

## The Everett Freeman Promise Neighborhood Initiative



Everett Freeman (1931-2010) gave his life in service of the Nomlaki Indians and others living in the Corning-Paskenta Tribal Geographical Area.

## Paskenta Band of Nomlaki Indians



"To learn from the past, to honor our ancestors and the doors they left open for us. When we open those doors, it helps to us make better choices as we live in the present, and work to prepare for a better future for our children and all who follow us who we have not yet met." -Ines Crosby, Nomlaki Indian

**TABLE OF CONTENTS**

**ABSTRACT**

**Narrative**

**A. Need for Project**

Selection Criteria 1: Severity of problem to be addressed by the project.....1

Selection Criteria 2: Geographically Defined Area is Exactly Described.....6

**B. Quality of the Project Design**

Selection Criteria 1: Continuum of solutions is aligned to an ambitious, rigorous, and comprehensive strategy for improvement of schools.....7

Selection Criteria 2: A proposal to plan to create a complete continuum of solutions.....11

Selection Criteria 3: The solutions leverage existing neighborhood assets and coordinate with other efforts, including programs supported by Federal, State, local, and private funds.....16

**C. Quality of Project Services**

Selection Criteria 1: In-depth needs assessment and segmentation analysis, including identifying and describing indicators, will be used to determine each solution within the continuum.....18

Selection Criteria 2: Proposed continuum of solutions will be based on the best available evidence and ensure that solutions drive results and lead to changes on indicators.....23

**D. Quality of the Management Plan**

Selection Criteria 1: The experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in working with the neighborhood and its residents.....26

Selection Criteria 2: Collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability.....29

Selection Criteria 3: There are strong partnerships with alignment of the visions, theories of action, and theories of change described in its memorandum of understanding.....33

Selection Criteria 4: Integrating funding streams from multiple public and private sources, including leveraging and integrating high-quality programs in the neighborhood into the continuum of solutions.....34

**Competitive Preference Priority 4:**

Comprehensive Local Early Learning Network.....42

**Competitive Preference Priority 6:**

Arts and Humanities.....44

**Index of Tables**

Table 1: Student Need Indicator for Target Schools.....2

Table 2: Demographics of Target Schools.....6

Table 3: Overview of the Program Model Tool for School and Community Interventions.....13

Table 4: Collaborating Organizations are Committing Extensive Resources.....16

Table 5: Triangulation of Population and Methods - Academic Indicators/Data Sources.....19

Table 6: Academic Indicators, and Results they are Intended to Measures, and Data Sources....21

Table 7: Family and Community Support Indicators, Results, and Data Sources.....21

Table 8: Segmentation Matrix for Targeting Students with the Highest Need.....23

Table 9: Management Plan - Stage 1: Collecting and Using Data.....36

Table 10: Management Plan - Stage 2: Building a Continuum of Support.....37

Table 11: Management Plan - Stage 3: Measuring Success.....38

**Index of Figures**

Figure 1: California Math and Language Arts Standardized Test (CST) Results - 2011.....3  
Figure 2: Percentage of Adults over 25 who Graduated from High School and College.....3  
Figure 3: Theoretical Framework Including the Initial Gaps and Weaknesses in Services.....4  
Figure 4: Map of Exact Boundary.....6  
Figure 5: The Freeman Initiative Best Practices.....8  
Figure 6: Overview of the Freeman Initiative's Working Group Goals and Participants.....12  
Figure 7: The Freeman Initiative’s Planning Stages Based on Emergent Theory of Change.....18  
Figure 8: Problem Prioritization Process.....22  
Figure 9: The Freeman Initiative’s Theory of Change.....25  
Figure 10: Governance Diagram.....27  
Figure 11: The Academic and Career Success Pathway.....40

**Budget Narrative**

**Appendices**

- A - Applicant Eligibility Checklist
- B - Resumes of Key Personnel
- C - Memorandum of Understanding
- D - Documentation of Match
- E - Non-profit Status Verification (n/a)
- F - Other

**Required Forms**

- SF424
- Supplemental Information 424
- Budget SF524
- Disclosure of Lobbying (SF-LLL)
- Certification Regarding Lobbying
- Survey Ensuring Equal Opportunity
- GEPA
- Assurances - Non-Construction

## A. Need for Project

(1) *The Corning-Paskenta Tribal Community is one of the Neediest Areas in the United States*

**The Everett Freeman Initiative** is a Promise Neighborhood Planning Grant Project that is a grass-roots, collaborative undertaking by all the stakeholders in the Corning-Paskenta Tribal



Community (pop. 7,663). The Corning-Paskenta Tribal Community is a contiguous 3.4 mile area (population density: 2,254 people per square mile) joining the Paskenta Band of Nomlaki Indians and the City of Corning in Northern California. Though the area is rich in Native American culture, it

is confronted with immense individual, familial, school and community needs. The Freeman Initiative is based on an extensive decade-long community assessment and planning process that provides a detailed picture of the individual, family, school and community risk and protective factors. Assessments completed thus far include: 1) a preliminary survey of some households in the target area; 2) a nine-year, longitudinal analysis of the California Healthy Kids Survey; 3) focus groups with adolescents, parents, and human service workers; 4) analysis of health, human service and education data; and 5) numerous community meetings and forums.

The Corning-Paskenta Tribal Community is overwhelmingly poor with a current unemployment rate of 22.9%, which is significantly higher than the 11.0% rate in California and triple the 8.1% rate of the United States (EDD, 2012). The per capita income in the Corning-Paskenta Tribal Community (\$14, 201) is less than one-third the California average (\$58,931) (EDD, 2012). The overall poverty level rate is 37.1% compared to the California and national averages of 19.1% and 15.1% respectively (U.S. Bureau of Economic Analysis, 2012).

There are two preschool programs and nine K-12 schools serving the target area. Over 80% of the students attending these schools live at or below the federal poverty line or qualify for

free/reduced lunch (CDE, 2011). An in-depth study of preschool children shows that over 85% of them score in the lowest quartile in oral language, letter knowledge, and phonological awareness (University of Virginia, 2010). This is especially troubling since we know that children entering kindergarten who do not possess the prerequisite skills related to oral language, print awareness, and phonological processing are likely to experience trouble learning to read and are more likely to experience high levels of educational failure (Lyon, 2010). Low levels of oral language are correlated to lower levels of parent education and corresponding limited parent-child interaction (Neuman, 2007). This has been confirmed through a survey of over two hundred parents living in the Corning-Paskenta Tribal Community which showed that most parents read infrequently with their children and rarely engaged in educational activities in the home (CER, 2010).

The K-12 schools are a microcosm of the Corning-Paskenta Tribal Community. The students who attend them are overwhelmingly poor and in most cases lack the necessary home environments to support their success in school. The following table provides an overview of two of the most telling need indicators for the target schools:

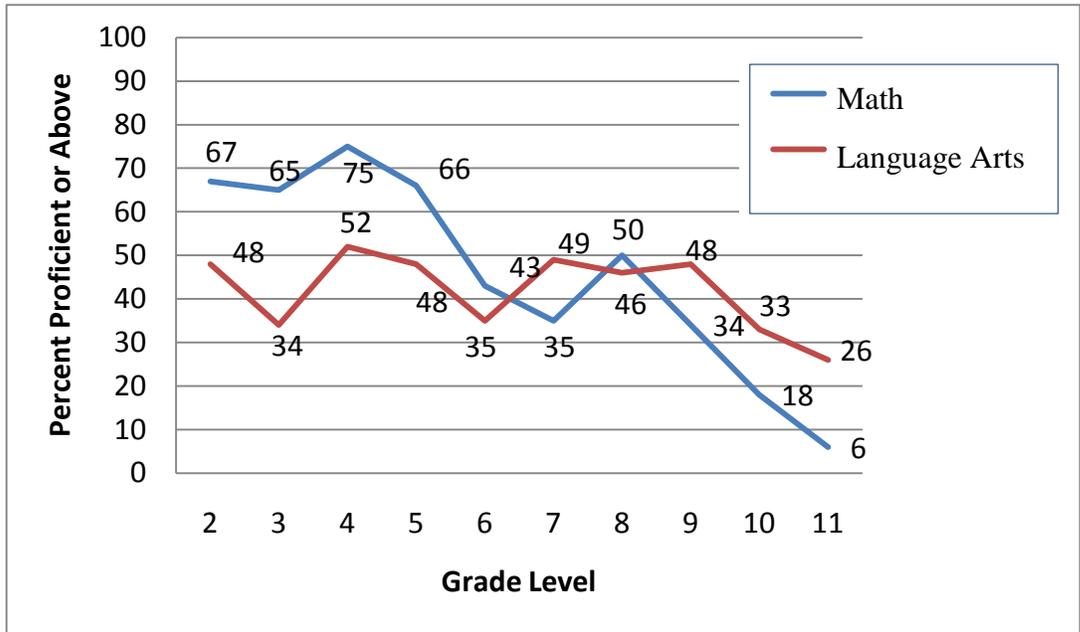
*Table 1: Student Need Indicator for Target Schools (2010-2011) – Percentage of Students*

| <b>Student Need Indicator - 2011-2012 Academic Year</b> | <b>Target Schools</b> | <b>California</b> |
|---|-----------------------|-------------------|
| Number of Free and Reduced Lunch                        | <b>66.95%</b>         | 54.66%            |
| Number of Suspensions                                   | <b>35.45%</b>         | 11.35%            |

Two of the elementary schools in the target area are low performing schools and officially designated as a Program Improvement School by the California State Department of Education.

The following graph demonstrates the percentage of students in area schools who perform at or above minimal proficiency levels as measured by the California Standardized Test (CST):

Figure 1: California Math and Language Arts Standardized Test (CST) Results –2011



Eighty percent of the students graduating from the three local high schools do not meet the California State or University of California basic entrance requirements (CDE, 2012). Less than twenty percent of the students take the SAT for college entrance and their aggregate score is significantly less than the county, state, and national averages (CDE, 2010). This may in part be due to the fact there is no university level coursework available in the area which, along with the financial situation of most families, makes a post-secondary education appear unattainable.

*Figure 2: Percentage of Residents who Graduated from High School and College (Census, 2010)*

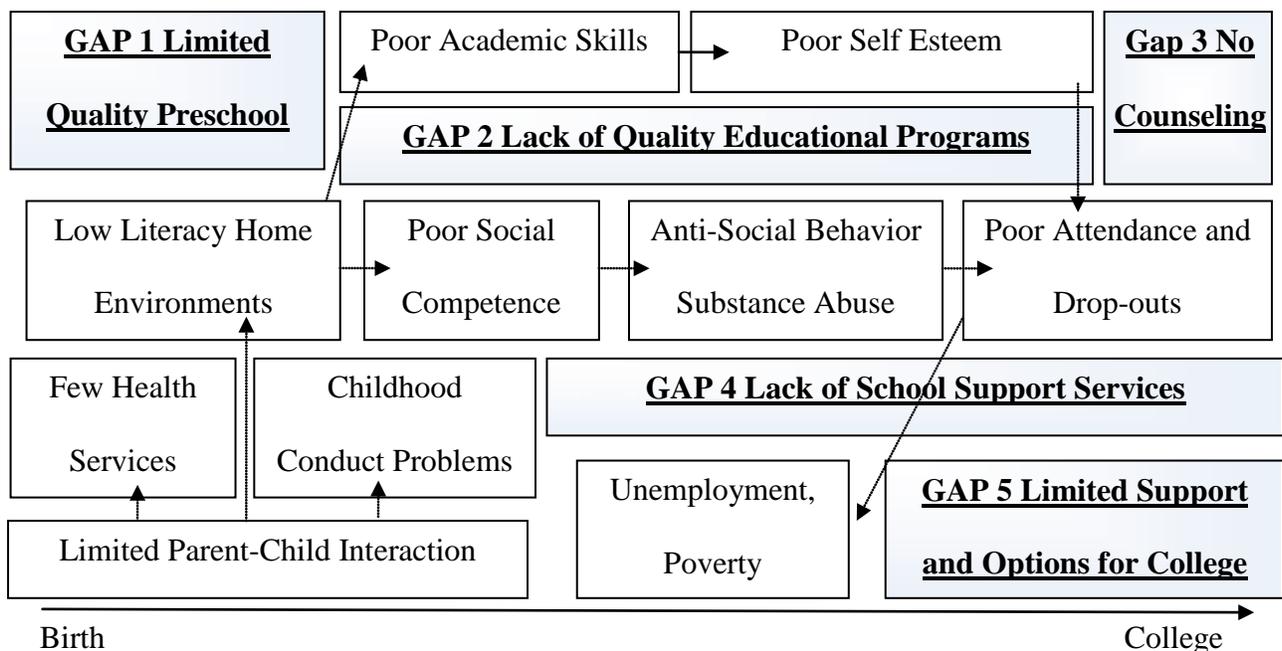
|                      | Target Area  | State | Nat'l |
|----------------------|--------------|-------|-------|
| High School Graduate | <b>69.0%</b> | 80.6% | 85.3% |
| College Graduate     | <b>5.8%</b>  | 29.9% | 27.9% |

School performance is a key indicator of the health of the overall area where they are located. The dismal educational situation is largely due to poverty. Many students in the target area live in substandard housing, have inadequate nutrition, and a lack of basic medical care. Preliminary estimates put over 70% of the population without health insurance with most of these families relying on the local hospital emergency room. For the vast majority of families there are no health care services for

young children. This extreme poverty has bred punitive home environments, physical and behavioral problems, maladjustment, and antisocial behavior (Jensen, 2011). This problem came to the forefront in 1996, when FBI statistics showed that Corning-Paskenta Tribal Community had the highest rate of violent crime in the nation (FBI Uniform Crime Report, 1996). Over the last sixteen years, the violent crime rate has continued to stay among the highest in the nation due in large part to the presence of two rival gangs (Norteño and Sureño) and the production and sale of methamphetamines. Corning-Paskenta Tribal Community is now the center of gang activity in Northern California. Residents criminally charged for meth possession since 2004 has increased 240% percent (CA Bureau of Investigation, 2011). The entire area just received the dubious designation as the newest member of the California Multi-jurisdictional Methamphetamine Enforcement Team.

The Freeman Initiative builds upon years of collaborative work including several needs assessments and analyses of existing service systems. Emerging from this process is the following theoretical framework of intergenerational needs and system gaps:

*Figure 3: Theoretical Framework Including the Initial Gaps and Weaknesses in Services*



The following is a description of each of the gaps or weaknesses in services, infrastructure, or opportunities that have been identified thus far:

Gap 1: Two through five year-old children in the target area have extremely low oral language and literacy skills, which is primarily attributed to limited quality parent interactions (NICHD, 2006).

Gap 2: Across every grade level (the exception is fourth grade), over 50% of the target school-age students are below state proficiency levels in reading and language arts. There is a positive correlation between early reading difficulties and lower academic performance (Storch & Whitehurst, 2002). Furthermore, there are currently no support programs such as tutoring or family literacy activities available to students.

Gap 3: An analysis of the current resiliency status of the targeted youth, shows an absence of positive environmental factors (CHKS Results, 2011). A lack of positive environmental factors has lessened children's resiliency and increased the presence of additional risk factors or stressors (Garmezy, 2007). These risks include poverty, unemployment, substance abuse, mental illness, and stereotyping. These powerful stressors are directly related to poor academic performance, substance abuse, and mental illness (Camfield, Streuli & Woodhead, 2008).

Gap 4: There are no tutoring or other academic support services for students in middle and high schools. Many students are literally without guidance and do not have the prerequisite support of a caring adult or school structures (Byun, Meece & Irvin, 2010).

Gap 5: Aside from the services provided through [REDACTED] there are no college support programs at the middle and high school levels that are necessary for low income youth to access college (Wimberly and Noeth, 2005). The target area has one of the lowest college attendance rates (5.8%) in the United States.

*(2) The Corning-Paskenta Tribal Community Geographically Defined Area is Exactly Described*

The Corning-Paskenta Tribal Community has two school districts serving 2,980 students in nine schools: four elementary (K-5), one middle school (6-8), one senior high school (9-12), and three continuation and community day school for students (K-12). The following table provides an overview of the target school demographics:

*Table 2: Demographics of Target Schools*

| School Name                         | Grade Levels | Population |
|-------------------------------------|--------------|------------|
| Olive View Elementary               | K-5          | 561        |
| Rancho Tehama Elementary            | K-5          | 63         |
| West Street Elementary              | K-5          | 265        |
| Woodson Elementary                  | K-5          | 424        |
| Maywood Middle                      | 6-8          | 623        |
| Columbia Academy                    | K-8          | 8          |
| Corning Union High School           | 9-12         | 972        |
| Centennial Continuation High School | 9-12         | 57         |
| Corning-Center Alternative Learning | 9-12         | 9          |

The Corning-Paskenta Tribal Community includes the City of Corning and the zip code 96021 which covers the 103.10 and 103.11 census tracts and 222 Medical Service Study Area.

The following map shows the exact location (39°55'34"N 122°10'50"W - highlighted area):

*Figure 4: Map of Exact\* Boundary of the Corning-Paskenta Tribal Community*



## B. Quality of the Project Design

*(1) Continuum of Solutions is Aligned to an Ambitious, Rigorous, and Comprehensive Strategy for Improvement of Schools*

**Freeman Initiative’s Vision:** All children and youth growing up in the Corning-Paskenta Tribal Community will attend schools of excellence that are bolstered by strong family, tribal, and community support systems that will prepare them to attain an excellent education and successfully transition to college and a career.

The Freeman Initiative is fundamentally a school reform process involving the total commitment by stakeholder groups including administrators, teachers, unions, parents, and youth representatives. Corning Union Elementary School District (K-8) and Corning Union High School District are the two districts serving the Corning-Paskenta Tribal Community. Both are undergoing ambitious, rigorous, and comprehensive school reform efforts. These efforts include

The Community-based Reform Model prioritizes the development of a core set of foundational skills at each level that prepare students for success in their educational careers

the changing of many of the key administrative and teaching staffs.

The two districts are co-implementing the *Community-Based School Reform Strategy* to elevate all schools within the two districts to higher levels of student achievement. This model empowers teachers, students, and parents within the target community to improve student achievement. The premise of the

community-based model is that true school reform can only be successful if built on a solid foundation across grade levels through active parent engagement in the learning process. The following are the major components of the reform strategy:

A Cross-Districts, Articulated Pre-K- Grade 12 Model for Building Academic and Social Skills

The Freeman Initiative prioritizes the development of a core set of foundational skills at each level that prepare students for success in their educational careers. This strategy required a dramatic new collaboration between school districts and the families they serve. The School; Reform Working Group consisting of both district superintendents, other administrators, teachers, union representation, parents, and students are working together to create an articulated pathway between both districts that ensures students

succeed academically. The Initiative is already bringing a renewed focus on collaboration which will ensure that elementary, middle and high schools actively work together on common instruction and standards, from pre-k through post-12. This articulation includes co-developing curricula, aligning all classes to the new Common Core Standards, and creating a new cross-district interface to share student level data to ensure that no student is “dropped through the cracks”. This new collaborative approach

integrates academic standards within and between grade levels and schools. While articulation of students grade to grade is an important goal, the reform model emphasizes that students master the skills and personal qualities necessary to be successful at the next level.

Parent Engagement to Support Student Learning

The *Community-Based School Reform Strategy* empowers students and their parents. Parent engagement and active involvement in schools and parental support of the learning process, both

*Figure 5: The Freeman Initiative Best Practices*

- 📖 Articulated intra-districts’ pathway from PreK through college/career
- 📖 Strong administrative support
- 📖 Focused and frequent collaboration
- 📖 Consistency of rules, expectations, and instruction
- 📖 High expectations
- 📖 Strong and effective organizational structures
- 📖 Consistent and fair student management
- 📖 A positive, highly visible staff
- 📖 Use of assessment data
- 📖 Strong sense of ownership
- 📖 Family engagement
- 📖 Community engagement

at school and at home, is critical to increasing overall student achievement. The Initiative is committed to creating family-friendly schools and supporting parents in actively participating in their child’s learning at every grade. To accomplish this goal, the Initiative will develop parent engagement and learning programs to help parents gain the skills they need to work effectively with their children on the learning process in the home environment.

#### Teachers Working Together

The *Community-Based School Reform Strategy* encourages teachers to be leaders in grade level and intra-district planning teams. The planning phase provides time for teachers to engage in across-grade level collaborative discussion, to set rigorous standards, and develop common assessments that measure student progress toward meeting the Common Core Standards.

Teachers will be involved in continuous opportunities for collaboration and assessment that is part of an ongoing cycle of continuous improvement.

#### Critical Thinking and Academic Confidence through Mastery of the Common Core Standards

The *Community-Based School Reform Strategy* is focused on curriculum, instruction, and assessment at each grade level as they relate specifically to the implementation of the Common Core Standards. This new approach focuses on teaching students critical thinking skills that will benefit them in the future as they enter college and careers. These critical thinking skills are necessary for students to understand and apply what they have learned. With this broader focus, students will learn how to transfer their knowledge to apply it in new situations as they prepare for success in the future.

#### Student Initiative and Responsibility

Student responsibility and confidence are necessary skills. As students progress to higher grades they need to take more responsibility for their learning, increase their understanding of

content, begin to set personal educational goals, and increasingly seek out independent learning opportunities. This model encourages teachers to give increasing responsibility to students as they progress on the learning pathway. As students discover their areas of interest, they develop the independent study skills that will prepare them for college or career.

### Data Driven Instruction

The *Community-Based School Reform Strategy* makes constant use of student achievement results to inform teachers how best to refine and improve student learning on a daily basis. To facilitate this, the districts are integrating and expanding their existing data systems to track student achievement and share data across districts' platforms. Teachers in both districts will have access to individual student data on which to base their decisions on instructional strategies and refinements. Additionally, the new system allows teachers to track student mastery of each Common Core standard at each grade level. This analysis is critical to increasing student achievement and closing the achievement gap.

### Professional Development

A major part of the comprehensive strategy is to provide teachers with the competencies they need to successfully implement quality educational programs. The Initiative has identified research-based teaching frameworks that clearly articulate expectations for teacher practice and development. The Initiative will be providing at least four professional development opportunities for all teachers during the planning year. These sessions, lead by district curriculum specialists, address research-based strategies put forth in the reform documents such as California's *Instructional Frameworks* and Danielson's *Framework for Teaching*. Target teaching competency includes planning and preparation, classroom environment, and instruction. These sessions focus on competency development related to high expectations, cultural

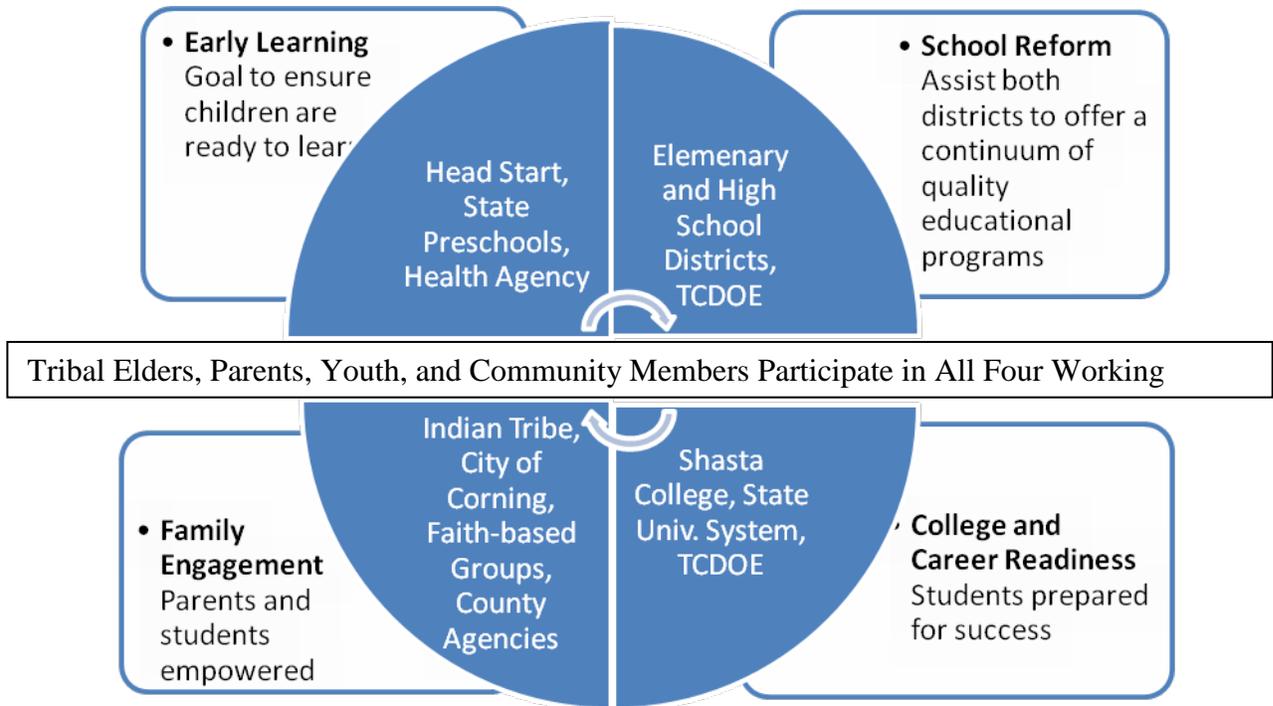
sensitivity, accommodating individual needs, appropriate use of technology, and data driven instruction.

Summary: The Initiative’s *Community-Based School Reform Strategy* incorporates research-based teaching strategies with the goal of increasing student achievement. The model recognizes that collaboration and the distribution of leadership to all stakeholders is necessary. This community-based school reform model maintains a laser-like focus on student achievement, through school reform. As a result of these efforts the Initiative expects all students will become fully prepared for lifelong success.

*(2) A Proposal to Plan to Create a Complete Continuum of Solutions*

The Promise Neighborhoods planning process focuses on cradle-to-career solutions by leveraging tribal, school, and community assets across a child’s developmental trajectory and social environments. Particular attention will be given to solutions focusing on key transition points in a child’s life: the transition to school, transitions to middle and high school, transition to college, and transition to career. It is the belief of the Promise Neighborhood team that these transition points reflect significant cracks through which an at-risk child can fall on the way to adulthood. Working groups will analyze why children and youth are not currently making it through transition points, and how this Initiative can create a continuous system of support where it ensures every child and youth is successful. Planning components will be organized according to four planned working group focus areas: 1) Early Learning (birth through third grade); 2) School Reform (preschool through the 12th grade) ; 3) Family Engagement; and 4) College and Career Readiness. These workgroups will meet at least twice monthly during the planning year. The following figure gives an overview of the four work-groups focusing on the development of research-based continuum of supports:

*Figure 6: Overview of the Freeman Initiative’s Working Group Goals and Participants*



The end goal of the planning year is to develop a seamless continuum of solutions. These solutions will have common short-term (milestones), intermediate, and long-term outcomes that address the entire cradle-through-college-to-career continuum. The supports will be based on assessed, prioritized, segmented needs that address time and resource gaps that create obstacles for students in making academic progress.

A major strength of the planning process is the availability of experts from the nationally recognized [REDACTED] who will volunteer to assist each workgroup as they review evidence-based programs and best practices designed to improve outcomes across multiple domains. Their staff will guide the working groups through the growing body of research in the social and behavioral sciences that has demonstrated that certain approaches and strategies are effective in addressing gaps in learning, quality schools, family engagement, and college/career readiness. Many of these effective approaches and strategies have been packaged into evidence-based programs targeting specific families, schools, and

communities. The Initiative director and [REDACTED] consultants will assist working groups as they ascertain the rigor of these and other prospective programs’ underlying research and their applicability to the target population on a variety of key factors by using the Program Model Tool (PMT). The PMT consists of a rubric designed to evaluate proposed solutions in the light of the best available evidence. The following is an overview of some PMT elements:

*Table 3: Overview of the Program Model Tool for School and Community Interventions*

| <b>Evidence-Based Indicators for Quality Proposed Solutions</b>  | Inadequate Evidence<br>0 Points | Moderate Evidence<br>1-3 Points | Strong Evidence<br>3-5 Points |
|--|---------------------------------|---------------------------------|-------------------------------|
| <i>Record of Effectiveness: Specific impact data to document evidence of effectiveness in meeting similar target indicators</i>                        |                                 |                                 |                               |
| <i>Quality and Research Based Instructional Strategies: The quantitative research that documents the effectiveness of the instructional strategies</i> |                                 |                                 |                               |
| <i>Curriculum, Design Elements, and Delivery Model: The quantitative research that documents its effectiveness</i>                                     |                                 |                                 |                               |
| <i>Applicability to Target Populations: The evidence that the program has been successful in achieving outcomes with similar populations</i>           |                                 |                                 |                               |
| <i>Systems Change Record: Findings show impact beyond individuals to the family, school, and community</i>   |                                 |                                 |                               |

Student achievement is measured against the Common Core Standards as recently adopted by California. The standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that the students in the target schools need for success in college and careers.

The result of the planning process will be a detailed plan that includes a continuum of evidence-based solutions. The two largest elementary schools, West Street and Olive View are in program improvement. They are engaged in a state-approved “transformational model” several characteristics of which are being adopted through this initiative by all of the schools in the target area. These schools will continue this model and have already included changes in

administration, renewed emphasis on student achievement, professional development, and continuous use of data to inform and differentiate instruction.

The Freeman Initiative has already developed key, research-based underlying school quality indicators that ensure the successful implementation of the plan at the school level. The quality indicators are supported by a meta-analysis of research on student achievement (Slavin, 1989; Borman, Hewes, & Brown, 2002; Fullan and Levin, 2009; CCSSO, 2009). These underlying quality indicators will be the “glue” that holds the plan together at the school level; they provide a common focus on improvement in student achievement. The quality indicators include:

- Clear and Common Focus: Administrators, teachers, students, and parents from both school districts share and commit to an articulated and understood common goal based on the fundamental belief that all students will graduate from high school and pursue a post-secondary education.
- High Standards and Expectations: All students will engage in a rigorous course of study which is designed to prepare students to master the Common Core Standards.
- Strong Leadership: School leadership will focus on enhancing the skills, knowledge, and motivation of school personnel while creating a common culture of high expectations for all students. Leadership will foster a collaborative atmosphere between the targeted schools and the community while establishing positive systems to improve teaching and student performance.
- Parent/Community Involvement: Parents and community members will help develop, understand, and support a clear and common focus on core academic, social, and personal goals contributing to improved student performance. The school and community will work together to actively solve problems.

- Monitoring, Accountability, and Assessment: Teaching and learning will be continually adjusted on the basis of data collected through a variety of valid and reliable methods that indicate student progress and needs. The assessment results will be interpreted and applied appropriately to improve individual student performance and the overall instructional program.
- Curriculum and Instruction: Schools will align curriculum with core learning expectations to improve the performance of all students. Students will achieve the state Common Core Standards through rigorous, challenging learning. Staff will deliver an aligned curriculum and implement research-based teaching and learning strategies.
- Professional Development: Ongoing professional development will be aligned with the schools' common focus on high expectations to improve the performance of all students. These professional development offerings will be focused and informed by research and community/school/classroom-based assessments.
- Time and Structure: Schools will be flexibly structured to maximize the use of time and accommodate the varied lives of their students, staff, and community in order to improve the performance of all students. The structure of programs will extend beyond the traditional school day and year as well as beyond the school building. The program will draw on the entire range of the community's resources to foster student achievement.

The major strength of the Freeman Initiative is extensive amount of community support. The group as a whole chose the Paskenta Band of Nomlaki Indians to serve as the lead agency to underscore that this is truly a community effort. Tribal members are working collaboratively with school and community leaders to find a “community solution” to the myriad of problems facing them. Additionally, this initiative has captured the imagination of the entire community

such that parents and youth alike are participating in working groups and the Leadership Team. The Initiative provides child care, transportation through the county public transit, and translation services for all community members who need these support services in order to participate in the planning process. Please note: All students and their families not living in the neighborhood but who attend the target schools will be asked to participate in the planning process and will have access to solutions within the continuum of solutions.

*(3) The solutions leverage existing neighborhood assets and coordinate with other efforts, including programs supported by Federal, State, local, and private funds.*

The Freeman Initiative is the culmination of over a decade of planning and involves every stakeholder group. The Initiative matches resources to proposed supports. The following table provides an overview of the organizations and resources they will bring to this community change effort (please see attached MOU by organizations serving on the Leadership Team):

*Table 4: Collaborating Organizations are Committing Extensive Resources*

| Organization                                      | Resources   |
|---|---|
|   | Oversee public safety and human services  |
|   | College preparation services  |
|   | Oversees all high school programs and staff   |
|   | Funding for sustainable community change  |
|   | Substance abuse prevention and treatment services                                     |
|   | Oversees all tribal resources, programs, and staff                                    |
|   | Coordination of faith-based initiatives   |
|   | College coursework and certification programs   |
|   | Oversee all county government resources   |
|   | Offers numerous educational supports for districts                                    |
|   | Funding for community educational initiatives   |
|   | Employment services for youth and adults  |
|   | Low cost physical and mental health services  |
|   | Work with educational providers to develop programs for high number of youth in gangs |
|   | Career exploration and training   |
|   | Health and social services for children and families                                  |
| College gateway and university education programs |   |

A major product of the planning process thus far has been the integration of school and community resources. Examples include developing a counseling center at Corning High School that provides mental health, criminal justice, and educational support services by non-school entities such as probation, [REDACTED] police department, and [REDACTED] Health Services Agency. Another example is the Paskenta Band of Nomlaki Indians hosted the last Promise Neighborhood meeting on their tribal lands which included a training on cooperative planning. This approach to blending funds and other resources will continue and will include identifying current policies, regulations, and other requirements that impede needed changes. The working groups will identify these potential barriers and will work with the U.S. Department of Education and other state and local agencies to address them.

A driving question is: How can the stakeholders in the Corning-Paskenta Tribal Community create the conditions (e.g., the configuration of available resources and ways of working together) that enable and lead to the leveraging of local, state, and federal resources and the provision of effective and useful support to the target children and youth, cradle to college? During the development process, stakeholders will simultaneously seek to leverage their resources with the goal of avoiding duplication and creating a sustainable system. Resource leveraging requires that each stakeholder responsible for implementation of the support strategies address the following questions:

1. What do we need to get these strategies (supports) implemented?
2. What do we now have?
3. How can we close the gap (how do we reconfigure available resources or what additional resources do we have)?

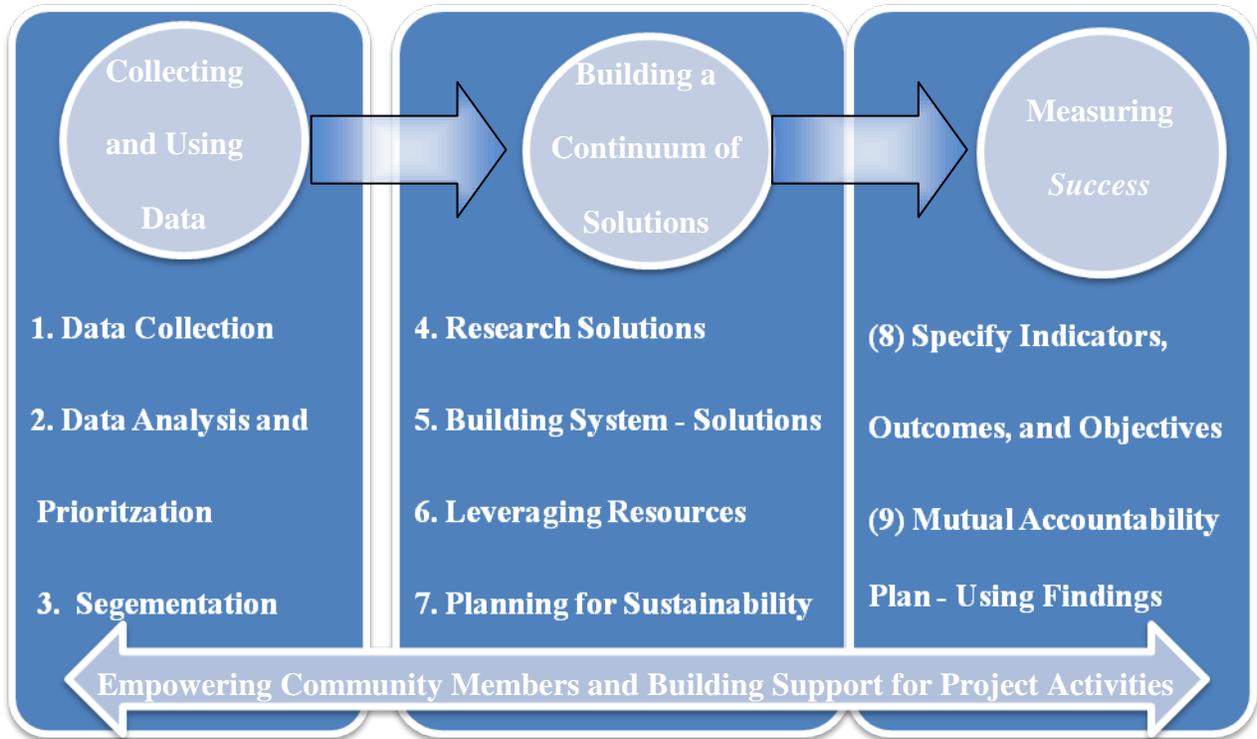
*Please see Section 4.4-Page 38 for a further discussion and an example of leveraging resources.*

**C. Quality of Project Services**

*(1) In-depth Needs Assessment and Segmentation Analysis, Including Identifying and Describing Indicators, will be Used to Determine Each Solution within the Continuum*

The Initiative’s partners have adopted a rigorous, three-stage plan that will result in a complete continuum of solutions, including early learning through grade 12, college- and career-readiness, and family and community supports, without time and resource gaps that will prepare all children in the neighborhood to attain an excellent education and successfully transition to college and a career. The following is a graphical overview of the three-stage planning process:

*Figure 7: The Freeman Initiative’s Planning Stages Based on Emergent Theory of Change*



**STAGE 1: Collecting and Using Data**

**Data Collection:** The first of the three major planning stages is the collection and use of data. This consists of three major planning activities: data collection, data analysis, and segmentation.



Supplementing the household survey is the four-section California Student Health Survey. This survey will be administered to ALL middle and high school students in the target area. The survey's first section contains questions designed to elicit information on demographic variables related to age, ethnicity, education, etc. The second and third sections ask respondents for their experience and opinions related to health, education, and community indicators. The final section provides open-ended questions designed to elicit their ideas on how to improve their schools and community. The goal is to complete the survey process during November 2012.

████████████████████ will facilitate focus group and key informant interviews during January and February of 2013. Focus groups will be used to clarify survey results and to provide randomly selected students and adults a forum to share their perceptions, opinions, beliefs, and attitudes related to the key indicators and current services. Additionally, ██████ consultants will hold key informant interviews with the school district superintendent, each site principal, tribal elders, and leaders of collaborating organizations. These leaders will provide their perspectives on the findings emerging from the data collection process. Findings from the focus group and key informant interviews will be recorded, transcribed, analyzed, and reported to the Leadership Team and each of the four working groups.

The Leadership Team is in the process of collecting existing school and community records. This process will be accelerated with funding and will include a more in-depth, internal assessment of each target school including clarifying the transition points where students are falling behind and policies and procedures that either inhibit or promote student success. Additionally, the Leadership Team will continue to work with its partners to gather reliable baseline data on the Promise Neighborhood project indicators contained the Tables 6 and 7:

Table 6: Academic Indicators, Results they are Intended to Measure, and Data Sources

| <b>The Initiative’s Promise Neighborhood Indicators</b>  | <b>Results</b>  | <b>Sources</b>                                |
|--|---|---|
| <u>Indicator 1:</u> # —# and % of children birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health  | Children have access to regular medical care and enter kindergarten ready to learn                                    | School entrance records                       |
| <u>Indicator 2:</u> # and % of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning (as defined in this notice) as determined using developmentally appropriate early learning measures | Children who have the language, literacy, and socio-emotional skills necessary for them to become successful students | Mandated Desired Results Profiles (DRDP)      |
| <u>Indicator 3:</u> # and % of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or preschool.   | Children receive the developmental and skills to become successful students   | Preschool Enrollment Records                  |
| <u>Indicator 4:</u> # and % of students at or above grade level according to State mathematics and reading or language arts assessments in at least the grades required by the ESEA (3rd through 8th and once in high school)  | Students mastering state grade level standards and prepared for post-secondary education                              | California Standards Test Results             |
| <u>Indicator 5:</u> Attendance rate of students in 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> , and 9 <sup>th</sup> grade   | Students regularly attending school   | School Records                                |
| <u>Indicator 6:</u> Graduation rate  | All students successfully complete high school.   | School Records                                |
| <u>Indicator 7:</u> # & % of Promise Neighborhood students who graduate with a regular high school diploma, and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation   | High school graduates obtaining a postsecondary degree, certification, or credential.                                 | School Records and yearly survey of graduates |

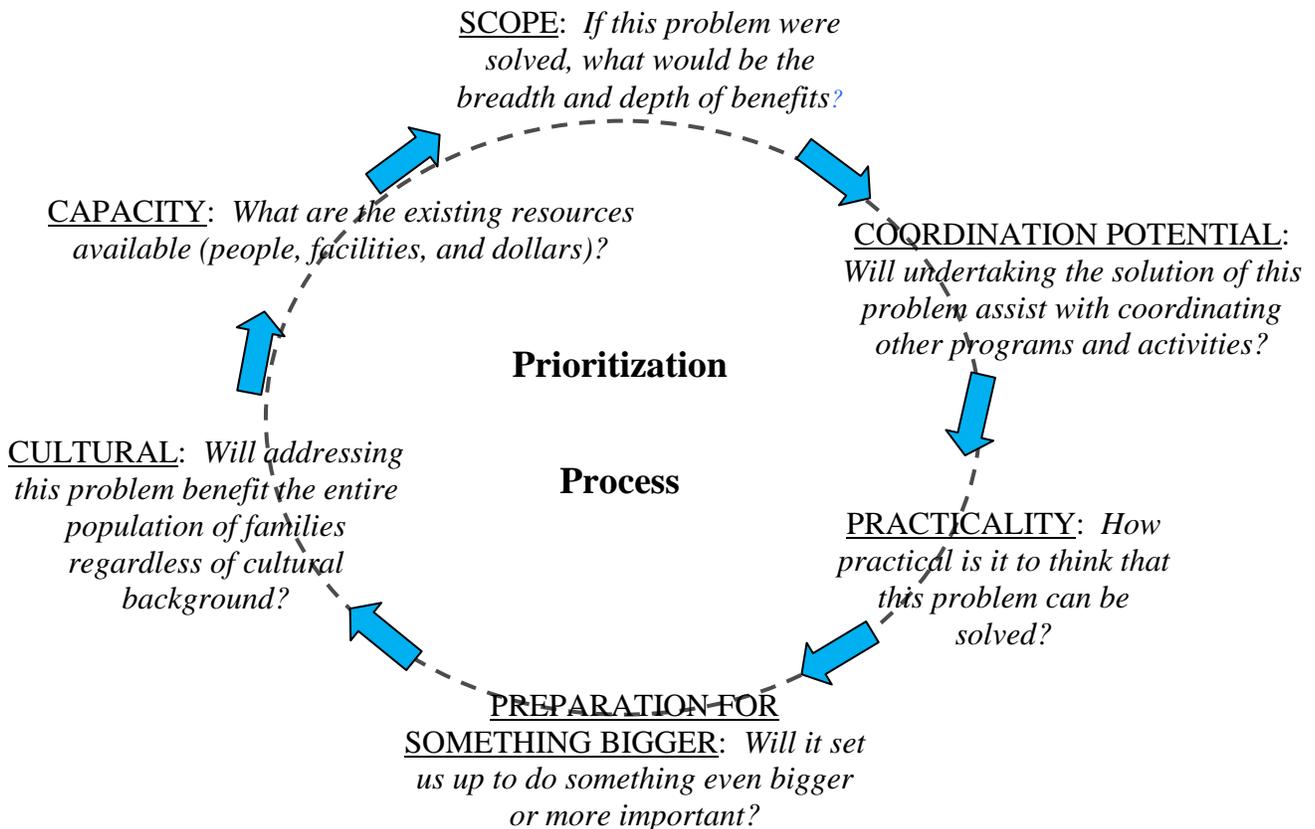
Table 7: Family and Community Support Indicators Results, and Data Sources

| <b>The Initiative’s Promise Neighborhood Indicators</b>   | <b>Results</b>   | <b>Sources</b>                       |
|---|--|--------------------------------------|
| <u>Indicator 8:</u> # & % of children who participate in at least 60 minutes of moderate to vigorous physical activity daily and consume five or more servings of fruits and vegetables daily | Students are healthy                                     | California Healthy Kids Survey(CHKS) |
| <u>Indicator 9:</u> # & % of students who feel safe at school and traveling to and from school  | Students feel safe                                       | CHKS – school climate section        |
| <u>Indicator 10:</u> Student mobility rate  | Students remain in schools                               | School Records                       |
| <u>Indicator 11:</u> # & % of students who say they have a caring adult in their home, school, and community and # & % of family members who attend parent-teacher conferences                | Families and the community support learning              | CHKS and parent-teacher records      |
| <u>Indicator 12:</u> # & % of students who have school and home access (and % of the day they have access) to broadband internet and a connected computing device                             | Students access 21 <sup>st</sup> century learning tools. | Annual tech survey                   |

Data Analysis, Prioritization, and Segmentation

All of the data from the various data collection efforts will be aggregated in a series of reports which are used by the working groups to make evidence-based decisions. The recommendations from the working groups are submitted to the Leadership Team. In a joint meetings with all stakeholders, the Leadership Team will direct a two-step process of prioritization and segmentation. The prioritization process, originally developed by the California Healthy Start Project, leads stakeholders through the complex process of sifting through multiple data sources to determine which areas of need should be the primary areas of focus. Stakeholders will be asked to identify from multiple data sources the most prevalent and persistent areas of needs. The prioritization process consists of six key questions to assist stakeholders in prioritizing needs or problem areas.

Figure 8: Problem Prioritization Process



The Initiative’s three-step needs assessment stage begins with multiple measures designed to provide a clear picture of the assets and needs in the community. Data from the measures will be disaggregated by key demographic variables, prioritized, and then segmented so that children with the highest needs receive appropriate services to meet the target outcomes. The segmentation process will influence the selection of proposed supports; proposed programs addressing the highest segments of the population will be given precedence.

The Freeman Initiative takes an additional step by further segmenting solutions by population levels. For example, a proposed solution for the total population of high need children with truancy problems might include an evidence-based truancy reduction curriculum; whereas, a fewer number of extremely high need students might benefit from intensive services such as one-to-one counseling. This approach will yield a successful, seamless system of support that provides each child what is needed and will be most effective. The following table shows the segmentation matrix used to identify children with medium and high academic and developmental needs with total population, targeted, or intensive services:

*Table 8: Segmentation Matrix for Targeting Students with the Highest Need*

|             | <b>Total Population</b> |               | <b>Targeted Services</b> |               | <b>Intensive Services</b> |               |
|-------------|-------------------------|---------------|--------------------------|---------------|---------------------------|---------------|
|             | Academic                | Developmental | Academic                 | Developmental | Academic                  | Developmental |
| Medium Need |                         |               |                          |               |                           |               |
| High Need   |                         |               |                          |               |                           |               |

*(2) Proposed Continuum of Solutions will be Based on the Best Available Evidence and Ensure that Solutions Drive Results and Lead to Changes on Indicators.*

STAGE 2: Building a Continuum of Solutions: Stakeholders will build a continuum of supports based on the needs identified during the assessment, prioritization, and segmentation process. School staff, school-board members, service providers and community representatives

including parents, students, school staff, will meet March through July of 2013 to carefully construct a range of supports. The Leadership Team views this as a continuous institutional process rather than a sporadic set of supports or activities. Each support is fitted together using research-based, best practices to address every school and community indicator.

Part of the process of building a continuum of support will be the review of research-based practices related to each prioritized, segmented need and population. The Freeman Initiative will use the Program Model Tool – a rubric that assists stakeholders to view proposed solutions through the lens of research and best practices. [REDACTED] Director of Educational Programs at [REDACTED] will provide resources related to best practices in education, health services, and family engagement. [REDACTED] will facilitate with each working group the process of vetting materials, aligning research-based practices, and building consensus. Part of the process of developing a workable, research-based support plan is quantifying dosage (amount of the support) and fidelity (ensuring the support is properly implemented), identifying qualified staff, and creating workable implementation timelines. Please see Table 3 for an overview of the Program Model Tool which will be used to guide stakeholders through the selection of appropriate best practices and evidence-based programs.

A primary goal is to improve each of the schools in the Corning-Paskenta Tribal Community. The continuum of solutions itself will include the following elements:

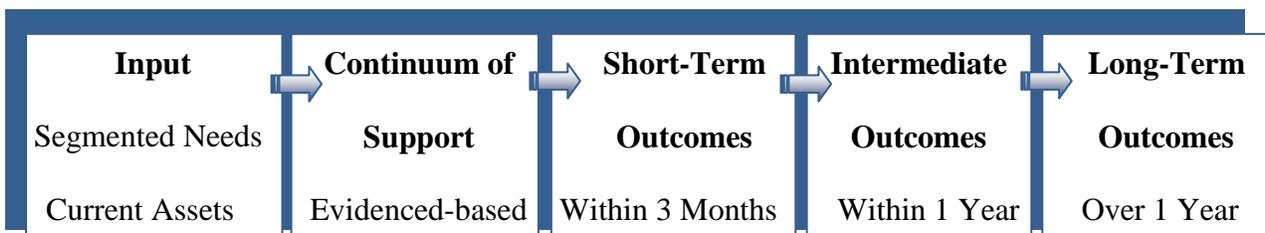
1. An exhaustive logic model and accompanying management plan that detail programs, policies, practices, services, systems and supports that will lead to achievement of short, intermediate, and long-term outcomes linked to the targeted Promise Neighborhood schools and community indicators as outlined by the U.S. Department of Education;

2. A rationale for the selection and adaptation of programs with strong evidence of their effectiveness - each solution will include a detailed explanation of why it is the best, most appropriate solution for the targeted prioritized, segmented problem and population;
3. A theoretical map that shows how each support is linked and integrated into a sustainable system of service providers - the solutions will identify specific partners to implement them along with accompanying benchmarks, persons responsible, and timelines;
4. Academic evidence-based programs that are high quality and support early learning, address the birth through college continuum, and best prepare students for college and career success; and
5. Family and community supports that promote student health and safety, community and family stability and engagement; and access and use of 21<sup>st</sup> century learning tools.

*(3) Extensive Reliance on Data to Manage Program Implementation - Inform Decision-Making*

STAGE 3: Measuring Success: As the following figure demonstrates, the proposed planning process incorporates a theory of change that links inputs to research-based support activities to short, intermediate, and long-term measurable outcomes.

*Figure 9: The Freeman Initiative’s Theory of Change*



The Initiative is targeting measurable improvement in each of the Promise Neighborhood program’s designated school and community indicators. A major part of the planning process is asking the important question: How good is good enough on each indicator? Stakeholders will

set realistic change thresholds for each indicator based upon both the findings from the baseline assessments completed early on in the planning process as well as analogous results achieved by other schools and communities adopting similar research-based practices. Discussions among stakeholders about change thresholds elevate the planning process to a *change-making* activity. Achieving consensus on the question of how good is “good enough” may mean changing some stakeholders’ mindsets about what needs to be done and what it is really going to take to do it.

The indicators become operational as they are redefined as measurable outcomes with specific timelines. This requires setting preliminary timelines for achieving the newly defined thresholds for each of the key elements. The planning process will yield short, intermediate, and long-term outcomes. The use of multiple, time-specific outcomes reflects the reality that meeting certain school-based outcomes is contingent upon putting shorter term community supports in place. The last step is creating measurable outcome-based objectives. For each support, a series of outcome-based objectives will be developed that provide a level of measurable accountability for the overall program. Each short, immediate, and long-term objective will specify one major result directly related to a Promise Neighborhood indicator, state who is going to be doing what, to whom, by how much, and in what time-frame. The plan will include a comprehensive evaluation plan including process and summative evaluation activities.

#### **D. Quality of the Management Plan**

*(1) The experience, lessons learned, and proposal to build capacity of the applicant's management team and project director in working with the neighborhood and its residents*

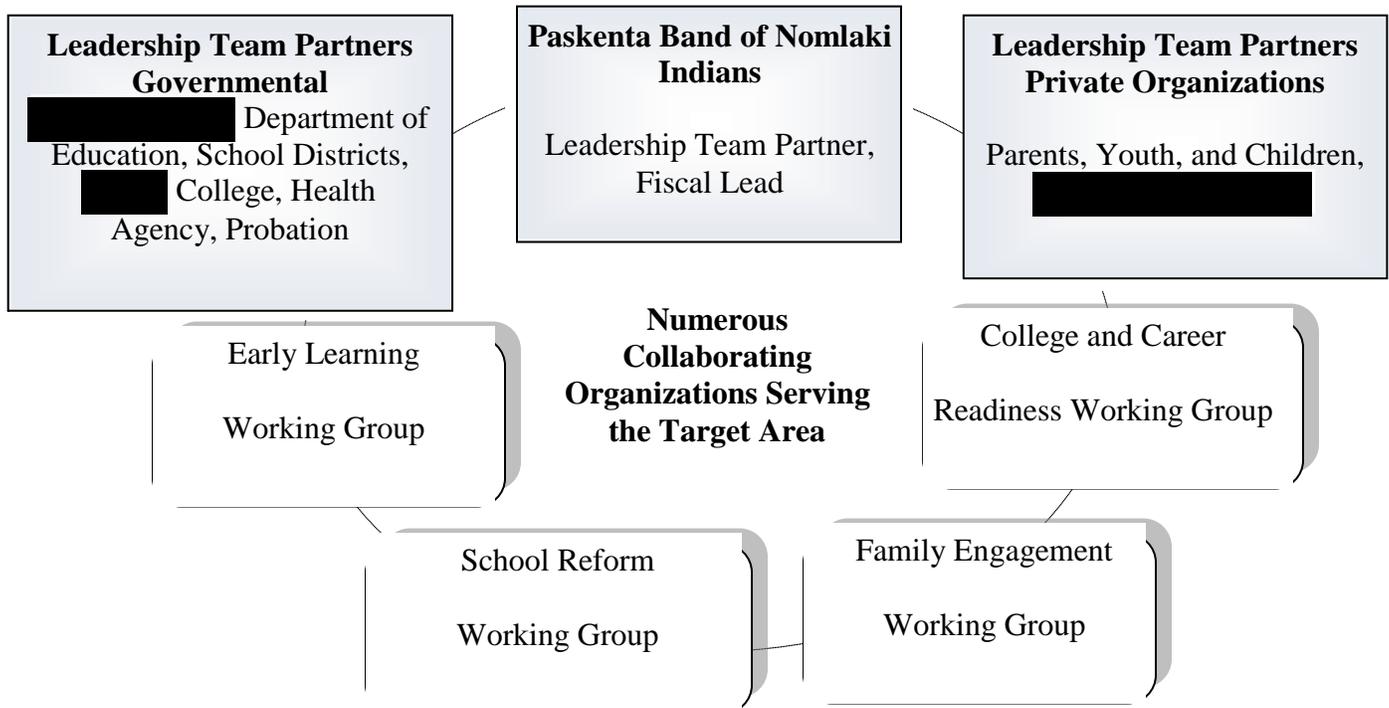
The Freeman Initiative represents the largest collaborative undertaking ever in the Corning-Paskenta Tribal Community. It engages every stakeholder group including representatives from

government, K-12 education, college, the Paskenta Tribe, foundations, non-profit, and faith-based institutions. Adults and children are involved in every step of the planning process which will take place in multiple venues with child care, transportation, and translation support services to support their participation.

The Initiative is using a cooperative governance structure that uses multiple working groups to address specific planning activities and target population groups. Working groups, open to participation by all community members, will ensure that each step of the planning process engages all interested parties and is successfully completed. Working groups will work “shoulder-to-shoulder” with experts from [REDACTED] [REDACTED] [REDACTED] [REDACTED] and the [REDACTED]

The following diagram provides an overview of the Initiative’s governance structure:

*Figure 10: Governance Diagram*



The Paskenta Band of Nomlaki Indians was chosen by community members to be the lead applicant because of it has been serving families in the area for literally centuries. The Tribe has a history of working extremely well with all of the stakeholders and is respected by residents living in the target area. [REDACTED] Ed.D, will serve as the project director. Dr. [REDACTED] has over 20 years of experience working in joint school and community planning initiatives. He has served as a project director for family literacy, adult education, and preschool programs. He has overseen numerous studies targeting low income and Native American communities. Dr. [REDACTED] has led several school reform efforts targeting low performing schools and currently assists in the evaluation of statewide family literacy, early learning, and English learner programs through the California State Department of Education. He co-authored a book on family literacy (under contract with the U.S. Department of Education) and a recent publication on International Child Development Standards. He is bilingual (Spanish-English) and has recently overseen two non-profits targeting the educational and health needs of children and families living in poverty.

Joining Dr. [REDACTED] will be a project assistant and community research assistant. The project assistant (70 days) will assist in clerical duties including meeting preparation, copying, and office organization. The community research assistant (210 days) will assist in data collection efforts including working with contractors to ensure data is reliable, clear, and accessible to all stakeholders. The community research assistant position requires a minimum of a masters in educational research or related field and five years of experience. The Tribe will contract with [REDACTED] Department of Education, [REDACTED], and the [REDACTED] [REDACTED] (in-kind contribution) to assist in the data collection and planning phases. Each contractor working with the Initiative will have at minimum masters degrees in

education or health and at least five years experience working in school reform or community planning initiatives. Please see attached resumes and job descriptions.

The Paskenta Band of Nomlaki Indians has extensive experience with collaborating on educational and community reform efforts. It currently is a lead member in *Expect More* [REDACTED] and [REDACTED] *Reads!* ([http://e\[REDACTED\].com/](http://e[REDACTED].com/)). *Expect More* [REDACTED] is a county-wide collaborative effort with the goal of transforming Tehama County by championing higher expectations for post-secondary education and career readiness. [REDACTED] *Reads!* is a community-based literacy campaign with the vision of every child in the county reading at or above grade level by third grade. The Tribe has invested its own resources into these initiatives and serves in a leadership position. A primary lesson learned through these and other undertakings is that it is only through breaking down existing “silos” of services and resources that the needs of all children can be met. As a Native American organization, the Tribe knows the necessity of community and sharing of resources. Tribal members attend area schools therefore, the Tribe has a vested interest to work together to improve them. The Tribe has learned firsthand that inclusion of all peoples – young and old – only strengthens our community.

The Leadership Team consists of tribal representatives, both school districts’ superintendents, the [REDACTED] County Assistant Superintendent, a [REDACTED] College administrator assigned to the area, teachers, classified staff, and community representatives from multiple human service agencies, parents, and youth representatives. The majority of Leadership Team live in the target area; this is their community, and they have a very high level of commitment to this Initiative.

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

A major outcome of the planning process is the integration and expansion of existing data systems that maintain student information at both the elementary and high school districts. The current systems provide real-time access to student attendance and academic performance information. A significant barrier is that the two systems are not integrated; therefore, they do not allow educators, parents, or students access to important current and archived educational information. This barrier is being addressed during the planning year through the integration of the two systems. This integration will allow for better articulation in terms of guiding students and identifying students in need of special programs in both districts.

A major gap in the current data systems is that they are missing student-level information related to progress in mastery of Common Core Standards. With the adoption of the Common Core Standards, administrators in both districts are developing and adopting grade-level assessments to measure student mastery of specific skills. During the planning year, these new assessments will be further developed, digitized, and added to the integrated data system. This will allow educators and parents the ability to monitor student progress across grade levels.

The new integrated data system will allow educators, parents, and students from Pre-K through 12<sup>th</sup> grade to monitor student attendance, courses completion, and mastery of grade level competencies related to state educational standards. A major strength of the interface is that it tracks students mastery of "A-G" subject requirements. The intent of the "A-G " subject requirements is to ensure that students can participate fully in the first-year program at the post-secondary level in a wide variety of fields of study. Fulfillment of the "A-G" pattern ensures that students have attained the prerequisite coursework and essential critical thinking and study skills. The new integrated system allows educators, parents, and students to identify their progress toward meeting these requirements. Student records are color coded so educators, parents, and

students can quickly identify their progress and what classes are needed to fulfill these college entrance requirements. This is an invaluable tool in ensuring that students are prepared and academically qualified to move from middle school to high school and ultimately college.

Both districts are currently using data to drive their instructional programs. This includes the utilization of findings collected from screening and outcome assessments that are administered to students. The new integrated data system will allow educators to track student progress across grade levels on curriculum-based and standardized instruments. Data will be used to: 1) diagnose (for possible referral for additional assessment), 2) monitor students' progress, and 3) determine if changes in the instructional process are needed.

A Healthy Community Module of the new data system will include up-to-date data on each of the Promise Neighborhood Indicators. This module aggregates school level data and provides information on other community-wide health indicators (please see Table 7). Student level data is available on a secured, password-protected system whereas the Healthy Community Module reports are unsecured and therefore available to the entire community.

The Freeman Initiative has developed a comprehensive continuous improvement plan that includes process and procedures designed to provide regular feedback to Initiative stakeholders including school personnel in order to improve the effectiveness of project implementation strategies. The continuous improvement process for planning and decision-making is linked back to specific questions, goals, and problems identified through previous improvement processes, assessment data, or observations by external experts or staff. By focusing the data analysis to target specific issues, the Initiative is poised at the end of the analytical process to make sense of and draw meaning from data.

The Freeman Initiative has built into it a continuous improvement process related to student performance data. The Initiative’s expansion and integration of existing data systems will make student performance data more readily available and useful. The development and digitization of assessments are a major activity of the planning period. These assessments are developed to be used at short, frequent intervals providing educators the “real-time” information they need to track student mastery of the Common Core Standards. A key aspect of the continuous process is to have educators regularly interact with student-level data not only to monitor individual student progress but to manipulate it to determine the effectiveness of certain instructional practices. The initiative provides teachers time to work in instructional teams to examine data related to student performance.

The Freeman Initiative is using the following four strategies which are based on best practices in continuous development.

1. The Initiative is intentionally cultivating in educators the desire and skill to transform data into knowledge. The Initiative is providing professional development sessions where teachers are pressed to use existing and new data to increase their ability to make valid, evidence-based decisions. Educators are given ongoing opportunities to learn how to ask good questions of the data, how to analyze the data accurately, and how to apply data results appropriately and ethically.
2. Educators will learn how to access and use the new integrated data system as well as how to use formative and benchmark assessments to supplement their understanding of student learning. This approach aligns data inquiry to planning and decision-making processes. Planned and targeted data inquiry helps to keep data analysis on track, as well

as to ensure that information is fed back into the planning process and that key decision-makers get timely answers to their questions.

3. The new digitized system will provide teachers results on student assessments in the form of individual student records and classroom profiles made available to teachers via computers or electronic tablets available in their classrooms. Instructional teams will meet on a regular basis to discuss how the assessment information can be used to make modifications in the instructional program.
4. The initiative's continuous improvement process is concerned with the purposeful and ethical use of information for improving teaching and learning. Appropriate and ethical use of data necessitates that the Initiative takes necessary precautions and steps to ensure that data are accurate, valid, and reliable and that the analytical process is complete, equitable, and fair. Continuous improvement information is shared with stakeholders to inform planning and decision-making. The results are used to identify progress, explore problems, and target strategies for change. In this manner, the Initiative successfully transforms data into information and applies that information to improvement.

*(3) There are strong partnerships with alignment of the visions, theories of action, and theories of change described in its memorandum of understanding*

The Freeman Initiative has vast community support, as evidenced by the extensive commitments of the Leadership Team organizations and other community partners. The MOU confirms the alignment of each Leadership Team partner's vision, theory of action and theory of change with that of the proposed Promise Neighborhood. Partners have collectively agreed upon a common vision, work plan, and outcomes as evidenced by this proposal. Above and beyond these formal structures, the planning process is designed to ensure maximum buy-in to the

Initiative. Adherence to this plan is a crucial component of each partner’s fulfillment of their mission and vision.

There is a strong commitment from the Paskenta Band of Nomlaki Indians. The Tribe has been a community leader in providing health and human services to its members and community at large. Additionally, there are existing and on-going relationships, including the ██████████ County Department of Education, ██████████ College, ██████████ Elementary School District, ██████████ Union High School District, ██████████ County Probation Department, ██████████ County Health Services Agency, ██████████ and the ██████████. All of these organizations have representatives that volunteer to serve on the Leadership Team. Aside from the Leadership Team, other collaborators include: the ██████████ County Health Partnership, ██████████ County Interagency Council, ██████████ Police Department, ██████████ Ministerial Association, First 5 ██████████ County, ██████████ Public Library, teacher unions, and local schools Parent-Teacher Associations. This extensive amount of collaboration brings all of the stakeholders together to forge an enhance service system that breaks down agency isolation. The Initiative has already created effective partnerships which will continue to be nurtured. These partnerships are defined as mutually supportive; have 100% buy-in from both sides of the partnership; create and adhere to shared vision, goals and outcomes; and have strong, consistent and ongoing communication.

The Freeman Initiative is a grassroots undertaking. Seventy percent of the Leadership Team members either live or serve in the Corning-Paskenta Tribal Community. Community residents, including parents and students, serve as representatives on the Leadership Team and participate fully in the decision making process through their involvement in the working groups.

*(4) Integrating funding streams from multiple public and private sources, including leveraging and integrating high-quality programs in the neighborhood into the continuum of solutions.*

The Freeman Initiative is changing the way organizations serve the community. Together, organizations are moving away from isolated service delivery systems to a multi-faceted “community of practice”. The Leadership Team and collaborating agencies are developing the capacity necessary to successfully implement a continuum of solutions, such as managing partnerships, integrating multiple funding sources, and supporting a shared data system. The planning process will lead to the development of organizational structures ensuring that: a) a continuum of solutions is successfully implemented that will improve results for children and youth in the community; b) underlying partnerships will provide solutions along the continuum of solutions and that will commit resources to sustain and scale up what works; c) data on indicators are collected regularly and used to for continuous improvement, and accountability; and d) a rigorous process and summative evaluation model is in place that captures the changes in policies and organizations and uses information to sustain and expand effective practices.

Sustainability is essential: an overriding question is how each support brings protracted change to the schools and community. By drawing upon current resources, the Initiative will create greater buy-in, increase financial viability, and increase the likelihood that long-term outcomes will be reached (Childress, Elmore & Grossman, 2006; Fullan, 2005). Part of the sustainability plan is garnering long-term commitment from collaborating partners. This collaboration extends beyond providing resources to active participation in the management and evaluation of the Initiative as it is implemented.

The following management plan provides an overview of the proposed planning stages that will be completed on time and within budget, including clearly defined responsibilities, timelines (dates of completion), and milestones for accomplishing Initiative tasks (Please note

responsibility is denoted to the individual overseeing the process, but activities are essentially a collaborative effort):

*Table 9: Management Plan – Stage 1: Collecting and Using Data*

| <b>Project Tasks</b>   | <b>Milestones</b>  | <b>Timelines</b>   | <b>Persons Responsible</b>  |
|--|--|--|---|
| Hire project staff and consultants   | A. Finalize employment and consultant contracts<br>B. Hire staff   | A. 9/5/12<br>B. 10/1/12  | A. Tribal Human Resource Office<br>B. Tribal Human Resource Office  |
| Implement Working Groups   | A. Open enrollment for working groups<br>B. Training of members on planning process<br>C. Working Group Reports  | A. 10/1/12 – 1/15/13<br>B. 10/1/12 – 1/30/13<br>C. 2/1/13      | A. Project Director<br>B. Project Director<br>C. Project Director   |
| Participation in National Evaluation   | A. Participate in meetings<br>B. Provide requested data  | A. TBD Ongoing<br>B. TBD Ongoing                               | A. Project Director<br>B. Project Director  |
| Household and student surveys  | A. Copy and mail household survey to randomly selected households<br>B. Administer student surveys to all middle and high school students<br>C. Analyze and report results for both surveys  | A. 10/30/12<br>B. 11/1-30/12<br>C. 12/1/12 -1/15/13            | A. Admin. Assistant and Research Assistant<br>B. Project Director<br>C. CER Consultants   |
| Focus group with school and community members  | A. Finalize protocol<br>B. Facilitate focus groups<br>C. Analyze transcripts and create reports of findings  | A. 10/30/12<br>B. 11/1/12-1/20/13<br>C. 11/20/12-2/30/13       | A. Dr. Tom Forbes and Project Director<br>B. Dr. Tom Forbes<br>C. Dr. Tom Forbes  |
| Key informant interviews with community leaders  | A. Finalize questions<br>B. Facilitate interviews<br>C. Analyze transcripts and create reports of findings   | A. 10/30/12<br>B. 11/1/12-1/5/13<br>C. 11/20/12-2/30/13        | A. Dr. Tom Forbes and Project Director<br>B. Dr. Tom Forbes<br>C. Dr. Tom Forbes  |
| Integration and expansion of existing data systems with alignment to new Common Core Standards assessments | A. Expanded Intra-district data system<br>B. Development of grade-level standards based assessments measuring student mastery of standards – digitized and accessible through the expanded data system<br>C. Training of educators on data system and how to use student and group level data reporting for continuous improvement | A. 11/15/12-3/1/13<br>B. 11/15/12-6/1/13<br>C. 3/15/13-6/30/13 | A. School Reform Working Group, district administrators, and IT specialists<br>Districts’ curriculum specialists and IT personnel<br>District’s curriculum specialists and IT personnel |

| <b>Project Tasks</b>                             | <b>Milestones</b>   | <b>Timelines</b>   | <b>Persons Responsible</b>   |
|--|---|--|--|
| Collection of existing education and health data | A. Collect school data<br><br>B. Collect Promise Neighborhood Community and Family Level Indicator data<br>C. Analyze data and create reports of findings | A. 11/1/12-1/5/13<br><br>B. 11/1/12-2/15/13<br><br>C. 2/15/13-3/1/13 | A. School Reform Working Group, Early Learning Working Group<br>B. Education Health Specialist, Family Engagement Working Group<br>C. ██████████ Consultants |
| Prioritization of needs                          | A. Aggregation of data<br>B. Facilitate prioritization process and share findings   | A. 3/1/13-3/15/13<br><br>B. 3/15/13                                  | A. Dr. ██████████<br>B. Project Director and Dr. ██████████  |
| Segmentation of needs                            | A. Complete matrix for targeting students with the highest need<br>B. Final report - Targeted segmented needs   | A. 4/15/13-4/30/13<br><br>B. 4/30/13                                 | A. Leadership Team and Project Director<br><br>B. Leadership Team, Project Director, Admin Assistant   |

Table 10: Management Plan – Stage 2: Building a Continuum of Support

| <b>Project Tasks</b>        | <b>Milestones</b>   | <b>Timelines</b>                           | <b>Persons Responsible</b>   |
|-----------------------------|---|--|--|
| Research solutions          | A. Identify possible solutions to address segmented needs<br>B. Implement Program Model Tool (PMT)                    | A. 5/1/13-6/1/13<br><br>B. 5/1/13-6/1/13   | A. Project Director, all Working Groups<br>B. Project Director                                       |
| Building system - solutions | A. Match best practices and model programs to needs and system gaps<br>B. Creation of complete continuum of solutions | A. 5/1/13-6/30/13<br><br>B. 7/15/13        | A. Project Director, all Working Groups<br><br>B. Leadership Team, Project Director                  |
| Leveraging resources        | A. Build upon local resources<br>B. Develop Implementation Grant MOUs   | A. 5/1/13-6/30/13<br><br>B. 5/1/13-6/30/13 | A. Leadership Team, Project Director<br>B. Leadership Team, Project Director, Collaborating Partners |
| Planning for sustainability | A. Redirection of resources<br>B. Create 5-year plan for assumption of program services                               | A. 4/15-30/13<br>B. 7/15/13-8/15/13        | A. Working Groups, Leadership Team<br>B. Leadership Team, Project Director                           |

Table 11: Management Plan – Stage 3: Measuring Success

| Project Tasks                                | Milestones   | Timelines          | Persons Responsible                    |
|--|--|--------------------|--|
| Specify indicators, outcomes, and objectives | A. Identify threshold levels for each Promise Neighborhood indicator based upon need assessment findings and results from adopted model programs | A. 5/1/13-5/31/13  | A. Each working group                  |
|  | B. Create short, intermediate outcomes   | B. 5/1/13-5/31/13  | B. Each working group                  |
|  | C. Create specific, measurable outcome-based objectives  | C. 5/31/13-6/30/13 | C. Leadership Team, Project Director   |
| Mutual Accountability Plan - using findings  | A. Agreed upon inter-agency governance structure   | A. 6/1/13-6/30/13  | A. Dr. [REDACTED]                      |
|  | B. Finalization of a Mutual Accountability Plan for inclusion in implementation plan   | B. 6/1/13-6/30/13  | B. Project Director and Dr. [REDACTED] |
|  | C. Final approval of implementation plan   | C. 8/15/13         | C. Leadership Team                     |
|  | D. Submission of Promise Neighborhood implementation plan  | D. 8/30/13         | D. Project Director                    |

The attached MOU details the extensive amount of collaborative involvement by Leadership Team partners. The MOU describes each Leadership Team partner’s financial and programmatic commitment; how each partner’s existing vision, theory of action, and theory of change, existing activities, and governance structure align with the Freeman Initiative. Please see attached MOU.

The Freeman Initiative is the culmination of over a decade of planning undertaken completely by local and state resources. As apparent in the amount of resource commitment, collaborating partners are fully committed to the successful completion of each planning activity and in developing a sustainable continuum of supports. The Freeman Initiative is a true systems change effort which re-organizes all services for children in the target area. One example of integrating funding streams from multiple public and private sources, to leverage and integrate high-quality programs is the Initiative’s new Academic and Career Success Pathway. The Academic and Career Success Pathway expands existing efforts to ensure that ALL students are

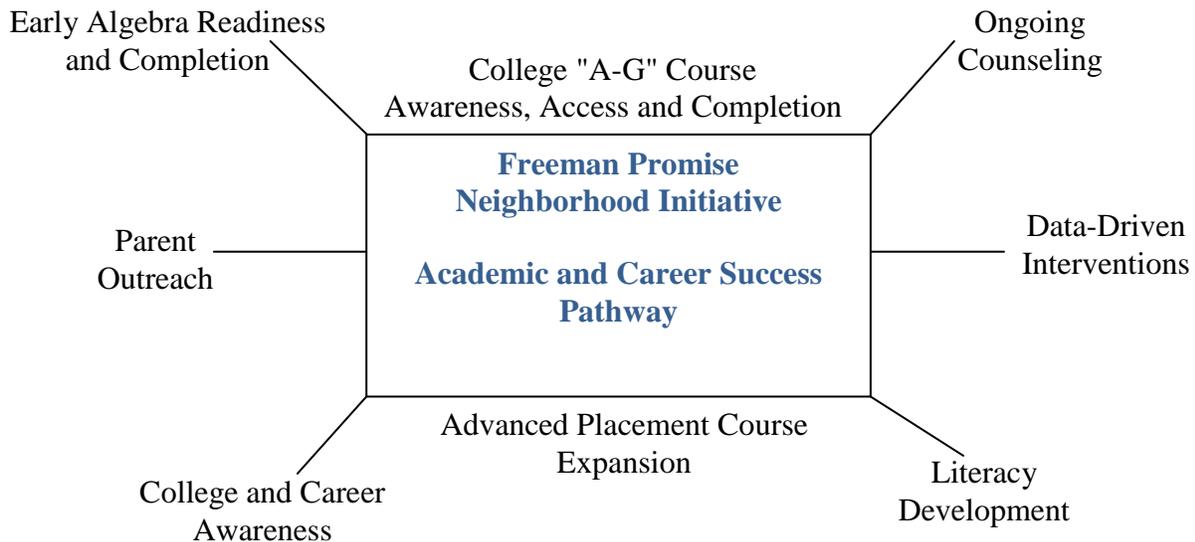
prepared to be successful in college and/or career programs upon graduation from high school.

The following are short descriptions of the components of the Initiative's Pathway Program.

- College "A-G" Course Awareness, Access, and Completion: Beginning in middle school, students and parents will be made aware of the "A-G" College Entrance Requirements so that more students complete these courses before graduating from high school. (Funding sources: [REDACTED] California State University System, and [REDACTED] College)
- College and Career Awareness and Enrichment: Beginning in the upper elementary grades, students will receive college and career exposure that will continue through high school. More real-life and relevant activities will be incorporated into coursework so that students see a stronger connection between school and the real world. Schools will continue offering career technical education courses as well as Regional Occupation Program (ROP) courses that provide real working experiences. (Funding sources: [REDACTED] County Educational Foundation, Employment Development Department)
- Parent Outreach: Beginning in 6<sup>th</sup> grade, parents will be better educated about the programs available to their children, the requirements for high school graduation and college entrance, and the options available after high school. (Funding sources: [REDACTED] County Department of Education, Parent-Teacher Associations at each school site)
- Enhanced Counseling: More supportive counseling services will be provided to meet the academic, career, and personal needs of all students beginning in elementary school. (Funding sources: Title I, Project HOPE, [REDACTED] and Project [REDACTED] school-based counseling programs)

- Literacy Development: There will be an expanded focus on stronger literacy development for students whose first language is not English and for students with special needs. (Funding sources: English Language Literacy funds, Special Intervention Services)
- Early Algebra Readiness and Completion: There will be a stronger focus on preparing students for algebra by eighth grade thus providing the foundation for advance math coursework. (Funding sources: ██████████, Math/Science Partnership)
- Data-Driven Interventions: Enhance data-driven academic interventions will keep all students on the path to academic and career success. (Funding sources: School Realignment Funds, Promise Neighborhood Planning funds)
- Advance Placement Course Expansion: Advance placement course offerings will continue to expand in order to expose more students to rigorous, college preparatory coursework. (Funding sources: ██████████ High School, ██████████ College)

*Figure 11: The Academic and Career Success Pathway – A Model of Integrative Funding and High-Quality Programs from Multiple Public and Private Sources*



A major outcome of the Initiative is the leveraging and redirecting of current resources. Money requested by the Initiative will be only used to build sustainable systems (please see prioritization process). Requested funds will be used for infrastructure, training, program materials, etc. as opposed to just purchasing services. An in-kind amount exceeding the required amount will be used in helping to fill in the gaps in the existing service system.

The Freeman Initiative has bigger plans; the collaborative wants to develop a new type of sustainable system that leads to measurable outcomes for all children. This will involve measuring and capturing cost savings to be reinvested in solutions that work. A rigorous summative evaluation will include measuring outcomes and performing cost-benefit analyses of program services.

The ██████ County Educational Foundation is a key partner. It has a history of directly providing resources to the region as well as working in business partnerships to create sustainable programs. The Foundation staff will actively participate in the planning process including helping The Freeman Initiative forge larger business alliances in the region.

Sustainability includes replication. After the first year of implementation, the Initiative will submit to the American Educational Research Association peer-review process and to the national database *What Works* by the end of the second year of implementation. The Initiative will post its implementation model on the Internet and will develop web-based trainings for other isolated rural, tribal communities.

**Please note:** The Paskenta Band of Nomlaki Indians will fully cooperate with the national evaluator to ensure the project design and data collection plan provides a rigorous evaluation, using standard methodologies. Through a MOU, the project will provide access to the national evaluator and the U.S. Department of Education including data reports on an ongoing basis. The Initiative will develop, in consultation with the national evaluator, an evaluation strategy including identifying a credible comparison group and a plan for identifying and collecting reliable and valid baseline data for both program participants and a designated comparison group of non-participants. The Tribe and its partners are committed to fully participate with the national evaluator access to relevant program and project data sources.

**Competitive Priority 4: Comprehensive Local Early Learning Network. *Lead Partners.***

The Freeman Initiative is building upon existing efforts to develop a comprehensive local early learning network to meet the needs of children from birth through third grade. The network addresses three distinct developmental stages: a) infant-toddler programs; b) pre-kindergarten; and c) kindergarten through third grade.

The infant-toddler program builds upon efforts put forth by the Even Start Family Literacy Program, Childgym, and Parents as Teachers. The Early Learning working group will create a bilingual parent-child program that addresses the cognitive, physical, socio-emotional, and language literacy of children 0-3 years of age. The program will provide a homebase program for parents and their children on a monthly basis during the first three years of each child's life. The visits will provide parents developmentally appropriate activities they can do with their children that will aid the physical, cognitive, socio-emotional and language development of each child.

The Pre-K program is expanding the hugely successful Early Reading First (ERF) program to Head Start and state preschools. The Freeman Initiative will expand the scientifically-based ERF instructional program to every preschool such that every preschool-age child develops the oral language, alphabet knowledge, phonological processing, print awareness, and emergent writing skills necessary for school success. The Initiative has the following major activities: a) Provide 3 to 5-year old preschool children, including those with limited English proficiency, identified developmental disabilities, and those at significant risk for not acquiring school readiness skills, with a high-quality, literacy-rich learning environment designed to foster the language and literacy skills necessary for them to meet or exceed California’s preschool learning standards; b) Provide ongoing professional development and in-classroom coaching for teachers to gain mastery of research-based theory and instruction; c) Engage parents in their own and their children’s learning and provide them with skills to extend language and literacy development in the home; d) Establish a permanent, articulated educational system for a seamless transition into kindergarten; and e) Use multiple assessments to measure, monitor and support children’s development and literacy learning.

The proposed K-3 program is designed to ensure that all children are reading at grade level or higher by grade three. This program will use the new integrated school database system to provide ongoing reading assistance to students who score low on reading assessments. The reading assistance program will be offered after school as part of the ██████████ County After School Program and during the summer at each elementary school site. Together, all three programs will provide a range of important developmentally appropriate, evidence-based supports for all children.

**COMPETITIVE PREFERENCE PRIORITY 6: ARTS AND HUMANITIES:**

Arts and humanities will be a major focus during the planning year. Arts and humanities instruction has taken a backseat as school districts have been forced to focus on reading and mathematics. The School Reform Working Group and Early Learning Working Group will focus on “recapturing” both disciplines by offering a wide array of arts (fine arts and performing arts, visual and graphic arts, and industrial arts) that allows students to explore their interests, develop their talents, and pursue their dreams.

Young children from birth through preschool will have parent-child interaction activities that use art as a vehicle for language and literacy development. School-age children will have mandated classroom time for both art and humanity instruction. The Common Core English and Language Arts Standards lend themselves to integration with arts and humanities, but many teachers do not have access to curriculum and are unsure how to support these important disciplines. During the planning year, the School Reform Working Group will develop curriculum resource guides to support teachers in teaching arts and humanities. Additionally, working groups will work with tribal representatives to ensure that traditional art and humanities (oral stories, written history) of the Nomlaki people are incorporated into the instructional programs of each school in the target area.

**Everett Freeman Promise Neighborhood Project's Memorandum of Understanding  
Between Paskenta Band of Nomlaki Indians and Partners**

This preliminary memorandum of understanding documents the commitment by the following partnering organizations to a collaborative effort with the Paskenta Band of the Nomlaki Indians to plan a Promise Neighborhood project in the Corning-Paskenta Tribal Geographical Area in Northern California. These partners include: the Tehama County Department of Education, Shasta College, Corning Elementary School District, Corning Union High School District, Tehama County Probation Department, Tehama County Health Services Agency, Seed Ministries, and the Center for Evaluation and Research, LLC.

**Freeman Initiative's Vision:** All children and youth growing up in Corning-Paskenta Geographical Area will attend schools of excellence that are bolstered by strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and a career. Our partnership is based on the core beliefs that 1) Effective partnerships are built upon trust, consensus and collective belief in a common purpose; 2) All community members need to have equal input into developing solutions; 3) Public policies should prioritize the well-being of children over other interests; 4) Children must enter school physically healthy and ready to learn; 5) Schools should provide an articulated academic program that that prepare students for college and career success; and 5) Reliable data must be made available so community members can make informed decisions.

**Freeman Initiative's Theory of Change:** Our schools currently mirror our community. We must create a healthy community to have quality public schools and take responsibility for the quality of education our schools provide. The first planning step requires collecting and analyzing reliable data about the current condition of our community. Data are used to segment children and their families by low, medium, and high need. Evidence-based solutions will be created that align tribal, school, and community resources to meet the needs of low, medium, and high need families. This resource matching and solution development process is informed by current research and incorporates evidence-based practices and programs. This realignment of community resources and the incorporation of evidence-based solutions will lead to measurable improvements in student and community outcomes.

**Freeman Initiative's Theory of Action:** Collaboration is the strength and driving force of our Promise Neighborhood project. The tribe and its partners are leveraging, integrating, and targeting resources to meet the needs of low, medium, and high need children, youth, and their families. This includes the integration of private funding (please see resource commitments), public funds (local, state, and federal), and Promise Neighborhoods funding and support from the United States Department of Education. The project is committed to expanding the capacity of existing organizations to build a continuum of solutions addressing the early learning, pre-kindergarten, and college/career needs of the target population. The project will integrate resources to create a unified approach that breaks down existing barriers and addresses gaps in current delivery systems. The project is committed to creating sustainable, evidence-based solutions that lead to long-term, measurable outcomes for children, parents, and the community.

**Freeman Initiative's Governance Structure:** The strength of the Freeman Initiative is the breadth and depth of the collaboration. It engages every stakeholder group including representatives from government and private institutions. Adults, youth, and children are involved in every step of the planning process which takes place in multiple venues with child care, transportation, and translation support services to enhance participation.

The project is using a cooperative governance structure that uses multiple subcommittees to address specific planning activities and target population groups. Subcommittees which are open to participation by all stakeholders, will ensure that each step of the planning process engages all interested parties and is successfully completed.

Each partner's description of specific commitment to this project is as follows:

**Paskenta Band of the Nomlaki Indian Tribe:** The vision of the Paskenta Band of the Nomlaki Indian Tribe is to promote the health and welfare of tribal members and the greater Corning-Paskenta Tribal Geographical Area. Through the Promise Neighborhood Initiative, the tribe and its government and private partners will realize the dream of Everett Freeman that area residents receive the health and human services they need to be successful. The Freeman Initiative's theory of change is to provide specifically tailored resources to each segment of the population. This is already taking place to some extent through tribal health and educational services. These services will be expanded and coordinated with its partners through this initiative to ensure overall effective community services, high-performing schools and academic programs and support systems for families. The outcomes of this process include healthy tribal and community members, students excelling academically, and overall improvement in the geographical area.

The tribe's theory of action matches that of the overall initiative. The tribe is already engaged with its partners by leveraging local resources to target the specific needs of the

college and career by breaking down individual agency approaches and creating a unified, interagency approach. It is the sincere intent of the tribe to work with parents, youth, and children to make a measurable impact in the schools in particular and the community at large.

*The tribe will provide [REDACTED] toward the initiative. Please see attached letter which documents the match commitment.*

**Center for Evaluation and Research, LLC:** CER is a major private corporation which has served the targeted area over the last twenty years. CER's vision is to provide quality services that support organizations as they improve their service delivery and outcomes. CER has been involved both nationally and internationally in community change initiatives. CER's theory of change begins with the collection of useful information. Data are used to inform effective community service delivery and for transforming low-performing schools into high-performing schools. Evidence-based programs are implemented by CER staff that impact academic performance, graduation rates, employment, and other important community indicators. CER's theory of action addresses duplications and gaps in current service systems through the integration of resources across organizational boundaries. This approach is the most cost-effective, especially in communities with high levels of poverty and low-school performance. A community approach to change allows for the creation of a continuum of solutions extending from birth through high school and beyond. This theory of action culminates with measurable improvements in children and youth related to health and academic performance. *CER will provide [REDACTED] of in-kind support including modification in existing data system, creation of data collection instruments, focus groups and key informant interviews and reports. Please see attached letter which documents the match commitment.*

**Corning Elementary School District:** The vision of the Corning Elementary School District is to give all students the opportunity to reach established goals at all grade levels, to encourage self-esteem, to promote pride in their schools and community, and to instill an appreciation for life-long learning. This complements the Initiative’s vision. The district’s theory of change includes providing educational services at the instructional levels of its students. The district has historically supported the integration of community service through school-based health initiatives. It has worked with partners on early literacy programs for preschool and school-age youth. It will work with the initiative to align its work with its partners especially as it is related to supporting families and assisting its schools to move to high performing centers of academic excellence. The district’s theory of action mirrors that of the Initiative’s including the integration of private and government resources for the development of a continuum of evidence-based solutions for children beginning at birth and guiding them into adulthood. The district believes that sustainable change must include those providing services – this means that organizational change is key to achieving results. The district has and will continue to collaborate with its partners through the sharing of resources including the integration of funding streams. *The Corning Elementary School District will provide [REDACTED] toward the initiative in the form of employee release time and assistance in the collection of data. Please see attached letter which documents the match commitment.*

**Corning Union High School District:** CUHSD’s vision is to advance and support student achievement in a safe learning environment. Its theory of change is to provide an array of educational services that ensures that youth graduate high school with the requisite skills to be

successful. CUHSD has been a champion within the community in aligning its resources and programs with local and regional initiatives. For example, CUHSD has provided on its campuses police officers, gang prevention, and mental health programs to address the needs of students with criminal justice and/or substance abuse concerns. The goal of integrating resources has been and will continue to be to offer effective community services to each segment of its student population and their families. The district is striving to offer a quality educational program and to create high performing schools that prepare for life beyond high school. CUHSD believes that this Initiative is key to making this a reality and an important step forward toward transforming the Corning-Paskenta Tribal Geographical Area. CUHSD's theory of action includes leveraging government and private resources to build upon the existing capacities of local organizations to create a continuum of positive solutions for children from birth through college and career. This approach includes breaking down "silos" which often leads to gaps and duplications of services. The district will serve in a leadership capacity in the Initiative as it works with its partners to create a continuum of evidence-based solutions which lead to measurable student outcomes. CUHSD will provide [REDACTED] toward the initiative in the form of employee release time and assistance in the collection of data. Please see attached letter which documents the match.

**Tehama County Department of Education:** TCDE's mission is to promote the academic, social, and vocational competence of all students in the county by providing leadership, service, and support to local school districts in their efforts to provide educationally excellent and fiscally sound programs. TCDE's theory of change and theory of action match almost exactly with the project. TCDE is committed to providing services to meet the diverse instructional needs of students in the county. They are the major provider of special education, substance abuse, teen

pregnancy, family literacy, and professional development programs to the target schools. As such, TCDE is keenly aware of the importance of meeting students “where they are” through the realignment of school and community resources. Examples of this include safe and drug free schools, migrant, Indian, bilingual, and vocational education programs. The department’s theory of action begins with creating solutions through the reorganization and leveraging existing programs and resources to create a sustainable continuum of solutions for children from birth through adulthood. This approach looks at individual student, school-wide, and community-wide improvements as key indicators related to success. *TCDE will provide [REDACTED] toward the initiative in the form of staff assistance in the data collection and analysis effort and employee release time. Please see attached letter which documents the match commitment.*

**Shasta College:** Shasta College’s vision is to provide students of diverse backgrounds, interests, and abilities with open access to educational and life-long learning opportunities, thereby contributing to the social, cultural, and economic development of the region. The college currently offers programs and extensive distance education offerings in general education and transfer curriculum, career-technical education, and basic skills education where students are provided opportunities to practice and improve critical thinking, effective communication, quantitative reasoning, information competency, community and global awareness, self-efficacy, and workplace skills. The college is the only institute of higher education serving the county.

The college’s theory of change matches the Initiative’s by emphasizing the need to meet the needs of each segment of the community. The college has been working with the partners on creating a seamless pathway from high school through college. They are committed to creating a continuum of supports from birth that lead to qualified students receiving the post-secondary

programs they need in order to be successful. Their theory of action includes a history of realigning resources to meet the needs of diverse students. The college is a major partner in this initiative and is already considering ways to offer classes in the target area for the first time. This approach will lead directly to more students attending college since transportation is currently a major barrier to attendance.

**Tehama County Probation:** TCP's vision is to provide a continuum of services through community and agency collaborations, to the courts, clients and the public by focusing on repairing harm, reducing risk and building community. The agency's theory of change is to provide graduated supports and sanctions as needed to ensure safe and healthy communities. TCP has been actively involved in multiple interagency projects including the Challenge Grant Program, Multi-Disciplinary Team, and Safe Schools. The goals of these programs are to reduce recidivism and thereby providing safer schools. TCP's theory of action includes the integration of funding streams and coordination of services to ensure that all children and youth are prepared to succeed. This has required the actual co-location of staff and sharing data across agencies.

**Tehama County Health Services Agency:** The vision of the Tehama County Health Services Agency is to support healthy communities through the use of health education, prevention, assessment, early intervention, and treatment with follow-up when necessary. The agency's theory of change is to address the needs of all segments of the population by providing culturally competent, cost effective services. It has been actively involved in Healthy Start, Safe Schools,

and Systems of Care projects which address the needs of schools by providing mental health, substance abuse, and physical health services directly to students. The agency's theory of action is that through collaboration including the integration of interagency resources, schools and communities are best served. The agency provides health services from birth through adulthood in collaboration with multiple providers with the goal of increasing their capacity to make sustainable improvements in health care.

**Seed Ministries:** SEED Ministries provides support for families living in poverty in the target area. SEED is involved in helping communities collect, analyze, and use data to address issues related to poverty. SEED's theory of change is based on the belief that communities are changed in part due to their willingness to address underline corollaries to poverty. SEED works in several schools as they implement programs to address the needs of students and supports programs that lead to academic success. It is involved in providing scholarships to students who otherwise would be unable to attend college. The ministry's theory of action includes providing "seed" money to change efforts that address the needs of children from birth through adulthood. It is currently funding several programs that address the economic, health, social, and educational needs of children.

The partners understand that the term of this preliminary memorandum of understanding is for a one year planning process and, by signing, commit to participating in the Corning Promise Neighborhood Project as described in this document.

**Paskenta Band of the Nomlaki Indian Tribe:**

|             |                                  |            |
|-------------|----------------------------------|------------|
|             |                                  |            |
| Name, Title | DIRECTOR of ECONOMIC DEVELOPMENT | 07-23-2012 |
|             |                                  | Date       |

**Tehama County Department of Education:**

Name, Title

07-24-2012  
Date

**Shasta College:**

Name, Title

Superintendent/President

7/24/2012  
Date

**Corning Elementary School District:**

Name, Title

Superintendent

7/24/2012  
Date

**Corning Union High School District:**

Name, Title

Superintendent

7-24-12  
Date

**Tehama County Probation:**

Name, Title

7-24-12  
Date

**Tehama County Health Services Agency:**

Name, Title

7/24/12  
Date

**Seed Ministries:**

Name, Title

Board Member

7/24/12  
Date

**Center for Evaluation and Research, LLC:**

Name, Title

7-24-12  
Date

Works Cited

California State Employment Development Department. *Monthly data release (May 2012)*.

Retrieved from <http://www.labormarketinfo.edd.ca.gov/>

California State Employment Development Department. *Monthly data release (April 2012)*.

Retrieved from <http://www.labormarketinfo.edd.ca.gov/>

U.S. Bureau of Economic Analysis, (2012). Retrieved from

<http://www.bea.gov/iTable/iTable.cfm?ReqID=70&step=1&isuri=1&acrnd=5>

Head Start Enrollment Data, (2012).

California Department of Education. *frpm2011*. Retrieved from

<http://www.cde.ca.gov/ds/sh/cw/filesafdc.asp>

Invernizzi, M., Sullivan, A., Meier, J., & Swank, L. (2004). Phonological Awareness

Literacy Screening (PALS PreK). Charlottesville, VA: University of Virginia.

Lyon, G. R. (2010). Reading Disabilities: Why Do Some Children Have Difficulty Learning to

Read? What Can Be Done About It? The International

Dyslexia Association's Quarterly Periodical, Perspectives, Spring 2003, Volume 29, No. 2.

Neuman, S.B. (2007). Reading with Your Young Child. New York. Scholastic

CER, (2010). Results of Corning Parent Survey.

California Department of Education. *2011 STAR test results*. Retrieved from

<http://star.cde.ca.gov/star2009/SearchPanel.asp>

California Department of Education. *2009 STAR test results*. Retrieved from

<http://star.cde.ca.gov/star2009/SearchPanel.asp>

Jenson, J. M. (2004). Risk and protective factors for alcohol and other drug use in

adolescence. In M.W. Fraser (Ed.), Risk and resiliency in childhood: An ecological

perspective (2nd ed., pp. 183–208). Washington, DC: NASW Press.

Federal Bureau of Investigation, (1996). Uniform Crime Reports. <http://www.fbi.gov/about-us/cjis/ucr/ucr>

CA Bureau of Investigation, (2011). Retrieved from <http://oag.ca.gov/bi>

National Institute of Child Health and Human Development (2006). *Teaching children to read:*

*An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.* Retrieved from

<http://www.nichd.nih.gov/publications/nrp/smallbook.cfm>

Torgesen, J.K., Wagner, R.K., Rashotte, C.A., Alexander, A.W., & Conroy, T. (1997).

Preventative and remedial interventions for children with severe reading disabilities.

*Learning Disabilities.* 8, 51-62.

Storch, S. A.; Whitehurst, G. J. (2002). Oral language and code-related precursors to reading:

Evidence from a longitudinal structural model. *Developmental Psychology* 38.6. 934-947.

WestEd (2008). *California healthy kids survey [2006-2008 Sec. Aggregate]*. Retrieved from

[http://www.wested.org/cs/chks/print/docs/chks\\_samplereports.html](http://www.wested.org/cs/chks/print/docs/chks_samplereports.html)

Garnezy, N. (1996). Reflections and commentary on risk, resilience, and development. *Stress,*

*risk, and resilience in children and adolescents: Processes, mechanisms, and interventions.*

R. Haggerty, L. R. Sherrod, N. Garnezy, & M. Rutter, Eds. Cambridge, England: Cambridge University Press.

Camfield, L., Streuli, N., & Woodhead, M. (2008). Children's well-being in contexts of poverty:

Approaches to research, monitoring and participation. *Young Lives Technical Note No. 12.*

Byun, S., Meece, J. L. & Irvin, M. J. (2010). Rurality, social capital, and college completion.

Paper presented at *American Educational Research Association Conference*, Denver, CO.

Wimberly, G. L., & Noeth, R. J., (2005). College readiness begins in middle school.

*ACT Policy Report*. 1-3.

United States Census, 2010. <http://www.census.gov>

Slavin, R. E.(1989). The PET and the pendulum. *Phi Delta Kappan*, 70. 752-758.

Borman, G. D., Hewes, G.M., & Brown. S. (2002). *Comprehensive school reform and student achievement*. Center for Research on the Education of Students Placed at Risk.

Fullan, M. and Levin, B. (2009). The fundamentals of whole-system reform. *Education Week*.

Retrieved from <http://www.edweek.org/ew/articles/2009/06/17/35fullan.h28.html>

Council of Chief State School Officers (nd). Improving Evaluation of Professional Development.

Retrieved from

[http://www.ccsso.org/projects/improving\\_evaluation\\_of\\_professional\\_development/](http://www.ccsso.org/projects/improving_evaluation_of_professional_development/)

Mills, G. E. (2003). *Action research: A guide for the teacher researcher*, 2nd ed. Upper Saddle

River, NJ: Merrill/Prentice-Hall.

Childress, S., Elmore, R. & Grossman, A. (2006). How to manage urban school districts.

*Harvard Business Review*, 84.11. 130-138.

Fullan, M. (2005). *Leadership and sustainability: System thinkers in action*. Thousand Oaks,

CA: Corwin Press.