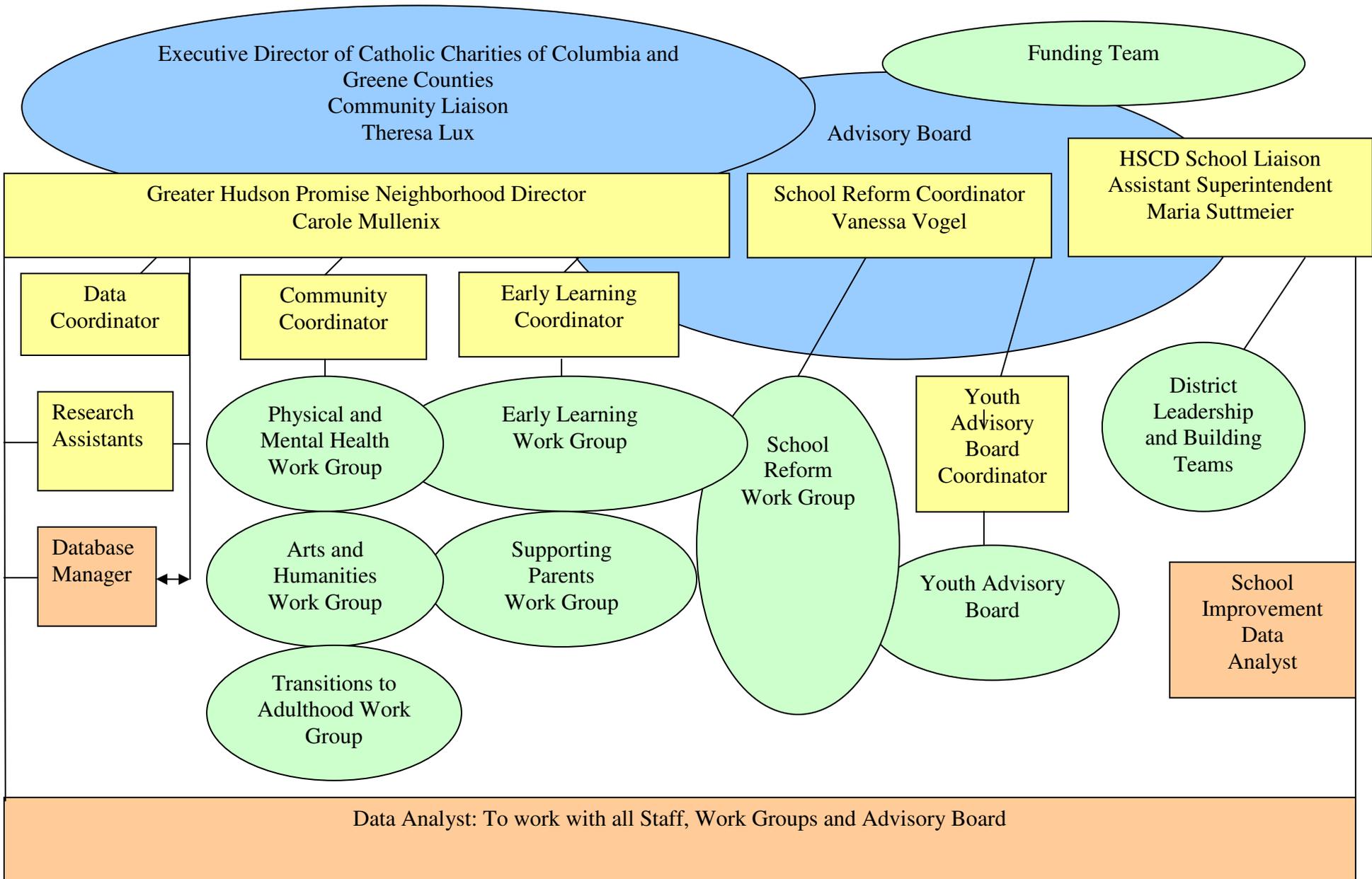
<b>Table 5 Continued</b>						
Indicator	1	2	3	4	5	Notes
Academic achievement at grade level			X			We will work with the QUESTAR School Improvement Data Analyst to access this sensitive information at the student level for students in the four public schools in GHPN. We will reach out to private schools in the district to collect this data at the school building level and at the student level for those students for whom we are able to obtain parental consent.
Attendance Rates		X	X			We will collect this data at the student level in order to utilize it in our segmentation analysis. The school survey will be utilized to gather data on reasons for attendance or lack thereof at the student level.
Graduation Rates		X	X			We will utilize school records to identify cohort graduation rates for previous years, and expected graduation rates for the upcoming year at an aggregated level. We will also use school records where we have obtained informed consent to develop an index for risk of failure to graduate among current 11 <sup>th</sup> and 12 <sup>th</sup> graders. The school survey will be utilized to gather data on reasons for difficulties graduating.
Post Secondary Achievement		X	X	X		It is a challenge tracking graduates from HCSD schools. During the planning year, we will explore participation in the National Student Clearinghouse to improve our ability to collect this data in the future. We will access this data through our connections with Columbia-Greene Community College and by survey of recent graduates. Moreover, we will request contact information from current high school seniors in our school survey, to follow up on their post-secondary achievements and to compare those results to their stated plans while still in high school.
Student Mobility Rate		X	X			The school survey will be utilized to gather data on reasons for student mobility in the district.

<b>Table 5 Continued</b>						
<b>Required Family and Community Support Indicators</b>						
<b>Indicator</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Notes</b>
Participation in at least 60 minutes of exercise daily	X	X	X			We will include questions related to exercise on the neighborhood and school surveys, and will also explore using more rigorous methods of assessing physical activity of young people in subsequent years, embedded in school and other programming. We will also utilize in-school observation of student participation in physical activity during recess, physical education classes, and OST programming (using the System for Observing Fitness Instruction Time, SOFIT).
Consumption of 5 or more servings of fruits and vegetables	X	X	X			In addition to individual-level surveys regarding diet, we will also use school-level data on the nutrition of breakfast, lunch, and dinner (during the after school program) provided to children in the district.
Feelings of Safety before, during, and after school	X	X				We intend to assess feelings of safety both on the part of parents (neighborhood survey) and that of students, utilizing elements from the Youth Risk Behavior Survey. Additionally, we will hold focus groups of young people to discuss their safety or lack thereof in school, after school, and while traveling to and from school.
Parents reading to children from birth to kindergarten	X			Col. Opps, Inc and Blue Hawk Nation		In addition to elements included in our neighborhood survey, we will work with the Family Literacy program at Columbia Opportunities, Inc. hold focus groups among parents discussing the culture of literacy among families in the district.
Parents encouraging reading among children from birth to kindergarten	X			Col. Opps, Inc and Blue Hawk Nation		As above, we will include elements on our neighborhood survey related to encouraging reading, and will also work with Columbia Opportunities, Inc. to hold focus groups among parents.

<b>Table 5 Continued</b>						
<b>Required Family and Community Support Indicators</b>						
<b>Indicator</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Notes</b>
Parents discussing the importance of college and career with young people in 9 <sup>th</sup> to 12 <sup>th</sup> grade	X	X				We intend to assess this indicator from the perspective of both parents (neighborhood survey) and youth (school survey). We will also hold one or more focus groups among adolescents relating to culture surrounding college and career.
Internet Access at Home	X	X				We will access data from the Federal Communications Commission on residential high speed connections, and will work with the City of Hudson to map current projects relating to Internet access (such as wiring of Bliss Towers). To capture those who access the internet from places other than home, we will include items related to connectivity on our neighborhood and school surveys, asking about public places (libraries, cafes), non-computer devices (smartphones, e-readers, and tablets), and school access. This will help us to assess the complex relationship our young people have with the internet, and allow us to better understand how to facilitate internet use for educational purposes.

<b>Possible Additional Indicators</b>						
<b>Indicator</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>Notes</b>
Participation in high quality OST programming		X		Blue Hawk Nation After School Program	X	
Share of housing stock that is rent-protected, publicly assisted, or targeted for redevelopment				City of Hudson, Dept. of Social Services		American Community Survey and Census 2010
Dental Home	X					
Access to a car	X					American Community Survey and Census 2010
Access to public transportation for daily needs	X	X				
Parental Incarceration	X	X		DSS		
Homelessness	X	X		Columiba Opps		Extensive data is collected on homelessness by Columbia Opportunites, including types of homelessness and the characteristics of homeless people. We will also include questions about homelessness and transient living in the neighborhood and school survey.

**Figure 6: Organizational Structure of Greater Hudson Promise Neighborhood**



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