

manyflags promise neighborhood

Proposal to the U.S. Department of Education

Office of Innovation & Improvement

Promise Neighborhoods Planning Grant

PENQUIS
Helping Today • Building Tomorrow

July 27, 2012

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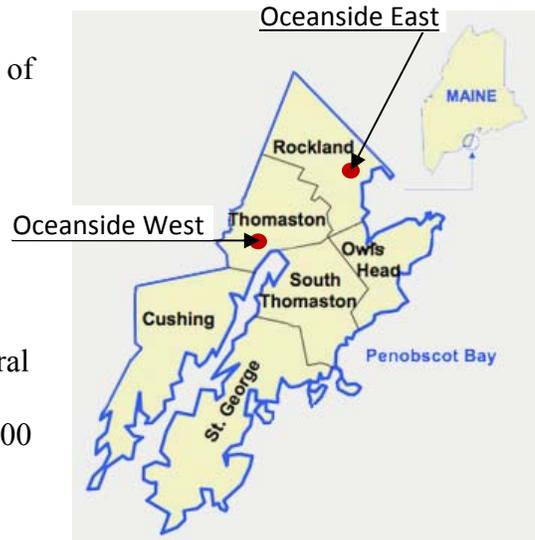
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A. NEED FOR THE PROJECT

1. Description of Many Flags Promise Neighborhood

Penquis C.A.P., Inc. (Penquis) and its collaborative partners propose to transform the Many Flags Promise Neighborhood in Knox County, Maine. The Many Flags Promise Neighborhood consists of six communities in mid-coast Maine: Rockland, Owls Head, Thomaston, South Thomaston, St. George, and Cushing. These communities are served by Regional School Unit 13 (RSU 13), an LEA eligible under the Rural and Low-Income School (RLIS) program that serves 2,100 students through ten schools. Its high school, Oceanside (with two campuses, Oceanside West serving grades 8-9 and Oceanside East serving grades 10-12), is a persistently lowest-achieving school. Combined, these communities have a total population of 17,341 living in 89 square miles. Children (under the age of 18) comprise 18.9% of the population or 3,286 residents. There is little racial diversity; 97% of the population is White.¹



These working waterfront communities were built on the fishing and boat building industries, traditions that continue to significantly impact the region's economy. In recent years, increased regulations, loss of ground fishing, higher gas prices, lower market prices, and decreases in catches have caused increased economic hardship. As a result, the boat building and repair industry has also experienced a decline. Like many coastal communities, this area has increasingly relied on tourism for jobs and revenues, causing seasonal fluctuations in employment and a high number of low wage jobs.

¹ US Census 2010.

2. Level of Distress

While all six towns exhibit measures of distress, Rockland, Cushing, and Saint George consistently demonstrate greater levels of poverty. Rockland is the region’s population and service center and county seat of government.

	Rockland	Cushing	Owls Head	St. George	South Thomaston	Thomaston	Knox County	Maine	US
Population	7,297	1,534	1,580	2,591	1,558	2,781	39,736	1.3MM	-
Pop. <18	1,332	351	260	449	306	588	7,710	274.5K	-
Individuals Below Poverty, %	21.4	18.6	8.6	17.4	9.1	10.4	12.5	12.6	13.8
Families Below Poverty, %	12.3	17.9	4.3	9.4	6.7	5.4	7.9	8.4	10.1
<18 in poverty, %	34.3	34.7	12.0	38.9	12.3	5.2	16.5	17.0	19.2
Median Household Income, \$	29,592	47,000	48,958	39,777	48,295	48,963	45,264	46,933	51,914
W/SNAP benefit, last 12 mos, %	26.4	12.9	7.3	6.1	10.1	13.1	13.5	13.6	9.3
Unemployment Rate, %	8.2	5.4	5.1	6.7	9.0	8.7	6.9	7.5	7.9
High school graduate or higher, pop. 25+, %	82.0	91.2	93.1	84.6	94.5	91.4	90.4	90.1	85.3
Bachelor’s degree+, pop. 25+, %	18.3	27.0	30.2	21.9	25.6	23.8	26.9	26.5	27.9
US Census 2010 Population Finder; 2010 American Community Survey 5-year estimates; Maine Department of Labor (unemployment rate)									
<i>Shading indicates rates unfavorable to US rates</i>									

Poverty. The above table uses 2010 American Community Survey (ACS) 5-year estimates to report data at the municipal level. It is likely these percentages are lower than current data. The 2010 Small Area Income and Poverty Estimates (SAIPE) shows, for example, the percentage of children under 18 in poverty is 19.8% in Knox County (vs. 16.5% for five-year ACS data) and 18.2% in Maine (vs. 17.0% for five-year ACS data). According to 2010 SAIPE, 22% of all children 5-17 years of age in the RSU 13 school district are in poverty, compared to 15.8% statewide.² Similarly, 53.35% of children attending RSU 13 are eligible for free and

² US Census, Small Area Income and Poverty Estimates, 2010.

reduced lunch, vs. 45.15% statewide.³ Knox County has a child food insecurity rate of 22%, or nearly 1 in every 4 children.⁴

Meeting basic needs is a primary concern for families. When asked to identify needs within the community, respondents to a 2010-11 community survey listed Affordable Health Insurance Coverage at the top, with 92.2% of respondents citing it among the “most needed.” Affordable Housing was second on the list at 83.6%, and Help Paying Rent/Mortgage third at 75.8%. Food Assistance and Help Seeking Employment, both at 75.4%, rounded out the top five “most needed” services.⁵ Many individuals work multiple jobs to meet basic needs. In 2010, the percentage of workers holding multiple jobs in Maine was 7.0%, compared to 4.9% in the US.⁶ Family instability threatens students’ chances for success. There are eight RSU 13 students who are known to be homeless,⁷ and many more known to be at risk for homelessness. The student mobility rate (student withdrawals and re-entries) was 13% for 2011-12, a decrease from nearly 16% for the previous year.

Employment. The local economy is dependent to a large degree on marine industries. The increased regulation and loss of ground fishing has had a negative cascading effect on families’ financial stability and the health of the local economy. Employment in other industries has also suffered a decline. From 2006-10, Knox County’s average annual employment decreased by 6.4%.⁸ However, job availability is not the greatest problem facing the region. Results from an Employer Focus Group and employer survey⁹ illustrate a knowledge/skill gap between youth

³ FY2011, Maine Department of Education, https://portal.maine.gov/sfsr/sfsrdev.ParticipationReport.ParticipationReport_params.

⁴ Feeding America, <http://feedingamerica.org/hunger-in-america/hunger-studies/map-the-meal-gap.aspx>.

⁵ Community Needs Assessment 2011: Knox County, Penquis.

⁶ Measures of Growth in Focus, 2012, Maine Development Foundation, <http://www.mdf.org/publications/Measures-of-Growth-in-Focus-2012/513/>.

⁷ Maine Department of Education, June 22, 2012.

⁸ 2012 Report on Poverty, Maine State Planning Office, Economics and Demographics Team, January 2012.

⁹ Many Flags/One Campus, <http://www.manyflags.org/research.html#workforceneeds>.

entering the job market and the needs of local industries in the greater Knox County area. The employers indicated that they cannot locate skilled/trained workers and often must recruit workers from outside of the area to meet their workforce needs. Part of the problem is that few youth are pursuing post-secondary education. In 2010, Maine ranked 32nd in the percentage of young adults ages 25-29 with a bachelor's degree or higher.¹⁰ Knox County ranked last of Maine's 16 counties for "post-secondary aspirations."¹¹ According to the most recent data available, only 63.8% of Knox County students planned to attend post-secondary school.¹²

Early Childhood. There is growing recognition that investment in early childhood education is necessary for economic growth. Currently, the need far exceeds available resources. In the Many Flags Promise Neighborhood, poverty rates for children under age 5 are as high as 87% – overall, 43% of neighborhood children under five are in poverty, higher than both the county rate (29%) and nearly twice the state rate (22%).¹³ Early childhood home visiting programs have the capacity to serve only 7.7% of eligible Knox County families with children 0-5 years of age and less than one third (31.6%) of Knox County families with newborns are served by home visitors.¹⁴ Statewide, 27.9% of eligible students are in public preschool (2010-11) compared to only 1.5% of eligible Knox County students.¹⁵

According to fall 2011 RSU 13 Writing Assessments, only 2% of kindergarteners meet

¹⁰ Bloom, Dan "Programs and Policies to Assist High School Dropouts in the Transition to Adulthood." *The Future of Children*, Volume 20, No. 1, Spring 2010.

¹¹ From High School to College: Removing Barriers, Mitchell Institute, 2007, as cited in Major Capital School Construction Program, Application for an Integrated, Consolidated 9-16 (Secondary and Post-Secondary) Education Facility, submitted to Maine Department of Education by Many Flags/One Campus, March 2010.

¹² The Annie E. Casey Foundation, KIDS COUNT Data Center, datacenter.kidscount.org.

¹³ Census 2010, American Community Survey, .

¹⁴ Maternal, Infant and Early Childhood Home Visiting Program Needs Assessment, Maine DHHS, September 20, 2010.

¹⁵ 2012 Maine Kids Count, Maine Children's Alliance.

proficiency standards in writing for their grade level.¹⁶ October 2011 New England Common Assessment Program results show that 40% of RSU 13 third graders do not meet proficiency standards in math and 36% do not meet proficiency standards in reading.¹⁷

Student Achievement. The Many Flags Promise Neighborhood is served by RSU 13 which includes Oceanside High School, a persistently lowest-achieving school. When Oceanside High School received the designation, it was known as Georges Valley High School (located in the Town of Thomaston). In 2011, Georges Valley High School merged with Rockland District High School (a low performing school located in the City of Rockland) and established Oceanside High School. The school maintains both campuses, with the Thomaston campus being Oceanside High School West serving students in grades 8-9, and the Rockland campus being Oceanside High School East serving students in grades 10-12. The creation of Oceanside High School was already underway when Georges Valley received its designation. The formation of the new high school was the result of the work of an RSU 13 High School Study Group that had formed in August 2009 due in part to concerns over low test scores.

The most current standardized testing data available, from 2010-11, shows that both Georges Valley and Rockland District High Schools struggled with student assessment scores that were below state targets. In addition, the RSU has historically high 9th grade failure rates. In 2011-12, 73 ninth grade students (37%) failed at least one class.

Maine High School Assessment Grade 11, May 2011	% Students Meet/Exceed							
	Reading		Mathematics		Writing		Science	
	State	School	State	School	State	School	State	School
Georges Valley High School	50%	40%	49%	45%	45%	39%	44%	35%
Rockland District High School		42%		30%		37%		36%
<i>Source: Maine Department of Education</i>								

¹⁶ Writing Assessment report, Fall 2011, RSU 13, <http://rsu13.org/sites/default/files/Writing%20Assessment-Fall%20'11.pdf>.

¹⁷ NECAP 2011-12 results, Maine Department of Education, <http://www.maine.gov/education/necap/results.html>.

Economically disadvantaged students had a greater achievement gap. At Georges Valley, 18% of economically disadvantaged students met or exceeded proficiency standards, compared to 57% for all other students. At Rockland District High School, 30% met or exceeded proficiency standards, compared to 53% of all other students.¹⁸

Graduation rates, also for 2011, showed mixed results. Georges Valley High School had a graduation rate of 95.65%, a significant increase from 83.52% the previous year, and a dropout rate of 2.31%. Both were better than the state rates of 83.11% and 3.32%, respectively. Rockland District High School, however, had a graduation rate of 70.80%, dropping from 71.70% the previous year, and a dropout rate of 6.3%.¹⁹ Both schools had attendance rates of 92%.²⁰

Results of a District Writing Assessment Study undertaken in fall 2011 (Oceanside's first year) showed that only 17% of Grade 11 students met or exceeded writing proficiency standards. Sixteen percent (16%) did not meet and 67% only partially met these standards.²¹

One issue that has come to the forefront is the substantial need for special education services. RSU 13 exceeded its school budget by more than ██████████ in special education costs for the 2011-12 school year due to an influx of new students who needed special services in addition to many others who were identified during the school year as requiring such services. In 2011-12, 503 or 25% of students in RSU 13 had special needs; 154 of those students attended Oceanside, comprising 23% of the student body. The percentage of students with disabilities in Knox County has historically been high. For 2010-11 it was 21.4% vs. 17.0% for Maine.²²

Health and Safety. Numerous issues related to health and safety have a significant impact

¹⁸ 2010-11 Maine High School Assessment, School Results, Maine Department of Education, https://www.maine.gov/education/mhsa/school_reports.htm.

¹⁹ 2010-11, Maine Department of Education, <http://www.maine.gov/education/gradrates/gradrates.html>.

²⁰ 2010-11, Maine Department of Education, <http://www.maine.gov/education/enroll/adaadm/unitattend.htm>.

²¹ RSU 13, <http://rsu13.org/sites/default/files/Writing%20Assessment-Fall%20'11.pdf>.

²² 2012 Maine Kids Count, Maine Children's Alliance.

on student success:

Health Care Access. All six communities in the Many Flags Promise Neighborhood are designated as Health Professional Shortage Areas by the Health Resources and Services Administration. Knox County has a high percentage of nonelderly adults (18-64) uninsured, 20% vs. 16% for Maine,²³ and the state's highest percentage of adults 18-44 years of age who have no current health insurance, 27.1 vs. 16.1.²⁴ Many providers will not accept Medicaid. When Knox County residents were asked to identify needs within the community, Affordable Health Insurance Coverage topped the list, with 92.2% of respondents citing it among the "most needed."²⁵ To begin to address health care access needs, Penquis pulled together a community collaborative and successfully applied for a Health Resources and Services Administration grant in 2011 to plan the development of a community health center.

Teen Pregnancies. Teen pregnancy and birth rates are higher than state rates. Knox County's teen pregnancy rate (ages 10-17, 2007), rate per 1,000 females, is 9.8 vs. 6.7 for Maine.²⁶ In the Neighborhood, the City of Rockland's rate has remained consistently high – at more than double the state average. In a February 2011 survey of Rockland District High School students, 53.5% reported ever having sexual intercourse.²⁷ Seventy-seven percent (77%) of Rockland District High School students said there was a need for family planning services at their school.²⁸ Some community members have expressed support for a school-based health center.

²³ OneMaine Health Collaborative, Statewide Community Health Needs Assessment 2010, The Center for Community and Public Health, EMHS/MaineGeneral Health/MaineHealth, November 2011.

²⁴ As cited in Maternal, Infant and Early Childhood Home Visiting Program Needs Assessment, Maine Department of Health and Human Services, September 20, 2010.

²⁵ Community Needs Assessment 2011: Knox County, Penquis.

²⁶ 2012 Maine Kids Count, Maine Children's Alliance.

²⁷ Maine Integrated Youth Health Survey, 2011.

²⁸ Tackling Teen Pregnancy in Rockland Maine, On the Front Lines, FPA Blog, Maine Family Planning Association, August 31, 2011.

Substance Use. Knox County has the highest percentage of chronic heavy drinking of any county (7.3% vs. 6.4% for Maine), a greater percentage of individuals reporting ever being diagnosed with a substance abuse problem (7.3% vs. 4.7% for Maine) and the state's third highest rate of misuse of prescription drugs in past 30 days (2.8% vs. 1.8% for Maine).²⁹ Newborn hospital discharges with drug withdrawal syndrome has an incidence rate of 2.9%, significantly higher than the state rate of 1.6% and second highest of Maine's 16 counties.³⁰ There is also a growing bath salts problem, with Knox County accounting for 16.7% of the state's bath salts poisonings. Of all Knox County incidents involving bath salts, 64% occur in the City of Rockland.³¹ Hospitalization for acute alcohol- and acute drug-related mental disorders among non-elderly adults (18-64) are higher in Knox County than the state as a whole.³²

Substance abuse is prevalent among the region's high school students, as well. Rockland District High School students scored significantly higher than state rates for smoking cigarettes at least one day during the past 30 days (26.9% vs. 15.5%) and using marijuana at least one day during the past 30 days (30.3% vs. 21.7%). Students scored higher than state rates for having 5 or more drinks of alcohol in a row (within a couple of hours) during the past 30 days (17.4%); sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high in their lives (16.3%); and taking a prescription drug (such as OxyContin, Percocet, Vicodin, codeine, Adderall, Ritalin, or Xanax) without a doctor's prescription during the past 30 days (11.7%). Drugs are easily attainable; 26.3% of students reported that someone had offered, sold, or given them an illegal drug on school property during the past 12 months.³³

²⁹ OneMaine, 2011.

³⁰ Maternal, Infant and Early Childhood Home Visiting Program Needs Assessment, 2010.

³¹ Ricker, Nok-Noi, Bath salts drug use spreading throughout Maine, officials say, Bangor Daily News, Sept. 26, 2011.

³² OneMaine, 2011.

³³ Maine Integrated Health Youth Survey, 2011.

Though 2011 data is not available for Georges Valley High School, 2008 data shows significantly higher rates for prior 30-day use of marijuana (27.2% vs. 19.1%), and higher rates of prior 30-day use of alcohol (38.7%), binge drinking in prior two weeks (19.3%), and prescription drugs, ever used (17.3%). Rates were also higher than state rates for Been Drunk or High at School (19.6%) and Sold Illegal Drugs (10.4%).³⁴

Across RSU 13 for 2011-12, 17% of student behaviors receiving expulsion or suspension were related to alcohol, marijuana, tobacco, or other drugs.

Mental Health. Knox County has the second highest suicide mortality rate in Maine, high psychoses hospital admissions among adults (18+), and high hospital admission rates for major depressive disorder, schizophrenia, and anxiety.³⁵ Data indicates significant mental health needs among area youth. Of Rockland District High School students, 30% reported feeling so sad or hopeless almost every day for two weeks or more in a row during the past year that they stopped doing some usual activities. This was a significant increase from the 2009 rate of 17.6% and higher than the state rate of 22.7%. Among students who have ever felt sad or hopeless during the past 12 months, 13.4% of students reported they got help from an adult, lower than the 2009 rate of 21.9% and the state rate of 20.2%. Students who seriously considered attempting suicide during the past 12 months has nearly doubled, from 10.8% in 2009 to 20.9% in 2011, significantly higher than the state rate of 12.7%.³⁶ Data is not available for Georges Valley High School, but it is acknowledged that mental health needs are significant throughout the region. According to data from 2002-2006, Knox County has the highest suicide rate in the state at 21.3

³⁴ Maine Drug and Alcohol Use Survey, Summary Report for Georges Valley High School, Maine DHHS, 2008.

³⁵ OneMaine, 2011.

³⁶ Maine Integrated Youth Health Survey, 2011.

(per 100,000, age 10 and older).³⁷ As highlighted in “A Plan for Improving Rural Health in Maine”³⁸, there is a need for better integration of care, especially mental health and primary care.

Violence. Across RSU 13 in 2011-12, 68% of student behaviors resulting in expulsion or suspension were related to violence or intimidation, including battery, bullying, fighting, harassment, physical attack, simple assault, and threat/intimidation.³⁹ While 2008 data showed that Georges Valley students felt safer at school than their statewide peers, 2011 results for Rockland District High School showed that 83.6% of students felt safe at school, a decrease from 87.9% in 2009 and lower than the state percentage of 87.4%. At the same time, students reporting being bullied on school property in the past 12 months increased from 22.7% in 2009 to 24.5% in 2011, slightly higher than the state percentage of 24.0%.

B. QUALITY OF THE PROJECT

1. Aligning the Continuum of Solutions with an Ambitious, Rigorous and Comprehensive Strategy for Improvement of Schools in the Neighborhood

Penquis is a community action agency whose mission is “to assist individuals and families in preventing, reducing or eliminating poverty in their lives, and, through partnerships, to engage the community in addressing economic and social needs.” Its programs address a wide spectrum of needs across the lifespan. Services are offered in such areas as home visiting, early childhood education, youth development, housing, transportation, health, autism case management, financial savings, volunteering, civil legal assistance, victim services, and asset development. In Knox County, Penquis offers Head Start and Early Head Start programs as well as the Child and Adult Care Food Program, heating and utility assistance, home repair, assisted

³⁷ Suicide and Suicidal Behavior in Maine: 2009, Maine Youth Suicide Prevention Program, Maine CDC, Nov. 2009.

³⁸ A Plan for Improving Rural Health in Maine, The Rural Health Work Group, Maine CDC, Office of Rural Health and Primary Care, November 2008

³⁹ Behavior Certification – 2012, RSU 13.

living services, senior volunteer programs, Individual Development Accounts, homebuyer education, microenterprise training and technical assistance, and access to financing. It also works in partnership with area agencies and organizations to address community needs. Current collaborations led by Penquis include (1) planning for a community health clinic that integrates general, behavioral and dental care with community services and resources; (2) creating a model for emergency shelter matched with services to support a person/family in moving towards self-sufficiency; (3) improving access to behavioral health services and resources; and (4) keeping children in school to continue their education when their family's living situation is endangered.

Knox County's culture of collaboration is one of the region's greatest assets. Current members of the Many Flags Promise Neighborhood Planning Team represent more than 15 organizations that include early education, adult education, K-12, workforce development, business, economic development, health, and social service organizations. Members of the Planning Team share the belief that children and youth must engage in high quality learning opportunities, experience positive youth development, live and study in safe environments, receive adequate physical, behavioral, and dental health care, and have access to the resources and supports necessary to achieve academic, professional and personal success. Members also know that working together is essential to achieving positive outcomes for youth and families. This region has a rich history of collaboration and innovation, and these two elements will drive the Many Flags Promise Neighborhood plan that will provide youth with opportunities for success unparalleled in Maine.

It is both collaboration and innovation that characterize the school improvement efforts of Oceanside High School, which maintains the persistently lowest achieving school status attributed in 2011 to Georges Valley High School, one of two high schools that merged to create

the new Oceanside High School. The other high school, Rockland District High School, was a low performing school.

Even before current school improvement efforts, Georges Valley High School and Rockland District High School had embraced the “Many Flags/One Community” concept, a locally developed educational model that was selected by the Maine Department of Education and the Maine State Board of Education in 2010 as “the” Innovative 9-16 Model Program for the State of Maine. The Many Flags model is an integrated, regional educational system that, once fully implemented, will be a robust, innovative and seamless learning environment co-locating on one campus a Regional High School, a Career and Technical Education School, a Higher Education Center, and an Industry Center of Excellence. It will serve students in grades 9-16 including adult learners.

Many Flags/One Community promotes educational excellence and administrative efficiency by integrating, both physically and virtually, the programs, students, faculty, staff, classrooms, labs, and technological infrastructure of the region’s network of secondary and post-secondary institutions. The development of this regional, high performing, applied-learning education model was informed by three studies conducted by The Mitchell Institute, The Maine Compact for Higher Education, and The Maine Children’s Alliance⁴⁰ that illustrated the need to increase post-secondary education attainment (and aspiration) levels; highlighted the dramatic impact that early college/dual enrollment has on educational attainment; and outlined the relative merits of regional consolidation approaches. An overview of the Many Flags vision for the high school and vocational technical school is provided below:

⁴⁰ The Mitchell Institute: “Barriers to Post Secondary Education in Maine ; The Maine Compact for Higher Education: “Great Expectations – College as a Right and Responsibility for all Maine People”; and The Maine Children’s Alliance : “A Case for Cooperation” as cited on Many Flags/One Campus website <http://www.manyflags.org/index.html>

Many Flags/One Community: High School/Vocational Technical School Vision			
<p>Students & Learning</p> <ul style="list-style-type: none"> • Students arrive ‘high school ready’ in knowledge, skills & aspirations. • Students make continuous progress. • Vocational education & academics will be integrated & available to ALL students. • Students involved in a focused & exciting learning & exploration experience. • Remedial assistance during school day & integrated as part of broader curriculum. • Every student required to participate in at least one extra-curricular activity. • Every student engaged in areas of interest. • Many civic & citizenship opportunities. • Diverse varsity & intramural sports available. • Creative scheduling to meet indiv. needs. • Students understand what is expected of them and what their responsibilities are. • Wellness a focus for all. • All students have exposure to the arts. • Learners have access to AP, college classes. • Jr & Sr years allow flexible scheduling, allowing students to follow their interests. • Students graduate ‘college ready’ and some may graduate with an Assoc. Degree. • Dual enrollment HS & college courses. • Students access mentors from community and businesses. • Graduation rates increase. 	<p>Teachers & Teaching</p> <ul style="list-style-type: none"> • Teachers utilize research driven applied learning model of teaching. • Excellence an explicit goal. <p>Teachers and staff will:</p> <ul style="list-style-type: none"> • Be enthusiastic & excited. • Be critical thinkers & teach critical thinking. • Possess deep content knowledge. • Know, use best instruction & assessment practices. • Be open to & model change. • Understand value of & participate in collab. w/peers. • Make data driven decisions regarding instruction. • Feel ownership for ALL learners in the school. • Tailor instruction to needs of individuals/small groups • Be unaccepting of failure. <p>Counselors will:</p> <ul style="list-style-type: none"> • Be innovative, effective, highly skilled, well trained. • Possess & match caseloads to areas of expertise. • Work closely with teachers. • Understand roles of parent, teacher & child. <ul style="list-style-type: none"> ♦ All staff promote, model wellness & fitness. ♦ Special academies offered in, e.g., marine trades, marine biology and pre-engineering. ♦ Regional Teacher Development Ctr part of campus. ♦ Rigor & relevance required of every course of study. ♦ Teachers offer opportunities for students to solve real world, unpredictable problems. ♦ Teachers value their involvement in the professional learning community. 	<p>Learning Community</p> <ul style="list-style-type: none"> • High school & Many Flags campus a center for the community and business leaders, and a high level of interaction with students will occur. • Research and development occurs on our campus. • Small business assistance available on our campus. • Wide range of summer experiences available to students, businesses and the community. • Parents engaged & supported through parent education and direct involvement in the school. • Mentors from business and the community work with students. 	<p>Campus</p> <ul style="list-style-type: none"> • Combination of HS, vocational school and college facilities • State of the art technology built into the infrastructure • Fully functional and equipped labs • While integrated and coordinated with higher ed side of campus, the HS will have physical separation with safety, security and health protections for students in place.

RSU 13 is represented on the Many Flags Steering Committee and fully participates in Many Flags planning. While the physical development of the campus may take years to complete, work to support a coordinated network of secondary and postsecondary education has already begun. A study is underway of existing school day schedules used throughout the region to determine the steps needed to move toward a common regional school scheduling system to enable students to take advantage of all the programs and services available. Special emphasis will be placed on the use of technology, the use of appropriate distance learning techniques, and the flexible movement of faculty and staff around the region to ensure access for all students. In addition, standards-based, dual credit courses in “STEM” subjects (i.e., science technology, engineering and math) have recently been developed by Oceanside High School and Mid-Coast School of Technology, with input from faculty and staff from the University College at Rockland, University of Maine Hutchinson Center, and Kennebec Valley Community College, for implementation in the fall of 2012. These pilot courses will be used as prototypes for the integrated course offerings envisioned for the Many Flags/One Community model.

While rooted in academics, Many Flags has increasingly engaged in broader discussions, such as the possibility of locating a health center on the campus, to promote student well-being and to cultivate a vibrant community center. Originally dubbed “Many Flags/One Campus,” this initiative has evolved over time to be inclusive of community resources and interests to become “Many Flags/*One Community*.” As Alan Hinsey, Executive Director of the Many Flags Foundation, stated, “. . .the new name emphasizes the full regional coordination aspect of the Many Flags model and demonstrates our commitment to serving all students in the region.”

While continuing to work with its partners toward the goal of fully implementing the Many Flags concept, Oceanside has moved forward with restructuring its 8-12 curriculum,

guided by best practices and five program goals, consistent with the Many Flags model: (1) Post Secondary Readiness – we will prepare all students to be successful in post-secondary options; (2) Successful High School Completion – we will realize a graduation rate that equals or exceeds 90%; (3) Equitable Opportunity – we will provide an equitable range of courses and extra-curricular learning opportunities for all students; (4) Improved Learning – we will improve learning outcomes for all students; and (5) Acceptance & Ownership – we will achieve acceptance and ownership of the 8-12 school model as ‘our school’ within the community – Inclusive. At the same time, Oceanside faculty began the process of NEASC (New England Association of Schools and Colleges) accreditation which will culminate with the on-site visit by the review team in September 2012. This will afford the school the opportunity to review, refine, reaffirm, or adjust their processes. And, RSU 13 initiated a strategic planning process focused on developing a five-year strategic plan for the school district. The process included a Community Forum held in February 2012. Attendees reiterated support for the pursuit, construction, and realization of the Many Flags model, and identified a number of educational priorities, many of which can most effectively be addressed in the context of the community’s resources and expertise. These priorities include:

- Increasing developmental assets of youth;
- Providing learning opportunities that strengthen individual financial literacy;
- Elevating the engagement of parents and community members in school operations;
- Developing a comprehensive career education and counseling program that encourages students to explore and begin to plan for possible career tracks;
- Examining ways to infuse in the high school curriculum career planning, independent living skills, personal goal setting, and the acquisition of dispositions for success after

high school;

- Addressing the unacceptable performance across various measures like test scores, high school graduation, and post-secondary enrollment;
- Increasing real-world relevance of instruction and integrating opportunities to learn outside of the school, including community-based learning projects, internships, apprenticeships, early college, community service/volunteerism, virtual learning, study abroad, etc.;
- Engaging with the business community to realize more internships and mentoring for students;
- Fostering greater opportunities for students in learning how to give back through community service;
- Establishing outreach to volunteers and retirees with expertise in the arts, business, and other professions; and
- Establishing formal partnerships with businesses, colleges, and non-traditional educational organizations.

Some participants, such as Peter Lammert, a selectman in Thomaston, noted the impact of social problems, saying many students were coming to school hungry and unable to learn, while others didn't know where they would be sleeping that night. A common theme was how to encourage more parental and public involvement.

A Promise Neighborhood grant offers the opportunity to scale up the rigorous reform efforts currently underway to engage, coordinate, and integrate the resources and expertise of the community in a way that is meaningful and beneficial to all students and families in the neighborhood. The organizations that are part of the Planning Team have a wealth of knowledge,

experience, and resources in areas that directly impact students' abilities to succeed, including health, developmental assets for adolescents, financial literacy, financial stability, and community service.

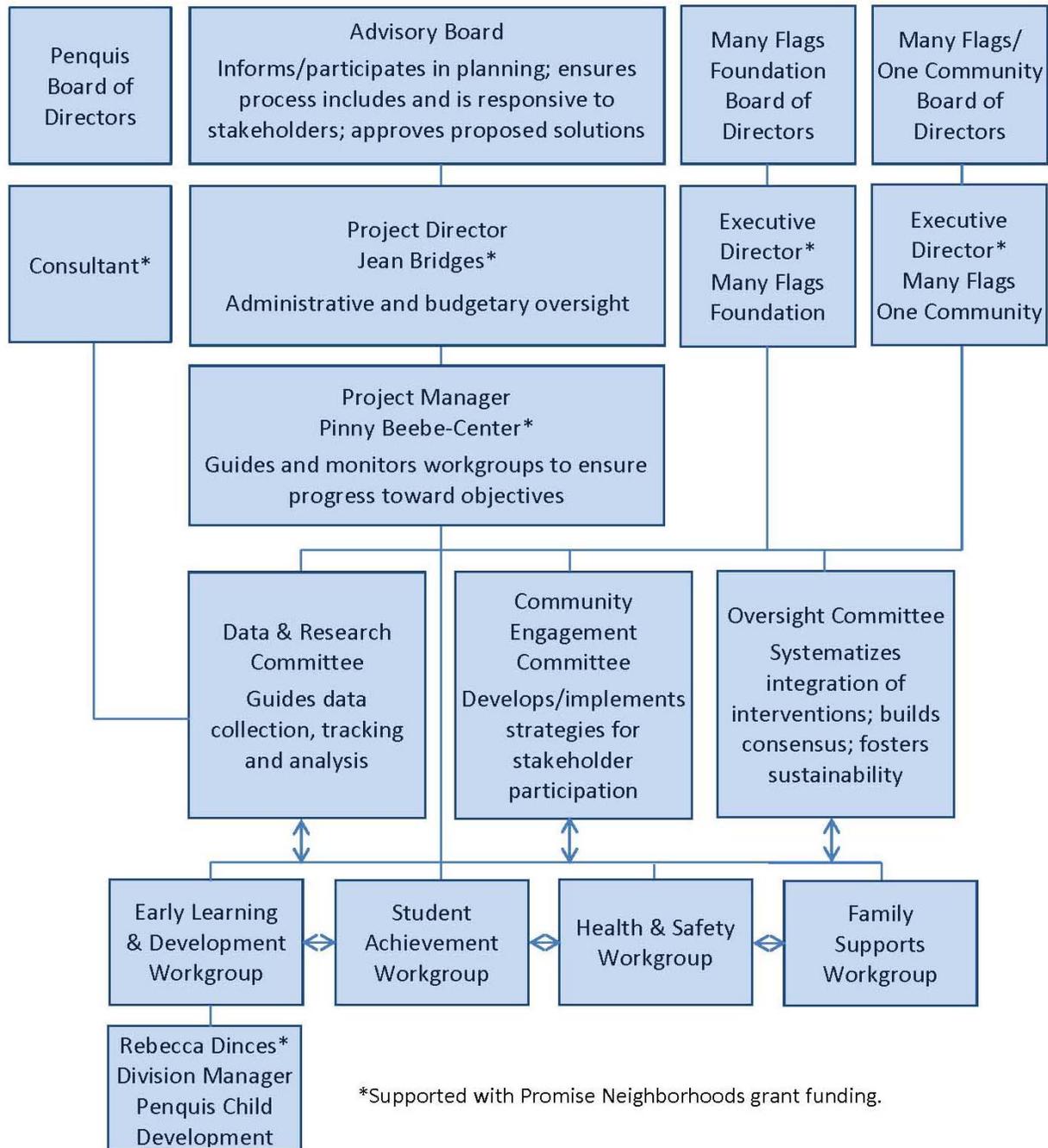
The timing could not be better. By January 1, 2013, Oceanside will have completed its analysis of student data for its inaugural year, its strategic planning process, and its NEASC accreditation process, and will be well positioned with this new data to inform the Promise Neighborhood planning process and pursue solutions. In addition, a Promise Neighborhood grant has the potential to leverage state dollars needed to advance the Many Flags model. In spring of 2011, Governor Paul LePage added a separate spending authority category for the Many Flags project into the FY 2014 State Education budget. The earliest date that funds could be available (if approved by the Legislature) would be July 1, 2013. Work undertaken by the Promise Neighborhood Planning Team will help to scale up school improvement efforts and integrate the Many Flags model into a cradle-to-college-through-career continuum of solutions.

2. Plan to Create a Complete Continuum of Solutions

Penquis will coordinate and oversee planning grant activities. The planning process will be 12 months in length and involve more than 15 organizations that have joined together as members of the Many Flags Promise Neighborhood to develop a linked, integrated and seamless continuum of solutions that will improve outcomes for our community's children and youth.

Members of the Many Flags Promise Neighborhood Planning Team represent educational, medical, behavioral health and social service providers; residents; state and local government; educational institutions; businesses; faith-based organizations; and others. The Advisory Board is comprised of ten representatives from the public, private, and low-income sectors (see bios in appendices).

An overview of the proposed management structure is provided below:



Penquis will serve as the “backbone organization”⁴¹, providing overall strategic direction, facilitating dialogue between partners, managing data collection and analysis, handling

⁴¹ Hanleybrown, F., Kania, J. & Kramer, M., Channeling Change: Making Collective Impact Work, Stanford Social Innovation Review, Leland Stanford Jr. University, 2012.

communications, coordinating community outreach, and mobilizing funding. All Promise Neighborhood Planning Team members will meet initially to discuss and develop a shared understanding of: project participants; needs; goals, objectives, and indicators; organizational structure; roles/responsibilities of Planning Team; and work plan, including timeline, milestones, and deliverables. Broadly, the Planning Team will:

- Ensure broad and inclusive representation on the Planning Team, identifying and recruiting additional members;
- Review community needs and resources data and identify gaps in information;
- Inventory and map community assets and identify service gaps;
- Develop a common vision and shared goals;
- Recognize program and project indicators and identify additional family and community support indicators to be measured;
- Reach consensus on planning and decision-making processes;
- Conduct additional assessments and segmentation analyses;
- Coordinate speakers, public planning meetings, panel discussions, the use of media and other public information efforts to engage all stakeholders in the planning process;
- Identify evidence-based solutions, whether new or expanded programming;
- Determine resources needed and potential sources of support, as well as potential barriers to implementation;
- Determine models for integration that eliminate barriers to participation and operate seamlessly within the continuum;
- Identify measures to track outcomes and evaluate program efficacy across the continuum;

- Explore options for developing a longitudinal data system, including ways to broaden or link with systems used by the schools, local education agency, Maine Department of Education system, and community providers; and
- Develop a unified plan that coordinates and integrates services effectively and sustainably across the cradle-through-college-to-career continuum.

Workgroups in the areas of Early Learning and Development (EL), Student Achievement (SA), Health and Safety (HS), and Family Supports (FS) will develop plans that address community needs and support the attainment of outcomes as follows:

<i>Education Outcomes/Indicators</i>
Children enter kindergarten ready to succeed in school <ul style="list-style-type: none"> ▪ Birth-K have a place to go when sick or need health advice. ▪ Demonstrate age appropriate functioning at 3 yrs & kindergarten ▪ Birth-K participate in center-based and formal home-based early learning programs.
Students are proficient in core academic subjects <ul style="list-style-type: none"> ▪ At or above grade level according to State assessments.
Students successfully transition from middle school to high school <ul style="list-style-type: none"> ▪ Have high attendance rates, 6th, 7th, 8th and 9th grades.
Youth graduate from high school. <ul style="list-style-type: none"> ▪ Have high graduation rates.
High school graduates obtain a postsecondary degree, certification, or credential. <ul style="list-style-type: none"> ▪ Students have post-secondary degrees, vocational certificates, or other credentials without needing remediation
<i>Family and Community Support Outcomes/Indicators</i>
Students are healthy <ul style="list-style-type: none"> ▪ Students participate in at least 60 min. of physical activity daily. ▪ Children consume 5 or more servings of fruits and vegetables daily.
Students feel safe at school and in their community <ul style="list-style-type: none"> ▪ Feel safe at school and traveling to and from school
Students live in stable communities. <ul style="list-style-type: none"> ▪ Low mobility rates
Families and community members support learning in PN schools. <ul style="list-style-type: none"> ▪ Family of children birth-K who read to their child 3+ times/week ▪ Family encourages their child to read books outside of school ▪ Family members talk to their child about college and career
Students have access to 21 st century learning tools. <ul style="list-style-type: none"> ▪ Home and school access to broadband internet and a connected computing device

Each workgroup will:

- Recruit additional members and solicit community input to benefit from broad-based knowledge and expertise;
- Review existing data and resources relevant to their focus area;
- Identify and address gaps in information to make informed decisions;
- Assess service gaps and efficacy of existing services;
- Identify evidence-based solutions appropriate to community needs and resources;
- Identify potential barriers to implementation and possible solutions;
- Recommend service delivery models that support a seamless integration into a continuum of solutions;
- Identify and commit to a rigorous evaluation process of proposed solutions.

In addition, standing committees have been established to help guide and support the workgroups and the Planning Team in three key areas:

- The Data and Research committee will provide assistance with the following: gathering and reviewing existing data from the state, Census, localities, schools, and providers; identifying gaps in information needed to effectively plan solutions; developing assessment tools to support the collection of reliable data and segmentation analyses; analyzing and reporting data to Planning Team, and developing a longitudinal data system to track outcomes. Members initially identified for this committee are Pinny Beebe-Center (Project Manager), Regional Manager, Penquis; RSU 13 Technology Director; Ann Matlack (City of Rockland and member of Advisory Board); and the Executive Director of Many Flags/One Community. In addition, Penquis will contract with a consultant to assist with the comprehensive needs assessment and development of a longitudinal data system.

- The Community Engagement committee will: assist with needs assessment activities to facilitate community support and involvement; identify and implement strategies for increasing community involvement and input, which may include community presentations and forums, use of media and public access television, and recruitment of community members for workgroups; carry out activities to advance the Promise Neighborhood concept and goals; and strengthen existing and develop new linkages and partnerships with other providers in the community to facilitate the development of solutions. Members initially identified for this committee are Alan Hinsey, the Executive Director of Many Flags Foundation; the Executive Director of Many Flags/One Community; Dan Bookham, Executive Director, Penobscot Bay Chamber of Commerce; and Pinny Beebe-Center (Project Manager), Regional Manager, Penquis.
- The Oversight committee will review and seek consensus for proposed solutions; plan integration at a systems level so as to ensure access, efficacy, and continuity, facilitate the development of a governance structure to ensure accountability for proposed solutions; and develop a fundraising and resource plan to sustain solutions. Members initially identified for this committee are Jean Bridges (Project Director), Director of Child Development, Penquis; Executive Director of Many Flags/One Community; Loren Andrews, President, Many Flags Foundation; and Eric Waters, Chief Operating Officer, Pen Bay Health Care.

Penquis has mobilized key members of the community to participate in Many Flags Promise Neighborhoods. More than 15 organizations have committed their participation on the Planning Team. An overview of partners is provided below.

Partner	Organizational Description
Penquis (applicant)	Community Action Agency providing programs to alleviate and eliminate the causes and conditions of poverty
RSU 13	School district comprised of 10 schools that serve the Promise Neighborhood
Region 8-Mid Coast School of Technology	A career and technical high school that provides trade and academic support in 20 program areas
Many Flags Foundation	Nonprofit organization that works with all of its public and private partners to advance the Many Flags/One Community model
Rockland CareerCenter/Goodwill Industries of Northern New England	Part of the statewide CareerCenter network that provides a variety of employment and training services at no charge for Maine workers and businesses
Mid-Coast Mental Health Center	A mental health provider delivering quality mental health and substance abuse services for children and adults
Picker Family Resource Center , Pen Bay Health Care	A resource center of Pen Bay Medical Center that provides information and support for women and their families
Youth Forum Maine / Knox Interfaith Teen Safe-havens	A collaboration to provide youth up to age 18 overnight accommodations when they don't have a warm, safe place to eat and sleep
Penobscot Bay Regional Chamber of Commerce	Membership organization that promotes the interests of its members by advocating for the commercial and economic development of the region
Maine State Chamber of Commerce	Nonprofit business advocacy organization
Maine Development Foundation	Nonprofit corporation dedicated to promoting Maine's economy through research, community development, leadership training and workforce development
Penobscot Bay YMCA	A nonprofit providing services that meet the youth development, healthy living and social needs of individuals and families.
MidCoast Regional Child Development Services	A nonprofit organization providing early intervention services to young children who have special needs.
MaineStream Finance	A Community Development Financial Institution providing financial training and access to financing for low- and moderate-income individuals and small business owners.
Broadreach Family & Community Services	Nonprofit agency providing a variety of programs to help children and families develop the skills they need to lead healthy and productive lives.
University of Maine Cooperative Extension	A division of the University of Maine that offers the Maine Families home visiting program and parenting information.

Some organizations are participating in multiple workgroups due to the breadth of their services. Participation is as follows, with a summary of existing services and supports that are likely to be integrated into the continuum of solutions:

Early Learning	Student Achievement	Health & Safety	Family Supports
<ul style="list-style-type: none"> • Penquis: <ul style="list-style-type: none"> ◦ Early Head Start ◦ Head Start ◦ Child & Adult Care Food Program • RSU 13 (K-3) • Maine Families/UMCE • MidCoast Regional Child Development Services • Broadreach <ul style="list-style-type: none"> ◦ Early Childhood Inclusive Program ◦ Collaborative Pre-K Program • Maine State Chamber of Commerce 	<ul style="list-style-type: none"> • Oceanside H.S. • RSU 13 <ul style="list-style-type: none"> ◦ Rockland District M.S. ◦ Cushing (elementary) ◦ Gilford Butler (elementary) ◦ Lura Libby (elementary) ◦ Owls Head (elementary) ◦ South (elementary) ◦ St. George (K-8) ◦ Thomaston Grammar • Many Flags Foundation • Broadreach <ul style="list-style-type: none"> ◦ Youthlinks (ages 11-17) ◦ Rockland After School Alliance (middle school) ◦ Project SUCCESS (H.S.) ◦ Lions Quest (5th-8th grade) ◦ Youth Advocacy Program • Region 8-Mid Coast School of Technology • Univ. College at Rockland • Univ. of Maine Hutchinson Ctr • Kennebec Valley Community College • Rockland CareerCenter/ Goodwill Industries of NNE • Penobscot Bay Regional Chamber of Commerce • Maine State Chamber of Commerce • Maine Development Foundation 	<ul style="list-style-type: none"> • Mid-Coast Mental Health Center • Picker Family Ed. Ctr. <ul style="list-style-type: none"> ◦ Women's Health ◦ Nutrition • Penobscot Bay YMCA • Youth Forum • Maine/Knox Interfaith Teen Safe-havens • Broadreach <ul style="list-style-type: none"> ◦ Children's Case Management ◦ Home & Community Support Program 	<ul style="list-style-type: none"> • Broadreach <ul style="list-style-type: none"> ◦ Parent Education Program • RSU 13/Adult Ed/Literacy • Volunteers of MidCoast Maine • MaineStream Finance <ul style="list-style-type: none"> ◦ Homeownership ◦ Business ownership ◦ Budgeting • Penquis: <ul style="list-style-type: none"> ◦ Housing & Energy ◦ Family Development Accounts ◦ Case Management
<p><i>Services & Supports</i></p> <ul style="list-style-type: none"> ▪ Child care ▪ Early childhood ed. ▪ Home visiting ▪ Child development ▪ Early intervention ▪ Nutrition support ▪ Linkages to medical/dental/behavioral care ▪ Advocacy 	<p><i>Services & Supports</i></p> <ul style="list-style-type: none"> ▪ K-12 public education ▪ Vocational/technical education ▪ After school programs ▪ Drug/alcohol prevention ▪ Youth developmental assets ▪ Community service learning ▪ Education/career aspiration ▪ Postsecondary education ▪ Job training programs ▪ Employment assistance 	<p><i>Services & Supports</i></p> <ul style="list-style-type: none"> ▪ Medical care ▪ Dental care ▪ Mental health ▪ Substance abuse ▪ Case management ▪ Food & nutrition ▪ Physical fitness ▪ Stable housing ▪ Healthy relationships ▪ Victim services 	<p><i>Services & Supports</i></p> <ul style="list-style-type: none"> ▪ Parenting education ▪ Family literacy ▪ Adult education ▪ Financial stabilization ▪ Housing ▪ Heating assistance ▪ Food assistance ▪ Financial savings ▪ Asset development

These organizations provide services that span the cradle-through-college-to-career continuum. During the planning process, additional stakeholders will be recruited to assist in the development of the plan. Individuals already engaged in the process will be asked to identify others who would have an interest in participating, and an extensive public outreach campaign will create opportunities for community members to become involved. All stakeholders will have the opportunity to provide input in the planning process through participation in Planning Team meetings, working groups, and/or public forums.

Workgroups will meet monthly to develop solutions in their focus areas as well as work collaboratively and hold joint meetings with other workgroups as appropriate to address shared goals. Committees will meet quarterly and as needed to plan and implement a comprehensive needs assessment, analyze and share results, and develop a longitudinal data system. Minutes and work plans of all workgroups will be shared with the Planning Team and posted on the Many Flags Promise Neighborhood web site for public access. These documents will include information on local needs data, solutions considered, barriers to implementation, and final recommendations. The Planning Team, in its entirety, will convene quarterly to review progress, reach consensus on solutions, and identify issues needing to be addressed by the Team's ongoing work. The Advisory Board will meet quarterly to monitor progress, review recommendations, and approve proposed solutions.

Timeline	Qtr 1	Qtr 2	Qtr3	Qtr4
Public announcement of grant award	█			
Meeting of all partners: review/discuss project goals, work plan, decision making process, progress, stakeholders to be engaged	█	█	█	█
Executive Director of Many Flags/One Community hired	█			
Contract with consultant for needs assessment/longitudinal data system	█			
Many Flags Promise Neighborhood web site development/maintenance		█	█	█
Recruit other key organizations		█		
Develop/implement community engagement plan		█		
Review existing data; inventory and map community assets; identify knowledge and service gaps			█	
Conduct comprehensive needs assessment			█	
Define additional indicators to be addressed			█	
Explore/select evidence-based solutions and evaluation tools; identify available assets and resources needed for implementation			█	
Meeting of Advisory Board to monitor progress, provide guidance, approve proposed solutions	█			█
Integration of solutions into continuum and sustainability plan				█
Assess data tracking and reporting requirements for longitudinal data system, determine options for development (build/modify/expand), and complete plan for system development.				█
Complete Promise Neighborhoods Implementation Plan				█

Penquis will provide performance reports to the US Department of Education and other relevant agencies as required and requested that document progress toward outcomes and identify any barriers to Many Flags Neighborhood planning and/or implementation.

3. Solutions Leverage Existing Neighborhood Assets and Coordinate with Other Efforts

As mentioned previously, the spirit of collaboration is one of the Neighborhood’s greatest assets. The region has a number of initiatives that vary in scope and scale, but all are dedicated to improving the well-being of area families and communities. The Many Flags Promise Neighborhood will coordinate with these efforts to create a comprehensive continuum of solutions for the Promise Neighborhood. These efforts include:

- Community Transformation Grant – Maine was one of 35 states to receive a Community Transformation Implementation Grant from US DHHS in September 2011. The local

Health District was charged with coordinating with multiple sectors such as transportation, education, health care delivery, agriculture and others to maximize health impact through prevention, advance health equity and reduce health disparities, and use and expand the evidence-base for local policy, environmental and infrastructure changes that improve health. Project Manager Pinny Beebe-Center is on the oversight committee.

- Many Flags/One Community – “the” innovative 9-16 model for education in Maine. The Planning Team will work to assist Oceanside High School and its partners to scale up its solutions and progress toward the Many Flags concept, helping to potentially leverage state funding as early as FY13 for this effort. Current work, funded by the Maine Community Foundation and Davis Family Foundation, is focusing on developing common regional school scheduling, so as to expand the curriculum available to students in disparate locations, either by moving the teacher, moving the student(s), or using video-conferencing, and developing standards-based dual credit courses.
- Summer Meal Program – a collaborative effort of Penquis, Penobscot Bay YMCA, Rockland Rec Department, Salvation Army-Rockland, Station Maine Rowing, Youthlinks – Rockland, RSU 13 Summer Sports Camps, and Camden Teen Center to provide summer meals for low-income children and families. Adequate nutrition is crucial to health and learning and the demand for and success of this fledgling program suggests a need to explore ways to enhance, expand, and sustain these efforts.
- Knox County Homeless Collaborative – works to provide sustainable approaches and strategies for people in poverty who are homeless. Collaborative partners include Home Counselors, Inc., DHHS Public Health Nursing, Shields Foundation, Penquis, Youth Forum Maine/KITS, New Hope For Women, Area Interfaith Outreach Food Pantry,

Congregational Church in Rockland, St Bernhard's Soup Kitchen, and Goodwill Industries of Northern New England/Rockland CareerCenter. Many Flags Promise Neighborhood lacks affordable housing; providing housing interventions is an essential component for stabilizing families and communities.

- Knox County Community Health Coalition – More than 50 community members and organizations working together to create a new model of community health care through the integration of general, behavioral, and dental care with community services. This planning process, funded by the Health Resources and Services Administration, will result in a plan to create a community health clinic to increase access to care.
- Knox-Lincoln Mental Health Initiative – A collaborative of about 35 behavioral health professionals, service providers, and consumers working to improve access to behavioral health services and resources through the creation of trained Peer Support Specialists, an effort supported by the John T. Gorman Foundation, Bingham Program, and Davis Family Foundation.
- Transportation Initiative – a broad-based effort to seek solutions to the region's transportation barriers. This effort has received funds from the Maine Department of Transportation for a feasibility study for public transportation in Knox County. Transportation is recognized as a significant barrier for families to get to school, childcare, medical appointments, and more. An important piece of Promise Neighborhoods planning is to ensure youth and families are able to access solutions. Neighborhood organizations offer a wealth of knowledge and resources that are essential to plan development, and have a history of successful collaborative relationships on which to build. For example:

- RSU13, Broadreach Family & Community Services, and the Farnsworth Art Museum partner to provide an afterschool photography club for Rockland middle school students. Students benefit from a digital photography lab equipped with iMac computers and cameras.
- RSU 13, Literacy Volunteers of Mid-Coast Maine, and Rockland Public Library work together to offer The Know & Grow Family Literacy Program, an adult literacy program that includes intergenerational learning in the areas of health, technology and literacy. Know and Grow combines home- and community-based activities to assist adults in earning a credential while helping transition youth to school and beyond.
- Herring Gut Learning Center collaborates with the RSU 13 Middle School Alternative Education program to help students who have not been successful in traditional classroom environments and are often disillusioned with school. Whether it's managing an oyster hatchery business or developing a start-up aquaponics business, students are immersed in a hands-on learning environment that strengthens math, science, research and literacy skills.
- Penquis Head Start collaborates with Broadreach Family & Community Services and Mid-Coast Regional Child Developmental Services in the operation of preschool classrooms, creating a seamless system of coordinated services resulting in significant benefits for parents and their young children. Working with Mid-Coast Regional Child Development Services supports the provision of an inclusive classroom with the ability to provide a preschool curriculum to children with developmental delays as well as children with typical skills and learning styles. A higher teacher to child ratio, this classroom offers more adult support to guide each child's learning.

The Planning Team will evaluate ways to strengthen and expand existing partnerships as well as identify potential new collaborations to maximize the use of and benefits to be gained from the assets within the community.

C. QUALITY OF PROJECT SERVICES

1. How Needs Assessment and Segmentation Analysis will be used to Determine Solutions

Planning Team members will identify all sources of data currently available to quantify and qualify the status of each of the stated indicators. This will include public data, such as the 2010 Census and State of Maine (Department of Education and Department of Health and Human Services); data from other statewide and local needs assessments; and data solicited from local organizations and agencies. Data must be timely, relevant, and credible. Where gaps in data exist, Planning Team members will determine the best method (e.g., survey, records review) and source (e.g., students, parents, service providers) for obtaining reliable data. Members of the Data and Research committee will help to guide the creation and distribution of assessments, as well as data collection and analysis, and ensure that various data elements (e.g., demographic, attitudinal, behavioral) may be solicited for segmentation analyses. For example, questions will not only determine whether children consume five or more servings of fruits and vegetables daily, but also seek to understand the barriers (e.g., cost) or supports (e.g., attitudes that value healthy lifestyle) contributing to the status of the indicator. An analysis of the various data elements will help to identify whether correlations exist between causal data (e.g., specific attitudes or behaviors) and factors such as gender, age, or income. This will enable Planning Team members to develop solutions that most effectively influence behaviors leading to the desired results; identify any high risk subpopulations that may need specific, targeted interventions; and develop strategies for outreach and service delivery that ensure youth and

families have access to and participate in solutions (in compliance with Section 427 of the General Education Provisions Act). These strategies may include, for example, developing outreach materials at low reading levels for family support programming or creating informational brochures for educational offerings that highlight and encourage participation of female students.

<i>Education Outcomes/Indicators</i>	<i>Potential Need Data Sources</i>
Children enter kindergarten ready to succeed in school <ul style="list-style-type: none"> ▪ Birth-K have a place to go when sick or need health advice. ▪ Demonstrate age appropriate functioning at 3 yrs & kindergarten ▪ Birth-K participate in center-based and formal home-based early learning programs. 	Penquis Early Head Start/Head Start; Broadreach; Mid-Coast Regional CDS; Maine Families home visiting; Public Health Nursing; Maine Child Care Subsidy Program; RSU 13; Parent Survey
Students are proficient in core academic subjects <ul style="list-style-type: none"> ▪ At or above grade level according to State assessments. 	RSU 13, Maine Dept. of Education
Students successfully transition from middle school to high school <ul style="list-style-type: none"> ▪ Have high attendance rates, 6th, 7th, 8th and 9th grades. 	RSU 13, Maine Dept. of Education
Youth graduate from high school. <ul style="list-style-type: none"> ▪ Have high graduation rates. 	RSU 13, Maine Dept. of Education
High school graduates obtain a postsecondary degree, certification, or credential. <ul style="list-style-type: none"> ▪ Students have post-secondary degrees, vocational certificates, or other credentials without needing remediation 	Mid-Coast School of Technology/Adult Ed University College at Rockland; Kennebec Valley Community College; University of Maine Hutchinson Center
Students are healthy <ul style="list-style-type: none"> ▪ Students participate in at least 60 min. of physical activity daily. ▪ Children consume 5 or more servings of fruits and vegetables daily. 	Maine CDC, Maine Integrated Health Youth Survey
Students feel safe at school and in their community <ul style="list-style-type: none"> ▪ Feel safe at school and traveling to and from school 	Maine CDC, Maine Integrated Health Youth Survey; School Climate Needs Assessment
Students live in stable communities. <ul style="list-style-type: none"> ▪ Low mobility rates 	RSU 13
Families and community members support learning in PN schools. <ul style="list-style-type: none"> ▪ Family of children birth-K who read to their child 3+ times/week ▪ Family encourages their child to read books outside of school ▪ Family members talk to their child about college and career 	Penquis Head Start; Maine Families home visiting; Public Health Nursing; Parent Survey; Student Survey
Students have access to 21 st century learning tools. <ul style="list-style-type: none"> ▪ Home and school access to broadband internet and a connected computing device 	Parent Survey; Student Survey

2. How to Determine that Solutions are Based on the Best Available Evidence and Ensure that Solutions Drive Results and Lead to Changes on Indicators

The Planning Team will seek solutions that are evidence-based, with a proven history of targeting the specific factors identified during the needs assessment and segmentation analysis to make positive, measurable results on the indicators. The following, while not an exhaustive list of the many quality programs that are making a difference in the lives of area youth and families, provide a few examples of the more prominent evidenced-based programs that are in use and expected to be within the continuum of solutions.

Education:

- Head Start and Early Head Start – early childhood education programs serving low-income children and families through center-based and home-based sites.^{42,43}
- Maine Families⁴⁴ – an evidenced-based home visiting program for families who are expecting or have a newborn at home. Maine Families is governed by rigorous Standards of Practice developed by the State of Maine to govern implementation and requires all Maine Families providers to participate in two evidence-based national models: Parents As Teachers (promising program)⁴⁵ and TouchpointsTM.⁴⁶
- Evidence Based Early Intervention Model. This program, under Part C of IDEA, provides evidence-based services in the natural environment for infants and toddlers with disabilities and their families.
- Family and Community Services Nutrition Education – The project uses multiple,

⁴² Head Start Impact Study and Follow-up, 2000-2011. US Department of Health and Human Resources Early Head Start Benefits Children and Families: Research to Practice Brief, April 2006.

⁴³ Early Head Start listed as a “proven” program, Promising Practices Network for Children, Families, and Communities, <http://www.promisingpractices.net/program.asp?programid=88#findings>.

⁴⁴ Maternal, Infant and Early Childhood Home Visiting Program, Maine State Plan, Updated June 2011.

⁴⁵ Promising Practices Network.

⁴⁶ Brazelton Touchpoints Center, <http://www.brazeltontouchpoints.org/about/evidence-based-research/>.

innovative and evidence-based strategies to assure success in achieving improved nutrition and physical activity outcomes for both preschoolers and adolescents. The unique project integrates early literacy themes into nutrition and movement activities using innovative instructional and family involvement strategies.

- Lions Quest *Skills for Adolescence* – This program targets 5th – 8th graders and is recognized for its ability to decrease substance abuse, improve behaviors related to protective factors, as well as other positive outcomes. It is listed on the US Substance Abuse and Mental Health Services Administration (SAMHSA) National Registry of Evidence-based Programs and Practices (NREPP) and the US Department of Education What Works Clearinghouse.⁴⁷
- Project SUCCESS, an evidence-based drug and alcohol prevention program listed on SAMHSA's National Registry of Evidence-based Programs and Practices⁴⁸ and funded by the Maine Office of Substance Abuse.
- Many Flags/One Community – This innovative 9-16 educational model provides a learning environment in which the Maine Learning Results is addressed in a relevant and meaningful way. Students are guided to develop a Personalized Learning Plan that ensures that the student meets the standards of the Maine Learning Results while achieving personal goals. Multiple educational pathways offer expanded programs of academic and technical study that blend academic rigor and real-world relevance; theory and practice. Each is geared to prepare students for college, career, and citizenship. All students are held to high expectations guided by instruction and assessment that are differentiated to address the learning styles, aptitudes and interests of all students.

⁴⁷ Promising Practices Network on Children, Families and Communities, <http://www.promisingpractices.net/program.asp?programid=206>

⁴⁸ Ibid.

Family Supports

- Nurturing Fathers Program, an evidence-based, validated program included in SAMHSA's National Registry of Evidence-based Programs and Practices that increases healthy parental attitudes and behaviors.⁴⁹
- Kids First, a parent education program, based on the research of Dr. Judith Wallerstein and colleagues, that provides parents with some valuable information about the effects of adult conflict on their children.
- Active Parenting Now, a video-based education program on SAMHSA's National Register of Evidence-based Programs and Practices that is targeted to parents of 2- to 12-year-olds who want to improve their parenting skills.⁵⁰
- Guiding Good Choices, a drug prevention program for parents of children ages 9-14, is recognized as an exemplary evidence-based model program by SAMHSA, National Dropout Prevention Center/Network, National Institute on Drug Abuse, Center for the Application of Substance Abuse Technologies, United Nations Office on Drugs and Crime, Interagency Working Group on Youth Programs, Department of Education's Expert Panel, Safe and Drug-Free Schools Program, and Office of Juvenile Justice and Delinquency Prevention.⁵¹

D. QUALITY OF THE MANAGEMENT PLAN

1. Experience, lessons learned, and capacity working with neighborhood, residents, schools, government, and service providers

⁴⁹ SAMHSA's National Registry of Evidenced-based Programs and Practices, <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=171>.

⁵⁰ SAMHSA's National Registry of Evidenced-based Programs and Practices, <http://www.nrepp.samhsa.gov/SearchResultsNew.aspx?s=b&q=active parenting now>

⁵¹ Channing Bete Company, <http://www.channing-bete.com/prevention-programs/guiding-good-choices/results-recognition.html>.

Incorporated in 1967, Penquis was created as a result of the Economic Opportunity Act of 1964 to bring locally developed solutions to the multifaceted problems faced by the poor. Its mission is to assist individuals and families in preventing, reducing, or eliminating poverty in their lives and, through partnerships, to engage the community in addressing economic and social needs. Penquis primarily serves low- and moderate-income individuals in Penobscot, Piscataquis and Knox Counties, though several programs operate well beyond this three-county area. It provides services to more than 30,000 individuals annually with an annual budget (Penquis and subsidiaries) of more than [REDACTED] and 350 employees. Services are organized into five departments:

Child Development, which oversees Head Start, Child Care, and the Child and Adult Care Food Program;

Community Support, which provides transportation services and senior volunteer opportunities through the Retired and Senior Volunteer Program (RSVP) and the Foster Grandparent Program;

Family Enrichment Services, which offers programs in child abuse prevention, parenting support, youth development, assisted living, civil legal services for domestic relations cases, financial savings, transitional housing, and health services;

Housing and Energy Services, which provides heating and utilities assistance, USDA commodity foods to soup cupboards and kitchens, rental assistance, weatherization and improvements to inefficient heating systems, housing rehabilitation and replacement loan programs, and lead testing; and

Housing Development Services, which creates safe, affordable rental and home ownership opportunities.

Penquis subsidiaries – MaineStream Finance, Penquis Housing, Inc. and Rape Response Services – address needs specific to lending and financial training, affordable housing development, and sexual assault.

Penquis programs have been recognized for their quality and innovation. Awards received include a Program of Excellence award from the Federal Regional Office of Head Start, accreditation from the National Association for the Education of Young Children, a Program of National Significance award from the Corporation for National Service, United Way Community Builder Award, the Pioneer Award for Leadership in Entrepreneurial Promotion in Rural America from the National Association of Development Organizations, a Maine Roads to Quality Compass Award, an Agency of Distinction award from WLBZ-TV, the Governor's Housing Development Award from the Maine State Housing Authority, the Governor's Award for Environmental Excellence, a Veazie Garden Club Community Improvement Award, a Watch Your Mouth campaign award, and a Quality Assurance Award from the Child Care Aware® program of the National Association of Child Care Resource & Referral Agencies.

Penquis has an excellent track record of providing quality services and meeting funding requirements. Penquis currently administers 110 grants and contracts. In FY11, state and federal grants of more than [REDACTED] from such agencies as the US Department of Health and Human Services, US Department of Agriculture, Housing and Urban Development, Corporation for National Service, US Department of Energy, US Department of Transportation, US Department of Justice, US Small Business Administration, and US Department of Education supported Penquis programs. The agency's Chief Financial Officer is a Certified Management Accountant with nearly 30 years of experience in accounting, financial and service delivery management. An agency-wide independent audit is performed each year by experienced auditors. Audits have

contained no questioned costs and have been accepted by all funding sources.

Penquis has the experience and capacity to lead the Promise Neighborhoods effort:

Penquis Board: The fifteen-member Board of Directors represents three distinct sectors of the communities served: one third represents the people who use services; one third is comprised of elected and appointed officials who design and implement public policy; and one third represents the private sector, which is a vested stakeholder and committed partner in this work (see attached list).

Many Flags Neighborhood Advisory Board: The Advisory Board consists of representatives from the public, private, and low-income sectors. More than a third of members of the Advisory Board are representative of the geographic area proposed to be served, either as residents who live in the geographic area to be served; residents of the county in which the neighborhood is located but who live outside the geographic area proposed to be served, and who are low-income; or public officials (see attached list). The Advisory Board will guide the planning process and ensure adherence to the vision, theory of change and theory of action, contribute to the planning process, ensure the planning process is inclusive and responsive to stakeholders, and promote systems level support for cradle-through-college-to-career solutions. The Advisory Board will meet at least quarterly to monitor progress, provide direction, and review and approve proposed solutions.

Project Director: Jean Bridges, Director of Child Development for Penquis, will serve as the Project Director, responsible for administrative and budgetary oversight of the planning grant, working with the Advisory Board to ensure satisfactory progress and results, and overseeing the work of the Project Manager. Ms. Bridges will also chair the Early Learning and Development workgroup, leading the effort to not only develop integrated solutions to meet the

Promise Neighborhood goals for children and youth, but also develop strategies to ensure programs and services across the local early learning network are high quality and comprehensive for children birth through the third grade

Ms. Bridges has been with Penquis since 1980. She oversees Child Development, an [REDACTED] department that includes Early Head Start, Head Start, Child Care, and the Child and Adult Care Food Program, programs that serve more than 800 children each year. Her dedication to providing quality care to children is evidenced by recognition received by Penquis programs from the Federal Regional Office of Head Start in Boston, the National Association for the Education of Young Children, and the State of Maine. Ms. Bridges has served as a Region I Head Start Program Review Consultant for the Administration for Children and Families, member of the Maine Early Childhood Learning Results Task Force, and Adjunct Faculty for the Early Childhood Programs at Bangor Community College and Eastern Maine Community College. She has a Bachelor's degree in Early Childhood Education from the University of Southern Maine and is a 1996 graduate of the J & J Head Start Management Fellows Program.

Project Manager: Pinny Beebe-Center, Regional Manager for Penquis, will serve as the Project Manager, coordinating the day-to-day planning activities and monitoring workgroup functions.

As Regional Manager for Penquis, Ms. Beebe-Center is responsible for working with community leaders and citizens to increase the impact and efficacy of existing programs as well as to identify and address service gaps. She initiates and participates in partnerships and collaborations to maximize community resources and share creative strategies to meet the needs of the people of Knox County. She currently leads efforts to plan a community health clinic that integrates general, behavioral and dental care with community services and resources; create a

model for emergency shelter and services to support persons/families in moving towards self-sufficiency; improve access to behavioral health services and resources; and keep children in school to continue their education when their family's living situation is endangered. And, she participates in many more collaborations, including efforts to address the food/nutritional needs of area children and the need for improved transportation services. Ms. Beebe-Center has considerable knowledge and experience in systems change consulting; information technology system design, implementation, and support; program development; workforce development; operations management; facilitation and training; and research and analysis. She has served as a consultant for private business, nonprofit organizations, and government agencies; a business manager for The Community School, Maine's oldest alternative high school; and a management analyst for the Maine Department of Transportation. In addition, she has extensive experience in public service, having served as a Knox County Commissioner; member of Coastal Counties Local Workforce Investment Board; member, Coastal Counties Workforce Inc. (Chief Local Elected Officials); appointed by the Governor to the Maine Jobs Council; Board of Directors, Eastern Maine Development Corporation; founding committee member of Midcoast Leadership Academy; elected Corporator, Eastern Maine Health Services; Advisory Board member, Knox County Community Health Coalition; Advisory Board member, Knox Interfaith Teens Save-havens; and Board member, Teen Pregnancy Prevention Project, among other appointments. Ms. Beebe-Center has a Master of Arts degree in Information Management from Lesley Graduate School and a Bachelor's degree in history and literature from Windham College.

Penquis Head Start Program Director: Rebecca Dinces will participate in and support the efforts of the Early Learning and Development Workgroup to develop solutions that support the stated results of Promise Neighborhood projects as well as to enhance the local early learning

network as described under Planning Grant Priority 4 (Competitive Preference): Comprehensive Local Early Network. Ms. Dinces will assist with the needs assessment, stakeholder engagement, and identification of barriers and solution.

Ms. Dinces is a Division Manager for Penquis Child Development. In this role, she oversees and manages Head Start programs, including two community collaborative classrooms and an Early Head Start Home Based program in Knox County and a Pre-K Partnership in Penobscot County. She formerly worked as a director of an early learning center licensed for 65 children and also has experience as an elementary school teacher and social worker. She is a member of the National Association for the Education of Young Children and serves on the Board of Directors for the Teen and Young Parent Program of Knox County. She received her Bachelor's degree in Child Study at Tufts University.

Executive Director, Many Flags Foundation (subcontract): Alan Hinsey, Executive Director of the Many Flags Foundation, will serve on and work with the Planning Team to scale up and integrate the Many Flags/One Community model with family support services to create a comprehensive continuum of services for the Many Flags Promise Neighborhood.

Mr. Hinsey moved to Maine in 1994 when he was recruited by Governor Angus King to serve as the Director of the Maine Bureau of Labor Standards (1994 –2000). During those six years he traveled to every part of Maine, meeting with business owners, labor leaders, and public officials – working on many of the most difficult and complex public policy issues facing the state. Mr. Hinsey was (and is) a well-known and well respected figure in the halls and committee rooms of the Maine State Legislature. He took the lead on many of Governor King's business and labor initiatives during that period – working across the political spectrum to get things done.

In 2000 Mr. Hinsey became the founding Director of the Knox/Waldo Regional

Economic Development Council (KWRED) in Midcoast Maine. As Executive Director of KWRED he was instrumental in attracting many new businesses to the Midcoast region, including Athenahealth (400 new jobs) and Boston Financial Data Service (300 new jobs).

In addition to his state government and regional economic development service in Maine, Mr. Hinsey is also the founder and Executive Director of the Many Flags/One Campus Foundation. The Many Flags/One Campus education and workforce development model was selected by the Maine Department of Education as “the” innovative model for the seamless integration of secondary and post-secondary education.

Prior to moving to Maine, Mr. Hinsey served in various management positions in Illinois State government for over 15 years. He has a BA in Political Science and Public Administration from Blackburn College in Southern Illinois, and a Master’s Degree from Bowling Green State University in Ohio.

Executive Director, Many Flags/One Community (to be hired/subcontract): The Executive Director of Many Flags/One Community will work with the Planning Team to scale up educational reform efforts through the implementation of the Many Flags/One Community model. S/he will assist in the design of the physical campus and technologies needed to deliver distance learning, coordination of course offerings, facilitation of dual credit courses and dual enrollment; integration of programs and services across the region, and coordination of policies among institutions. Once operational, s/he will also be responsible for effective fiscal and physical management of the Many Flags campus, internal and external communications, grant writing and fundraising, and access to and availability of programs and services for every student throughout the entire region.

Consultant. Penquis will contract with a qualified individual or firm to assist with the

comprehensive needs assessment and development of the longitudinal data system. Penquis will follow its procurement policies in the selection of the consultant. Initial discussions have taken place with John Dorrer, Program Director for Jobs for the Future (JFF). Mr. Dorrer is a program director in JFF's Building Economic Opportunity Group, which focuses on advancing the education and careers of low-skilled adults and low-wage workers. He leads JFF's emerging work in the development and application of labor market information and workforce research, including helping states use longitudinal data to align their education and training investments with the needs of dynamic regional economies.

Mr. Dorrer has 30 years of experience in workforce development. An economist and research administrator, he served as Acting Commissioner and director of the Maine Department of Labor, Center for Workforce Research and Information for eight years. He also served as deputy director of workforce programs at the National Center on Education and the Economy, where he worked with America's largest cities and leading states to assess policies and practices and provided technical assistance and consultation. He has consulted to the U.S Department of Labor, Employment and Training Administration on labor market information systems development, capacity building, and workforce strategies. For two decades, he was senior vice president of Training & Development Corporation, a Maine-based nonprofit focused on workforce and regional development. Mr. Dorrer holds a Master's in resource economics and a Bachelor's in economics, both from the University of New Hampshire.

(a) Working with the Neighborhood and its Residents

Penquis provides a variety of services to neighborhood residents: Head Start, Early Head Start, Child and Adult Care Food Program, heating and utility assistance, home repair, weatherization, lead testing, senior volunteer programs, assisted living services, Individual

Development Accounts, homebuyer education, microenterprise training and technical assistance, and access to financing. Last year Penquis served approximately 3,000 neighborhood residents through these programs. Penquis also participates in numerous other community collaborations (see page 27) that impact many more area families, involves community members on the Penquis Steering Committee and Penquis Board of Directors, and engages community members in program and community needs assessments. Through Promise Neighborhoods, Penquis' management team will conduct extensive outreach and community engagement activities to obtain input from community members and families, including those with children or other family members with disabilities. This process will increase knowledge and awareness of community needs and concerns, and inform the planning process to ensure that proposed solutions address the needs of all students.

(b) Schools and LEA in which Schools are Located

Penquis has worked, and continuous to work, with RSU 13 on numerous projects, including the Summer Lunch program, which provides summer meals for low-income children and families; the Pregnancy Project, which explores ways to reduce the high teen pregnancy rate; Mobilizing for Action through Planning and Partnerships (MAPP), which is being used to develop health improvement plans and policy at RSU 13; the Community Transformation Grant oversight committee, which is charged with engaging multiple sectors at all levels to come together to maximize health impact through prevention, advance health equity and reduce health disparities, and use and expand the evidence-base for local policy, environmental and infrastructure changes that improve health; and Knox Interfaith Teen Safe-havens, which increases awareness of and support for homeless teens in the community. While these disparate projects benefit children and youth, they lack cohesion and a holistic approach necessary to truly

transform the community and lives of area youth. Through Promise Neighborhoods, RSU 13 and Many Flags will work with Penquis and other social and health service providers to an unprecedented degree to create a comprehensive continuum of solutions that will significantly increase student achievement and well-being.

(c) Federal, State, and Local Government Leaders

Individuals serving on the Many Flags Promise Neighborhood Advisory Board, who also serve on Penquis' Knox County Steering Committee, include State Representative Edward Mazurek, Assistant to the City Manager of the City of Rockland Ann Matlack, and Maine State Senator Chris Rector (who is also a founding member and vice president of the Many Flags Foundation Board of Directors). Neighborhood selectmen and town managers are already well aware of the Many Flags/One Community model as a result of work completed to date, and will continue to be engaged as the Many Flags Promise Neighborhood works to scale up this model and more fully integrate family support services to increase student success.

Many Flags has received the endorsement of the Maine Department of Education, State Workforce Investment Board, and Governor Paul LePage, who added a separate spending authority category for the Many Flags project into the FY 2014 State Education budget. As "the" innovative 9-16 model for Maine, a Promise Neighborhood grant will support educational excellence not only in the Promise Neighborhood but also throughout the State of Maine.

(d) Other Service Providers

Penquis works with other service providers on a daily basis, both on collaborative community efforts as well as part of everyday service delivery. The collaborative community efforts are described on page 27. Regarding service delivery, Penquis operates preschool classrooms in partnership with Broadreach, Midcoast Children's Services, and Midcoast

Regional Child Development Services to enrich services for enrolled children; through an intra-agency collaboration, offers an Early Head Start home-based program for infants and toddlers and their families in collaboration with Penquis Maine Families home visiting program; provides financial education and a matched savings program (Individual Development Accounts) for low-income individuals to save for education, homeownership or business ownership in partnership with its subsidiary, MaineStream Finance, and with the Maine Centers for Women, Work and Community; places senior and retired volunteers at 28 sites throughout the Neighborhood, including the Farnsworth Museum, Head Start center, Knox County Health Clinic, Big Brothers/Big Sisters; MidCoast Regional Child Development; St. Bernard's Soup Kitchen and the Thomaston Public Library; and works with 13 child care providers through the Child and Adult Care Food Program to provide proper nutrition to area children. The Promise Neighborhoods collaboration will strengthen existing partnerships and create new ones, resulting in ongoing opportunities both locally and nationally, through Communities of Practice, to collaborate, share knowledge and resources, and learn/best practices for the benefit of children, youth, and families.

2. Collecting, Analyzing and Using Data

Penquis is experienced with data collection, management, and analysis, and using data to inform quality improvement efforts. Penquis adheres to Results Oriented Management and Accountability (ROMA), a comprehensive performance-based management system that is used by community action agencies across the US. It evaluates results in relation to National Performance Indicators established by the Office of Community Services. In addition, each Penquis program has its own data tracking and evaluation requirements. Evaluation tools are specific to individual programs, but may include standardized assessments, pre and post surveys,

focus groups, staff observation, interviews that document changes in knowledge, skills, attitudes, behaviors, and/or condition, and use of third-party evaluators. As a grantee of the US Department of Justice, Violence Against Women (VAW) office, Penquis works cooperatively with the Muskie School of Public Service's Violence Against Women Measuring Effectiveness Initiative, which is the contracted agency to evaluate VAW programs. As a member of the Maine Community Action Association, it also works with the Margaret Chase Smith Center for Public Policy to publish periodic Poverty in Maine status reports that are driven by the most current data available. Both process and outcome evaluations are conducted on a regular basis in accordance with Quality Improvement plans to assess efficacy and determine any needed modifications to the work plan to achieve optimal results. Penquis programs have been recognized at the local, state, and national levels for their quality and innovation (see page 37).

For the Many Flags Promise Neighborhood, Penquis will contract with a consultant who will work with the Many Flags Promise Neighborhood Data and Research committee to implement a comprehensive needs assessment and to assist with the development of a longitudinal data system, both of which will be required to collect and utilize rapid-time data to inform program planning and evaluation. Initial discussions have taken place with John Dorrer of Jobs for the Future (see page 42); however, the selection of the Promise Neighborhoods consultant is subject to Penquis' procurement process. The consultant will evaluate whether it is possible to adapt or expand an existing longitudinal data system in use by schools, RSU 13, State of Maine, and/or regional providers or whether a new system must be purchased or developed. Decisions regarding the longitudinal data system will hinge on the need to track and report on the diverse academic, family, and community support indicators for all children in the neighborhood, to link to existing provider, school, and State data systems, and to make data accessible to

program partners, researchers, community members, and evaluators in manner that is secure and consistent with HIPAA (Health Insurance Portability and Accountability Act), FERPA (Family Educational Rights and Privacy Act), and other confidentiality requirements. The consultant will work with the Data and Research committee to identify viable options, make recommendations based on Promise Neighborhood goals and objectives, and develop policies and procedures for the data system, to include data input, maintenance, and access; distribution of data; and operational responsibility.

The ongoing work and final recommendations of all Planning Team workgroups and committees will be documented in minutes and work plans. These documents, as well as the final Many Flags Neighborhood Plan that details the comprehensive continuum of solutions proposed, will be posted on a web site dedicated to the Many Flags Neighborhood planning effort and made available to all Planning Team members, the general public, and the US Department of Education and/or its contracted evaluators.

As stated in the Memorandum of Understanding, Penquis and each of its partners commit to working with the US Department of Education and with a national evaluator for Promise Neighborhoods or another entity designated by the Department, to ensure that data collection and program design are consistent with plans to conduct a rigorous national evaluation of the Promise Neighborhoods program and of specific solutions and strategies pursued by individual grantees. This includes providing access to relevant program and project data as requested; developing, in consultation with the national evaluator, an evaluation strategy, including identifying a credible comparison group; and developing, in consultation with the national evaluator, a plan for identifying and collecting reliable and valid baseline data for both program participants and a designated comparison group of non-participants.

3. Creating Formal and Informal Partnerships

Collaboration is an essential part of the Neighborhood's culture and central to Penquis' mission. The Memorandum of Understanding (MOU) represents the support of more than 15 Neighborhood organizations, and plans include the involvement of several additional organizations as well as the recruitment of parents and community members to serve on the Planning Team's workgroups and committees. Commitments have been obtained from Regional School Unit 13 (including 10 public schools); Region 8 - Mid Coast School of Technology; Many Flags Foundation; Goodwill Industries of Northern New England/Rockland CareerCenter; Mid-Coast Mental Health Center; Pen Bay Healthcare Picker Family Resource Center; Maine Youth Forum/Knox Interfaith Teen Safe-havens; Penobscot Bay Regional Chamber of Commerce; Maine State Chamber of Commerce; Maine Development Foundation; Penobscot Bay YMCA; MaineStream Finance; MidCoast Regional Child Development Services; Broadreach; and University of Maine Cooperative Extension/Maine Families Knox, Lincoln & Sagadahoc.

As verified in the MOU, each partner's vision, theory of action, and theory of change are consistent with those of the Many Flags Promise Neighborhood:

Vision: All children in the Many Flags Promise Neighborhood engage in high quality learning opportunities, experience positive youth development, live and study in safe environments, receive adequate physical, behavioral, and dental health care, and have access to the resources and support necessary to achieve academic, professional and personal success.

Theory of Change: Many Flags Promise Neighborhood consists of six towns that share the conviction that youth will be academically, professionally, and personally successful when provided exceptional educational opportunities throughout the educational continuum; resources

that facilitate positive growth and development; and support and encouragement to realize their potential. This region has a rich history of collaboration and innovation, and these two elements will drive the Many Flags Promise Neighborhood plan that will provide youth with opportunities for success unparalleled in Maine.

Theory of Action: Developing a continuum of cradle-through-college-to-career solutions will require building on the community's strengths of partnership and collaboration to (1) engage a broad range of stakeholders committed to the Many Flags Neighborhood vision to work collaboratively toward shared goals; (2) involve youth, families, and private and public organizations in community conversations to identify challenges and brainstorm solutions; (3) achieve consensus on youth outcomes, milestones, and measurement plan to track progress; (4) gather existing and obtain new data to identify needs and inform planning efforts; (5) build on educational improvement efforts by scaling up a model of educational excellence that supports best practices and positive student outcomes; (6) identify strategies to create healthy, safe, and nurturing environments in schools, families, and neighborhoods; (7) identify opportunities to promote healthy development both in and outside of the classroom; and (8) develop strategies to promote family health and stability through access to financial and social supports.

Many of these partners have collaborated with one another on many occasions and have long histories of successful working relationships. A primary goal is to facilitate participation in Communities of Practice so that local networks can be informed by the knowledge and experience of practitioners across the country.

Penquis will be responsible for overseeing all planning activities and ensuring partners are accountable for completing tasks and achieving results as described in this proposal and Memorandum of Understanding. The Advisory Board, of which more than one third is

representative of the Many Flags Promise Neighborhood, will guide and participate in the planning process, meeting quarterly to assess progress and approve proposed solutions. The Project Director will provide administrative and budgetary oversight for the planning process, and oversee the work of the Project Manager, who will coordinate the day-to-day planning activities and monitor workgroup functions. Together, these management positions will work to ensure all partners are engaged and accountable for their participation in and contributions to the planning process, and that planning activities progress toward objectives.

The Project Director and the Project Manager are both experienced leading collaborative projects and achieving results. Project Director Jean Bridges has established pre-K and childcare classrooms with such community partners as Job Corps, Eastern Maine Healthcare, Katahdin Region Higher Education Center, United Cerebral Palsy, and numerous public schools. Project Manager Pinny Beebe-Center has provided leadership for numerous efforts, including a one-year planning grant to support the development of a local health center, funded by the Health Resources and Services Administration (50 collaborators); an effort to provide emergency shelter and support services to families needing assistance moving toward self-sufficiency (11 collaborators); interventions to help children stay in school and continue their education when their family's living situation is endangered (5 collaborators); and the development of local peer support specialists to improve access to behavioral health services and resources (35 collaborators). All of these efforts have resulted in mobilizing community resources and improving the services and supports available to Neighborhood families.

4. Integrating funding streams

The Many Flags Promise Neighborhood will integrate funding streams from a variety of sources. As described earlier, many of the project partners provide evidence-based and evidence-

informed services that will continue to play a crucial role in the continuum of solutions, contributing millions of dollars in resources to the Many Flags Promise Neighborhood. Even during these times of scarce resources, Penquis and its partners have been successful attracting local, state, and federal funding, primarily because of its strong collaborations, innovative solutions, and history of success. Projects include a federal planning grant to develop a community health center, a federally funded and state awarded Community Transformation Grant to decrease health disparities, a state funded public transportation feasibility study, privately funded education initiatives to support the Many Flags model, including a study for the use of a common school schedule and the development and piloting of STEM courses, and the inclusion of a separate spending authority category for the Many Flags project in the FY 2014 State Education budget, a funding opportunity the Promise Neighborhood grant may help to leverage.

Penquis and its partners are experienced in raising and leveraging funds, and in integrating funding to provide a seamless continuity of care. In 2011, Penquis provided services to the Many Flags Promise Neighborhood valued at more than [REDACTED], using funding primarily from the US Department of Housing and Urban Development, Corporation for National Service, US Department of Health and Human Services, US Department of Agriculture, US Department of Energy, US Small Business Administration, Maine Department of Health and Human Services, United Mid-Coast Charities, and MaineHousing.

The Oversight Committee will develop the plan for long-term sustainability by working with Planning Grant members and philanthropic partners to identify needed resources and potential funding sources. It is anticipated the plan will include the continuation of existing, quality programs that have stable funding in place, new funding targeting new and expanded

programming to close service gaps, and novel approaches to service delivery that maximize funding dollars and give rise to new partnerships. The Many Flags model has already achieved broad-based support, endorsement from the State of Maine, and investment from private funders. Promise Neighborhoods funding will help to realize the potential of Many Flags to revitalize the Neighborhood, raise the achievement among all Neighborhood children and youth, and transform 9-16 education across the State of Maine.

**E. PLANNING GRANT PRIORITY 4 (COMPETITIVE PREFERENCE):
COMPREHENSIVE LOCAL EARLY LEARNING NETWORK)**

Project Director Jean Bridges will chair the Early Learning workgroup and facilitate the development of a plan to enhance the local early learning network so as to ensure programs and services are high quality and comprehensive for children birth through the third grade. Rebecca Dinces, Division Manager for Penquis Child Development, will participate in and support these efforts, assisting with the needs assessment, stakeholder engagement, and identification barriers and solutions. Early Learning network members consist of Head Start and Early Head Start programs, Maine Families home visiting program, early intervention (IDEA) programs, local school districts, speech and language child pathologists, and child care providers. The workgroup will engage all of the Early Learning network members as well as recruit home-based providers, medical professionals, social service agencies, and other early childhood-focused programs to participate in the process.

In addition to developing early learning solutions that support the stated results of Promise Neighborhood projects, the Early Learning workgroup will develop solutions that:

- Establish and maintain high standards of quality across early learning settings. This includes efforts to align with the State of Maine's Quality Rating System (QRS). Penquis

has experience with the QRS and could providers in aligning with the system and in achieving and maintaining “Step Four” status. (This includes professional development, as well.) The QRS standards cover Compliance History/Licensing Status; Learning Environment/Developmentally Appropriate Practice; Program Evaluation; Staffing and Professional Development; Administrative Policies and Procedures; Parent/Family Involvement; Family Resources; and Authentic Assessment. The workgroup will also explore how the network can support Maine Early Childhood Learning Guidelines (MECLG), which reflect current research on early learning and best practice in early education. MECLG can be used within and across a wide range of early learning settings, and effect greater collaboration and consistency across systems by aligning practice across all early childhood settings and the early grades.

- Improve outcomes across multiple domains of early learning: physical well-being and motor development; social-emotional development; approaches toward learning; language and literacy development; cognition and general knowledge. One area to be examined is the use of a common early learning framework by all providers. Penquis has experience using the Head Start Child Development Early Learning Framework in curriculum and assessment decisions and in connection of the child assessment data to school readiness/preparedness goals consistent with state and local expectations, if appropriate. When used in these ways, the Framework provides data for program self-assessment and promotes continuous quality improvement in programs and child well-being and success. Other early childhood evidence-based practices will be considered in terms of local needs data and analysis and relevance to shared goals. Additionally, Early Learning Network providers are acutely aware that outcomes are greatly impacted by

factors that extend well beyond the classroom, and will discuss how families can be better supported through community-based prevention and intervention programming.

- Provide early learning opportunities on multiple platforms and in multiple locations and that are full accessible. This can best be achieved through ongoing and enhanced collaboration across programs, identifying new services and program opportunities that best serve children and families.

The workgroup will establish goals, strategies, measures, and benchmarks for these areas and integrate child outcomes into the longitudinal data system.

Penquis is well qualified to lead this effort. Jean Bridges is a respected professional in her field (see resume in Appendix) and Penquis has more than 45 years of experience administering early childhood programs. Penquis Child Development is one of the state's largest early childhood education providers, serving more than 800 children and their families through 47 classrooms at 18 locations throughout its three-county service area. In the Many Flags Promise Neighborhood, Penquis partners with Broadreach Family & Community Services and MidCoast Regional Child Development Services to operate preschool classrooms, and with Penquis Maine Families to offer home-based Early Head Start services. Penquis Child Development has received recognition as a "Program of Excellence" and a "Program of Quality" from the Regional Head Start office in Boston, and has maintained accreditation with the National Association for the Education of Young Children (NAEYC) since 2003. Penquis Child Development Centers have achieved the highest designation possible on Maine's Quality Rating System. All child assessment scores meet or exceed the national performance expectations in the area of letter recognition, vocabulary and early math skills after a year of Penquis classroom instruction.

F. PLANNING GRANT PRIORITY 6 (COMPETITIVE PREFERENCE): ARTS AND HUMANITIES

Both the Early Learning and the Student Achievement workgroups will develop plans to include opportunities for children and youth to experience and participate actively in the arts and humanities. For early learning, the creative arts domains include four elements: music, art, movement, and dramatic play. Each of these Domain Elements supports children's imaginative thinking and self-expression and enhances their progress in other Domains. The Early Learning workgroup will (1) explore ways to better support professional development for teachers and providers in their efforts to integrate arts into the curriculum; and (2) identify ways to use local assets to increase children's exposure to the arts and humanities.

The Student Achievement workgroup will focus on identifying ways to build the capacity of its school-based offerings; developing opportunities through the local Farnsworth Museum, building on successful experiences with the museum's award winning young artists program (recent collaborations between Oceanside and the Farnsworth have resulted in the public showing of "ArtWORKS," a stop-motion animation film created by local middle and high school students); and expanding partnerships to include a diverse group of community-based arts organizations and professionals. The workgroup will seek to create opportunities for enrichment that are available throughout the year in school and in out-of-school settings.

G. PLANNING GRANT PRIORITY 8 (INVITATIONAL): FAMILY ENGAGEMENT IN LEARNING THROUGH ADULT EDUCATION

The Planning Team for Many Flags Promise Neighborhood includes the Region 8 Mid-Coast School of Technology (MCST), which provides access to adult education and literacy support services. MCST offers a GED preparation course as well as a wide range of courses that

provide successful students with either state or national certification. In addition, MCST offers a gateway to literacy services, providing assistance with reading, writing and related literacy skills from basic literacy up to and including preparation for college. MCST will work with Planning Team members, primarily through the Student Achievement and Family Support workgroups, to assess community need and current programming, address needs through the coordination of services and new programming, as appropriate, and identify evaluation measures that support the provision of quality services and positive outcomes for Neighborhood residents.

MANY FLAGS PROMISE NEIGHBORHOOD**Memorandum of Understanding**

WHEREAS, Penquis C.A.P., Inc. (“Penquis”) [applicant], a 501(c)3 non-profit, and Many Flags/One Community, also a 501(c)3 non-profit, consisting of representatives from Regional School Unit 13, Region 8 - Mid Coast School of Technology and the Many Flags Foundation; Goodwill Industries of Northern New England/Rockland CareerCenter; Mid-Coast Mental Health Center; Picker Family Education Center; Youth Forum Maine/Knox Interfaith Teen Safe-havens; Penobscot Bay Regional Chamber of Commerce; Maine State Chamber of Commerce; Maine Development Foundation; Penobscot Bay YMCA; MaineStream Finance; MidCoast Regional Child Development Services; Broadreach Family & Community Services; and the University of Maine Cooperative Extension/Maine Families serving Knox, Lincoln and Sagadahoc counties, have come together to collaborate and to make an application for a Promise Neighborhoods Program Planning Grant under Priority 2 Rural Communities; and

WHEREAS, the partners listed above have agreed to enter into a collaborative agreement in which Penquis will be the lead agency and named applicant and the other agencies will be partners in this application; and

WHEREAS, the partners herein desire to enter into a Memorandum of Understanding setting forth the roles and responsibilities of each party in developing a plan to improve the educational and developmental outcomes of children, to increase the well-being of families, and

to support cradle-through-college-to-career success within the Many Flags Neighborhood towns of Rockland, Cushing, St. George, Owls Head, Thomaston, and South Thomaston in Knox County, Maine.

WHEREAS, the application prepared and approved by the collaborative through its partners is to be submitted to the U.S. Department of Education, Office of Innovation and Improvement, on or before July 27, 2012;

I) Many Flags Promise Neighborhoods Vision

All children in the Many Flags Promise Neighborhood engage in high quality learning opportunities, experience positive youth development, live and study in safe environments, receive adequate physical, behavioral, and dental health care, and have access to the resources and support necessary to achieve academic, professional and personal success.

II) Theory of Change

Many Flags Promise Neighborhood consists of six towns that share the conviction that youth will be academically, professionally, and personally successful when provided exceptional educational opportunities throughout the educational continuum; resources that facilitate positive growth and development; and support and encouragement to realize their potential. This region has a rich history of collaboration and innovation, and these two elements will drive the Many Flags Promise Neighborhood plan that will provide youth with opportunities for success unparalleled in Maine.

III) Theory of Action

Developing a continuum of cradle-through-college-to-career solutions will require building on the community's strengths of partnership and collaboration to (1) engage a broad range of stakeholders committed to the Many Flags Neighborhood vision to work collaboratively toward shared goals; (2) involve youth, families, and private and public organizations in community conversations to identify challenges and brainstorm solutions; (3) achieve consensus on youth outcomes, milestones, and measurement plan to track progress; (4) gather existing and obtain new data to identify needs and inform planning efforts; (5) build on educational improvement efforts by scaling up a model of educational excellence that supports best practices and positive student outcomes; (6) identify strategies to create healthy, safe, and nurturing environments in schools, families, and neighborhoods; (7) identify opportunities to promote healthy development both in and outside of the classroom; and (8) develop strategies to promote family health and stability through access to financial and social supports.

IV) Governance Structure

The Advisory Board will guide and participate in the planning process for the Many Flags Promise Neighborhood. The Advisory Board consists of representatives from the public, private, and low-income sectors. More than a third of members of the Advisory Board are representative of the geographic area proposed to be served, either as residents who live in the geographic area to be served; residents of the county in which the neighborhood is located but who live outside the geographic area proposed to be served, and who are low-income; or public officials. The Advisory Board will guide the planning process and ensure adherence to the vision, theory of change and theory of action, contribute to the planning process, ensure the

planning process is inclusive and responsive to stakeholders, and promote systems level support for cradle-through-college-to-career solutions. The Advisory Board will meet at least quarterly to monitor progress, review recommendations, provide direction, and approve proposed solutions.

A project director, who is a staff member of Penquis, will provide administrative and budgetary oversight of the planning process, and report to the Advisory Board. The project director will oversee the work of the project manager, also a staff member of Penquis, who will coordinate the day-to-day planning activities and monitor workgroup functions. Together, these management positions will work to ensure all partners are engaged and accountable for their participation in and contributions to the planning process, and that planning activities progress toward objectives.

Workgroups in the areas of Early Learning and Development, Student Achievement, Health and Safety, and Family Supports will direct efforts to engage youth, families, service organizations, and other stakeholders in the planning process to identify needs, resources, and strategies for improving educational and developmental outcomes for youth. These workgroups will work collaboratively with three standing committees, which will provide expertise and support in the areas of Data and Research, Community Engagement, and Oversight in order to advance the goals of each group and integrate planned interventions into a cohesive Neighborhood strategy.

V) Securing and Integrating Funding Streams from Multiple Public and Private Sources

Project partners have demonstrated the ability to mobilize funding and support from Federal, State and local levels. The Many Flags/One Community effort, which is the initiative to create an innovative, high performing learning environment in the Many Flags Promise

Neighborhood, was selected by the Maine Department of Education as "the" Innovative 9-16 Model Program for the State of Maine. In a show of support, Governor Paul LePage added a separate spending authority category for the Many Flags project into the FY 2014 State Education budget. The Promise Neighborhoods grant is expected to help leverage State funding and to scale up this effort to create a comprehensive system that promotes excellence across the service continuum that includes not only education but also youth development, health and safety, and a broad range of family and community supports. Developing an integrated system of care for Many Flags Promise Neighborhood youth will help to advance the use of best practices, enhance efforts to attract funding, and ensure community resources are used for maximum benefit.

VI) Roles and Responsibilities

Providing NOW, THEREFORE, it is hereby agreed by and between the partners as follows:

The partners will work collaboratively to plan a cradle-through-college-to-career continuum of solutions to improve the educational and developmental outcomes for youth in the Many Flags Promise Neighborhood. Each partner agrees to contribute to project planning as outlined in the Promise Neighborhoods application and through the specific activities described below.

PENQUIS C.A.P., INC.

Organizational Description: Penquis C.A.P., Inc. is a private, not-for-profit organization that seeks to alleviate and eliminate the causes and conditions of poverty. It offers a range of programs and services to meet basic needs, increase self-sufficiency, and improve quality of life.

Vision/Theory of Change/Theory of Action: Its vision, theory of change, and theory of action align with those of the Promise Neighborhood, as stated. Penquis C.A.P., Inc. believes in creating positive change by practicing proven models of service, embracing innovation, and, central to its mission, engaging the community to address economic and social needs.

Roles/Responsibilities: Penquis C.A.P., Inc. will:

- Provide administrative and fiscal oversight of grant funds.
- Dedicate .3 FTE of a Project Director (30% of time of Penquis' Director of Child Development) to provide staff support to the Advisory Board, administrative and budgetary oversight of the project, oversight to the Project Manager, and leadership to the Early Learning and Development workgroup.
- Dedicate .6 FTE of a Project Manager (60% of time of Penquis' Regional Manager) to coordinate, facilitate, monitor, and support Promise Neighborhood planning activities.
- Be responsible for all contracts in support of Promise Neighborhood planning activities.
- Participate in Promise Neighborhood planning to develop a linked, integrated and seamless continuum of solutions that will improve outcomes for our community's children and youth.
- Share existing needs data with project partners.
- Contribute to the comprehensive needs assessment by participating in asset mapping, identifying gaps in knowledge and services, and assisting with data collection.

PENQUIS C.A.P., INC.

- Contribute to the planning of a comprehensive longitudinal data management system.
- Promote and participate in community engagement efforts.
- Collect data and prepare and submit reports to the U.S. Department of Education.
- Work collaboratively with the US Department of Education and national evaluators.

A black rectangular redaction box covering the signature of Paul L. Morgan.

Paul L. Morgan, Chief Financial Officer
Penquis C.A.P., Inc.

7/24/2012
Date

MANY FLAGS/ONE COMMUNITY

Organizational Description: Many Flags/One Community is a collaborative effort to create a robust, innovative and seamless learning environment co-locating on one campus a Regional High School, a Career and Technical Education School, a Higher Education Center, and an Industry Center of Excellence. It will serve students in grades 9-16 including adult learners.

Vision/Theory of Change/Theory of Action: Its vision, theory of change, and theory of action align with those of the Promise Neighborhood, as stated. Many Flags/One Community recognizes that the health and welfare of youth and families significantly impact academic outcomes. To this end, Many Flags/One Community will work not only to scale up the Many Flags/One Community model of academic excellence, but also to collaboratively plan strategies for increasing the resources that are available and accessible to all youth, both on and off the Many Flags campus.

Roles/Responsibilities: Many Flags/One Community will:

- Dedicate 1 FTE of an Executive Director funded with Promise Neighborhood grant funds to the Promise Neighborhood planning effort in order to develop a linked, integrated and seamless continuum of solutions that will improve outcomes for our community's children and youth.
- Dedicate .25 FTE of the Many Flags Foundation Executive Director funded with Promise Neighborhood grant funds to participate in and assist with Promise Neighborhood planning.
- Dedicate .5 FTE of administrative support staff funded with Promise Neighborhood grant funds to Promise Neighborhood planning activities.

- Commit the participation of Many Flags/One Community partner organizations, including Regional School Unit 13, Region 8 - Mid-Coast School of Technology and the Many Flags Foundation, in the planning process.
- Share existing needs and student achievement data with project partners and community as appropriate under the Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPPA).
- Share data pertaining to educational research, local performance improvement efforts, local economic development efforts, and the Many Flags/One Community model.
- Contribute to the comprehensive needs assessment by participating in asset mapping, identifying gaps in knowledge and services, and assisting with data collection.
- Contribute to the planning of a comprehensive longitudinal data management system.
- Promote and participate in community engagement efforts.
- Participate in, where possible, Early Learning, Student Achievement, Health & Safety, and Family Support workgroups, as well as serve on the Data and Research, Community Engagement and Oversight committees.
- Work collaboratively with the US Department of Education and national evaluators.

Financial commitment: [REDACTED] contribution of Many Flags/One Campus Foundation staff

time for the following:

- MF/OC Board Executive Director
- MF/OC Foundation Executive Director
- Three MF/OC Foundation board members

[REDACTED]

 Alan Hinsey, Executive Director
 Many Flags/One Campus Foundation

7/20/12

 Date

Financial commitment: [REDACTED] contribution of RSU 13 staff time for the following:

- RSU 13 Superintendent
- RSU 13 Curriculum Coordinator
- RSU 13 Student Services Coordinator
- Two RSU 13 school board members
- Three Many Flags Foundation Board members.

[REDACTED]

Neal Guyer
RSU 13 Interim Superintendent

July 23, 2012

Date

Financial commitment: [REDACTED] contribution of Region 8 staff time for the following:

- Region 8 Director
- Region 8 Curriculum Coordinator
- Region 8 Student Services Coordinator
- Two Region 8 Board Members

[REDACTED]

Elizabeth Fisher, Director
Region 8 – Mid Coast School of Technology

July 20, 2012

Date

GOODWILL INDUSTRIES OF NORTHERN NEW ENGLAND

Vision/Theory of Change/Theory of Action: Its vision, theory of change, and theory of action align with those of the Promise Neighborhood, as stated. Goodwill Industries of Northern New England seeks to ensure that youth have the skills and training they need to successfully make the transition to adulthood and careers and works collaboratively with others toward this objective.

Roles/Responsibilities: Goodwill Industries of Northern New England will:

- Participate in the Student Achievement workgroup to support the development of a linked, integrated and seamless continuum of solutions that will improve outcomes for our community's children and youth.
- Share existing needs and employment data with project partners and community.
- Contribute to the comprehensive needs assessment by participating in asset mapping, identifying gaps in knowledge and services, and assisting with data collection.
- Contribute to the planning of a comprehensive longitudinal data management system.
- Promote and participate in community engagement efforts.
- Work collaboratively with the US Department of Education and national evaluators.

Financial commitment: In-kind contribution of [redacted] representing value of staff time.

[redacted signature area]

Heather Stott, Director of Youth and Community Services
Goodwill Industries of Northern New England

7/18/12
Date

MID-COAST MENTAL HEALTH CENTER

Organizational Description: The Mid-Coast Mental Health Center (MCMHC) provides mental health and substance abuse services designed to support both children and adults, including: outpatient psychiatry and therapy, substance abuse counseling, crisis response and stabilization, integrated health collaborative, residential treatment for adults and children's case management.

Vision/Theory of Change/Theory of Action: Its vision, theory of change, and theory of action align with those of the Promise Neighborhood, as stated. The MCMHC is dedicated to improving youth outcomes through services and partnerships. Clinicians partner with schools and families to provide services to help children reach their academic and therapeutic goals.

Roles/Responsibilities: The Mid-Coast Mental Health Center will:

- Participate in the Health and Safety and Family Supports workgroups to support the development of a linked, integrated and seamless continuum of solutions that will improve outcomes for our community's children and youth.
- Share existing needs data with project partners and community.
- Provide consultation and information regarding behavioral health.
- Contribute to the comprehensive needs assessment by participating in asset mapping, identifying gaps in knowledge and services, and assisting with data collection.
- Contribute to the planning of a comprehensive longitudinal data management system.
- Promote and participate in community engagement efforts.
- Work collaboratively with the US Department of Education and national evaluators.

Financial commitment: In-kind contribution of [redacted] representing value of staff time.

[redacted]

 Jeanine D. Lepitre, CEO
 Mid-Coast Mental Health Center

July 10, 2012
Date

[redacted]

 Lois Jones, Clinical Director
 Mid-Coast Mental Health Center

July 10, 2012
Date

PICKER FAMILY RESOURCE CENTER/ PEN BAY HEALTHCARE

Organizational Description: The Picker Family Resource Center provides health information and support that serves the needs of women and their families throughout their lives. Resources include health education classes, screenings, events, lending library and outreach programs.

Vision/Theory of Change/Theory of Action: Its vision, theory of change, and theory of action align with those of the Promise Neighborhood, as stated. The Picker Family Resource Center seeks to improve the health of the community, encourage preventive care, support wellness and respect women’s wisdom in making healthy choices for themselves and their families.

Roles/Responsibilities: The Picker Family Resource Center will:

- Participate in the Health and Safety and Family Supports workgroups to support the development of a linked, integrated and seamless continuum of solutions that will improve outcomes for our community’s children and youth.
- Share existing needs data with project partners and community.
- Contribute to the comprehensive needs assessment by participating in asset mapping, identifying gaps in knowledge and services, and assisting with data collection.
- Contribute to the planning of a comprehensive longitudinal data management system.
- Promote and participate in community engagement efforts.
- Work collaboratively with the US Department of Education and national evaluators.

Financial commitment: In-kind contribution of [redacted] representing value of staff time.

[redacted]
Wendelanne Augunas, Co-Director
Picker Family Resource Center

7/12/2012
Date

[redacted]
Linda Zeigler, Co-Director
Picker Family Resource Center

7/12/2012
Date

KNOX INTERFAITH TEEN SAFE HAVEN (KITS) / YOUTH FORUM MAINE

Organizational Description: The Knox Interfaith Teen Safe Haven (KITS) is a community-based grassroots effort to provide youth from Knox County, up to the age of 18, overnight accommodations when they don't have a warm, safe place to eat and sleep.

Vision/Theory of Change/Theory of Action: Its vision, theory of change, and theory of action align with those of the Promise Neighborhood, as stated. As the center of a collaboration of all faiths and vestries to help the most vulnerable youth to succeed, KITS recognizes that community partnerships and resources are essential to improving youth outcomes.

Roles/Responsibilities: The Knox Interfaith Teen Safe Havens (KITS)/Youth Forum Maine will:

- Participate in the Family Supports and Health and Safety workgroups to support the development of a linked, integrated and seamless continuum of solutions that will improve outcomes for our community's children and youth.
- Share existing needs data with project partners and community.
- Contribute to the comprehensive needs assessment by participating in asset mapping, identifying gaps in knowledge and services, and assisting with data collection.
- Contribute to the planning of a comprehensive longitudinal data management system.
- Promote and participate in community engagement efforts.
- Work collaboratively with the US Department of Education and national evaluators.

Financial commitment: In-kind contribution of [redacted] representing value of staff time.

[redacted]

 Jack Carpenter
 KITS / Youth Forum Maine

7/12/2012

 Date

PENOBSCOT BAY REGIONAL CHAMBER OF COMMERCE

Organizational Description: The Penobscot Bay Chamber of Commerce is a nonprofit membership corporation that promotes the interests of its Members by advocating for the commercial and economic development of the region.

Vision/Theory of Change/Theory of Action: Its vision, theory of change, and theory of action align with those of the Promise Neighborhood, as stated. The Chamber represents the coming together of businesses, non-profits, government, and citizens in support of a vibrant and growing region with unparalleled quality of life and quality of place.

Roles/Responsibilities: The Penobscot Bay Chamber of Commerce will:

- Participate in the Student Achievement workgroup to support the development of a linked, integrated and seamless continuum of solutions that will improve outcomes for our community’s children and youth.
- Share existing economic data with project partners and community.
- Contribute to the comprehensive needs assessment by participating in asset mapping, identifying gaps in knowledge and services, and assisting with data collection.
- Contribute to the planning of a comprehensive longitudinal data management system.
- Promote and participate in community engagement efforts.
- Work collaboratively with the US Department of Education and national evaluators.

Financial commitment: In-kind contribution of [REDACTED] representing value of staff time.



7/17/2012

Dan Bookham, Executive Director
Penobscot Bay Regional Chamber of Commerce

Date

MAINE STATE CHAMBER OF COMMERCE

Organizational Description: The Maine State Chamber of Commerce is a not-for-profit organization that promotes a positive business climate in the state of Maine by focusing on Advocacy, Access, and Leadership.

Vision/Theory of Change/Theory of Action: Its vision, theory of change, and theory of action align with those of the Promise Neighborhood, as stated. The Chamber recognizes that investments in young children are directly tied to a skilled workforce, a strong tax base and the economic success of our state, and works with partners around the state to advocate for greater investment in early childhood education.

Roles/Responsibilities: The Maine State Chamber of Commerce will:

- Participate in the Early Learning and Development and Student Achievement workgroups to support the development of a linked, integrated and seamless continuum of solutions that will improve outcomes for our community’s children and youth.
- Share existing economic and early childhood education data with project partners and community.
- Contribute to the comprehensive needs assessment by participating in asset mapping, identifying gaps in knowledge and services, and assisting with data collection.
- Contribute to the planning of a comprehensive longitudinal data management system.
- Promote and participate in community engagement efforts.
- Work collaboratively with the US Department of Education and national evaluators.

Financial commitment: In-kind contribution of [redacted] representing value of staff time.

[redacted signature area]

Dana Connors, President
Maine State Chamber of Commerce

18 July 2012
Date

MAINE DEVELOPMENT FOUNDATION

Organizational Description: The Maine Development Foundation (MDF) is a non-profit corporation that drives sustainable, long-term economic growth for Maine through programs and research that empowers leaders, strengthens communities and guides public policy statewide. MDF oversees a variety of programs with focuses ranging from community development, to leadership training, to workforce development.

Vision/Theory of Change/Theory of Action: Its vision, theory of change, and theory of action align with those of the Promise Neighborhood, as stated. MDF stimulates new ideas, develops leaders, and provides common ground for solving problems and advancing issues.

Roles/Responsibilities: Maine Development Foundation will:

- Participate in the Student Achievement workgroup to support the development of a linked, integrated and seamless continuum of solutions that will improve outcomes for our community’s children and youth.
- Share existing data with project partners and community.
- Contribute to the comprehensive needs assessment by participating in asset mapping, identifying gaps in knowledge and services, and assisting with data collection.
- Contribute to the planning of a comprehensive longitudinal data management system.
- Promote and participate in community engagement efforts.
- Work collaboratively with the US Department of Education and national evaluators.

Financial commitment: In-kind contribution of [REDACTED] representing value of staff time.

[REDACTED]

July 17, 2012

Edmund Cervone, Interim President
Maine Development Foundation

Date

MAINSTREAM FINANCE

Organizational Description: MaineStream Finance is a Community Financial Development Institution and subsidiary of Penquis C.A.P., Inc. that provides financial training and access to financing for low- and moderate-income individuals and business owners.

Vision/Theory of Change/Theory of Action: Its vision, theory of change, and theory of action align with those of the Promise Neighborhood, as stated. MaineStream Finance believes in working collaboratively with other community resources to provide individuals and families with the knowledge, skills, and opportunities to make positive changes in their lives.

Roles/Responsibilities: MaineStream Finance will:

- Participate in the Family Supports workgroup to support the development of a linked, integrated and seamless continuum of solutions that will improve outcomes for our community’s children and youth.
- Share existing data with project partners and community.
- Contribute to the comprehensive needs assessment by participating in asset mapping, identifying gaps in knowledge and services, and assisting with data collection.
- Contribute to the planning of a comprehensive longitudinal data management system.
- Promote and participate in community engagement efforts.
- Work collaboratively with the US Department of Education and national evaluators.

Financial commitment: In-kind contribution of [REDACTED] representing value of staff time.

[REDACTED]

Jayne Crosby-Giles, Chief Executive Officer
MaineStream Finance

July 23, 2012

Date

PENOBSCOT BAY YMCA

Organizational Description: The Penobscot Bay YMCA provides high quality services that meet the youth development, healthy living and social needs of individuals and families in the communities served.

Vision/Theory of Change/Theory of Action: Its vision, theory of change, and theory of action align with those of the Promise Neighborhood, as stated. With a commitment to nurturing the potential of kids, promoting healthy living and fostering a sense of social responsibility, the Y ensures that every individual has access to the essentials needed to learn, grow and thrive.

Roles/Responsibilities: The Penobscot Bay YMCA will:

- Participate in the Health and Safety and Family Supports workgroups to support the development of a linked, integrated and seamless continuum of solutions that will improve outcomes for our community’s children and youth.
- Share existing data with project partners and community.
- Contribute to the comprehensive needs assessment by participating in asset mapping, identifying gaps in knowledge and services, and assisting with data collection.
- Contribute to the planning of a comprehensive longitudinal data management system.
- Promote and participate in community engagement efforts.
- Work collaboratively with the US Department of Education and national evaluators.

Financial commitment: In-kind contribution of [redacted] representing value of staff time.

[redacted]

Troy Curtis, Executive Director
Penobscot Bay YMCA

6/26/2012

Date

MIDCOAST REGIONAL CHILD DEVELOPMENT SERVICES

Organizational Description: MidCoast Regional Child Development Services provides both Early Intervention (birth - two years) and Free Appropriate Public Education (FAPE for ages three - five years) under the supervision of the Maine Department of Education.

Vision/Theory of Change/Theory of Action: Its vision, theory of change, and theory of action align with those of the Promise Neighborhood, as stated. MidCoast Regional Child Development Services meets its responsibility to children birth through five in need of Early Intervention Services or Special Education programs through collaboration with families, schools, local medical facilities and other agencies.

Roles/Responsibilities: MidCoast Regional Child Development Services will:

- Participate in the Early Learning and Development and Family Supports workgroups to support the development of a linked, integrated and seamless continuum of solutions that will improve outcomes for our community’s children and youth.
- Share existing data with project partners and community.
- Contribute to the comprehensive needs assessment by participating in asset mapping, identifying gaps in knowledge and services, and assisting with data collection.
- Contribute to the planning of a comprehensive longitudinal data management system.
- Promote and participate in community engagement efforts.
- Work collaboratively with the US Department of Education and national evaluators.

Financial commitment: In-kind contribution of [REDACTED] representing value of staff time.

[REDACTED]

Jude Thomas, Director
MidCoast Regional Child Development Service

7-18-12
Date

BROADREACH FAMILY & COMMUNITY SERVICES

Organizational Description: Broadreach Family & Community Services is a private, nonprofit agency that helps children and families to develop the skills they need to lead healthy and productive lives. It offers a range of early childhood services, youth services, behavioral health services, prevention services, and family and adult literacy programs.

Vision/Theory of Change/Theory of Action: Its vision, theory of change, and theory of action align with those of the Promise Neighborhood, as stated. Broadreach Family & Community Services is committed to building strong collaborations within our agency and throughout our community to support positive outcomes for children and families.

Roles/Responsibilities: Broadreach Family & Community Services will:

- Participate in the Early Learning and Development, Student Achievement, Health and Safety and Family Supports workgroups to support the development of a linked, integrated and seamless continuum of solutions that will improve outcomes for our community's children and youth.
- Share existing data with project partners and community.
- Contribute to the comprehensive needs assessment by participating in asset mapping, identifying gaps in knowledge and services, and assisting with data collection.
- Contribute to the planning of a comprehensive longitudinal data management system.
- Promote and participate in community engagement efforts.
- Work collaboratively with the US Department of Education and national evaluators.

Financial commitment: In-kind contribution of [REDACTED]

[REDACTED]
 Kate Quinn Finlay, Executive Director
 Broadreach Family & Community Services

[REDACTED]
 Date

Executive Director
July 19, 2012

UNIVERSITY OF MAINE COOPERATIVE EXTENSION (UMCE)/

MAINE FAMILIES KNOX, LINCOLN & SAGADAHOC

Organizational Description: The UMCE/Maine Families Knox, Lincoln & Sagadahoc home visiting program helps parents and parents-to-be to access the information and resources that can support the physical and emotional health of their baby and entire family.

Vision/Theory of Change/Theory of Action: Its vision, theory of change, and theory of action align with those of the Promise Neighborhood, as stated. The UMCE/Maine Families Knox, Lincoln & Sagadahoc seeks to promote the health and wellbeing of all families through the provision of parenting support and education, assistance in locating transportation, housing, childcare, or connections with other community resources.

Roles/Responsibilities: The UMCE/Maine Families Knox, Lincoln & Sagadahoc will:

- Participate in the Early Learning and Development workgroup to support the development of a linked, integrated and seamless continuum of solutions that will improve outcomes for our community’s children and youth.
- Share existing data with project partners and community.
- Contribute to the comprehensive needs assessment by participating in asset mapping, identifying gaps in knowledge and services, and assisting with data collection.
- Contribute to the planning of a comprehensive longitudinal data management system.
- Promote and participate in community engagement efforts.
- Work collaboratively with the US Department of Education and national evaluators.

Financial commitment: In-kind contribution of [REDACTED] representing value of staff time.

[REDACTED]

Nadine Reimer, Extension Educator
UMCE/Maine Families Knox, Lincoln & Sagadahoc

July 26, 2012

Date