

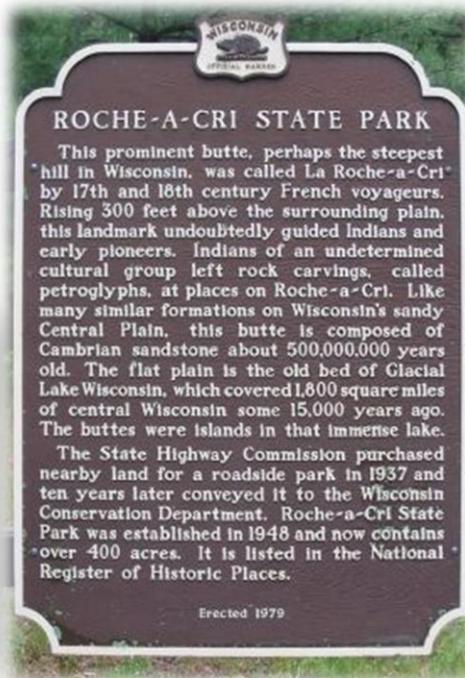
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Adams County Promise Neighborhood Initiative “Greenhouse for the Mind” Planning Grant Application

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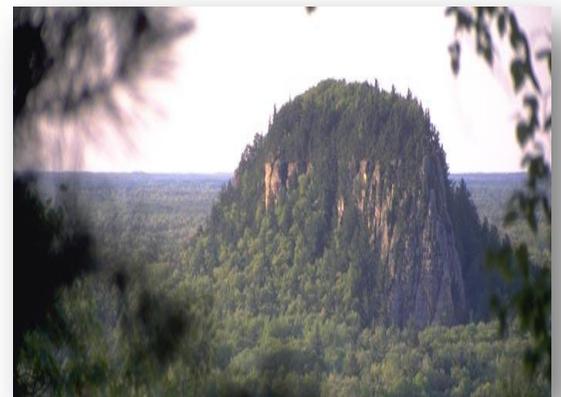
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(A) Need for Project (15 points) – Adams County Promise Neighborhood (ACPN)

(1) The magnitude or severity of the problems to be addressed (10 points)

Bordered on the western edge by the Wisconsin River, Adams County embraces acres of pristine woodland and Wisconsin’s second and fourth largest bodies of water - Lake Petenwell and Castle Rock Lake. Coupled with breathtaking, spectacular scenery– the area is a major tourist destination for people that come here to get away from the hustle and bustle of the big city – or retire. Seasonal recreation, hunting, fishing, and a stunning landscape are a solace for the outdoor enthusiast. The county has a rich ancestral heritage, as well. Prehistoric evidence of aboriginal presence (including the Ojibwe, Menominee, and Ho-Chunk peoples) is etched in the sheer southwest rock face of the Roche-A-Cri Mound. Bluff rock faces located throughout the Adams County landscape are regarded as doors to the spirit world and held religious significance. Interestingly, carved on top of the prehistoric rock at Roche-A-Cri are the names, initials, dates, and cartouches of the first white visitors, the earliest dating from over 150 years ago. Attracted by a steady supply of white pine and the waters that powered sawmills, European-American settlement started in earnest in the mid-1800s. With the draw of inexpensive and fertile farmland and new railroad access, immigrants from Germany, Bohemia, and Poland increased the population substantially in the 1890s. Today, the area maintains its dependence on agriculture and tourism, and is becoming increasingly known as a leading cranberry producer. Despite this alluring exterior, Adams County is stricken by poverty and social ills that underscore the dire need for this Promise Neighborhood (PN) initiative, as described next.



Poverty (Absolute Priority #2): Adams County is the second poorest county in the state: the 2010 median household income at \$40,314 is far below state (\$50,814) and national (\$51,222) averages.¹ Only 9.9% of persons over 25 hold a bachelor’s degree or higher compared to 25.9% across the state, and

28.0% across the nation.¹ Years of formal education correlate strongly with improved work and economic opportunities, reduced psychosocial stress, and healthier lifestyles. Poverty can result in negative health consequences, such as increased risk of mortality, increased prevalence of medical conditions and disease incidence, depression, intimate partner violence, and poor health behaviors.² As would be expected, poverty also plagues our schools where an average of 74.4% of all students grades K-12 participate in free and reduced lunch, nearly twice the statewide average of 40.7%. Both Grand Marsh and Roche-A-Cri Elementary Schools have rates exceeding 80%.³ Harsh economic times have caused the county's unemployment rate at 9.5% to continue to exceed State (6.8%) and national (7.7%) averages (April, 2012).⁴ In fact, only 50.5% of residents ages 16 and over are in the labor force, compared to 69.1% across the state, and 65.1% across the nation.¹ Sadly, 49.1% of families with children under the age of 5 have incomes below the poverty level; this explodes to 78.5% of families with female householder and children under the age of 5. These figures are monumental compared to the state and national averages of 16.5% and 46.3%, respectively.¹ In fact, 29% of children live below the federally defined poverty limit, which is 53% higher than the statewide average of 19%.⁵ Given these figures it is not surprising to find that: the rate of low income children and mothers participating in the Women, Infants, and Children (WIC) Program for nutrition supplementation at 811 is more than double the statewide average of 402; upwards of 161 per 1,000 residents participate in FoodShare Wisconsin, exceeding the statewide rate of 131; and 545 per 1,000 children under the age of 18 in Adams receive Medicaid – a figure 51% higher than the state's average of 340.⁵

In addition, 36% of children live in single-parent households (versus State at 29%). In fact, a great majority of families can only afford mobile home units, which make up 23.5% of Adams County housing stock (versus 2.8% State and 6.6% Nation). That people are struggling goes without saying. Gross rent (median of \$580) makes up 35.0 % or more of household income in our county in nearly 40% of occupied units (versus 24.9% State and 12.0% Nation).

Poor Health Outcomes: Out of all 72 counties in Wisconsin, Adams ranks nearly dead last for

overall health factors (70th out of 72) and morbidity factors (71st out of 72).² A closer analysis reveals the following abysmal statistics: residents in Adams County face premature death with 7,642 years of potential life lost before the age of 75 (versus State rate of 6,124, and National benchmark of 5,466).² Seventeen percent of adults report to poor or fair health (versus State 12% and National benchmark 10%). The crude death rate of 1,222 per 100,000 population greatly exceeds the statewide rate of 830: the death rates for cancer and heart disease at 326 are gravely higher than the statewide averages of 198 and 195, respectively.⁶ In fact, 26% of the county's adult population currently smokes every day or "most days" – exceeding Wisconsin's average rate of 20% and National benchmark of 14%.² This explains why the death rate of 273 per 100,000 in Adams "as contributed to tobacco use" is 92% higher than the statewide average of 142.⁶

One in three (33%) adults is considered obese in our county - access to healthy foods is an issue: only 25% of the county's zip codes have access to a healthy food outlet, defined as a grocery store or produce stand/farmers' market; this compares poorly to 58% of the zip codes around the state.² Preventable health care is also lacking: 40% of the population (ages 2 and over) did not see a dentist in the 12 previous months (versus 26% statewide); 10% of adults are diabetic (versus 8% statewide); and 27% of adults report to engaging in no physical activity (versus 23% statewide).²

These figures are problematic knowing the acute lack of access to medical, dental, and preventative care for this rurally isolated area: Adams County is served by a total of only eight primary care physicians (PCP) – representing a ratio of 2,536:1 (population to PCP) - in comparison to the statewide average of 744:1, and the National benchmark of 631:1.² The population ratio for dentists in Adams at 7,052:1 is no comparison to Wisconsin's average of 2,206:1² – and there are no pediatricians practicing in our county. The difficulty in accessing health care explains why local residents tend to use the hospital as a primary source of care. Further aggravating these risk factors is the critical lack of transportation due to poverty and rural isolation (no money for gas, car in need of repairs, no public transportation, etc.). In fact, 14% of adults report that they could not see a doctor in the past 12 months due to cost, compared to the statewide average of 9%.²

Substance Abuse: According to the U.S. Centers for Disease Control (CDC), Wisconsin's rates of alcohol use and misuse are among the highest – if not the highest – in the country: the 2009 Behavioral Risk Factor Surveillance System (BRFSS) found that 67% of Wisconsin adults reported to having at least one drink of alcohol within the previous 30 days, compared to 54% nationwide – and 24% of Wisconsin adults are binge drinkers, compared to the national average of 15% .⁷

Children of substance abusing parents are at increased risk for substance abuse and related problems because of both genetic and environmental factors.⁸ In The Wisconsin Epidemiological Profile on Alcohol and Other Drug Use (2008), the Wisconsin Department of Health Services (WDHS) reports that Wisconsin also has the highest prevalence of self-reported drinking and driving of any state in the nation. The situation in Adams County is also grave, where 25% of adults reports to being a binge drinker or heavy drinker² – which is triple the statewide average of 15.9% and national average of 10.3%.⁷ Fully 20% of Adams County motor vehicle crashes were related to alcohol in 2010 compared to the statewide rate of 9%.⁶ These findings are troublesome knowing that long-term alcohol misuse is associated with liver disease, cancer, cardiovascular disease, neurological damage, and psychiatric problems such as depression, anxiety, and antisocial personality disorder.⁹

A Choices Survey (CS) was conducted among Adams-Friendship Area School District (AFASD) students in grades 6-12 in 2008, data from which confirms the widespread use of alcohol and drugs and other underlying risk factors. Current drinking among of AFASD high school students exceeds national levels: on one or more days in the 30 days previous to being surveyed 43.5% of our students had an alcoholic drink and 30.2% binge drank, compared to national rates of 41.8% and 24.2%, respectively.⁷ Of enormous concern is the fact that an astonishing 40.9% report that their parents or a friend's parents have ever provided them with alcohol! This is of monumental concern knowing that parental influence operates as a natural harm-reduction mechanism that helps protect teenage drinkers from developing alcohol problems.¹⁰ In fact, an important predictor of whether a teenage boy will have an alcohol related driving offense or accident, is whether his

parents are negative (rather than neutral) about teenage drinking.¹¹ Age of onset sets the stage for a potential lifetime of abuse: by the time they were 14 years old, nearly 40% of our high school students had their first alcoholic drink, 34% had their first cigarette, and 17% had tried marijuana (CS, 2008). Young people who begin drinking before age 15 are four times more likely to develop alcohol dependence, and are two and a half times more likely to become abusers of alcohol than those who begin drinking at age 21.¹² Sadly, substance abuse is a major public health problem that puts millions of adolescents at increased risk for alcohol- and drug-related traffic accidents, risky sexual practices, poor academic performance, juvenile delinquency, and developmental problems. Strong relationship appears to exist between alcohol use among youth and many social, emotional, and behavioral problems, such as using illegal drugs, fighting, stealing, driving under the influence, skipping school, feeling depressed, and deliberately trying to hurt or kill themselves.¹³

Indeed, the following paragraphs paint a gloomy picture concerning emotional, behavioral, and academic concerns among our students. Disturbingly, CS results indicate that 26.6% of AFASD high school students smoked cigarettes in the previous 30 days, compared to 16.9% across the state and 19.5% across the nation.⁷ Not only a health risk, teenage smoking can serve as a “gateway drug”: smoking cigarettes makes teens **more vulnerable to alcohol and drug addiction and to mental illness**, according to the National Center on Addiction and Substance Abuse (CASA) (*The Smoking Gun*, October 2007). In fact, adolescents (ages 12-17) who smoke are five times **more likely to drink** and 13 times **more likely to use marijuana** than those who are not smokers. The CASA study found that teens who smoke cigarettes are twice as likely to suffer from depression, more likely to experience hopelessness and worthlessness, more likely to report panic attacks and general anxiety disorders, and more likely to report post-traumatic stress disorder.¹⁴

Risky & Violent Behavior: If substance abuse was not enough of a peril, the successful educational and social outcomes of our youth are in jeopardy due to high rates of sexual activity and violence. Fully 50% of AFASD high school students have had sexual intercourse; this figure

skyrockets to a staggering 71% by the time they reach 12th grade, according to a Search Institute Survey (SIS) conducted in 2008 among AFASD students in grades 7-12. These are shocking figures in comparison to the statewide average of 40.9%, and national average of 46.0% for all high school students who have had sexual intercourse.⁷ Among AFASD high school students, only 37% of those that had sexual intercourse used any form of birth control the last time (CS, 2008). Sadly, nearly 12% of AFASD high school students report that were forced to have sexual intercourse when they didn't want to (CS, 2008), surpassing the national average of 7%.⁷ These figures are of grave concern knowing that: the teen birth rate in Adams County at 49 per 1,000 teens (ages 15-19) is seriously higher than the State at 31, and the Human immunodeficiency virus (HIV) prevalence rate of 117 per 100,000 population in Adams County is the **highest in Wisconsin**.²

Not surprisingly, violence and abuse are also on the rise in Adams County. Between 2006 and 2010, the average Juvenile Arrest Rate in Adams County exploded by 227% - or from 13.2 to 43.1.⁵ This is contrary to the statewide trend data, which actually decreased by 22% during this same time period. Between 2003 and 2010, the number of Juvenile Court Cases opened totaled 3,454, increased by 13%, and averaged 432 per year.¹⁵ Between 2006 and 2010 the rate of Child Abuse and Neglect Reports in Adams increased by 13.4% (or from 27.6 to 31.3 per 1,000 children) – while the statewide rate decreased slightly from 30.4 to 30.3. During this same time period, the Child Abuse Substantiation Rate in Adams increased from 4.3 to 6.8 per 1,000 – while the statewide rate actually decreased from 5.5 to 4.1.⁵ As a result, the Child Victim rate of maltreatment for Adams County also increased from 4.8 to 5.6 between 2006 and 2010, compared to the declining statewide average from 6.2 to 3.7. Note that all Child Abuse and Neglect rates in Adams now exceed statewide averages! These figures are confirmed by our youth: 35% of AFASD students (grades 7-12) reported they had been physically harmed by someone in their family or living with them (SIS, 2008).

A closer look at the school climate exposes a deeper level of concern as documented by CS and SIS data; and the Wisconsin Information Network for Successful Schools (WINSS):

- ⊗ Among AFASD males in grades 7-12 during the 12 months previous to being surveyed: an average of 48% had hit someone, 25% had carried a weapon for protection, 54% had been hit, kicked, or pushed by another student, 23% had committed vandalism, and 36% had gotten into trouble with the police (SIS). Not surprisingly, then, about 90% of male students (grades 7-12) do not feel they can resist doing things that are dangerous, and 42% do not agree or are not sure that they think about the consequences before they make a decision (SIS).
- ⊗ 30% of students (grades 6-12) report they never or only sometimes feel safe at school; this fear peaks at 41% among 10th grade students (CS).
- ⊗ The incident rate (per 1,000 students) of disciplinary consequences *related to weapons and drugs* resulting in expulsion or suspension in the AF High School over the previous three school years at 30.3 is more than double the statewide average of 14.1 for all high schools. Furthermore, the incident rate not related to weapons and drugs resulting in expulsion or suspension at the AF Middle School during the previous school year at 233.9 (per 1,000 students) is 67% higher than the statewide average of 140.4 (WINSS)
- ⊗ Over the past 7 years, the truancy rate at the AF High School increased exponentially from 0.5% to 22.3%; while the statewide average actually decreased from 15.5% to 13.0% (WINSS).
- ⊗ Current suspension rates at both the AF Middle School at 15.6% and AF High School at 18.3% are significantly higher than the statewide averages of 6.9% and 7.9%, respectively (WINSS).
- ⊗ The AF High School expulsion rate during the previous school year at 0.53% is twice the statewide average of 0.28% for all high schools (WINSS).

Mental, Emotional, and Behavioral Health Issues: Mental, emotional and behavioral (MEB)

health is a critical component of a child's well-being. Like physical health, MEB health is important at every stage of life – and can have a dramatic impact on the ability for children to learn and succeed.

The onset of major mental illness may occur as early as 7 to 11 years old, and in fact, research indicates that half of adults with MEB disorders were first diagnosed by age 14, and three-fourths were diagnosed by age 24.¹⁶ Factors that predict mental health problems can be identified in the early years, with children and youth from low-income households at increased risk for mental health problems.¹⁷

Almost one in five young people have one or more MEB disorders¹⁸; and one in 10 youth has mental health problems that are severe enough to impair how they function.¹⁹ It is estimated that less than 20% of these children receive the appropriate needed treatment.²⁰ Furthermore, one out of every eight adolescents with a mental illness has a co-occurring substance abuse problem²¹ - while almost half of

all youth receiving mental health services in the U.S. have been diagnosed with a co-occurring disorder.²² Fully, 80% of people with multiple mental health and substance abuse disorders report onset before age 20.²³ Youth with significant emotional and behavioral problems are much more likely to develop substance abuse disorders than those with less serious problems.²⁴ ***Based on the figures above, we estimate that at least 200 of AFASD middle and high school students could be experiencing one or more MEB health issues, 100 could have impaired function due to mental health issues, and only about 20 are receiving appropriate treatment.***

According to the WDPI, Wisconsin's youth suicide rate has been higher than the national rate for 25 of the last 28 years (1981-2009).²⁵ It is alarming to note that in Adams County, the suicide death rate (per 100,000 population) between 2000 and 2009 at 18.4 was markedly higher than the statewide rate of 11.9, and national rate of 10.9.²⁶ The county's rate of 88.8 per 100,000 population for "Emergency Department Visits due to Self-Inflicted Injury" for all ages was also significantly higher than the statewide average rate of 77.4.²⁷

Data extracted from the 2008 CS and SIS reveal even more troubling information about the mental and emotional well-being of our youth. We found that one in four (25%) of AFASD females in grades 7-12 reported to feeling sad or depressed most or all of the time in the 30 days previous to being surveyed (SIS). Sadly, 31% of AFASD high school females have ever tried to kill or hurt themselves in their lifetimes (CS) (in comparison: 8.1% and 7.1% of high school females across the nation and state, respectively, attempted suicide at least one time in the 12 months previous to being surveyed⁷). Even more troubling is that the percentage of all AFASD students with Emotional and Behavioral Disorders at 4.2% is 147% higher than that statewide average of 1.7%.³ This information is further substantiated in the fact that Adams County adults report to having an average of 4.3 poor mental health days in the past 30 days compared to the statewide average of 3.0 days. In fact, Adams County has the highest rate in the state for poor mental health days made worse by lack of access to mental health providers: the ratio of 20,284 to 0 (no mental health providers other than county services) is very scare compared to the state's average of 8,437 to 1.

Feeling supported by adults and connected to the school and community serve as protective factors for youth to help them thrive and succeed. Unfortunately, this is another area where significant shortcomings impact the ability for youth to succeed. For example – among our high school students, fully 35% do not agree or are not sure that they feel like they belong at this school (CS), compared to the statewide average of 27%⁷; a depressing 48.2% do not agree or are not sure that the teachers at their school care about them (CS); and 39.6% do not agree or are not sure about the statement, “*People at my school encourage me to do my best.*”

An acute lack of developmental assets further magnifies the at-risk condition of our youth. The Search Institute framework for Development Assets provides a way to assess the health and well-being of middle and high school youth. These assets – which include 40 external and internal assets – represent a common core of development building blocks that are crucial for all youth. Studies show that young people who possess more of these assets engage in fewer risk-taking behaviors and are more likely to thrive and succeed in life. Unfortunately, the SIS (2008) found that AFASD students in grades 7-12 possess on average a mere 17.6 of the 40 assets. For example:

- ⊗ Only 31% of youth report to having positive communication with their parents and are willing to seek their advice, and only 30% have parents that are actively involved in helping them to succeed in school;
- ⊗ A shocking 81% do NOT believe that that their community values youth, and nearly three out of four youth do NOT believe that youth are given useful roles in their community;
- ⊗ A meager 15% spends 3 or more hours per week in creative activities, such as lessons or practice for music, theatre, or other arts;
- ⊗ Fully 78% do NOT read for pleasure 3 or more hours per week – while 41% are NOT motivated to do well in school;
- ⊗ An astonishing 64% do NOT believe it is important to not be sexually active or to use alcohol and other drugs;
- ⊗ Nearly 70% do NOT know how to plan ahead and make choices; 61% feel they CANNOT resist negative peer pressure and dangerous situations; and 56% do NOT possess empathy, sensitivity, and friendship skills;
- ⊗ More than half (54%) of AFASD youth (grades 7-12) do NOT possess a high level of self-esteem – and nearly half (47%) feel that their life has no purpose.

Early Childhood Risk Factors: A number of risk factors from birth through early childhood have been identified that contribute to a lack of school readiness or healthy outcomes. We found that in 2010, only 77% of births had first trimester prenatal care in Adams County, compared to the statewide average of 84%.⁵ Also, 31% of mothers reported to smoking during pregnancy (versus 14% statewide) and the rate of births to teen mothers is 49% (versus 31% statewide).² Perhaps this explains why 8.2% of births are low birthweight in Adams, compared to the statewide average of 6.9%; 29% of Adams County children live in poverty; and 35% are in single-parent households (versus 29% statewide).² An increase in developmental concerns is evident in the fact that nearly 30% of children in Adams are involved in the Birth to Three program for children with disabilities (per 1,000 children ages 0-3); this figure exceeds the statewide average of 27.8%. Early childhood outcomes are influenced by quality and availability of child care programs. Sadly, we found that there are 13 regulated child care providers in the county; 50% are not rated, and of those who are rated, none are above two stars (on a five-star scale). Furthermore, there are only 98 licensed child care slots available in Adams County (per 1,000 children ages 0-7), compared to the statewide average of 289. These risk factors have taken a toll on our children as evidenced in early childhood assessments. Data gathered from the *Individual Growth and Development Indicator Scale* (IGDIS) conducted among AFASD 4K students found that 35% scored at or below the 25th percentile in Alliteration, 42% scored at or below the 25th percentile in Rhyming; and 51% scored at or below the 50th percentile in Picture Naming. Clearly, there is a need for increased participation in pre/post-natal care and high quality early learning programs.

Academic Failure & Historically Low Achieving Schools: Monumental risk factors described in the previous pages have had a detrimental effect on academic outcome. Dismal results from the most recent round of state standardized testing (November 2011) reveal that among all students tested in grade 3-10, AFASD students were outscored by the peers across the state in all core subject areas as indicated in Table 1 below. Note that nearly 50% of AFASD students were not able to achieve the proficient level in Language Arts – versus 29.0% across the state; 29.2% scored

below proficiency in Mathematics – versus 22.4% of their statewide peers; and 33.3 % could not grasp the content in Science – versus 22.9 % statewide.

	Reading	Language Arts	Math	Science	Social Studies
AFASD	29.0	47.4	32.0	32.0	27.5
State	17.4	28.5	21.6	22.6	16.1

*WSAS – Wisconsin Student Assessment System; retrieved from <http://www.dpi.state.wi.us/sig/index.html>

By analyzing disaggregated data we find that the achievement gap widens for disadvantaged students; this is a significant problem knowing that Adams County is highly impoverished – and that fully 21.0% of AFASD students are with disabilities compared to the statewide average of 13.7%.³ Note that the achievement gap in Adams exceeds statewide averages in all core subjects across the board. For example, Tables 2 and 3 below highlight the following figures from the November 2010 Wisconsin Students Assessment System (WSAS):³

- ✓ 72.1% of AFASD students with disabilities tested scored below in Reading compared to 19.0% of those without disabilities; this exceeds the statewide averages of 51.8% of students with disabilities and 11.8% of students without not meeting proficiency;
- ✓ 66.7% of AFASD students with disabilities (vs. 53.1% State) scored below proficiency in Math compared to 25.7% of those without disabilities (vs. 16.41% State);
- ✓ 53.6% of AFASD students with disabilities (vs. 49.9% State) scored below proficient in Science compared to 27.7% of those without disabilities (vs. 18.1% State);
- ✓ 56.1% of economically disadvantaged AFASD students (vs. 43.0% State) scored below proficient in Language Arts compared to 35.8% of non-economically disadvantaged students (vs. 19.0% State); and
- ✓ 40.4% of economically disadvantaged AFASD students (vs. 36.64% State) scored below in Science compared to 20.2% of non-economically disadvantaged students (vs. 13.3% State).

	Reading		Language		Math		Science		Social Studies	
	With Disabilities (WD)	No Disabilities (ND)	WD	ND	WD	ND	WD	ND	WD	ND
AFASD	72.1	19.0	76.8	41.2	66.7	25.7	53.6	27.7	58.0	20.8
State	51.8	11.8	60.9	23.3	53.1	16.4	49.9	18.1	42.1	11.9

Table 3: *Percent Students Below Proficiency on November 2011 WSAS Combined Grades 3-10 - By Economic Status November 2011 WSAS										
	Reading		Language		Math		Science		Social Studies	
	Economic Disadvantage (ED)	No Economic Disadvantage (NED)	ED	NED	ED	NED	ED	NED	ED	NED
AFASD	36.2	17.5	56.1	35.8	37.7	24.7	40.4	20.2	35.1	17.5
State	28.5	9.6	43.0	19.0	34.9	12.3	36.6	13.3	26.1	9.6

*WSAS – Wisconsin Student Assessment System; retrieved from <http://www.dpi.state.wi.us/sig/index.html>

Trend data reveals a history of low academic achievement: an average of 33.1% of students were not proficient in core subjects over the past five years; a figure nearly 50% higher than the state’s average of 22.6%. Also, Adams-Friendship (AF) Elementary School did not meet “Adequate Yearly Progress” (AYP) during the 2008-09, 2010-11 and 2011-12 school years. In June 2012, A-F Elementary was declared a “Title I Focus School” by the WDPI due to very low subgroup performance and significant achievement gaps between subgroups in Reading. Title I Focus Schools are required by the WDPI to implement at least one of three types of reforms to raise student achievement, namely: Response to Intervention (RtI), Positive Behavioral Intervention and Supports (PBIS), or Early Warning System. AF Middle School did not meet AYP in 2007-08 and was “Identified for Improvement” in the 2008-09 and 2009-10 school years (corrective action needed).²⁸

Low academic achievement is also reflected in college admission / placement exams and post graduate plans. At an average of 19.4, AFASD summary test scores on the 2010-11 ACT fell below the statewide average of 22.0. Only 36.8% of AFASD seniors took the ACT – a figure way below the statewide average of 60.4%. Trend data reveals that AFASD ACT results have lagged behind the statewide average since at least the 1996-97 school year, as per available data.³ In fact, the AFASD average ACT score was 19.8 for the past five years, compared to the higher statewide average of 22.1. A mere 3.5% of our high school students took Advanced Placement Exams in 2010-11 (versus the statewide average of 10.4%); and of these only 26.1% passed (versus 67.6% of their statewide counterparts).³ *Given these statistics, it is not surprising to find that the percentage of AFASD seniors who plan on attending a 4-year college at 18.6% is significantly lower than the*

*state's average of 50.4%.*³ Furthermore, none (0%) of our students reported they had plans to seek employment (versus the state's average of 5.1%); while an alarming 76.4% indicated “miscellaneous” for post graduate plans (compared to 17.5% of their statewide counterparts). These figures suggest that our students severely lack in career readiness goals. In fact, the low rate of college-going intentions has been historically the case: for the past 10 years only 26.9% of AFASD seniors planned on attending a 4-year college - which is half the statewide average of 53.1%.³

Resilience in Adams County: Despite the prevailing risk factors, our residents boast many good things. We value family, neighborhood, community, education, work ethic, and our history. We are proud of our heritage, environment, and culture. For seven consecutive years, the AFASD has been the recipient of the WDPI New Wisconsin Promise School of Recognition honor. While our county is geographically and culturally isolated – most of the county's population is located within the 4 square miles of the contiguous communities of Adams and Friendship. All critical community- and county-based health and human services are located within walking distance in Adams – such as grocery stores, medical facility, schools, restaurants, banks, job center, and more. The pristine and natural beauty of our county attracts many visitors and serves as an economic and cultural boost; we also boast a vibrant agricultural sector. Over the years, Adams County has undergone an encouraging economic transformation. The Rural and Industrial Development Commission has offered innovative financing packages to assist new and existing businesses in economic expansion. Despite high levels of poverty, the cost of living is substantially lower here than the national average and much lower than most large metropolitan areas. Residents are committed to its success – as is evident in remodeled storefronts, quaint street lamps, the first shopping mall, business expansion, many community-wide events, and developing plans for downtown revitalization in the City of Adams. There exists a very positive outlook and cooperative attitude among the people, businesses, and governing bodies of Adams County.

(2) Description of the geographic area to be served (5 points)



Note that a significant description of the County has been

provided, in the previous pages. The proposed PN initiative will target all of Adams County, located in west-central Wisconsin and home to 20,875 residents, of which 3,400 are under age 18.²⁹ This very rural and sparsely populated county, covering 648 square miles, holds 17 townships, the City of Adams (the largest community with a population of 1,740), the village of Friendship (pop. 710), a portion of Wisconsin Dells, and several unincorporated villages. Many areas of Adams County are quite remote; the closest metropolitan area of Madison is located nearly 80 miles south. There are approximately

9,100 households - and all of residents live in “rural areas” of the county compared to 32% across the state.² The rural nature is illustrated in the fact that the population density is 32.2 people per square mile, versus Wisconsin’s rate of 104.7.² A draw for retirees, upwards of 22% of the population of Adams County is 65 years and older, significantly higher than the state’s average of 13%.² As a result of the lack of opportunity and impoverished nature of the area, only 17% of the population is below 18 years of age, a figure that has decreased from 21% over the past decade.²⁹ Seemingly, youth lack the desire to return to or remain in the county after graduating.

The county is served by the AFASD in five schools: Adams-Friendship (AF) Elementary (541 students), Roche-A-Cri Elementary (146), Grand Marsh Elementary (144), AF Middle (380), and AF High School (531 students). All schools are eligible for the Rural and Low-Income Schools Program and have locale code 42 (Remote Rural). All schools (except the high school) are Title 1 schools. The district, spanning 517 square miles, employs 159 licensed full-time educators who serve 1,802 students in grades preK-12. The ethnic makeup of students is 92.3% White, 4.5% Hispanic, 1.4% Black, 1.0% American Indian, and 0.2% Pacific Isle (0.2%).³



(B) Quality of Project Design (20 point)

(1)Continuum of solutions is aligned with an ambitious, rigorous, and comprehensive strategy for improvement of schools in the neighborhood (10 points) (Addresses Absolute Priorities 1 & 2; Competitive Preferences 4 & 6, Invitational Priority 8)

The mission of the Adams-Friendship Area School District (AFASD) is to educate and empower every student to be a life-long learner. Because of the district’s high poverty and historically low achievement levels, its leadership has a long history of developing innovative approaches for school improvement. Unfortunately, the small tax base associated with this rural, impoverished, and sparsely populated region results in a lack of resources to comprehensively address barriers to student, family, and community success. The benefit is that the school district serves as the “hub” of the community, hence is well-positioned to develop and facilitate the necessary infrastructure of key partnerships needed to leverage resources and integrate systems to provide a continuum of services. The district will provide appropriate access to student-level data, participate in all aspects of the needs assessment process, and work closely with the initiative to integrate school improvement strategies into PN continuum of services. To date, key district staff members have been strong and visionary leaders in the planning process, working to recruit and involve numerous partners in the initiative. The Promise Neighborhood initiative will target all five schools in the AFASD. **All schools are considered low performing per historical student achievement and receive Title I funds (except for the high school, which is Title I eligible).**

Accreditation: AFASD is committed to doing whatever it takes to ensure that students graduate with the tools to earn a self-sustaining wage. Beginning with the 2003-2004 school year, each building in the school district applied and was approved for accreditation from the North Central Association Commission on Accreditation and School Improvement. With a goal to embrace a systems approach, the District School Improvement Team investigated the process for earning district level accreditation. As such, during the 2009-2010 school-year, AFASD pursued AdvancED accreditation under the seals of the North Central Association Commission on Accreditation and School Improvement and the Southern Association of Colleges and Schools

Council on Accreditation and School Improvement. To achieve accreditation, the district was required to complete a Quality Assurance Review in which a team examined the district's systems and processes in relation to seven standards: 1) Vision & Purpose, 2) Governance & Leadership, 3) Teaching & Learning, 4) Documenting & Using Results, 5) Resources & Support Systems, 6) Stakeholder Communication & Relationships, and 7) Commitment to Continuous Improvement.

The team used standard reports and quality assurance findings to identify common themes and significant accomplishments as well as opportunities for improvement. The district was recognized for a “culture of innovation which seeks out resources to allow staff to explore and investigate new strategies to support the needs of the district's students. A standards-based curriculum and grading system K-12, creative extended learning time opportunities, and the aggressive pursuit of grants to subsidize innovations were cited as examples of this culture.” The district was commended for inspiring powerful, effective relationships and success at retaining staff that is passionate, dedicated, and committed to serving the needs of the district's children. The team found that students, parents, staff and community members believed in the mantra that *“It takes a village to raise a child.”* They noted that staff and community understand their roles in educating children and connect it with a laser-like focus on student needs. System-wide ownership of the district's vision was identified as a means of achieving a common bond in formulating aligned protocols of practice throughout the district. At the conclusion of the Quality Assurance Review, **the AFASD became one of only two districts in Wisconsin to receive district level accreditation.** In response to the accreditation process, the district developed a bold, visionary strategic plan to guide its work for overall school improvement, and structured by the following goals (which will be central to the ACPN initiative):

1. To improve communication, internally and externally.
2. To infuse technology into all aspects of School District operations.
3. To develop a process which assures that the educational program supports all students/
4. To pursue curriculum improvements based on recognized standards, best practices, staff recommendations, and student needs
5. To identify individual academic or behavior difficulties and intervene early with strategies

- to promote school success.
6. To support effective staff development that promotes students achievement.
 7. To use data to guide district decision-making in support of continuous improvement.

Past, Current, and Future School Improvement and Reform Strategies

The district has implemented – or is in the process of implementing - several major school improvement reforms over the past few years designed to address student achievement, teacher growth and effectiveness, and quality assurance. Among these include Dimensions of Learning, Comprehensive School Counseling Model, Response to Intervention, extended learning times, use of data for student achievement, parent involvement and communication, and systemic transformation based on 90-90-90 Research. These efforts support and align with the PN initiative’s continuum of services as part of an ambitious, rigorous, and comprehensive strategy for school improvement. A brief snapshot of several main reform efforts follows.

Dimensions of Learning: During the 2002-03 school year, the district began a five year initiative to implement school reform with support from a WDPI Comprehensive School Reform Grant. The district chose the **Dimensions of Learning (DOL) model** as a vehicle for school reform due to its ability to influence the planning of curriculum, instruction, and assessment according to targeted (state) standards, to build a truly constructivist and learner-centered approach to the classroom, and to reorganize school governance so that the entire school is structured around and operating within a consistent attention to learning. The DOL framework is structured on the premise that the process of learning involves the interaction of five types, or dimensions, of thinking; the ultimate goal is for students to become independent learners who have developed the ability to continue to learn throughout their lives. DOL met the requirements for a school reform model because it is based on more than 30 years of well-confirmed research, has demonstrated results, and is replicable. DOL is a direct descendant of the comprehensive research-based framework on cognition and learning described in *Dimensions of Thinking: A Framework for Curriculum and Instruction*.³⁰ The school reform initiative supported a powerful professional development program for school staff and administrators, **which continues to be systemically embedded and maintained.**

Comprehensive School Counseling Model: The district recently began the process of implementing the Wisconsin Comprehensive School Counseling Model (WCSCM) – at least a five to seven year process – designed to speak to school reform by addressing the social-emotional, career, and academic needs of all students across grades 4K-12.³¹ Our comprehensive school counseling program (CSCP) will consist of a coordinated system of programs, activities, and learning experiences designed to prepare all students for life after high school. This results-based program will consist of the interrelated elements as shown in the chart below.

COMPREHENSIVE SCHOOL COUNSELING PROGRAM ELEMENTS			
Foundation	Delivery System	Management System	Accountability
<ul style="list-style-type: none"> • Mission & Vision • Strategic Priorities • Guiding Principles • Sch. Counseling Standards • Student Priorities 	<ul style="list-style-type: none"> • Counseling Program • Individual Student Planning • Responsive Services • Systems Support 	<ul style="list-style-type: none"> • Agreements • Advisory Council • Use of Data • Action Plans • Use of Time / Calendars 	<ul style="list-style-type: none"> • Results Reports • School Counselor Performance Standards • Program Audit

The mission of the CSCP is to support ALL students in acquiring the skills, knowledge, and attitudes needed to become successful lifelong learners and responsible citizens. The model will support a complete transition from our traditional “position” approach to a “program” approach that is embedded in the core educational curriculum as a data driven, accountable system focused on meeting the needs all students within a system and along a continuum -rather than a set of ancillary services that responds to crisis. This model will employ a comprehensive set of strategies within four main “direct service” components that include **School Curriculum, Individual Planning, Responsive Services, and System Support**. The *School Guidance*

Curriculum is the written instructional program that would be presented developmentally and comprehensively for all students and delivered as a collaborative effort between school counselors, educators, parents, and community. Our model will emphasize the following curricular domains to comprehensively address the needs of all students: **Academic Success, Careers, Citizenship, Personal / Social / Community Safety, Self-Knowledge and Self-Management, Social Skills, and Transition**. Within each of these domains are content

- Academic Success
- Careers
- Citizenship
- Personal, Social, & Community Safety
- Self-Knowledge & Self-Management
- Social Skills
- Transition

standards and benchmarks that articulate developmentally appropriate skills, knowledge, and competencies that all students should meet.

The purpose of **Individual Student Planning** will be to assist students in educational and career planning, decision-making, and goal setting through individual and/or small group assessment and advisement sessions, and transition planning between schools and to postgraduate options. Recognizing that parents/guardians have the greatest influence on the educational and career choices made by youth, their involvement will be a vital component of the individual student learning process. As such, it will be critical to engage parents/guardians in a series of formal **Student and Parent Educational/Career Conferences** in which students plan, monitor, assess, and manage their own learning, set and evaluate educational and career goals and options, then develop a **Career Portfolio** to help them achieve these goals. Note that we began implementing Career Conferences last school year in grades 5, 8 and 10 – only 10% of parents attended with students in grade 10; a critical need to be addressed during the ACPN planning period. **Responsive Services** focus on traditional prevention/intervention strategies that address students’ immediate needs via individual/small group counseling, academic advising, crisis response, child study teams, and coordination with and referral to community-based resources and services. Responsive Services help to address the barriers that impede the learning process such as academic concerns, substance abuse, stress, mental health, grief and loss, family issues, abuse, bullying, peer pressure, hunger, and more. *(This is a key area to integrate school-based mental health and wrap-around services).*

Response to Intervention (RtI): The recommendations from the Quality Assurance Review for Accreditation described above were utilized by the District School Improvement Team to establish priority areas, one of which is to “Apply a system of data analysis to the abundance of data that exists in Adams-Friendship.” This priority subsequently became the cornerstone for the implementation of the RtI framework for reform and school improvement. The RtI process is a systematic data-based decision-making process used by staff for identifying, defining, and resolving a student’s academic and/or behavioral difficulties, with an emphasis on providing high-quality

instruction and universal, targeted, and selective interventions matched to student needs.³² The RtI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Progress is closely monitored to assess both the learning rate and level of performance of individual students. RtI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

The RtI Steering Committee has been working vigorously over the past year and a half to research, develop, and begin implementation of the various components of an RtI framework. Out of this work came the selection of several universal screening tools: *AIMSweb* was piloted during the 2011-2012 school year as a universal screener and progress monitoring tool for 1st grade classrooms and will be expanded to grades K-2 beginning in the fall of 2012. The *Individual Growth and Development Indicators Scale* (IGDIS) was piloted and adopted at the 4K level. The NWEA MAP assessment, already in place, will continue to be used as a universal screener three times per year for grade 3-9.

The RtI committee has devoted time to reviewing current interventions. As a result, the Fountas and Pinnell Leveled Literacy Intervention (LLI) will be implemented in grades K-3 beginning with the 2012-2013 school-year. At this time, math interventions are under consideration. The most recent work has focused on the development of the procedures and responsibilities for a Building Assistance Teams (BAT) model, comprised of regular and special education, pupil services, and administrative staff. This process focuses on teams of educators using data to determine appropriate interventions and student placement. Monitoring student progress allows for a timely response to student growth and lack of growth. In alignment with AdvancEd Standards addressing resources and support systems, funds for the upcoming school-year have been allocated to support the district's goal to be an RtI district by the 2013-2014 school year. As such, there will be five

research-based interventions ready for implementation at the elementary level ready for implementation at the first sign of student struggles; this will be integrated into the continuum of solutions as part of the ACPN initiative.

Use of Data to Improve Student Achievement: In every aspect of district practice, staff has begun to focus on action planning and progress monitoring. The implementation of the RtI Steering Committee has provided a forum for establishing and revising the systematic use of data to inform decisions, create effective action plans, and monitor progress of programs. The district has begun to examine past practices and programs through a new lens and base decisions to maintain, revise or drop programming and initiatives in a much more systematic way using data. Examples of the systematic use of data include the following:

- ✓ Representatives from each school attend an annual data retreat regarding WKCE data. During the 2012-2013 Data Retreat, the agenda will expand to include district comparisons to NAEP scores, SMARTER Balanced Assessment and WISEmaps.
- ✓ NWEA-MAP data is being used to help guide curricular decisions by individual teachers and teams of teachers. The district has begun to include data analysis to measure the effectiveness of current district initiatives.
- ✓ Building principals are identifying students at risk through the creation of data dashboards comparing WKCE and NWEA MAP data. In addition, EXPLORE (Grade 8), PLAN (Grade 10) and ACT have been implemented and are used to plan career paths, monitor readiness for ACT and assess college readiness.
- ✓ At the fall data-retreat, staff will reevaluate and update their school's improvement plan focusing on district improvement goals using a consistent format. Winter and Spring MAP data is used to monitor progress on building goals. Multi-year data is reviewed at each data retreat to identify trends and specific areas of strength or in need of improvement.
- ✓ Each building sets aside professional development time to analyze student data. Leadership is provided by principals and teacher-leaders who participated in the fall data retreat.
- ✓ The district has trained selected staff on using Curriculum-Based Measures (CBM) to measure the effectiveness of interventions, guide instruction, and identify students in need of additional supports and services.
- ✓ *AimsWeb* will be implemented fully during the 2012-2013 school year to provide a formal structure and warehouse of monitoring individual student progress in the RtI model.
- ✓ Beginning in the fall of 2011, the IGDIS was used three times per year to screen and monitor progress of 4-year-old kindergarten. Results are being used to plan interventions for

individual students and revise current curriculum.

- ✓ The RtI component of Skyward was selected during the 2010-2011 school year to manage student data allowing for easier access, communication, and the ability to filter data to make efficient educational decisions. Implementation is scheduled for 2012-2013.
- ✓ The ESEA Coordinator collects data on parent/family involvement; this will be analyzed and used to determine the most effective means to strengthen family school relationships.

Extended Learning Times: The district utilizes 21st Century Community Learning Center grant funds to offer after school and summer school programs at AF Elementary and Middle Schools to provide extended academic support for struggling students, as well as an array of enrichment activities. The primary goal of these programs is to increase student achievement in Math and Reading. These programs are highly attended and considered a key component of overall school improvement.

Reform Based on 90-90-90 Research: The AFHS released a new mission on April 30, 2012 to ensure the “highest achieving high school in the State by 2019.” This seven-year plan includes a laser-like focus on systematic transformation. The components of the transformative work align with the 90-90-90 Research that holds high levels of promise for schools, especially high poverty schools, to close the achievement gaps.³³ The components, as described next, include: a focus on academic achievement, clear curriculum choices, frequent assessment of student progress, multiple opportunities for improvement, an emphasis on literacy skills, and collaborative scoring of student work.

An academic priority of the AFHS includes building the literacy skills of students including speaking, nonfiction writing and reading; ***this priority will target the development of College and Career Readiness Skills as outlined by the ACT and Common Core State Standards.*** The EXPLORE, PLAN, and ACT System (Educational Planning and Assessment System or EPAS) and MAP Assessments will be used to monitor the individual progress of every student. By the start of the 2012-2013 school year, a College and Career Readiness Action Plan will be developed by all faculty. The level of accountability will include consistent classroom walkthroughs, monitoring data, and analysis of student engagement. Additionally, an increased focus on students’ post secondary plans will include the development of a Career Academy for all 11th grade students

(which aligns to CSCP model). The Career Academy will provide students and family points of access so families have the resources they need for navigating the post-secondary planning process.

Another area of development is in the band curriculum; a priority has been set to ensure technical advancement in this area with the goal of increasing the enrollment of music students through interactive technology (i.e., music production). Research supports increased student achievement in schools with strong music programs, especially impacting students from the lower end of the socioeconomic ladder.³⁴

AFHS has recently implemented the RtI model that includes dedicated time in the school day to address the academic needs through Extended Learning Time (ELT). The PII plans will include specific strategies designed to efficiently and effectively utilize this structured time to address gaps in student learning as identified through the EPAS data. The Building Assistance Team (BAT) is guiding this important work plan and overseeing the process of teacher referral. Intervention action plans were put in place this school year to ensure Tier I quality universal instruction as well as Tier II strategies in the areas of mathematics and language arts.

Recently (May 2012) added to the school transformation plan is a “prototyping” process to vet ideas using a needs assessment, quick progress monitoring to analyze student impact and produce faster results, and replicating and scaling promising practices. This fast-approach prototyping process requires strong teacher leadership, courageous conversations, transparent communication and an ability to take risks and make adjustments. The transformative work also focuses on “radical collaboration.” The intent of this collaborative effort is to engage all stakeholders in the community to consider how to use the strengths of our constituents to influence cultural reconstruction. All employee groups, students, parents and staff are in the process of crafting standards of excellence that will drive the transformative work of AFHS for the next seven years. The standards of excellence will identify behavioral and attitudinal expectations for each leadership (stakeholder) group. Key messages will be developed and shared at every opportunity around the school community. The “Everyone is a Leader” initiative will drive systematic influence to rethink current

assumptions, attitudes, and perceptions by building leadership skills throughout the district. **This will be integrated as part of and aligned with the ACPN planning process.**

Knowing that expectations of student performance will be a key factor in increased student achievement, the high school is also committed to the renovation of the current library. The purpose of this project is to provide an Extended Day Learning Center for students whose learning needs may not be met in their current living environments. The student center will be staffed by faculty during after school hours, and technology will be available, including the use of music and video performance software. **The intent is to bring humanities alive!**

How the Continuum of Solutions is Aligned with School Improvement: This planning grant will provide the additional resources needed to take our school reform efforts to the next level and develop a clear, comprehensive, and feasible plan to improve schools by supporting data gathering and analysis, and developing solutions that integrate into the continuum of services. The schools will be the center of the ACPN initiative; the proposed continuum of solutions will integrate and/or enhance any and all school improvement strategies already implemented or planned, and as described in more detail below.

- ***Comprehensive School Counseling Program (CSCP):*** A comprehensive set of services and programs will be implemented to address student needs as identified through the CSCP model. For example, identified needs to be addressed through the CSCP include to completely improve college and career guidance, increase parent involvement in school, improve academic outcomes, provide greater access to mental health services, and decrease bullying and substance abuse, among others. In response, preliminary strategies proposed to address these needs are to: develop a Career Center at the high school; implement an 11th grade Career Academy; implement the Positive Behavior Intervention and Supports framework; integrate school-based mental health services; address the social, career, and academic needs of youth with Family / College / Peer Mentors; develop a strong parent education program to engage parents in school; and more. **These strategies will be aligned with and integrated into the continuum of services as part of the ACPN Promise Neighborhood initiative.** Furthermore, the implementation of the CSCP entails data-based decision-making and a rigorous use of data to identify needs, evaluate effectiveness of programs and services on student outcomes, and ensure accountability of staff. The use of this data will also be linked to the ACPN data management system to monitor progress on what works as part of the continuum of services and to align the initiative with school improvement. Representatives of the District Improvement Committees and pupil personnel services will participate in ACPN Work Groups to align the initiative with the implementation of the CSCP.

- **Response to Intervention:** The implementation of the RtI framework will be a key component in developing the continuum of solutions as part of the ACPN initiative in several ways: 1) Data gathered and analyzed as part of the RtI framework will be shared and linked with the ACPN data management system; 2) Interventions (such as math and reading interventions) developed in response to identified need, and the implementation of the BAT model will be integrated into the ACPN continuum of services – and evaluated for success in terms of addressing need through segmentation analysis; and 3) Members of the RtI Steering Committee will serve on ACPN Work Groups to align the ACPN initiative with school improvement.
- **Extended Learning Time:** The after school and summer school programs will incorporate solutions along the continuum of services, including increased opportunities for engaging in academic supports, arts and humanities, recreational and physical activity, and more.
- **Use of Data for to Improve Student Achievement:** The district will appropriately share assessment and other student data in the ACPN planning and implementation initiative to support the needs assessment, segmentation analysis, solution development, and evaluation process to drive the design and development of the continuum of services. These data sources will be linked with the ACPN data management system. Examples of data sources, as described previously, include WKCE, NWEA-MAP, EXPLORE/PLAN/ACT (EPAS), classroom-based, CBM, AimsWeb, IGDIS, school performance report data, etc.
- **AFHS Systemic Transformation:** The ACPN initiative will align with all school improvement processes being developed/implemented at the AFHS as part of its systemic transformation based on the 90-90-90 Research. Integral to this process, then, will be the linking of data generated, gathered, and utilized as part of the school improvement plan to the ACPN initiative – such as EXPLORE, PLAN, and ACT System (EPAS), MAP Assessments, and prototyping process of progress monitoring. Furthermore, identified strategies to address student outcome and stakeholder collaboration will be integrated into the ACPN planning process and continuum of solutions, including development of College/Career Readiness Skills, Career Academy, band curriculum, ELT, and community engagement and leadership skills for standards of excellence.

(2) Plan to create a complete continuum of solutions for early learning through grade 12, college- and career-readiness, and family and community supports (5 points)

The overarching goal of the Adams County Promise Neighborhood (ACPN) initiative is to significantly improve the educational and developmental outcomes of children and youth by increasing capacity of youth-serving organizations and agencies to address the needs of youth; building a continuum of cradle-through-college-to-career solutions of educational programs and family and community supports; developing the necessary infrastructure for a system of integrated services and resources that operates efficiently and effectively; and evaluating the overall impact of PN initiative to speak to impact and sustainability (Absolute Priority 1). Of particular importance is

that the initiative will build on the strengths and assets of the community in order to most effectively mobilize neighborhood revitalization.

The ACPN planning time period will immerse into a well- structured, multi-tiered, and comprehensive needs assessment process mobilized by a myriad of local stakeholders. We envision this initiative as a community-based participatory project that inspires broad community investment, will be shaped by the needs and input of local residents, and be implemented with active and enthusiastic community ownership. In addition to building capacity for systems change, the process will result in a full ACPN Implementation Plan in which we will be poised and ready to launch at the culmination of the planning period. The “planning” structure will consist of the **ACPN Executive Committee (including fiscal/applicant agent, Renewal Unlimited, Inc.), Project Director, Strategic Planning and Research Team, and a cadre of five Work Groups**. The **ACPN Executive Committee** as the overarching management board and decision-making body – as well as provide guidance on issues, policies, strategies, systems, and use of resources. The nuts and bolts of the planning process will be facilitated by the **Strategic Planning and Research Team (SPRT)** and a cadre of five **Work Groups** that will meticulously and comprehensively assess the needs within and support the design of the continuum of solutions and full implementation plan. More specifically, the SPRT will consist of three Research Specialists; a Resource Development Specialist, and the Leader and Chair from each Work Group. This team would be responsible for designing the needs assessment process; developing research protocol; setting up, managing, and populating the database system; evaluating and analyzing the data; developing / proposing a continuum of solutions; and preparing a full ACPN Implementation Plan in joint collaboration with the Project Director and Executive Committee.

The foundation of this work will be the field-based research and needs assessment process to be conducted by a cadre of five **Work Groups**, comprised of a Work Group Leader (a Graduate Research Assistant who leads the research protocol), Work Group Chair (a representative from the community), and 8 to 10 additional community members representative of the targeted population.

Each Work Group will study and conduct comprehensive data collection for a specific aspect of life for children, youth, and families that contributes to educational and/or developmental success and addresses the developmental arc from pre-natal to adulthood, as follows:

👥 Broad-base Community Resource Mapping Work Group: Will identify, inventory, map, and create a database of existing resources, services, programs, and assets that support the needs of children/youth/families, and indentifying gaps and weaknesses in these services.

👥 Family Connections Work Group: To identify the ways in which families connect to the community to meet their needs, and gaps and weaknesses in these family and community supports (such as housing, financial, transportation, prenatal/early childhood services, etc.)

👥 Lifelong Learning Work Group: Will identify the educational needs of children, youth, young adults, parents, and the community at large (including preK-grade 12, college / post-secondary, adult continuing, arts/cultural/historical, and ecological education).

👥 Healthy Living Work Group: Will study the physical, mental, and emotional well-being or residents and how to support that (such as dental, medical, mental health, and human services, access to healthy nutrition, recreational and physical activities, etc.).

👥 Career & Sustainable Living: To assess the needs for workforce development and career readiness for youth/community (such as employment skills & opportunities, career pathways and post-secondary success, business / economic health, etc.).

The planning process will commence with a **“Town Hall Kick-Off Meeting”** to build awareness and ownership of the initiative, and to recruit community members to serve on the Work Groups. To promote ACPN community meetings and share information, updates, and strategies, we will also engage in a year-long powerful **Communications Campaign** utilizing a multi-media approach. An **ACPN website** will be created to serve as an informational and interactive portal for project information sharing and interaction. Once the Work Groups are staffed, a **Planning Retreat** will be held to share the overarching vision and plan of action with all Work Group participants – and to provide training in Group Facilitation Skills, Research Methods & Data Gathering, Cultural Competence, and Confidentiality Issues. Subsequently, all Work Group members will engage in the needs assessment process for at least 10 hours monthly for a total of six months. The Work Group Leaders will be Graduate Research Assistants from the University of Wisconsin (UW)-Madison representing multiple disciplines. A series of Town Hall Meetings will then be held as described below to inform, mobilize, and involve the community. Several key benchmarks will be utilized to

ensure the process is accountable, including: **First**, is the initiation of the needs assessment and data collection process once all project management teams and staffing are in place; **Second**, is the ongoing implementation of the needs assessment process by the Work Groups to be reported on at the midway point (three months into needs assessment process); **Third**, is the completion of the data collection process after a six-month interval along with segmentation analysis; **Fourth**, upon completion of the data collection process, the data will be analyzed, areas of focus identified, and a proposed continuum of solutions (draft ACPN Implementation Plan) will be developed by the SPRT and Project Director to be submitted to the Executive Committee for review; **Fifth**, after seeking input and feedback on the draft ACPN Implementation Plan from community and Executive Committee, the SPRT and Project Director will complete the final ACPN Implementation Plan for final approval from the Executive Committee; and **Sixth**, at the culmination of the planning period, we will prepare and submit a proposal to the Department of Education’s PN Implementation Grant program, in addition to having locked in multiple funding sources to support the continuum.

Throughout the entire planning period, residents will be regularly involved in the process and kept abreast of all facets of the needs assessment and data collection components, design and development of the continuum of solutions, and crafting of the full implementation plan through a series of Town Hall Meetings, as follows:

- 🗨️ **Town Hall Meeting (THM) – Planning Status:** Three months after the needs assessment process initiates, a THM will be held by Work Group Leaders to provide an update on the status of the process, share any relevant information or findings, solicit feedback and input, recruit additional workers as needed, and engage community with planning team members.
- 🗨️ **Town Hall Meeting – Share Results:** One month after the needs assessment process is completed, a THM will be held by the SPRT and Project Director to make data available to the general public for review and consideration. Residents will also be asked to provide preliminary feedback on the design of the continuum of solutions, and will be given information regarding evidence-based and best practices, existing resources, gaps and weaknesses in services, and community assets from which to build on.
- 🗨️ **Town Hall Meeting – Proposed Solutions:** Two months after the needs assessment process, a THM will be held to solicit feedback on addressing identified needs through a continuum of solutions. The SPRT and Project Director will inform the process with

information about evidence-based programs and strategies and best practices - and proposed pilot programs as potential solutions based on ability to address needs.

🗨️ **Town Hall Meeting – Draft Implementation Plan:** After feedback is gathered from the community, the SPRT and Project Director will prepare a draft ACPN Implementation Plan, to be subsequently shared with the community by a THM for review.

🗨️ **Town Hall Meeting – Final Implementation Plan:** At the end of planning period, a THM will serve as a mechanism for the Project Director and Executive Committee to present the Final ACPN Implementation Plan to the community to speak to ownership and accountability.

Designing the Continuum of Solutions (Existing, Pilot, and New): The planning process will engage a multitude of community members and partners in structured Work Groups and research teams charged with the responsibility of conducting a comprehensive needs assessment relevant to early learning through grade 12, college- and career-readiness, and family and community supports. Data collected from this process will not only identify need and additional indicators; but will also map and evaluate existing resources and services within the continuum, as well as evaluate the effectiveness of proposed pilot initiatives implemented during the planning period. In fact, throughout the planning process conducted over the past three years, the ACPN Planning Committee developed a preliminary set of pilot initiatives for the continuum of solutions to address need based on a review of the research and what works in Adams County. The ability for these pilot programs to address need, speak to the continuum of solutions, and fill gaps and weaknesses in services and infrastructure seamlessly will also be studied during the planning grant period. A brief discussion of these pilot programs are described next, following a table format relative to applicable indicator that merges proposes pilot solutions with existing assets:

Pilot 1 - One Stop Shop (*Addresses Competitive Preference 4 & Invitational Priority 8*): The premise behind this to create a central location that would serve to connect residents to resources, programs, and services relevant to need. The “One Stop Shop” would employ a “Community Resource Navigator” (CRN) who would refer residents to services, set up initial and/or follow-up appointments, and arrange any necessary transportation services. Included would be a coordinated schedule of services to help people navigate the system efficiently in a single trip. Examples of

services or appointments might include dental, medical, or mental health services, energy assistance; employment or economic supports; housing assistance; nutrition services; child care; parent education or support groups; financial planning/banking; recreational programs; adult education programs; legal; automotive repair; among others. Transportation services would include: assistance with getting a driver’s license or reinstating a revoked license, low interest vehicle loans or car rentals, bicycle or moped transportation, gas cards, community ride-share or carpooling opportunities, paying for liability insurance or registration fees, accessing bike paths and safety gear, county child passenger safety program, faith-based volunteer taxis, and more. It is important to note that the population of the county is primarily concentrated in the two contiguous communities of Adams and Friendship; and most critical human/social services are located within walking distance. The City of Adams is small with a total area of three square miles – and houses a medical clinic, hospital, schools, county health and human services, technical college satellite, Job Center, grocery store, churches, and more. Most schools are within two miles of walking distance and connected by sidewalks. Use of satellite locations around the county for a One Stop Shop would not be feasible since all services are located in Adams-Friendship. Critical barriers to accessing these services include a lack of knowledge or awareness of services, lack of trust in “the system”, and inability to find transportation to the services. The CRN will help residents to overcome a lack of trust by helping them navigate the system, serving as the liaison between residents and service providers, and facilitating transportation. The ACPN initiative will also work to develop a Community Resource Guide that would be available at the One Stop Shop. **This “place-based, client-centered” approach is considered a promising model for service delivery.**³⁵

“Rural residents in need simply have difficulties in accessing the services they need on a timely basis... While it is true that distance/weather/transportation barriers are environmental challenges for rural low-income individuals, lack of awareness of what services are available and whether or not they are eligible, creates additional barriers to their participation... By organizing resources and integrating human services into regionally-based, client-centered systems, geographic population centers, to which rural people already spend significant time traveling to address other daily needs could also become the location in which they access most essential human services. These regionally-centered systems could provide access to experienced human services professionals with specialized awareness of federal, state, and local assistance programs, and would offer greater economies of scale, more efficient use of limited resources, and most importantly – be accessible and known to the greatest number of rural residents in a particular region... Rural clients, who may already be struggling to keep a job and a functioning vehicle, will have less travel time, and fewer stops to access services ...”³⁵

Pilot 2 - Wraparound Services: Wraparound services will be extended, expanded, and integrated into the school to increase access to critical mental health and social services.

Wraparound is a team-based planning process intended to provide coordinated, holistic, family-driven care to meet the complex needs of youth who are involved with multiple systems (e.g. mental health, child welfare, juvenile justice, special education), at risk of placement in institutional settings, and/or experiencing serious emotional or behavioral difficulties.³⁶ Wraparound provides an “on the ground” mechanism for ensuring that core system of care values will guide planning and produce individualized, family-driven and youth-guided support that is community based and culturally competent.³⁷ [Addresses the complex social-emotional, mental health, and basic survival needs of families in crisis – and builds on the integrated services model (Coordinated Services Team / Comprehensive Community Services) in Adams County].

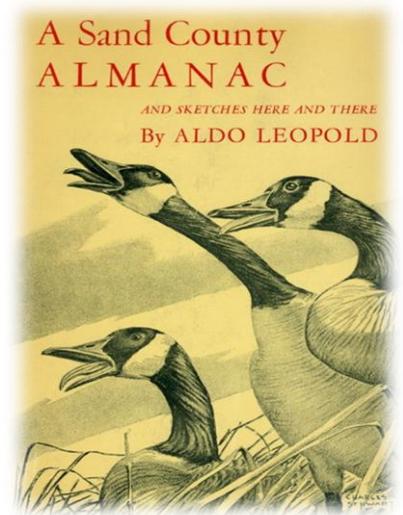
Pilot 3 - College Mentors & Readiness: High school-aged youth would be paired with a Mentor who would help coach them to successfully pursue and complete post-secondary education. The Mentor would help navigate the young person (and his/her parents) through high school with course selection, career planning, and college preparedness strategies (testing, financial aid, applications, college selection, etc.). While attending college or another post-secondary institution, the Mentor would help to facilitate services for the youth to support college success - such as tutoring, mental health services, financial aid, etc. The idea is to provide supports and services for at-risk youth to help them successfully plan for, pursue, and complete a post-secondary education. The AFASD will launch a Career Academy to will support 11th grade students in post-secondary planning relevant to collage applications, financial aid, college visits, ACT test prep, and advocacy by colleges. Programs from Mid-State Technical College (MSTC) will be integrated to support this element, including Career Views and Education Fair for high school students, Discovery Days for elementary and middle school students, and College Camp for middle school students. [This component addresses the low rate of students who plan to attend a 4-year college or other post-secondary education, and the low success rate in gaining a college degree.]

Pilot 4 - Thriving Children (Addresses Competitive Preference 4 & Invitational Priority 8)

Designed to address the psycho-social and school readiness needs of children (pre-natal to post-high school), this pilot will include pre-and post-natal supports, comprehensive early childhood services, systemic school-based mental health services, family advocacy, and parent peer mentoring. This component would entail planning for a continuum of services for thriving children, examples of which would include: pairing up new and expectant mothers with a Public Health Nurse who would provide pre- and post-natal education and supports (medical care during pregnancy, child birth classes, nutrition, breast feeding support, well-baby visits, connections to Early Head / Head Start, or qualified child care and preschool services, and more); providing wrap-around services; and pairing families with a Parent Peer Specialists along the continuum (birth through high school) to access human services and parent resources, and model positive parenting, preventative care, and family strengthening strategies; providing a continuum of school-based mental health services (preK-12) through on-site social workers and/or therapists who would offer individual and group counseling and student support groups; and expanding Early Childhood Special Education Services into last restrictive environment through the school district. It should be noted that as part of this component we will also plan to improve the early learning network through the following: a) increase collaboration between Adams County Health and Human Services (ACHHS) Prenatal Care Coordination Program, ACHHS Birth to Three Program, Early Head Start, Head Start, AFASD Early Childhood Program, and AFASD 4K programs by coordinating quarterly staff meetings to evaluate family needs, improve case management, and expand in-home visits; b) increase the number of child care providers that attain a high rating on YoungStar, which is Wisconsin's Child Care Rating and Quality Improvement System; and c) Initiative a comprehensive assessment system – and integration of Wisconsin Model Early Learning Standards among early learning programs. Included in this would be planning for a county-wide Infant/Toddler Development Day to increase access to screenings and thriving children information and resources.

Pilot 4 - Greenhouse for the Mind - Ecological Education

(Addresses Competitive Preference 6 & Invitational Priority 8): This pilot program will begin implementation during the planning year and be designed to promote Aldo Leopold’s “Land Ethic” through ecological education that embraces the, culture, history, art, literature, and natural resources of Adams County. Components of the initiative will be launched in extended learning times (summer and after school programs) and core classroom instruction on a small scale during the planning



period, with plans to scale up during the implementation phase based on evaluation and analysis. This program is designed to address several critical needs: to instill a desire for youth and young adults to remain in Adams County once completing high school and post-secondary educational pursuits to speak to a vibrant, healthy, and sustainable economy in which to raise a family; to increase interest in STEM careers (Science, Technology, Engineering, Math); to increase the health and overall wellness of youth and community members by engaging in increased physical activity that utilizes the natural world; to develop a love for the land (land ethic) and “green” living; and that expands the opportunities for children and youth to experience and participate in the arts and humanities.. Examples of the components or programs that will be field-tested during the planning period will include: Fishing & Boating Education and Camps; 19th Century School & Life Program / Historical Thematic Events; Land Ethic Training; Organic Community Garden Learning Lab; Master Gardener Program; K-12 Forestry Education and Energy Education Programs; Water Quality Studies; Habitat Management and Restoration; Environmentalist Impact on Adams County (John Muir, Aldo Leopold, etc.); Native American History, Culture and Art; Replica of the Lewis & Clark Trail in School Forest; Field Trips to cultural / historic / environmental sites; among others.

Pilot 5 - Family College (Addresses Competitive Preference 4 & Invitational Priority 8): This component would plan for a continuum of parenting education, pre-natal through adult, to ensure successful educational and developmental outcomes for children and youth. As such, this

component would seek to create a comprehensive network of parent education components that partner with early learning programs, K-12 education, and post-secondary education that seamlessly transition along the continuum in order to equip parents and caregivers with the skills and knowledge to raise developmentally healthy children for lifelong success. Also included is to develop and coordinate adult education programs that provide training and opportunities for family members to support student learning. Pre-natal education would be provided to **all** expectant teens to reduce the risks of low birth weight and premature infants and to reduce smoking/alcohol use during pregnancy; new parents for preventative care, positive parenting, and connections with Early Head Start/Head Start (and other quality child care programs); parents of toddlers and pre-school children to promote reading and school readiness; fathers to support positive parenting and bonding; parents of school-aged children to support academic success, social-emotional health, and college preparedness; to adults to promote job skills, continuing education, financial literacy, healthy lifestyles, and more. For example, UW-Extension will offer and promote family nutrition education programming through Raising a Healthy Eater (6-week program); and parenting education classes through Raising a Thinking Child (6-week program), Strengthening Families (8 weeks), Home Alone: A Family Guide (6 weeks), and College Transitions to help students and parents plan for the challenges of the college transition. CESA 5 would provide a Job Club through the Workforce Investment Act (WIA) Youth Program for employment and training services. Mid-State Technical College (MSTC) will integrate Adult Basic Education, HSED/GED Preparation & Testing, Career and Technical Education programming, and integrated English Literacy and Civics Education. Renewal Unlimited and Family Resource Center will launch Single Parent and Autism Support Groups for parents during the planning period.

Continuum by Result, Solution & Partner: Table 4 below lists the proposed and preliminary continuum of solutions, including pilot initiatives, corresponding partner and leverages assets, and a list of the Education, Family, and Community Support Indicators and Result Measures.

TABLE 4 – ADAMS COUNTY PROMISE NEIGHBORHOOD: PRELIMINARY CONTINUUM OF SOLUTIONS

RESULT & INDICATOR	PROPOSED SOLUTIONS / SERVICES / PROGRAMS	PARTNERS
<p>1. Children enter kindergarten ready to succeed. - # and % of children birth to five years old 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 (Program Indicator – PI) - # and % of 3-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 determined using developmentally-appropriate early learning measures (PI) - # & % 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 publicly-funded preschool (PI) - # & % of children that participate in Kindergarten screenings on-time to ensure school readiness [Applicant Indicator - (AI)]</p>	<p>1. Thriving Children Pilot: a) Expand pre-natal care coordination b) Increase families staffed by home visit programs through increased collaboration between Adams County Prenatal Care Coordination, Birth to 3, Early Head Start, Head Start, AFASD Early Childhood Program, and AFASD 4K programs by coordinating quarterly staff meetings to evaluate family needs, improve case management, and expand in-home visits c) Increase quality of early learning network d) Provide professional development to early learning centers and child care providers on Wisconsin’s Early Learning Standards e) Implement an Infant/Toddler Development Day to increase access to screenings and thriving children information and resources f) Expand Early Childhood Special Education Services into homes g) Parent Peer Specialist provides support to parents serve as role model</p> <p>2. Family College Pilot / Parent Education: Provide programs to improve parenting skills and increase protective factors in families such as <u>Raising a Healthy Eater</u>, <u>Raising a Thinking Child</u>, <u>Strengthening Families</u></p> <p>3. One Stop Shop Pilot: To increase access to and awareness of necessary services and resources</p> <p>4. Wraparound Services Pilot: To provide critical support, resources, or referrals for families in need</p> <p>5. Universal screening and progress monitoring at 4K and beyond and provide intervention as needed (AIMSWeb, IGDI, etc.); RtI and BAT models</p>	<p>1.a) Adams County Health & Human Services (ACHHS) 1.b) ACHHS, Renewal Unlimited, AFASD 1.c) Child Care Resource & Referral of Central WI (CCR & RCW) 1.d) CCRRCW 1.e) ACHHS 1.f) AFASD 1.g) Wisconsin Family Ties (WFT)</p> <p>2. University of Wisconsin (UW)-Extension, AFASD, Renewal Unlimited, Family Resource Center, WFT</p> <p>3. Community Resource Navigator</p> <p>4. ACHHS, Bridges for Youth (BFY)</p> <p>5. AFASD</p>
<p>2. Students are proficient in core academic subjects. - # & % of students at or above grade level</p>	<p>1. RtI Framework: All schools use RtI framework; at least 5 evidence-based intervention programs are in place to address academic needs (Leveled Literacy Intervention, Sitton Spelling, Comprehension Toolkit, Reading Recover, Read 180,etc.)</p> <p>2. Building Assistance Team (BAT) Model: Expand BAT model in all schools/grades as a team</p>	<p>1. AFASD, WDPI</p> <p>#’s 2-5: AFASD</p>

<p>according to State math and reading or language arts assessments in at least the grades required by the ESEA (3rd through 8th and once in high school) (PI) - # & % of children who participate in high quality learning activities during out-of-school time (i.e., after school, summer school, etc.) (AI) - # & % of students report that their parents are actively involved in helping them to succeed in school (AI) - # and % of classroom teachers that have integrated ecological education into the curriculum (AI)</p>	<p>approach to facilitate RtI, identify struggling students, and employ interventions</p> <p>3. Universal Screening: Facilitate universal screening 4K through 9th grade to identify struggling learners and provide intervention based on need</p> <p>4. Academic Interventionists: Align district funds to hire six academic interventionists at the elementary and middle school levels to address academic concerns and delays; increase number of teachers who earn Reading Certification; Reading / Math Specialists in school</p> <p>5. Extended Learning Time: Offer extended, after school hours in the high school learning lab to provide a safe, technical, collaborative learning space for students whose learning needs may not be met in their current living environments</p> <p>6. Greenhouse for the Mind Pilot: The Aldo Leopold land ethic / ecological education will be integrated throughout the school district's curriculum; Summer School and After Schools Programs will integrate / expand ecological education as theme for classes. Also increase opportunities for arts, humanities, and literacy education – such as Dramatic Education, Little Free Library, History of Adams County Settlers, and more.</p> <p>7. Family College Pilot: Expand educational opportunities for students/ families including literacy education, parenting education, Adult Basic Education, etc. (i.e., Raising a Thinking Child, etc.)</p> <p>8. Expand School-Home-Community Communications: Promote open communication with families and community members and conduct needs assessment and evaluate results to ensure positive outcomes</p> <p>9. Implement Comprehensive School Counseling Program: To provide individualized support, responsive services, and guidance curriculum for academic success.</p>	<p>6. AFASD, Adams Community Theater, UW-Extension, UW-Stevens Point, Adams County Land & Water Conservation Dept., Bassmasters, Community Garden Group, Aldo Leopold Society, Adams County Historical Society, Tribal</p> <p>7. AFASD, UW-Extension, Mid-State Technical College (MSTC), Family Resource Center, Renewal Unlimited</p> <p>8. AFASD</p> <p>9. AFASD</p>
<p>3. Students successfully transition from middle grades to high school.</p>		
<p>- Attendance rate of students in 6th, 7th, 8th,</p>	<p>1. Wraparound Services Pilot: Provide support and systems of care for critical transition times and families in crisis</p> <p>2. Thriving Children Pilot: Increased access to school- and community-based mental health services, Parent Peer Specialist</p> <p>3. One Stop Shop Pilot: Provide resources and referrals and increased access for youth in need of</p>	<p>1. ACHHS & BFY 2. ACHHS, WFT, AFASD 3. Community Resource Navigator 4. AFASD 5. AFASD, Adams</p>

<p>and 9th grade (<i>PI</i>)</p> <p>- # & % of students with suspensions, expulsions, and discipline referrals, and who are habitually truant (<i>AI</i>)</p>	<p>medical, mental health, substance abuse, behavioral support needs</p> <p>4. Implement Comprehensive School Counseling Program: To provide critical guidance curriculum for the “Transition” curricular domain, as well as individualized support and responsive services.</p> <p>5. Greenhouse for the Mind Pilot: Including increased Arts & Humanities Education and Opportunities (Technology-based Band Curriculum, Adams Community Theatre Drama Education, etc.); Ecological Education (described previously)</p> <p>6. Implement Positive Behavioral Interventions and Supports Framework in schools: To identify, assess, and develop an intervention plan for students who are exhibiting behavioral concerns.</p> <p>7. School- and Community-based Mentoring</p> <p>8. Family College Pilot: Offer parenting education and family strengthening programs, such as Strengthening Families, Love and Logic, Parent Support Groups, Lighted Schoolhouse after school parent-child events, etc.</p>	<p>Community Theatre, UW-Extension, UW-Stevens Point, Adams County Land & Water Conservation Dept., Castle Rock Bassmasters, Community Garden Group, Aldo Leopold Society, Adams County Historical Society</p> <p>6. AFASD</p> <p>7. BFY, Big Brothers/Big Sisters, ACHHS</p> <p>8. UW-Extension, Renewal Unlimited, AFASD,</p>
<p>4. Youth graduate from high school.</p> <p>- Graduation rate (as defined in this notice) (<i>PI</i>)</p>	<p>1. Systemic Transformation / 90-90-90 Research: To improve graduation rates and academic outcomes, AFHS school improvement process will focus on clear curriculum choices, frequent assessment of student progress and multiple opportunities for improvement, an emphasis on literacy skills and Career and College Readiness Skills, etc.</p> <p>2. College Mentors and Readiness Pilot: To increase capacity for youth and parents to plan for and be prepared for and successful in postsecondary education.</p> <p>3. Implement Comprehensive School Counseling Program: To provide Responsive Services that include drop-out prevention programming and intervention, and Individual Student Planning that assists students with educational planning/goal-setting/transition.</p> <p>4. Wraparound Services Pilot: Provide support and systems of care for critical transition times and families in crisis</p> <p>5. Thriving Children Pilot: Increased access to school- and community-based mental health services, Family Advocates</p>	<p>1. AFASD</p> <p>2. AFASD, MSTC</p> <p>3. AFASD</p> <p>4. ACHHS, BFY, AFASD</p> <p>5. ACHHS, BFY, WFT, AFASD</p>

	<p>6. Alternative Education Programs: Provide increased access to, enrollment in, or opportunities for struggling or at-risk students to support their academic and social needs, or attain an HSED/GED.</p>	<p>6. AFASD, BFY, MSTC</p>
	<p>7. Workforce Investment Act (WIA) Youth Programs: Increase participation in WIA Youth Programs that provides tutoring, study skills training, work experiences, etc.</p>	<p>7. CESA 5, AFASD</p>

<p>5. High school graduates obtain a postsecondary degree, certification, or credential. - # & % of Promise Neighborhood students who graduate with a regular high school diploma, as defined in 34 CFR 200.19(b)(1)(iv), and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation (PI) - # & % of students who take and college entrance exams (AI) - # & % of students who take and pass AP Tests (AI) - # & % of students whose parents attend Parent-Student Career & Academic Conferences (AI)</p>	<p>1. College Mentors and Readiness Pilot: To increase readiness for post-secondary:</p> <ul style="list-style-type: none"> a) Mentors provide support and guidance for college planning/readiness for students while in high school; follow-up while attending postsecondary institution; help find summer employment/internships with local businesses for targeted youth. b) Career Academy & College and Career Readiness Action Plans: A <u>Career Academy</u> to support 11th grade students in post-secondary planning, all faculty will develop a <u>College and Career Readiness Action Plan</u> to integrate the College and Career Readiness Skill curriculum in classrooms infused with literacy skills c) Career Planning and Exposure: Increase awareness of postsecondary options through <u>Career Views and Education Fair</u>, <u>Discovery Days</u>, <u>College Camp</u>, etc. d) Engage youth in the “Job Club” through the WIA Youth Program e) Increase the number of youth involved in work experiences and internship, summer employment, occupational skills training, Youth Apprenticeships, Job Shadowing <p>2. Family College Pilot: Increase participation in educational opportunities that support success, including: Adult Basic Education programs, HSED/GED Preparation & Testing, Career & Technical Education options, career path options, integrated English Literacy and Civics Education, Return 2 Learn, and more.</p> <p>3. Implement Comprehensive School Counseling Program: To provide College and Career Readiness Skills Curriculum, Student and Parent Career Conferences and Career Portfolios, Transition Curriculum and Services, and improve parent involvement.</p>	<p>1.a) AFASD, MSTC 1.b) AFASD 1.c) MSTC 1.d) CESA 5 WIA Youth Programs 1.e) CESA 5 WIA Youth Programs, New Chester Dairy, Adams Chamber of Commerce, Northcentral Wisconsin Workforce Development Board, Renewal Unlimited, UW-Stevens Point</p> <p>2. MSTC, AFASD, Renewal Unlimited</p> <p>3. AFASD</p>
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TABLE 4 - FAMILY AND COMMUNITY SUPPORT INDICATORS – PRELIMINARY CONTINUUM OF SOLUTIONS

RESULT & INDICATOR	PROPOSED SOLUTIONS/ SERVICES / PROGRAMS	PARTNERS
<p>6. Students are healthy - # & % of children who participate in at least 60 minutes of moderate to vigorous physical activity</p>	<p>1. Greenhouse for the Mind Pilot: Land ethic / ecological education integrated into school curriculum and summer school/after schools programs to help students stay more physically active, engage in positive youth development, academic supports, enrichment, nutrition education, mental health services, and more.</p>	<p>1. AFASD, UW-Extension, UW-Stevens Point, Adams County Land & Water Conservation Dept.,</p>

<p>daily & consume 5 or more servings of fruits/vegetables daily (PI)</p> <p>- # & % of children who are in their Healthy Fitness Zone for BMI (AI)</p> <p>- # & % of children who report to not having used alcohol, tobacco and other drugs in the previous 30 days (AI)</p> <p>- # & % of children who feel so sad or hopeless almost every day for 2 weeks in a row in the previous 12 months that they stopped doing usual activities (AI)</p> <p>- # & % of children who report that in the previous 12 months they did not ever seriously consider suicide or attempt suicide (AI)</p> <p>- # & % of youth who have never had sexual intercourse (AI)</p> <p>- # & % of mothers who participate in pre- and post-natal supportive services (AI)</p> <p>- # & % of children who receive medical, dental, vision screenings and engage in follow-up services as needed (AI)</p> <p>- # of youth referred for and participate in mental health services (AI)</p>	<p>2. Thriving Children Pilot: To increase healthy family functioning:</p> <ul style="list-style-type: none"> a) Pre- and post-natal support and education, including proper nutrition b) Increase access to school-based mental health services to support mental health c) Parent Peer Specialist that would pair up with at-risk families to mentor them in model positive parenting, preventative care, and family strengthening strategies <p>3. One Stop Shop Pilot: To increase access for youth to medical, mental health, and substance abuse services; to resources for more nutritious foods; to services and programs that provide recreational opportunities, etc.</p> <p>4. Wraparound Services Pilot: To increase access to services and programs for families and youth in times of crisis or need, such as to Food Pantry/Farmer’s Market to access healthier foods, medical care for children at risk for obesity, mental health services, positive youth development / recreational activities, etc.</p> <p>5. Family College Pilot: To increase knowledge of nutrition/preparation of healthy foods, this component would facilitate classes/programs for youth and parents, such as Raising a Healthy Eater, Kids Day, Healthy Living Cooking Classes, etc. Also increase knowledge of the warning signs of mental health issues among youth for parents and teachers through educational events.</p> <p>6. Increase access to affordable fresh fruits and vegetables / healthy foods: Promote and expand use of the Community Garden., develop a local Farmer's Market, and increase number of people who participate in the Master Gardener's training program.</p> <p>7. Extended Learning Programs: Increase youth who participate in after school and summer school programs that offer nutritious and health snacks and meals, and offer a variety of recreational and physical activity programs.</p> <p>8. Comprehensive School Counseling Program: To increase access to school-based social, emotional, and behavioral support through individual and group counseling, Social Skills and Self-Management Curriculum; and bullying prevention programs.</p> <p>9. Integrated Nutrition Education: To empower youth to live and active and healthy lifestyle, integrate nutrition and physical education into the core curriculum; also offer a Healthy School Lunch Program to provide daily access to healthy, nutritious meals, that feature the use of locally grown fresh fruits and vegetables, and nutrition education</p>	<p>Bassmasters, Community Garden Group, Adams County Historical Society, Park & Recreation Department, local providers of sports programs, Tribal</p> <p>2.a) ACHHS 2.b) ACHHS, AFASD, BFY 2.c) WFT</p> <p>3. Community Resource Navigator</p> <p>4. ACCHS, BFY</p> <p>5. UW- Extension, Moundview Memorial Hospital, MSTC, Community Garden Group, AFASD, CCRRCW</p> <p>6. UW-Extension, Community Garden Group</p> <p>7. AFASD, After school partners</p> <p>8. AFASD</p> <p>9. AFASD</p>
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	<p>10. Daily Physical Activity: Increased opportunities for students to engage in daily physical activity both in and out of school, such as in after school programs, classroom fitness breaks, evening family wellness events, coordination with local sports and recreation programs, etc.</p> <p>11. Sexual Education / Pregnancy Prevention Education: To reduce the number of births to teens and HIV prevalence</p>	<p>10. AFASD, City of Adams, Village of Friendship</p> <p>11. AFASD, ACHHS</p>
<p>7. Students feel safe at school and in their community.</p> <p>- # & % of students who feel safe at school and traveling to and from school, as measured by a school climate survey <i>(PI)</i></p> <p>- # & % of students who have not been in a physical fight in the past 12 months either on school property or outside of school property <i>(AI)</i></p> <p>- # & % of students who have not been harassed, picked on, or bullied at school in the past 12 months <i>(AI)</i></p> <p>- # & % of referrals to child protective services and substantiated child abuse and neglect reports <i>(AI)</i></p>	<p>1. Implement Positive Behavioral Intervention and Supports in schools to create a more caring school climate; provide behavioral interventions and supports</p> <p>2. Comprehensive School Counseling Program designed to improve school safety and prevent behavioral issues using curriculum in Personal/Social/Community Safety, Self-Management, and Social Skills – to include bullying / violence prevention programs; and responsive services including supports groups and individual/group counseling for anger management, stress management mental health issues, peer pressure, and more.</p> <p>3. Extended Learning Time: Expand opportunities for youth to be in a safe haven during out of school times through after school and summer school programs</p> <p>4. Family College Pilot: To equip parents with positive parenting skills, stronger family bonds / communications, and support, provide parenting / family education programs such as Home Alone: A Family Guide, Strengthening Families, Co-Parenting During Divorce, Stress Management</p> <p>5. Mentoring: Increase the number of youth who are involved in mentoring relationships</p> <p>6. Thriving Children Pilot: Improve family functionality by providing a Parent Peer Specialists for at-risk families to model positive parenting/family strengthening skills.</p> <p>7. Wraparound Services Pilot: To provide critical services / support for families in crisis.</p>	<p>1. AFASD</p> <p>2. AFASD</p> <p>3. AFASD, After school partners</p> <p>4. MSTC, Renewal Unlimited, UW-Extension, ACHHS</p> <p>5. BFY, AFASD, Big Brothers/Big Sisters, ACHHS</p> <p>6. WFT</p> <p>7. ACHHS, BFY</p>
<p>8. Students live in stable communities.</p> <p>- Student mobility rate (as defined in</p>	<p>1. One Stop Shop Pilot: Increase the ability for families to access the necessary services, and help them navigate the system for their needs; reduce barriers to accessing services with transportation options and serving as a liaison to provider</p> <p>2. Resource Directory: Increase awareness of supportive services and resources in community by</p>	<p>1. Community Resource Navigator</p> <p>2. Renewal Unlimited, ACCHS, Work Groups</p> <p>3. ACHHS, Research</p>

<p>this notice) (PI)</p> <p>- Students who feel like they would to live and work here after high school or after post-secondary education (AI)</p>	<p>creating, disseminating, and making available comprehensive Adams County Resource Directory</p> <p>3. Social Marketing: Increase awareness of and participation in available resources in county by conducting and evaluating a widespread social marketing campaign</p> <p>4. Employment /Occupational Opportunities: Increase opportunities for youth/college students to engage in paid / unpaid work experiences or provide employment upon graduation to encourage them to stay in/return to Adams County; encourage new businesses to locate in Adams</p> <p>5. Welcome Wagon: Increase outreach and extend hospitality to new residents in the neighborhood</p> <p>6. Housing Assistance: Supportive resources for homeless families, unemployed workers, etc.</p> <p>7. Family College Pilot: To provide opportunities for youth/adults to engage in training related to basic education, occupational skills, financial management, etc. to help them secure employment and stability</p> <p>8. Wraparound Services Model: To provide services to families in crisis, such as transportation, employability skills, legal advice, clothing, shelter, and more.</p>	<p>Team, other partners to be determined</p> <p>4. CESA 5, New Chester Dairy, Adams Chamber of Commerce, Renewal Unlimited, MSTC, AFASD, NCWWDB, City of Adams, Economic Development</p> <p>5. Adams Chamber of Commerce</p> <p>6. ACHHS, Community Resource Navigator, Renewal</p> <p>7. MSTC, CESA 5, UW-Extension</p> <p>8. ACHHS, BFY, WFT</p>
<p>9. Families and community members support learning in Promise Neighborhood schools.</p> <p>- For children birth to kindergarten entry, the # & % of parents or family members who report that they read to their child 3 or more hours a week (PI)</p> <p>-For children in kindergarten through the 8th grade, the # & % of parents or family members who report encouraging their child to read books outside of schools (PI)</p> <p>-For children in the 9th through 12th grades, the # % of parents or</p>	<p>1. Thriving Children Pilot: Improve literacy in families through: parent education events, home-based early learning programs coordinated/expanded, higher quality early learning programs through articulated early learning standards / Youngstar rating, school and library literacy initiatives, etc.</p> <p>2. Increase Parent Involvement in School: Increase outreach of early literacy interventions (AFASD – Parents), Title 1 programming and support, After School Lighted School House educational programs for parent and teachers, parent-teacher-student conferences, improved communications (social media, surveys, teacher webpages, newsletters, Skyward, etc.).</p> <p>3. “Everyone is a Leader” initiative - use “radical collaboration” to engage community in reculturing attitudes and perceptions regarding student potential, expectations and standards of excellence by building leadership skills throughout the district (part of 90-90-90 Research for Systemic Transformation).</p>	<p>1. ACCHS, AFASD, Early/Head Start, Renewal, Family Resource Center, CCRRCW, UW-Extension</p> <p>2. AFASD</p> <p>3. AFASD</p>

<p>family members who report talking with their child about the importance of college and career (PI)</p> <p>-For parents or family members of children, the # & % who participate in ongoing adult education (AI)</p> <p>-For parents or caregivers of children, the # & % who participate in parent education programs and services (AI)</p>	<p>4. Family College Pilot: Increase student success by strongly promoting Adult Literacy, Education, and Career Planning for parents; via Career & Technical Education, Adult Basic Skills; HSED/GED preparation, Job Club, Return 2 Learn, Occupational Skills Training, College Tours, Education Fairs, Parent Support Groups, and Parent Education (Raising a Thinking Child, College Transitions, Strengthening Families, etc.)</p> <p>5. College Mentor Pilot: To support college readiness, planning, and retention by linking students and parents with a College Mentor in high school.</p> <p>6. School Improvement Initiatives: Programs and strategies designed to improve literacy skills, parent involvement, career planning, etc, - such as Extended Learning Time, Comprehensive School Counseling Program (College and Career Readiness Skills, Career Conferences, Career Academy, etc.); increase parental involvement in Career Conferences with students by holding them in homes, etc.</p>	<p>4. AFASD, MSTC, CESA 5, Renewal, UW-Extension, Job Center, Adams Chamber of Commerce</p> <p>5. AFASD, MSTC</p> <p>6. AFASD, New Chester Dairy, MSTC, Adams Chamber of Commerce, community</p>
<p>10. Students have access to 21st century learning tools.</p> <p>- # & % of students who have school and home access (and % of the day they have access) to broadband internet and a connected computing device (PI)</p>	<p>1. Increase access to technology/computers/internet through Extended Learning Time (after school and summer school programs); increased access to the school, Adams Public Library, MSTC, and Job Center computer labs/stations; technology-infused curriculum (i.e., new band curriculum with music/video production, etc.)</p> <p>2. Family College Pilot: Increase knowledge and skills of parents/adults/students on technology/computers/internet by offering classes, camps, & workshops in Computer Literacy, Social Media, Basic Applications, and more – through Extended Learning Times (after school and summer school programs, community education, etc.)</p>	<p>1. AFASD, Job Center, MSTC, Adams Public Library</p> <p>2. AFASD, MSTC, CESA 5</p>

****Ensuring Access to the Continuum:** To ensure all targeted youth and children have access to the continuum, we will work closely with the network of providers and targeted audiences to identify and remove any possible barriers to accessibility (transportation, financial, etc.) for any participant. Communication with targeted neighborhood will be essential to facilitate awareness and encourage participation; this will entail multiple modes/ types of communication strategies. Participants of services will be interviewed/researched to gain feedback on barriers – and we will work with service providers to remove barriers. Activities, services, and programs will be offered in multiple venues to eliminate barriers (i.e., home, school, community, on-line, face-to-face, evening, weekend, and so forth).

(3) Solutions leverage existing neighborhood assets and coordinate with other efforts (5 points)

Table 4 on the previous pages provides a description of how the initiative will be designed to coordinate with and build on existing efforts in addition to proposed new solutions. Many of these efforts have been identified as in-kind match valued at 41,309,272 for the Planning Grant period, as described in Table 6 (pages 73-76). Additional efforts and assets will be identified during the planning period. Existing efforts identified to date, include: **(i) AFASD School Improvement Initiatives:** The ACPN initiative will coordinate with the goals of the school district and existing/planned school improvement initiatives such as the implementation of RtI, BAT model, CSCP, AFHS systemic transformative strategies, Title I and II services/resources, parent involvement and communication strategies, Accreditation process goals/priorities, academic interventionists, and more; **(ii) AFASD After-School and Summer School Programs:** The district currently offers after and summer school programs for grades K-8; a significant portion of which is funded by the 21st Century Community Learning Center state grant program. Both the after school and summer school programs will be coordinated with to support the ACPN initiative and continuum of solutions. Major components of “The Greenhouse for the Mind” Pilot Program will be launched during the planning period through the after school and summer school programs. Extended learning time will be expanded to the high school. **(iii) National School Lunch Program:** This funding source is/will be leveraged to support nutritious snacks/meals in the after school and summer school programs, and increased access to fresh fruits and vegetables during the school day. **(iv) Workforce /Adult Basic Education Funding:** The initiative will coordinate programs and services offered through MSTC, which include Adult Basic Education Programs and HSED/GED preparation supported by the Adult Education and Family Literacy Act (AEFL) funds, and Career and Technical Education (CTE) Programs supported by Carl D. Perkins CTE Act funds. Coordination will also take place with programs supported by the Workforce Investment Act, including Youth Services / Job Club through CESA 5. Finally, strong networks will be developed with Early Head Start and Head Start Programs in Adams County, which are funded by federal Health and Human Services funds. **(v) Local**

Community Members: At least 50 community residents will participate on Work Groups during the planning period to study the targeted neighborhood; their time and effort committed to the initiative will serve as a valuable resource for local ownership, leadership, and change. **(vi) Community Resource Mapping:** As part of the ACPN planning period, *the Broad-base Community Resource Mapping Work Group* will work to identify, inventory, map, and create a database of existing resources, services, programs, and assets that support the needs of children, youth, and families in Adams County; these resources will be coordinated with to implement a continuum of solutions cradle-through-college-to-career. **A Developmental Arc listing existing programs and services is found in Appendix F;** which will be integrated into the continuum of solutions as proven effective. **(vii) Multiple Public & Private Sources:** A key role of the Resource Development Specialist position for the initiative will be to harness funding from multiple Federal, State, local, and other sources – and leverage public and private resources - to support implementation and sustainability of the continuum of services as part of the planning process. **(viii) Partnerships:** Many community-based organizations and youth- and family-serving agencies have partnered to leverage resources for the ACPN initiative, as listed in Table 4 (pages 36-43), Table 6 (pages 73-76), and articulated in the MOU (Appendix C) and Documentation of Match (Appendix D).

Identifying Federal, State, and Local Policies or Other Regulations or Requirements: The management structure, by nature, will include experts in policy studies and analysis to overcome or address any barriers or impediments. For example the three Research Specialists that will drive and design the needs assessment process include: Peter Miller, Ph.D., who is with the Department of Educational Leadership & Policy Analysis at the University of Wisconsin –Madison; Kate Phillippo, Ph.D., is with the Department of Cultural and Educational Policy Studies at Loyola University; and Martin Scanlan, Ph.D., is with the Department of Educational Policy and Leadership Studies at Marquette University. As part of the needs assessment process, they will identify any said polices or regulations that would impede implementation and report this to the ACPN Executive Committee, U.S. Department of Education, and National Evaluator for review.

Communities of Practice: To support the building of a continuum of solutions, the Project Director and members of the ACPN Executive Committee and SPRT will agree to interact regularly with other PN grantees to solve a persistent problem or improve practice in any area that is critical to the success of our initiative.

(C) Quality of Project Services (20 points)

(1) Needs assessment and segmentation analysis to determine solutions (10 points)

As described, the needs assessment process will be facilitated by five Work Groups as guided by the Strategic Planning and Research Team (SPRT). The Work Groups will be staffed by a Graduate Research Assistant (Work Group Leader), a Chair, and 8-10 community representatives to speak to broad community involvement. The SPRT will consist of three Research Specialists, the Work Group Leaders and Chairs, the Resource Development Specialist, and other members as needed. What follows is a description of the needs assessment and segmentation analysis process, data collection tools/methods, data management system, and program indicators to be measured.

Design of Needs Assessment Process: The objective of the needs assessment process is to gain data on every child in the targeted area – as well as other critical stakeholders, groups, and programs. To do so, the need assessment process will engage in **Participatory Action Research (PAR), community asset mapping, and segmentation analysis** to inform, design, and develop the continuum of solutions. Work Groups and the SPRT will use the PAR approach for conducting the assessment to ensure participation from stakeholders to speak to ownership. PAR is a method by which researchers and those they study enter into a partnership to identify the best way to study a problem and make sure that the results of the research make a difference to those who were studied.³⁸ In this process, the group works together to identify the research questions and conduct the research so that the solutions generated as a result of the findings are not only useful to the community, but also used by the community. The goal will be to determine the needs of the targeted area, to ask residents what they think about and services in the community, their satisfaction with existing services, and what additional services and supports are needed. **Furthermore, the needs**

assessment process will be designed to gain baseline data on the educational, family, and community support indicators as described in Table 4 (pages 36-43).

The researchers from the SPRT will work closely with the Work Group Leaders to design the research process, protocol, and methodology. The Work Groups will use focus groups, public forums, key informant interviews, a needs assessment survey, school-based surveys, and Participatory Photo Mapping (PPM) to conduct the needs assessment. Collectively, they will identify the goals for the assessments, targeted audiences, and questions for the surveys/focus groups/interviews; develop and define the roles and responsibilities of Work Group participants; determine the types of measures and methodology used to collect the data; develop strategies to analyze, summarize, and report the data; and set a timeline for implementation of the needs assessment process. More detail on the needs assessment protocol follows.

Community Needs Assessment Survey: The researchers and Work Groups will gain feedback from constituents to design the community needs assessment survey, which will be conducted on each household in the targeted area either through direct mailing, house visits, and/or phone interview. The survey will consist of short, check-off answer questions, open-ended questions, and questions to gather demographic data.

Focus Groups, Public Forums, & Key Informant Interviews will be conducted by the Work Groups among children, youth, parents /caregivers, educators, and other key stakeholders to gain feedback on needs and desires, specific indicators, existing strategies and services, satisfaction with and quality of existing programs and services, and potential solutions to address needs. These strategies will also be used as a set of tools for quality improvement in the process and to gain community ownership of and participation in the initiative. The Town Hall Meetings described previously will serve as a platform for Public Forums.

School-Based Student Surveys: A series of surveys, utilizing valid and reliable tools, will be implemented in the classrooms (grades 3-12) to gather data related to school climate, developmental assets, and risk and protective factors. These will include the School Climate Survey, Wisconsin

Youth Risk Behavior Survey (YRBS), and/or Search Institute’s Profile of Student Life Survey. The School Climate Survey is designed for students in grades 3-12 to help assess students’ perceptions about their school to guide school improvement strategies. Likewise, the School Climate Survey for staff (grades K-12) will gain information about staff perceptions of school climate to help guide school improvement processes.³⁹ The YRBS is conducted as part of a national effort by the CDC to monitor health-risk behaviors of the students, and include traffic safety; weapons and violence; suicide; tobacco use; alcohol and other drug use; sexual behavior; and diet, nutrition and exercise. The YRBS will target students in grades 6-12 using the Wisconsin YRBS.⁴⁰ The Search Institute’s Profiles of Student Life: Attitudes and Behaviors Survey includes measures of the 40 Developmental Assets, indicators of thriving measures, risk behaviors and high-risk behavior patterns, and deficit measures⁴¹ A self-developed Wellness Survey will be conducted among youth using Fitnessgram (or other tool) to measure students’ health-related fitness.

Participatory Photo Mapping (PPM): A unique feature of the needs assessment process will be utilize PPM as a research tool by the Work Groups. **PPM** is a tool that allows you to: (a) assess both the community and environmental contributions to health, safety, nutrition and well-being; (b) address peoples' perceptions of their neighborhood environments; (c) identify environmental factors that impact health, well-being, and safety; (d) identify additional environmental supports, social networks, and barriers; and (e) present this information to stakeholders, decision-makers in a visual and meaningful way. PPM combines photographs, stories, and maps; this method allows communities to document, analyze, and communicate information about their neighborhood.⁴² PPM includes the use of photography, global positioning system (GPS) technology, geographic information systems (GIS) and aerial photographs, and narratives and focus groups to gather data.

Mapping and Leveraging Community Assets: The *Broad-base Community Resource Mapping Work Group* will serve to identify, inventory, map, and create a database of existing resources, services, programs, and assets that support the needs of children, youth, and families – including to identify gaps and weaknesses in these services. This information will be compiled into

a Community Assets Resource Guide and used to integrate and leverage high-quality programs, related public and private investments, and existing neighborhood assets into the continuum.

Segmentation Analysis: Segmentation refers to the process of partitioning a population into sub-groups in order to undertake a deeper study of their specific needs. We anticipate that segmentation analysis will be conducted on and disaggregated by the following subgroups (note this list is not meant to be exhaustive and will be refined in the planning process):

- ✗ Age Groups
- ✗ School
- ✗ Gender
- ✗ Racial/Ethnic Group
- ✗ English Proficiency
- ✗ Migrant Status
- ✗ Academic performance
- ✗ Students with Disabilities / Students without
- ✗ Economically Disadvantaged Students / Non
- ✗ By Post-Graduate Intention
- ✗ Children of adults with no high school diploma or no post-secondary education
- ✗ Children who did not receive adequate pre- and post-natal care / those who did
- ✗ Youth who feel like they belong at their school /do not
- ✗ Youth who have tried to commit suicide or feel depressed / those who do not
- ✗ Youth who do not feel safe at school / who do
- ✗ Youth with thriving indicators / those without (assets)
- ✗ Youth with current alcohol use / those who do not
- ✗ Youth who feel their teachers don't care / those who do
- ✗ Youth without daily physical activity / those who are
- ✗ Youth not in healthy fitness zone for BMI / those in
- ✗ Households with children under age 18 and 5
- ✗ Single parent households
- ✗ Location in Adams County
- ✗ Children not enrolled in quality early childhood programs/ whose who did

The needs assessment process will focus on gathering and creating data on the educational, family and community indicators listed in Table 4; existing programs, services, and resources and their effectiveness; and other project-specific qualitative and quantitative data. Each data set by indicator will be segmented to help the Work Groups and SPRT determine children with high, medium, or low needs – and to equip project staff and community residents with the knowledge and information to design a continuum of solutions, especially targeted solutions for the medium- and high-need children, youth, and families. The program and applicant-specific indicators, as described in Table 4, will be a central focus of the data collection and segmentation analysis process (note applicant-specific indicators are those that have been developed specifically by the ACPN over and above the program indicators). Program indicators are those that will be used for research and evaluation purposes for the national evaluation and as required by the PN Planning Grant competition. Additional preliminary applicant-specific indicators were added to address areas

of concern that key stakeholders had previously identified during the planning phase for this application. Collectively, the program and applicant-specific indicators will serve to drive the design of the solutions.

Developing a Longitudinal Data System: Data gathered by the Work Groups and needs assessment process will be submitted to members of the SPRT on a structured timeline. Additional existing longitudinal data will be identified by the lead researchers and research assistants and merged with the needs assessment process. In order to compile, analyze, and report on all data gathered by the needs assessment teams, conduct a segmentation analysis, and merge existing longitudinal data into a central data-base – the lead researchers will develop a longitudinal data management system utilizing the Promise Scorecard software programs, as described on pages 67-70. Other tools that will be used to gather and dump data will include SPSS quantitative analysis software; N*Vivo qualitative analysis software; and ArcSoft for geospatial data. All of these data will be stored in a collective data warehouse created and maintained by a University of Wisconsin statistician who will be a part of the SPRT.

(2) Solutions Based on Best Available Evidence and Designed to Drive Results (10 points)

Solutions will be based on the best available evidence and will be assured to drive results and lead to changes in indicators in multiple ways as follows: **(a) Solutions will be based on identified need:** The continuum of solutions will be designed based on needs identified through the comprehensive needs assessment process and segmentation analysis. A series of indicators has been and will be developed based on identified need, and hence, built into the evaluation of each solution. Upon implementation, solutions would then be evaluated by tracking progress on meeting proposed indicators and outcomes. Solutions would be modified, enhanced, or eliminated based on their ability to successfully make progress on the indicators, which are and will be originally based on identified need. **(b) Solutions driven by community feedback, transparency, and accountability:** The comprehensive needs assessment process is designed to engage the community via PAR, PPM, a series of Town Hall Meetings/focus groups/interviews, surveys, and widespread

communications campaign to gain feedback and ownership along every step of the way. As such, the voice of the community will be heard in terms of identifying what they need, developing solutions to their needs, and gaining approval and satisfaction of the solutions. Because of the widespread ownership built into the planning process and continuing into implementation, the ACPN initiative will be made accountable to the community. **(c) Solutions informed by research:**

During the planning period, the SPRT, Project Director, and Executive Committee will be immersed into studying the research and evidence base behind potential and proposed solutions (and Pilot Programs) and policies. For example, the team will study the research behind the impact of mental health issues on academic achievement and how implementing school-based mental health services would improve outcomes for youth. The research behind parent involvement and feeling connected to school documents that these factors help ensure positive academic outcomes in students. The team would study best practices and evidence-based programs to increase parent involvement in school and school climate. An identified need focused around reducing bullying in school may determine one solution to be implemented would be the Olweus Bullying Program, considered a Blueprints Model Program by the Center for the Study and Prevention of Violence. Based on identified need, the team may research proven effective strategies to address early childhood health and well-being for long-term success, such as the Nurse-Family Partnership (NFP) Program. NFP is a maternal and early childhood health program that fosters long-term success for first-time moms, their babies, and society.⁴³ Academic evidence-based intervention programs will be studied in their ability to address need in schools and integrated into the continuum, such as Read 180, Comprehension Toolkit, etc.

The aforementioned are just a few examples of the type of research protocol that would be employed by the team to ensure that solutions are based on strong evidence of success. Examples of resources that would be utilized to review the research on evidence-based programs would be: Model Programs through the Center for the Study and Prevention of Violence; Evidence-Based Programs through the National Registry of Evidence-Based Programs and Practices, U.S.

Department of Health and Human Services Substance Abuse and Mental Health Services Administration; Model Program Guides through the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice; Registry of Effective Programs through the CDC; Research-Based Guide through the National Institute on Drug Abuse, U.S. Department of Health and Human Services; What Works Clearinghouse through the U.S. Department of Education Institute of Education Sciences; Child Trend LINKS Database through the Office of Juvenile Justice and Delinquency Prevention; Best Practices through the WDPI; What Works from the Promise Neighborhoods Research Consortium; endorsements from professional organizations and research institutions; peer-reviewed journals; etc.

Scaling Up of Proven-Effective Pilot Programs: As described earlier, a series of pilot programs have been designed based on a preliminary needs assessment process in preparation for the ACPN Planning Grant initiative. These include: One Stop Shop, Wrap-Around, College Mentors, Thriving Children, Family College, and Ecological Education / Greenhouse for the Mind. These solutions, as currently designed, begin to address the continuum of cradle-to-college-through-career and are based on identified need, research, and/or best practices. Several examples of the research basis behind three of our strategies entail the following:

- **Wraparound:** As of 2010, there have been nine controlled studies of wraparound that have been published in peer reviewed publications that have shown significant positive outcomes related to living situation, youth behavior, youth functioning, and youth community adjustment.⁴⁴ One such study conducted a randomized control study (18 months) of “at risk” and juvenile justice involved (adjudicated) youth in Ohio: 73 in wraparound vs. 68 in conventional services.⁴⁵ This study supported the hypothesis that youth who received wraparound services were less likely to engage in subsequent at-risk and delinquent behavior. The youth who received wraparound services were less likely to miss school unexcused, get expelled or suspended from school, run away from home, or get picked up by the police as frequently as the youth who received the juvenile court conventional services.
- **Greenhouse for the Mind:** A 2006 survey conducted by Community Resources for Science of educational research literature has revealed meaningful evidence that environmentally-based education using best practices can increase academic achievement.⁴⁶ The literature review looked at over 100 research studies to determine whether programs using the environment as a basis for teaching and learning have resulted in any measurable academic gains in comparison to more traditional educational approaches. The collective evidence of the eight strongest studies showed that the use of the environment as a setting for teaching could improve

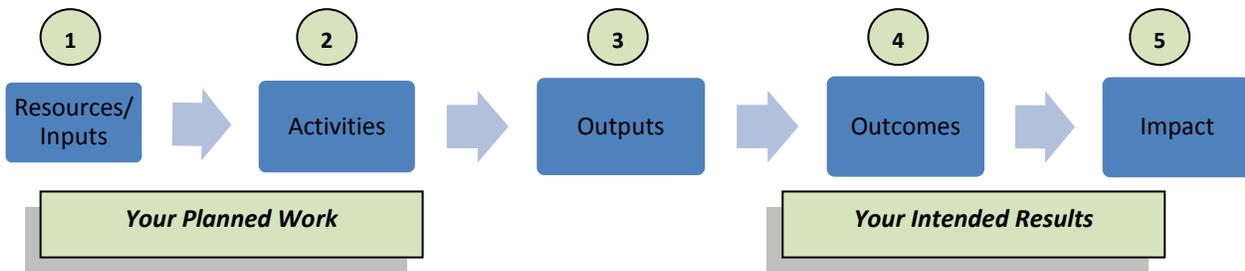
performance on standardized tests across all subject areas. Several studies showed even higher gains for underperforming students.

Over the next decade, employment in the science, technology, engineering, and mathematics (STEM) sector is expected to grow at a significantly higher rate than in the overall job market. This projected growth represents an exciting opportunity for our youth, but conveying excitement about a STEM career to our children is not always easy. Ethnic minority, female, and low-income students are particularly disengaged from STEM-related learning, relative to the school population at large.⁴⁷ Research shows that the great majority of adults who are active in the environmental science, engineering, and advocacy fields had formative outdoor experiences during childhood or had role models who directed their attention to the environment.⁴⁸ Finding ways to connect our children – irrespective of social background – with the outdoors and with people who are passionate about the environment may therefore represent a key strategy in opening up a world of career opportunities for them. Connecting kids with nature not only contributes to their physical, social, and emotional development^{49,50}, but it may also instill in them the enthusiasm to pursue a career in science or in another STEM field.

During the needs assessment process, the Greenhouse for the Mind Pilot Program will be implemented at a small scale, evaluated in rapid time for its impact, and undergo a more extensive research of its evidence base. Based on positive outcomes, this program would be scaled up during the implementation phase. Likewise, the research base behind all pilot programs will be studied extensively during the planning grant period in their ability to address identified need, garnish support for their implementation from the targeted audiences, and ensure these solutions drive results on indicators. Based on the successful outcomes of this comprehensive and meticulous analysis, these programs and strategies would be activated during the implementation period following the planning grant.

Use of Logic Model to Inform Project Design: We will employ the use of the Logic Model to ensure that solutions are based on the best available evidence, and address need, drive results, and lead to changes in indicators. The Logic Model can be used in program planning, implementation, evaluation and communication. Basically, a logic model is a systematic and visual way to present and share your understanding of the relationships among the needs your trying to address, resources you have to operate your program, the activities you plan to do, and the changes or results you hope to achieve. It uses words and/or pictures to describe the sequence of activities thought to bring about change and how these activities are linked to the results the program is expected to achieve. These

components illustrate the connection between *your planned work* and *your intended results*. They are depicted numerically by steps 1 through 5.



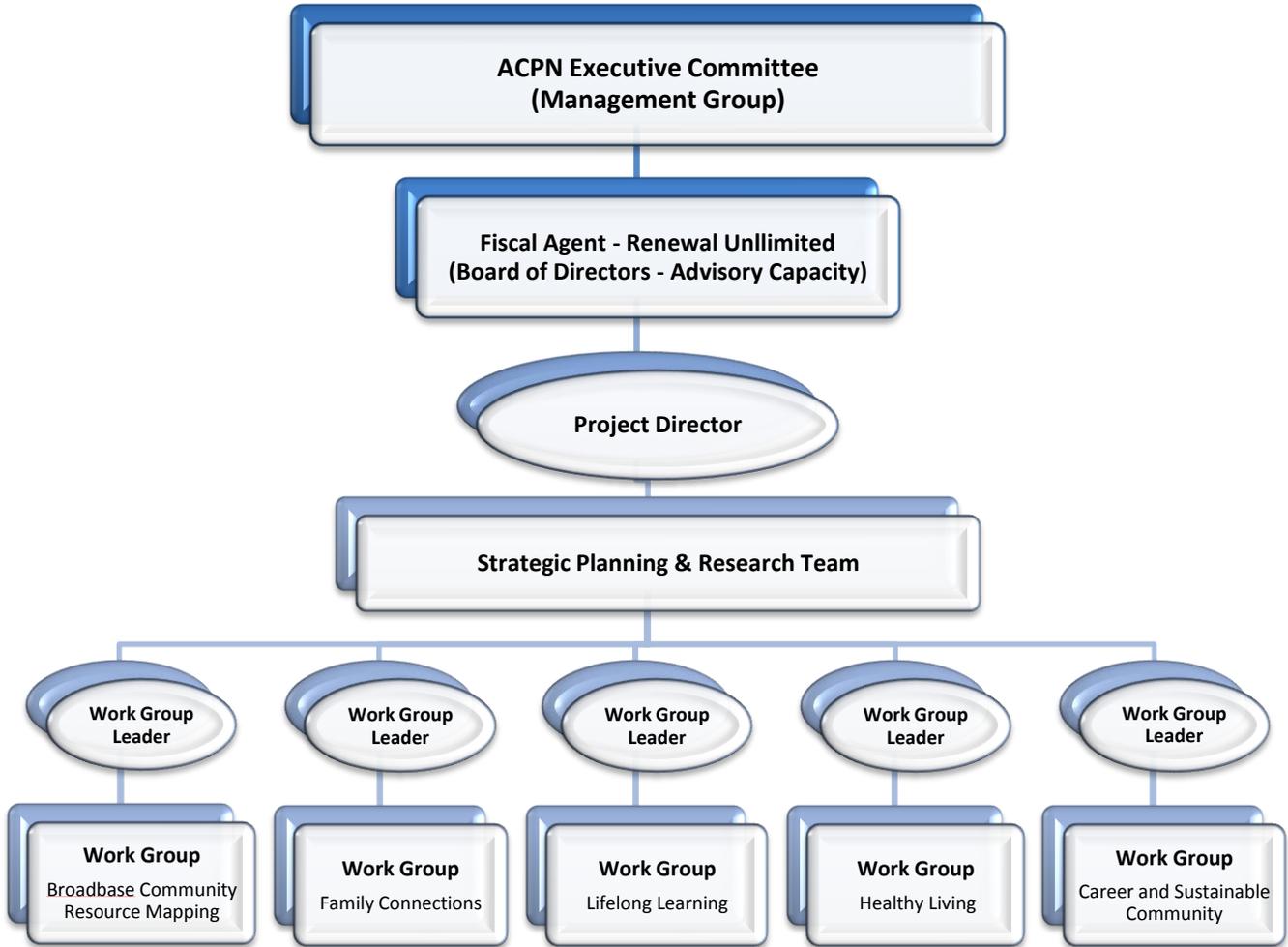
- **YOUR PLANNED WORK** describes what resources you think you need to implement your program, and what you intend to do: (1) **Resources/Inputs** include the human, financial, organizational, and community resources a program has available to direct toward doing the work. (2) **Program Activities** are what the program does with the resources. **Activities** are the processes, tools, events, technology, and actions that are an intentional part of implementation. These interventions are used to bring about the intended program changes or results.
- **YOUR INTENDED RESULTS** include all of the program’s desired results (outputs, outcomes, and impact). (3) **Outputs** are the direct products of program activities and may include types, levels and targets of services to be delivered by the program. (4) **Outcomes** are the specific changes in program participants’ behavior, knowledge, skills, status and level of functioning. These include both short-term and long-term outcomes. (5) **Impact** is the fundamental intended or unintended change occurring in organizations, communities or systems as a result of program activities over a period of time. Note that the terms *logic model* is frequently used interchangeably with the term *program theory* in the evaluation field. Logic models can alternatively be referred to as *theory* because they describe how a program works and to what end. The Logic Model will be used throughout the entire life of the program, including in program planning, program implementation, and program evaluation.

(D) Quality of the Management Plan (45 points)

(1) Experience, lessons learned, and proposal to build capacity of management team in working with the neighborhood, schools, LEA, government leaders, and other providers (10 points)

The management team, as illustrated below in the organizational chart, will consist of the ACPN Executive Committee, Renewal Unlimited, Inc. (non-profit fiscal agent), Project Director, Strategic Planning and Research Team (SPRT), and Work Groups. The experience, lessons learned, and proposal to build capacity of each is presented following that.

Adams County Promise Neighborhood Management Structure



ACPN Executive Committee: This team will serve as the governing board for the ACPN initiative and have decision-making authority. The Executive Committee is a “subcommittee” of the overarching Adams County Community Children’s Concerns Committee (AC CCCC); the AC CCCC is the formal “coalition” that initiated the planning process three years ago pursuant to the County Board of Supervisor adopting Vision 2020, a statewide Campaign of the Wisconsin (WI) Council on Children and Families, WI Head Start Association, and WI Community Action Program Association) that seeks to engage and partner with elected officials throughout Wisconsin to implement practical solutions to end child poverty by the year 2020. The CCCC is comprised of about 30 key stakeholders from around the county that include representatives from all key

stakeholders in the county (e.g., education, elected officials, law enforcement, social and human services, juvenile justice, public health, residents, faith-based, community-based organizations, business, and more.) In existence for many years, this committee meets monthly to discuss and address concerns on the health and well-being of youth and families in Adams County. The CCCC is a registered member of the Alliance for Wisconsin Youth, with a purpose is to enhance and support the capacity of member coalitions in their substance abuse prevention and youth development work. The CCCC has been integrally involved in community education programs, after school programming in the AFASD, youth asset development, public education and training, information and referral services, parenting programs, and networking sessions. Affiliations include the Adams County UW-Extension and AFASD after school and summer school programs, in which the CCCC provides advice and feedback on programming. Hence, a great level of experience, lessons learned, and capacity building is evident in working with the schools, LEA, government leaders, and service providers. The CCCC was the driving force behind pursuit of the ACPN Planning Grant in response to the Board of Supervisor’s resolution to align with Vision 2020.

The ACPN Executive Committee, a subcommittee of the AC CCCC, will serve as the management and decision-making team for the ACPN initiative. The committee is representative of the geographic area to be served with at least **one-third** of the board being made up of: residents who live in the geographic area proposed to be served; residents of the city or county in which the neighborhood is located but who live outside the geographic area proposed to be served, and who are low-income (earn less than 80% of the area’s median income); and public officials who serve the geographic area proposed to be served (not more than one-half of the governing board or advisory board will be made up of public officials). The Committee consists of the following stakeholders:

- Suzanne Hoppe, Executive Director of Renewal Unlimited/ACPN Fiscal Agent
- Jeremy Normington, Moundview Memorial Hospital and Clinic
- Todd Hansen, Chief of Police, City of Adams Police Department
- Diane England, Board of Directors, Adams County Health & Human Services
- Sarah Grosshuesch, Health Officer, Adams County Health & Human Services
- Barbie Gransee, Director of Pupil Services, AFASD
- Kathy McCarthy, At-Risk Coordinator, AFASD

- Mary Ann Schilling, Adams County UW-Extension Cooperative Representative
- Lorie Francis, Center Supervisor, Mid-State Technical College
- Melisa Windsor, Parent
- Jim Brays II, AFASD School Board Member and Parent
- Tanya Kotlowski, AFASD High School Principal
- Tania Bonnet, Adams County District Attorney
- Kate Phillippo, Professor & Researcher, Loyola University

Upon notification of funding, the Committee will recruit residents, as needed, to ensure the group is representative of the geographic area to be served. This team consists of many key members who have been instrumental in planning and preparing for the ACPN Planning grant. As such, the Executive Committee members will possess great capacity and experience for serving as the management board for this initiative.

Renewal Unlimited, Inc. – Lead Applicant / Fiscal Agent: Renewal Unlimited has a depth of experience in working with the targeted neighborhood, residents, and schools; collecting, analyzing and using data; creating formal and informal relationships; and securing and integrating funding as described in the following section. The *mission* of Renewal Unlimited, Inc. is to promote the enhancement of the communities we are a part of by creating innovative opportunities through services and resources for individual and families. Renewal Unlimited is a non-profit community service agency that is dedicated to serving the people of rural south central Wisconsin. Established in 1977 by a small group of local citizens with a vision of rehabilitating “houses and people”, Renewal Unlimited has retained much of that original vision and yet has extended the core of services to encompass a broader range of needs of the local citizens. Renewal Unlimited programs now reach over 1000 individuals each year in five Wisconsin counties – including Adams, Columbia, Dodge, Juneau, and Sauk - with a variety of educational, early childhood, job training, and housing services.. Since 1977 Renewal Unlimited has invested well over ██████████ in local communities through payroll, purchases, improved housing, trained workers, and healthy children and families. A brief history of the organization follows.

In 1977 a small group of Sauk County citizens formed and incorporated Renewal Unlimited, Inc. with a desire to put the unemployed to work on much needed housing rehabilitation in the

county. Houses in need of substantial renovation were purchased by the newly formed agency, and income eligible people with barriers to finding and keeping employment were employed and trained by Renewal to remodel their homes. Upon completion the houses were sold to low or moderate income families thereby benefiting the buyers, people in need of job training and employment, and the community in general. The original concept of this program has continued in the Wisconsin Fresh Start Program. Renewal's **Wisconsin Fresh Start** program provides "at-risk" youth (ages 17-24 who have dropped out and lack job skills) with education, employment skills, career direction, paid work and service experience - which collectively lead to self - sufficiency. With an emphasis on educational and vocational services, all Fresh Start members receive: basic skills assessment, individual tutoring for GED/HSED, job readiness/retention training, and career/financial planning.

By the early 1980's Renewal Unlimited began to expand the agency Job Training services beyond the original housing focus. In 1981 Renewal won a competitive award to operate the local Head Start Program. In 1984 Renewal won statewide competition to initiate a demonstration program aimed at increasing the self-sufficiency of teenaged parents. In 1986 Renewal initiated the Parenting Enrichment Program to teach parenting skills to young parents at risk of child abuse and neglect. As the decade drew to a close, Renewal Unlimited won competitive federal and state funds for Rural Housing, the Wisconsin Housing and Economic Development Authority, and the Housing Cost Reduction Initiative. Head Start programs expanded and Renewal won a competitive federal demonstration grant to provide family literacy training to illiterate Head Start Parents. Since then the Parents Reading Project has gained national recognition as a model program based on data collection that proved the program to be highly effective.

The 1990's saw continued expansion of the agency housing and Head Start Programs. In 1991, Renewal Unlimited was selected by the U.S. Dept. of Health and Human Services as one of only 32 agencies in the nation to develop and test the **Head Start/Public Schools Early Childhood Transition Demonstration Project** designed to incorporate Head Start like services into public elementary schools. Program and parent involvement services from Kindergarten through third

grade were provided in four school districts, one of which was the AFASD. The extensive national and local research design was a longitudinal panel study with treatment and comparison conditions. The evaluation used a combination of quantitative and qualitative methods, included process and outcome components, and maintained a well functioning partnership with the program to provide feedback for program improvement. The subjects included 255 Head Start and 199 non-Head Start children in two cohorts dispersed across 8 rural school districts in 162 classrooms. The study continued over a 7 year period with Joseph Lawton, PhD. as principal investigator. Peer and federal monitoring of the project consistently found that this local project achieved a high degree of success, which influenced the direction of national educational policy and school reform. This high degree of success placed the Renewal Unlimited program in a leadership role among the Transition Project grantees and the National Evaluation Advisory Panel.

In 1993, Renewal Unlimited secured funding from a variety of sources to open a Family Resource Center to provide education and resources to build and strengthen healthy families. In the fall of 1995 Renewal was selected to develop an Early Head Start Program, one of only 68 agencies in the nation to be funded. In 2005 Renewal implemented the Housing Organization and Direct Assistance Program to assist with rent and security deposits, foreclosure prevention, and for down payment and closing costs for homebuyers as well as housing counseling. Renewal continued to grow in 2006 and 2007 adding new programs as well as constructing new sites. The Housing Services focused on Homeless Prevention while maintaining its previous focus on helping low-income individuals and families. The Alternative Response Grant was added helping at-risk families (in Columbia County) with prevention of child abuse and neglect. The Wisconsin Fresh Program in Columbia County expanded to include the Youth Build Program. The agency continued to expand its services in 2008 and 2009; housing services were especially in demand with the strained economy.

The agency's vision of expanding another Fresh Start Crew in Sauk County came true with the expansion of the AmeriCorps Program made possible by AmeriCorps Program grant funds through

the American Reinvestment and Recovery Act (ARRA). This program also models after the Fresh Start Program with 50% of the youth's time in the classroom, and 50% at work sites refurbishing or building a new home. Renewal's housing grants continued to expand, and in 2009 implemented the new Homeless Prevention and Rapid Re-Housing Program. Also implemented in 2009 through an ARRA funds was the Neighborhood Stabilization Program providing funding to buy up foreclosed homes within Columbia County. Once purchased directly from the lender, the homes rehabilitated and sold to a homebuyer who is low to moderate income using down payment assistance through the HOME Homebuyer Program.

Renewal was awarded an Early Head Start Expansion Grant in December, 2009 through the ARRA, in which an additional 70 pregnant women, infants and toddlers were provided services in the five county area. Seven new Family Advocates were hired in February 2009 to serve the Family Resource Centers in each of the five counties. Most recently, the agency has partnered with the Workforce Development Board of South Central Wisconsin, Wisconsin Technical College System, and high schools in Dodge and Dane Counties to implement a Middle College Program. The Middle College Program is designed to advance the educational level of young adults by combining high school academics with technical college courses that align with the student's career pathway of interest. It is a bridge-to-college program at no cost to the student or to the local school district. The design of the program is meant to support a technical college educational engagement for high school students, and targets second semester juniors who are disengaged in the traditional high school setting. The structure also includes an internship component to build and apply work skills and experience. Successful completions for program participants will be a transition into the workforce development system to engage in Career Pathway training initiatives, employment, post secondary education, military, or registered apprenticeship. The Middle College Project is a part of the Workforce Investment Act Program.

A grant from the South Central Wisconsin Workforce Development Board supports Youth Services, which is a network of mentors, educators, and employers that help eligible youth develop

and complete academic and occupational goals and successfully join the workforce. Both in- and out-of-school youth aged 14-21 receive tutoring, job readiness, and retention training, and both paid and unpaid work experiences with local businesses. Renewal provide at least 12 months' individual guidance, targeting graduation or GED/HSED completion, and full-time, stable employment or secondary education.

In summary, the agency currently operates over ██████████ in federal, state, and local funding. Renewal has a very strong record in overseeing federal competitive grants. It currently operates the Early Head Start and Head Start in the targeted Adams County Promise Neighborhood, as well as in Columbia, Dodge, Juneau, and Sauk Counties. The agency operates various housing programs that are pass-through dollars from HUD and that are state funded, an AmeriCorps Program and other programs for at-risk youth, and Family Resource Centers in each of our five counties (Adams, Columbia, Dodge, Juneau, and Sauk). Renewal currently maintains 225 employees cross five south-central Wisconsin counties. The agency has an excellent track record for grant program administration, data collection and analysis, and audits with a very proficient fiscal department that oversees all grant funds. Finally, Renewal will be intricately involved in providing a number of solutions in the continuum due to the content of its existing services, including: Early Head Start, Head Start, Youth Services, Family Resource Center, Wisconsin Fresh Start, and Housing Services.

Renewal Unlimited Board of Directors: The Board of Directors for Renewal Unlimited will serve in a “feedback” capacity to the ACPN initiative. At least three members of the ACPN Executive Committee currently serve on and will provide initiative updates to Renewal’s Board of Directors, including Kathy McCarthy (AFASD), Barbie Gransee (AFASD), and Melissa Winsor (AFASD). Of the 12 members on Renewal’s Board of Directors, at least 4 (or 1/3) are representative of and reside in the ACPN targeted neighborhood. (See Appendix C for roster).

Project Director: Ms. Lisa Arndt will serve as the Project Director to provide direct oversight for and management of the PN Planning Grant program. The Project Director will administer the day-to-day activities of the grant and ensure all activities are implemented and executed as planned. She will

manage the budget, report to the federal program officer(s), serve as the liaison between the federal government and the local community, and secure volunteers for all of work groups and research teams. In such capacity, she will work closely with all partnering agencies, and gain full ownership with the community at large via educational awareness and widespread public relations and marketing. Ms. Arndt holds a Bachelor's degree in Special Education; demonstrated experience in program management, staff supervision, leadership, and volunteer recruitment; developing and enhancing collaborative relationships between multiple community-based agencies and organizations; experience with and/or knowledge of developing a continuum of services; experience and/or knowledge to work with and provide culturally competent services to diverse populations; experience with effective public relations; quality leadership skills and ability to bring groups together for a common goal; and keen knowledge of systems change. (A Position Description is found in Appendix B).

Strategic Planning and Research Team (SPRT) will consist of three Research Specialists (listed below); Resource Development Specialist; and the Leader and Chair from each Work Group. This team would be responsible for designing the needs assessment process, developing research protocol, setting up/managing/populating the database system, evaluating and analyzing the data, developing/proposing a continuum of solutions, and preparing a full ACPN Implementation Plan in coordination with the Project Director and for Executive Committee approval. More background information on key personnel follows:

- **Peter Miller, Ph. D.** will serve as Lead Researcher for the initiative. He is currently an Assistant Professor in the Educational Leadership and Policy Analysis Department at the UW-Madison. His educational background includes a B.A.in Sociology, M.A.in Teaching, and Ph.D. in Educational Leadership and Policy. He teaches graduate-level leadership courses, advises doctoral students, and engages in research that examines issues of homelessness, collaboration, and leadership in diverse organizational and community settings. Mr. Miller has spent the past two years studying the collaborative planning process behind stakeholders that come together to plan for a PN initiative, including here in Adams County. Results of his findings contribute to research of lessons learned. Refer to Appendix B for his vitae.
- **Kate Phillippo, Ph.D., L.C.S.W:** Will serve as a Researcher on the SPRT and leader for the Competitive Preference Priority #4 in Comprehensive Local Early Learning Networks. Ms. Phillippo is a licensed Clinical Social Worker, as well as Assistant Professor in the School

of Education’s Cultural and Educational Policy Studies at Loyola University in Chicago. Her research interest include K-12 schools’ responses to students’ social and emotional needs; student-teacher relationships; teacher’s relational practices; teacher role definition and role boundaries; school social work history, practice, and fit with public schools. She possess a B.A. in Art History from Northwestern University, M.A. in Social Services Administration from the University of Chicago, and Ph.D. in the Sociology of Education for Stanford University. Please refer to Appendix B for her vitae.

- **Martin Scanlan, Ph. D.:** Will serve as a Researcher on the SPRT. He is currently an Assistant Professor with the Department of Educational Policy and Leadership in the School of Education at Marquette University. His current research includes service delivery for students with special needs, dimensions if inclusivity in dual immersion schools, and life histories of social justice oriented school principals. Armed with a strong research background, Mr. Scanlan holds a B.A. in Sociology, Religion and Philosophy, M.A. in Teaching, and Ph.D. in Educational Leadership and Policy Analysis with a focus on school reform, disability studies, and qualitative research. His vitae in included in Appendix B.
- **Resource Development Specialist (RDS):** This consultant will be responsible for leading the strategic planning process that would ultimately culminate in a plan for full implementation of the PN initiative. S/he would work with the team to develop a formal Implementation Plan that includes identification of best practices to address need along the continuum - and pursuit of a multitude of funding mechanisms for all proposed programs, activities, and strategies for full implementation (grants, donations, in-kind services, leveraging of services, etc.). The consultant would be responsible for researching and pursuing a host of Federal, State, and local grant and other funding sources to support implementation – including the PN Implementation Grant. S/he will possess a rich background in grant research and proposal writing, strategic planning, development of funding mechanisms, systems integration, and sustainability planning. A position description is found in Appendix B.

As one can see from the descriptions of these key personnel above, the SPRT will have immense experience and capacity for working with ACPN initiative. For example, Mr. Miller has written 29 peer reviewed publications with three under review (that contain lessons learned), as well as several other publications, and made numerous peer-reviewed conference presentations during his years as a researcher. Many of these directly relate to the work of the PN initiative. Examples of several of his peer-reviewed and ether publications include:

Miller, P. & Hafner, M. (2008). Moving toward dialogical collaboration: A critical examination of a university-school-community partnership. *Educational Administration Quarterly*

Miller, P. & Engel, M. (2008). Critically Prophetic Action in the Public Square: Transformational Insights for School and Community Leaders. *Academic Leadership*, 6 (2).

Hafner, M., Miller, P., Crow, G., & Hardman, M. (2004). *Moving our thinking about family-school relationships: From deficit-based to assets-oriented*. National Institute on Leadership, Disability, & Students Placed At Risk, University of Vermont.

Kate Phillippo, Ph.D. possesses an extensive background as a researcher, presenter, and social worker. Among her scholarly work are five major publications, seven manuscripts in preparation, and numerous professional presentations. Martin Scanlan, Ph.D., has numerous published journal articles, book chapters, books, monographs, and other publications – examples of which include:

- Scanlan, M. (in press). Book review: Organizing schools for improvement: Lessons from Chicago. *Leadership and Policy in Schools*.
- Scanlan, M., Frattura, E., & Capper, C. (2007). English language learners and ICS. In E. Frattura & C. Capper (Eds.), *Leadership for social justice in practice: Integrated comprehensive services for all learners*. Newbury Park, CA: Corwin Press.
- Scanlan, M. (2010). *Organizational Learning in Schools Pursuing Social Justice: Fostering educational entrepreneurship and boundary spanning*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO, April 30 – May 4

Work Groups: The foundation of this work will be the field-based research and needs assessment process to be conducted by a cadre of five **Work Groups**, comprised of a Work Group Leader, Work Group Chair, and eight to 10 additional community members representative of targeted population. The Work Group Leaders will be graduate research students recruited from UW-Madison from multiple disciplines, such as Education, Public Health, Landscape Architecture, Environmental Education, Sociology, or Psychology. The Work Group Chairs will consist of key stakeholders from Adams County representative of the area to be served who have leadership, management, and collaboration capacity – and include: *Healthy Living* Chair -Sarah Grosshuesch – ACCHS Health Officer; *Lifelong Learning* Co-Chairs – Barbara Gransee, AFASD Director of Pupil Services, Shannon TerMaat, AFASD Title I Reading Specialist, and Michelle Johnson, AFASD Middle School Teacher; *Family Connections* Co-Chairs – Shelia Michels, Adams County Family Resource Center Early Head Start Program, and Shannon TerMaat, AFASD Title I Reading Specialist; *Career and Sustainable Living* Chair – Crystal Homes, CESA 5 / Adams County Workforce Investment Act Case Manager; and *Broad-base Community Resource Mapping* Chair – Director of Adams County Health and Human Services

Each Work Group will conduct comprehensive data collection for a specific aspect of life for children, youth, and families that contributes to educational and/or developmental success and addresses the developmental arc from pre-natal to adulthood. These Work Groups, described on pages 27-28, will consist of the following: **Broad-base Community Resource Mapping, Family Connections, Lifelong Learning, Healthy Living, and Career & Sustainable Living.** Included as members and/or Chairs on these work groups will be educators from the two low performing schools and the school district as a whole, the community, local government leaders, and other service providers. As such, they will have vast experience in working with these sectors and will increase capacity for the needs assessment process to be conducted and continuum of services to be designed and delivered effectively.

<p><u>Life Long Learning</u> Adams County Land & Water Conservation Dept. WI Department of Natural Resources International Crane Foundation Adams County Historical Society Adams Community theater Aldo Leopold Foundation AFASD Bassmasters Allegheny College Necedah Wildlife Refuge UW-Extension office Mid-State Technical College (MSTC) Community Members & Youth</p>	<p><u>Healthy Living</u> ACHHSD Wisconsin Family Ties Hope House AFASD Family Resource Center Mill Bluff Medical Moundview Memorial UW-Extension Office Adams County Library Community Garden Group Local Grocery Stores Community Members & Youth</p>
<p><u>Broad Based Community Resource Mapping.</u> ACHHSD BFY Local government, civic groups Community Members & Youth</p>	<p><u>Family Connections</u> Head Start/ Early Head Start Faith in Action CCRRCW Job Center</p>
<p><u>Career & Sustainable Living</u> Adams County Rural & Industrial Development Commission City of Adams Mayor, Friendship Village President MSTC, Job Center New Chester Dairy Adams County Chamber of Commerce Community Members & Youth Renewal, Unlimited</p>	<p>UW-Extension Office Family Living Central Wisconsin Community Action Adams Chamber of Commerce Adams Recreation Department Adams County Police Liaison Officer Senior Center MSTC Community Members & Youth</p>

Building Capacity: The Project Director and planning teams described in the previous section will be provided in-depth training at the start of and throughout the planning period in key issues and concepts in order to build capacity for successful implementation and management of the

ACPN. Training topics / events will include: **(1) ACPN Kick-Off Event:** This event will be held for all members of the management structure, community residents, and community partners. This event will provide speakers that will focus on the unifying vision of and mission statement for the ACPN initiative – including the overarching goals and project indicators. Included in this will be a presentation made by a national-level expert in the PN initiative. **(2) Partnership Training Retreat:** At the start of the project period, we will hold a 2-day Retreat to provide training to all members of the Work Groups in the following areas: Group Facilitation Skills, Research Methods and Confidentiality/Privacy Laws, Systems Integration / Distributed Leadership, Cultural Competency, and the Promise Scorecard Data Management System.

(2) Collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability (15 points)

The applicant will contract with the Lead Research, Peter Miller, Ph.D., to develop the longitudinal data management system. The other two researchers, Kate Phillippo, Ph.D. and Martin Scanlan, Ph.D., will be contracted with to assist Mr. Miller in developing protocol for data collection and analysis. All members of the SPRT will support the analysis of the data to be used for decision-making, learning, continuous improvement and accountability. The three researchers and Renewal Unlimited have vast experience in research methodology and sharing of lessons learned through their peer-reviewed publications, presentations, and work as college professors in the field.

(i) Developing a Longitudinal Data System: As described earlier, a variety of methods and tools will be utilized to gather primary data during the needs assessment process. Necessary data from key programs and services that impact the indicators would also be gathered by the team or provided by partners (i.e., number of participants in early learning programs, etc). As such, existing and ongoing secondary data (data that have been already collected by and readily available from other sources) will also be gathered by the teams from multiple sources; collectively both primary and secondary data will be utilized to set baseline and ultimately measure progress on the educational and family and community indicators. Data will be gathered on all children in the targeted zone and through segmentation analysis, be disaggregated by the subgroups listed in

section 1111(b)(3)(C)(xiii) of the ESEA – or by gender, each major racial and ethnic group, English proficiency status, migrant status, students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged.

In order to compile, analyze, and report on data, conduct a segmentation analysis, and merge existing longitudinal data into a central data-base – the researchers will develop a longitudinal data management system utilizing the Promise Scorecard™ (PS) decision-making software tool. PS was developed by the Results Leadership Group, a group of researchers who grow the capacity of government and non-profit organizations to produce measurable results. The PS is a dynamic decision-making software tool for results-based collaborations that:⁵¹

- Links all stakeholders through an interactive, Web-based interface.
- Organizes decision making to work backwards from ends to means - begin with desired outcomes for children and youth and work backwards with data to determine the best means to achieve those ends.
- Succinctly captures and reports the entire decision-making process including underlying analysis and data.
- Facilitates collaboration and engagement of stakeholders in the decision making process efficiently, systematically, and transparently.
- Automatically imports and filters data from outside databases (ie case management systems, school databases, individual program databases, etc.) on a regular basis.
- Plots the trend lines of children and youth outcomes measures across a community as well as “customer outcomes” for individual programs, agencies, and service systems.
- Facilitates and reports for a PN both (1) the initial planning process and (2) continuous, rapid-time monitoring, learning, and improvement.
- Allows stakeholders to maintain a broad, strategic perspective or, to “drill down” to as much detail as is desired.
- Facilitates and reports systems thinking – seeing the whole as well as the parts, thinking long-term as well as short-term and, thereby, building integrated continuums of solutions.

The PS software program will allow us to import data from outside databases and resources, therefore, the research team may use other tools and software programs to gather and dump data such as: (1) SPSS software for quantitative data; (2) N*Vivo software to gather/analyze qualitative data – such as interviews, field notes, document analyses, etc.; and (3) ArcSoft to gather geospatial data – such as maps, PPM data, etc. Data dumped into these databases would be imported (or

linked) to the PS software program in order to develop a central collective data warehouse, to be created and maintained by a UW-Madison statistician who will be a part of the SPRT.

The PS software program includes several key features that will enable us to view, analyze, and track the data on indicators, program services, partner resources, and funding streams as follows:

1. **Neighborhood Scorecard** - that presents “rapid-time data” for all PN indicators and results;
2. **Targeted Scorecard** – that allows users to drill down into any measure to view customized subsets of the data – or disaggregated by sub-group, program, service, etc. – for example – the percentage of students that are reading at/above grade level by grade, gender, ethnicity, or economic status; with results compared to baseline, targeted value, or trends;
3. **Results-to-Program Scorecard** – that presents specific indicator data on a PN “goal” and aligns the performance data of all the programs that impact it;
4. **Turning the Curve Report** – that presents a detailed analysis and action / strategy for any given indicator and its corresponding data; this can also serve as an online collaboration tool where the program, partner, or service is accountable to results;
5. **Results View** – that presents that trend line, data, and analysis for all indicators of a particular outcome or goal; and
6. **Program Performance Report** – presents detailed information on “What we do,” “Who we serve,” and “How we impact,” including the trend lines for all performance measures of any given program. **Examples of these reports are found in Appendix F.**

(ii) Linking the longitudinal data system to other data systems, making data accessible,

and managing and maintaining the system: Existing local and State databases will be linked the

Promise Scorecard (PS) longitudinal data management system to get an accurate picture of the

status of needs, indicators, and resources in Adams County. Existing databases may include: State-

level data from the WDPI WINSS database (WSAS/WKCE Scores, Graduation Plans,

Demographics, etc. found at <http://dpi.wi.gov/lbstat/data.html>); School- and district-level data

(report card & classroom grades, attendance, graduation rates, discipline referrals, test / assessments

scores [NWEA MAP/AimsWeb / IGDI, EXPLORE/PLAN/ACT (EPAS), CBM, school

performance report, and AdvanceEd surveys, etc.], Fitnessgram results, free/reduced lunch

participation, expulsions, drop-outs, special education statistics, school improvement data, etc.);

WDHS health statistics found at <http://www.dhs.wisconsin.gov/stats/>; county-level data from the

Adams County Department of Health & Human Services (i.e., abuse and neglect reports, juvenile justice referrals, home visits, mental health and substance abuse intakes, case management notes, Birth to 3 participants/referrals, Foodshare /WIC recipients, etc.); county and local level data on juvenile arrests and citations from Adams County Sheriff's Department; intake data/case management data from local mental health providers; number of low birth weight babies and emergency room visits for self-inflicted harm from local hospital and medical providers; college enrollment / graduation data through the UW and Wisconsin Technical College Systems; etc. Data from existing partnering programs and services that support a PN indicator would also be imported into the PS to determine what works – such as the enrollment / participation data from early childhood programs (Head Start, Early Head Start, etc.); Public Library records (number of reading programs held and number of participants); number of families in CST; number of participants in after school programs; etc.

The PS program allows the data to be accessible to multiple users – such as parents, families, program partners, researchers, and evaluators while abiding by Federal, State, and other privacy laws (HIPPA, FERPA, agency regulations, etc.). Data would also be accessible by program, partner, or service. Student /child codes will be utilized to speak to confidentiality and tracking. Confidentiality, data sharing, and release of information agreements will be created with partnering organizations in order to minimize risk to surveyed human subjects. The PS software program includes a login and password system; therefore the statistician will create a user account for any project staff member or partner who require access to the PS longitudinal data system. Customizable reports will be available and access will be controllable by type of user to speak to transparency, accountability, and confidentiality. Therefore, online public access to records, data, and results on the PS software program will be made available with controlled access. As a dynamic and interactive program, the PS data system will be monitored and updated regularly by

the statistician and registered users; therefore will be used to supervise and document program implementation, inform decision-making, and engage stakeholders.

In addition to online access to the PS report, the SPRT and Project Director will also develop an ACPN Comprehensive Needs Assessment Summary Report of the data and suggested solutions (informed by data and research) and present this to ACPN Executive Committee for review and approval. Subsequently, the Project Director and SPRT will present the report to the community via a series of Town Hall Meetings (as described on pages 29-30) to gather feedback and input on the report and preliminary and final design of the continuum of services. Based on feedback and input from key stakeholders, and review and incorporation of best practices and evidence-based programs and strategies, the SPRT and Project Director will develop a Final ACPN Implementation Plan for review and approval from the community via Town Hall Meetings and ultimately, the decision-making Executive Committee.

(iii) Use of rapid-time data during planning and implementation for continuous program improvement: The PS software program will allow for locally-collected data to be made available quickly to inform current lessons, instruction, and related educational and family and community supports, programs, and services in both the planning and implementation phases of the ACPN initiative to speak to continuous improvement. Rapid-time data will be collected from all programs and services that support indicators. For example, data on after school program participation could be updated on a daily or weekly basis; attendance at parent-teacher conference could be updated as they occur; etc. Viewers of the data will be able make a distinction between what we are doing collectively and what particular programs and services are doing at any one point in time. As such partners will be able to view how their particular program is performing, and see how that fits into addressing the overall collective indicators. The data will be posted as baseline (or prior period), current value, targeted value, percent change, and trend line – therefore, program partners and staff will be able to make adjustments and improvements as needed to ensure and be accountable to results to speak to continuous improvement. While the planning period will focus on setting up this data management

system to be ready for implementation, the PS software program will also be used to monitor project implementation status, and for grant reporting, management, and budgeting based on rapid-time data.

(iv) **How the applicant will document the planning process:** The planning process will be guided by the following implementation plan (note acronyms: RU – Renewal Unlimited; PD – Project Director, EC – Executive Committee, WG – Work Groups, SPRT – Strategic Planning and Research Team, RDS – Resource Development Specialist, RS - Research Specialists

TABLE 5: IMPLEMENTATION PLAN		
Project Goal: To develop a plan for significantly improving the educational and developmental outcomes of children and youth in Adams County.		
Project Activity	Timeline	Person Responsible
PD formally starts duties upon award notification	1/13	RU, EC
Set up grants management & accounting system	1/13	RU, PD
Benchmark 1: Set up data management system; acquire and be trained on PS	1/13	PD, RS
Set up project evaluation plan	1/13	Miller, PD
Contact and meet with all program partners, finalize MOU	1/13	PD, EC
Recruit / hire graduate students; set up management teams	1/13 – 2/13	PD, RU
Set up ACPN website; launch communications campaign	1/13-2/13	PD, RU
Hold Town Hall Kick-Off Meeting for Promise Neighborhood	1/12-2/12	PD, EC
Develop needs assessment protocol, methods, and tools	1/13-2/13	SPRT, RS
Form each WG and provide training, as needed	2/13	PD, EC, RS
Benchmark 2: Conduct comprehensive needs assessment process; conduct research on evidence-based programs, best practices, and funding streams for continuum of solutions	3/13-9/13	WG, SPRT
Plan for and prepare PN Implementation grant proposal/begin identifying and logging leveraged resources	3/13 & on	RDS
Conduct mid-year evaluation and prepare report	6/13	PD, Miller
Implement “Greenhouse for the Mind” Pilot Program	6/13 & on	PD
Hold Town Hall Meeting to share updates and progress	5/13	WG/PD/SPRT
Benchmark 3: Develop Comprehensive Needs Assessments Summary Report based on needs assessment process.	9/13-10/13	PD, SPRT
Hold Town Hall Meeting to share needs assessment results	10/13	PD, SPRT, EC
Hold Town Hall Meeting to gain feedback on proposed solutions	11/13	PD, SPRT, EC
Benchmark 4: Town Hall Meetings to present Draft and Final Implementation Plans; finalize Implementation Plan.	12/13 – 1/14	PD, SPRT, EC
Prepare and disseminate final project evaluation report	1/13	PD, Miller

A thorough program evaluation plan will be implemented to monitor the project in both a formative and summative manner. Peter Miller, Ph.D., Lead Researcher, will also serve as program

evaluator to ensure we address all program requirements and implement the project plan as set forth. Continuous monitoring of project progress will provide us with the status of implementation strategies and progress made of meeting project goals and objectives, improve effectiveness, address transparency and accountability, and identify the need to implement necessary changes. Utilizing the Logic Model as described earlier, evaluation along key points and milestones will be utilized to revise, enhance, and augment project activities as necessary. The evaluator will work closely with the Project Director to monitor and document the successful completion and attainment of project activities and applicable indicators throughout the project period and adjust or improve project activities as needed to ensure success. At the beginning of the project period, the evaluator will set up the assessment protocol and develop any necessary databases and evaluation tools.

Conveniently, the PS software program has a built-in program management feature that will allow us to document and monitor the planning process in a dynamic system, and capturing lessons learned and best practices. For example, project tasks will be posted along with person responsible, timeline, and status of activity. All staff and partners will be required to input specific and applicable data on project activities and program services. Other key features is that of posting the “Story Behind the Results” in which users will be able to add notes about the status of and reasons behind the results; the Turn the Curve Report in which detailed analysis of an indicator or activity is described and necessary action that is needed to change results; and the Program Performance Report feature where staff and partners will be able to input information on what they do, who they serve, and how well it’s working.

The evaluator will gather qualitative and quantitative data in both a summative and formative fashion to measure the progress on meeting stated goals and objectives and adhering to the implementation plans as described on the previous page. He will work closely with the Project Director to collect and analyze baseline data at the **beginning** of the project, then at regular intervals throughout the project period to assess progress. The evaluator will meet at least monthly with the Project Director, project staff, and fiscal administrator to assess progress made on implementation strategies and expenditure of funds, and armed with that data develop a formal mid-year Progress

Report, and based on the findings develop a **Quality Improvement Plan** as needed that identifies any barriers to implementation, ineffective / inefficient implementation strategies, inadequate progress on project outcomes, and propose strategies and recommendations to address said barriers. At the end of the project period, he will prepare a detailed Final Evaluation Report to be submitted to the Department of Education, project management team, and partners outlining strengths, weaknesses, progress toward and achievement of project goal and objectives, **lessons learned, and best practices**. All evaluation reports will be made publicly available and easily accessible to speak to transparency and accountability.

- (3) Creating partnerships to provide a continuum of solution, and creating a system for holding partners accountable for performance with the MOU (10 points) &*
- (4) Integrating funding streams from multiple sources (10 points)*

(i) Each partner’s financial/programmatic contribution: A number of formal and informal partnerships have been developed to date; commitments include an array of activities designed to help reach the ultimate goal of developing an implementation plan that provides a continuum of services. A description of the partnering contributions is provided in the Memorandum of Understanding (MOU) in Appendix C; and Table 6 below provides a list of partnering organizations and corresponding programmatic and financial contributions (totaling ██████████) in in-kind match - as documented in Appendices C and D). Additional partnerships will be developed as part of the planning grant period as part of the Broad-Base Community Resource Mapping Work Group.

TABLE 6: PARTNER AND COORDINATED SERVICE / PROGRAM

<p>Renewal Unlimited, Inc.</p> <ul style="list-style-type: none"> • Financial In-Kind Match: ██████████ <p>Roles: Applicant Agency & Fiscal Agent. Will also develop Parents Support Groups, coordinate Early Head Start/Head Start with other early learning programs for improved network and continuum of home-based service, leverage housing services / assistance – provide Affordable Housing Workshops, update/print Community Resource Directory, leadership on ACPN Executive Committee and Work Groups, etc.</p>
<p>U.S. Congressman Thomas Petri, Northcentral WI Workforce Development WI Dept. of Public Instruction, WI State Senator, Julie Lassa, Central Wisconsin Community Action Coalition, City of Adams Mayor</p> <ul style="list-style-type: none"> • Role: Letter of Support for ACPN Initiative
<p>University of Wisconsin-Madison, Dept. of Educational Leadership & Policy Analysis</p> <ul style="list-style-type: none"> • Roles: Provides research, planning, and evaluation services; Peter Miller, Ph.D. will serve as Lead Researcher on Strategic Planning & Research Team, Project Evaluator, and team leader for Graduate Research Assistants for Work Groups; UW-Madison will provide Graduate Research Assistants for Work Groups lead planning process; and lead efforts to conduct needs assessment, segmentation analysis, and longitudinal data management system

Loyola University, Chicago

- Financial: ██████ in-kind match for staff time
- Roles for Kate Phillippo, Ph.D.: Develop and evaluate social & emotional support component serving as Research Specialist on Strategic Planning and Research Team; collaborate with school-based mental health practitioners; serve on the ACPN Executive Committee; lead the Comprehensive Local Early Learning Programs Network.

Marquette University, Dept. of Educational Policy & Leadership

- Financial ██████ in-kind match in time and travel
- Roles: Professor Martin Scanlan, Ph.D. will serve as a Research Specialist on the Strategic Planning & Research Team, and support the design and analysis of the needs assessment process; based on results of needs assessment process work with the team to develop continuum of solutions based on research and best practices.

Adams-Friendship Area School District

- Financial: ██████ in-kind match
- Provide staff to serve on ACPN Executive Committee, Strategic Planning & Research Team, and Work Groups; provide education-related strategic guidance and leadership
- Align School Improvement initiatives (CSCP, RtI, Title I & II, etc.)
- Provide Early Childhood Special Education Services in the home and school
- Facilitate universal screening 4K through 9th grade to identify struggling learners and provide intervention
- Align district funds to hire six academic interventionists at the elementary and middle school levels
- Offer extended, after school hours in the high school learning lab
- Encourage post-secondary plans through the 11th grade Career Academy
- The Aldo Leopold land ethic/ecological education will be integrated throughout the school district's curriculum and Summer School/After Schools programs
- Supply office space, administrative and technology support, internet, phone, and copy costs for Project Director
- Provide free breakfast and lunch for summer school students and at 15 designated locations
- 21st CCLC After-School & Summer School Programs
- Friendship ALIVE Alternative Education Program; School Forest

Mid-State Technical College (MSTC)

- Financial: ██████ in kind match staff time
- Roles: Provide a member on Career & Sustainable Community Work Group and Adams County CCCC Advisory, and assist with panning for the College Mentor Pilot Program.
- Programs: HSED, Academic/career awareness & advisement, Learning in New Channels At-Risk Program, Curricular alignment between AF High School & MSTC, Adult Basic Education (AEFL) and CTE programs, Counselor & Community Partner Workshops, Discovery Days, College Camp, Career Views/ Education Fairs

Adams County Health & Human Services Department

- Financial: ██████ in kind match staff time
- Roles: Staff will serve on Executive Committee, Strategic Planning & Research Team, and various Work Groups; Coordinate development of early learning program network and home-based services, Coordinate development of early intervention project.
- Programs: Birth-3 Program, Pre-/Post-natal Care Coordination Services, Nutrition WIC, WI Well Women Program, etc. integrated with Thriving Children Pilot, Clinical Mental Health Services, Coordinated Services Teams, and Comprehensive Community Service for Wraparound Services Model and school-based mental health services, coordinate development of early learning program network and home-based services.

Cooperative Educational Services Agency (CESA) 5

- Financial: ██████ in kind match staff time
- Roles: Staff will serve on Adams County CCCC Advisory Council (or ACPN Executive Committee) and Work Groups; promote ACPN concept through other local agencies.
- Programs: Workforce Investment Act Youth Program – provides employment and training services to low income, at-risk youth (ages 14-21); run local Job Club.

Wisconsin Family Ties

- Financial: ██████ in kind match staff time

- Roles: Participate on ACPN Executive Committee, serve on Healthy Living Work Group, help plan for Wraparound and Thriving Children Pilot Programs, provide Parent Peer Specialists
- Programs: Educational programs and services that support and educate parents, and inform policymakers, practitioners, and the public about children’s mental health issues; Parent Peer Specialists that support systems of care; Parent Support Groups for special needs; Support for Thriving Children & Wrap-Around programs.

Child Care Resource & Referral of Central Wisconsin

- Financial: ██████ in kind match staff time
- Roles: Serve on Adams County CCCC Advisory, refer families to high quality child care programs, provide training and technical assistance to 13 regulated child care programs, help with Kids Day Event, help 13 child care agencies get rated or increase their rating with YoungStar, help support integration of WMELS
- Programs: Childcare referral and networking program, Quality improvement for childcare programs

University of Wisconsin-Extension Office

- Financial: ██████ in kind match staff time
- Roles: Provide spaces for Master Gardener Training Program, Horticultural Education, College Transitions, program parenting classes (Raising a Healthy Eater, Raising a Thinking Child, Strengthening Families, Home Alone: A Family Guide), participate in Health & Wellness Fair
- Programs: 4-H Youth Development / Community Service / College Transitions; Family Living Programs: Master Gardener, Raising a Healthy Eater, Raising a Thinking Child, Strengthening Families, Home Alone: A Family Guide, Positive Parenting, Becoming a Love & Logic Parent, Balanced Living, Co-Parenting During Divorce, Rent Smart / Money Smart / Get Checking; programs to promote health and wellness, prevent poverty, and build community connections and resources; Community & Natural Resource Development

University of Wisconsin –Stevens Point Wisconsin Center for Environmental Education

- Financial: ██████ in kind match staff time
- Roles: Professional consultation for K-12 Forestry Education Program (LEAF) & K-12 Energy Education Program (KEEP); trainings & workshops on educational resources and Education for Sustainability, Support for Greenhouse for the Mind Pilot Program
- Programs: Access to 6,000 educational resources in environmental and sustainability education, Professional development in Ecological Education for K-12 teachers, Trainings and workshops on Education for Sustainability

Allegheny College – Creek Connections

- Financial: ██████ in kind match staff time
- Roles: Provide Basic Water Chemistry Module and technical assistance, one day onsite training workshop, support team to attend Creek Connections Research Symposium, serve on ACPN Executive Committee or Adams County CCCC Advisory, serve on Lifelong Learning Work Group, Support for Greenhouse for the Mind Pilot Program
- Programs: Natural science education through hands-on field and laboratory experiences through Summer Institute for Teachers, Ongoing Water Quality Analysis, Student Research Symposiums, watershed education

New Chester Dairy

- Financial: ██████ as in-kind match
- Roles: Classroom speakers to discuss career options safety, entrepreneurial guidance, job readiness, and more; assistance with developing curricula, program strategies, goals, and critical skills; and career exposure/facility tours; participate in high school classroom curricula for job readiness skills by providing mock interviews and contacts to local employers in agriculture industry; and placement of PN graduate at New Chester subcontractors.

Adams County Historical Society

- Financial: ██████ in kind match staff time
- Roles: & Programs: Presentations on Ethnic Groups of Adams County & Historical Thematic Nights; write Historical Scripts on the Impact of Muir, Leopold, & Hamerstrom; engage youth in 19th Century School & Life Program; engage youth in Outdoor Historical Education Program; Support for Greenhouse for the Mind Pilot & Arts / Humanities

Adams County Land & Water Conservation Department

- Financial: ██████ in kind match staff time
- Roles: Staff will prepares students for the annual Wisconsin Land & Water Conservation Association’s (WLWCA)

<p>Environthon, Poster, & Speech competitions designed to educate youth about natural resources; Equipment & supplies for youth Environthon team and Poster competition; facilitate the Volunteer Stream Monitoring program (for youth and adults); and; and Support for Greenhouse for the Mind Pilot Program.</p> <ul style="list-style-type: none"> • Programs: Promote awareness of natural resource conservation through positive youth development
<p>Castle Rock Bassmasters</p> <ul style="list-style-type: none"> • Financial: ██████ in kind match staff time • Roles & Programs: Fishing and boating safety education, regulations, techniques; Community awareness and involvement in the conservation and preservation of fisheries, lakes, and waters of Adams County; Bass Fishing Seminars and fishing tournaments; Fishing Has No Boundaries Hayward Wilderness Camp; Scholarships for youth going into and outdoor field career; Support for Greenhouse for the Mind Pilot Program
<p>Nick Hockings – Ojibwe Cultural Consultant</p> <ul style="list-style-type: none"> • Roles: Will provide a various Native American Programs to students – such as American Artist in Residence, Legends of the Ojibwe Indians / Introduction to Ojibwe Language, Native American Cultural Dance & Ceremonies, Medicine Wheel Prophecies, and Talking Stick – all to support Greenhouse for the Mind Pilot; Arts & Humanities
<p>Adams Community Garden Group</p> <ul style="list-style-type: none"> • Roles: Will develop an Organic Community Garden and Orchard • Programs: Will provide programming for Greenhouse for the Mind Pilot Program, garden will provide increased access to healthy foods and knowledge of sustainable living
<p>Adams Community Theater</p> <ul style="list-style-type: none"> • Financial: ██████ in kind match. • Roles: Will provide Dramatic Education for youth ages, Character artists for Roche-a-Cri State Park youth event, and Little Free Library start-up costs
<p>Bridges For Youth</p> <ul style="list-style-type: none"> • Financial: ██████ in kind match staff time • Roles: Participate on Family Connections and Broad Base Community Resource Mapping Work Groups • Programs: Coordinated Services Teams, Comprehensive Community Services, Wraparound services, mentoring, in-home detention services, lifeskills training, youth and family support groups, Mentoring, etc.
<p>Adams Chamber of Commerce & Tourism</p> <ul style="list-style-type: none"> • Financial: ██████ as an in-kind match • Roles: Will serve on the Work Group or ACPN Executive Committee; Establish a Welcome Wagon to help new members of the community; Facilitate community-wide events that will also help to promote ACPN initiative; 2 student ██████ scholarships for college; Participate in high school financial literacy event (Reality Day), Kids Days, and Job Shadowing Programs for youth; Develop a Youth Apprenticeship Program to promote employability skills

(ii) Each partner’s vision, mission, theory of action, theory of change and existing activities

align: The Mission of the ACPN initiative is to increase the number of children who complete their education from cradle to college and enter adulthood as productive and active citizens on the community. As documented in the MOU found in the Appendices C and D, each partner’s vision, mission, theories of action and change, and activities align with the PN initiative. For example, the mission of: MSTC is to transform lives through the power of teaching and learning; CESA 5 is to be a catalyst for equity, excellence, and experiences for all learners through leadership, innovations, and effective coordination of the continuum of programs; Wisconsin Family Ties is to enhance lives by promoting children’s mental health; and of the AFASD is in cooperation with family and

community, to educate and empower every student to be a life-long learner. Each partner recognizes that their organization provides a “piece of the puzzle” towards the continuum of services, and has agreed to “come to the table” and commit to improving the lives of children and youth in Adams County through this initiative. Furthermore, by engaging in the initiative and committing services via the MOU, each partner aligns with the overarching Theory of Action and Theory of Change (as stated in the MOU) for the ACPN initiative and acknowledges its role in the continuum. Finally, the Logic Model will be used throughout the entire life of the program, including in program planning, program implementation, and program evaluation. The *logic model* is used interchangeably with the term *program theory*. Logic models can alternatively be referred to as *theory* because they describe how a program works and to what end.

(iii) A system for holding partners accountable and management structure: The management structure has been described previously in this section. Ultimately, the ACPN Executive Committee will serve as the management board for the ACPN initiative both in the planning and implementation phases. As such, this Committee will hold decision-making authority to which all groups will be accountable. This has been articulated in the MOU - to be agreed upon by all partners, project staff members, and project teams. The ACPN Executive Committee is currently comprised of 14 members who are representative of the geographic area as defined in the grant program requirements. Given the makeup of the Executive Committee and the management structure, a wide range of community residents and key stakeholders will be involved in all major components of the planning process – and will be provided numerous opportunities to contribute to decision-making as follows: (1) by serving on the Work Groups, SPRT, Executive Committee, or Adams County CCCC Advisory Council; (2) by attending any of the Town Hall Meetings and providing feedback along the way; (3) by participating in the needs assessment as a targeted audience to provide feedback; and (4) by communicating concerns and input to the Project Director or any member of the Executive Committee.

Each partner will be held accountable by the roles and responsibilities outlined in the MOU. The Project Director, Renewal Unlimited, and the Executive Committee will be charged with

ensuring this. In addition, a very unique feature of the Promise Scorecard (PS) software program is that each partner would be provided a user account and will be required to input data and status of programs and services about the contributions their services make towards PN indicators. For example, an agency that has committed to providing parenting education classes as part of the initiative will provide rapid-time data to the program as it implements the programs; this would be included as part of the PN indicators to support school readiness. The partner would post data about the number of participants and a story, outcomes, status of program, person responsible, and source of funding associated with the data/program. This will be compared to baseline and show trend and targeted outcomes. All partners would be able to view where this organization and its programs fit into the continuum and collective outcomes – therefore, transparency and accountability would be built into the longitudinal data management system. The programs, services, and contributions will be monitored for implementation status, who is responsible, and effectiveness.

(iv) Integrating multiple funding streams: As documented in the MOU (Appendix C), budget narrative, and in Tables 4 and 6, a multitude of partners have committed a substantial amount of match in the form of in-kind services that emanate from a variety of funding sources to help support the planning process. During the planning period, the Resource Development Specialist will be integrally involved in researching and identifying a myriad of Federal, State, and local funding sources (public and private) to support the implementation period in the form of grants, donations, in-kind services, leveraged programs, and more. A variety of funding mechanisms and programs will be pursued and/or aligned with – such as 21st Century Community Learning Center, Title funds, Investing in Innovation, Integration of Schools and Mental Health Systems, Innovative Approaches to Literacy, Upward Bound, Carl Perkins CTE, National School Lunch Program, Fresh Fruits and Vegetables for Schools, and grant programs through the Office of Justice Assistance, and U. S. Departments of Health and Human Services, Labor, Housing and Urban Development, Agriculture, and more. Matching services and donations from leveraged programs will be harnessed to the degree possible, such as through Adams County Health and Human Services, Renewal Unlimited, and so forth. For example, the initiative will coordinate with programs offered at MSTC, which include

Adult Basic Education Programs supported by the Adult Education and Family Literacy Act (AEFL) funds, and Career and Technical Education (CTE) Programs supported by Carl D. Perkins CTE Act funds. Coordination will also take place with programs supported by the Workforce Investment Act, such as Youth Services and Basic Skills through CESA 5, Renewal, or Workforce Development Boards; Early Head Start and Head Start supported by the Department of Health and Human Services; Housing Assistance through HUD; Early Childhood Special Education services; and more.

(v) **Commitment to work with National Evaluator:** The applicant agency, program partners, project staff, and all management teams will commit to working with the U.S. Department of Education and with a national evaluator (or other designated entity) during the PN initiative to ensure that data collection and program design are consistent with plans to conduct a rigorous national evaluation of the program, as well of specific programs, strategies, and services pursued or developed as part of the initiative. As such, we will ensure through a final MOU with the appropriate entities that the National Evaluator and the Department have access to relevant program and project data (including on a quarterly basis if requested); we will work with the National Evaluator to develop an evaluation strategy (including identifying a credible comparison group if needed); and we will work with the National Evaluator to develop a plan for identifying and collecting reliable and valid baseline data for both program participants and a valid comparison group. A key responsibility of the Research Specialists will be to adhere to this protocol.

Addressing Planning Grant Priority 4 (Competitive Preference) – Comprehensive Local Early Learning Networks (2 Points)

Our plan to address this priority includes enhancing the network of early learning programs by improving and setting high standards of quality, increasing articulation and coordination between programs, developing a comprehensive home visiting program, and expanding services to multiple domains, as described next.

Developing a Comprehensive Home Visiting Program & Coordination Between Programs:

Current early learning programs that include home visits along the continuum include the Pre- and Post-Natal Care Coordination Program through ACHHS; Birth to Three and Coordinated

Community Response through ACHHS; and Early Head Start and Head Start through Renewal Unlimited. Next along the continuum of early learning programs would be the Early Childhood and 4K Programs through the AFASD, although home visits are currently not part of their services. Through the ACPN planning initiative, our plan is to improve workforce infrastructure, coordination, and seamless articulation between these programs by developing a protocol in which practitioners from each program would meet quarterly to evaluate family needs and progress, and collaborate on plans of services. This would result in a new method for providing services to families, help identify gaps in services, streamline transitions for families, and help identify risk factors earlier. The home visiting continuum would be expanded to the school district’s Early Childhood (EC) Special Education Services in which children will be serviced in their least restrictive environment (home, school, child care or other community locations). Within the school district, EC, 4K, and 5K programs will implement improved articulation and coordination , as well. EC and 4K will link up for weekly playgroups, outdoor play time, and intervention groups; 4K and 5K will have common intervention times built into their schedule.

Improving and Setting High Standards of Quality in Early Learning Programs: YoungStar is Wisconsin’s Quality Rating and Improvement System (QRIS). Currently there are 13 regulated child care providers in Adams County; 50% are not rated, and of those who are rated, none are above two stars (on a five-star scale). As part of the ACPN initiative, Child Care Resource and Referral of Central Wisconsin (CCR & RCW) will provide technical assistance and support to improve the quality of child care programs by increasing the number that are rated and have rated higher.

Comprehensive Assessment Systems: A focused effort will be made to improve school readiness among youth integrating improved curriculum, comprehensive assessment processes, and use of Early Learning Standards in early learning programs. For example, Renewal Unlimited will implement a new assessment called “Teaching Strategies Gold”, and the new Creative Curriculum for Infants, Toddlers, and Preschool Age Children in Head Start and Early Head Start Programs; ACHHS Birth to Three will develop plans for an Infant/Toddler Development Day with

developmental, hearing/vision, and speech and language screenings; access to a Public Health Nurse, information about area resources and WIC, and more. The AFASD will implement and expand use of Individual Growth Indicators Scale (IGDIS) for 4K and 5K students, and *AimsWeb* for students in grades 1 and 2; NWEA-MAP will continue to be used in grade 3. Staffing and developing of intervention plans would be ensured through the quarterly staff meetings among all practitioners, RtI framework, and BAT model for youth exhibiting need.

Integrating Early Learning Standards: The Wisconsin Model Early Learning Standards (WMELS) specify developmental expectations for children from birth through entrance to first grade. The standards reflect attention to all the domains of a child's learning and development, and include Health & Physical Development; Social and Emotional Development: Language Development and Communication; Approaches to Learning: Cognition and General Knowledge. Based on research and supported by evidence-based practices, the WMELS provide a framework for families, professionals and policy makers to share a common language and responsibility for the well-being of children from birth to first grade; know and understand developmental expectations of young children; and understand the connection among the foundations of early childhood, K-12 educational experiences, and lifelong learning. As part of the ACPN initiative, we will develop a plan to have staff at early learning programs trained in the WMELS (via YoungStar or other resources) and ensure articulation with the school district curriculum.

Increased Access to Services: Access to pre- and post-natal, infant, toddler and early childhood care – and family planning services - is limited in Adams County due to a lack of pediatric services, poverty, and transportation. This need will be addressed through the One Stop Shop Pilot initiative in which families will be linked to necessary services and resources, and provided necessary transportation to and from appointments. To provide more support for parents, support groups for single parents and parents with children who have autism will be developed and implemented during the planning period. ACHHS Public Health Nurses will explore the expansion of family planning services through an MOU with Family Planning Health Services – and will be trained as

Certified Breastfeeding Educators. A MOU for community breastfeeding support will be established between Renewal Unlimited and Adams County Public Health.

The strategies described above will provide early learning opportunities in multiple locations (e.g., at home, school, and other community locations). For example, moving school-based EC Services to the least restrictive environment for the child, such as home, school, child care facilities, etc. As part of the ACPN initiative, we will study and explore strategies to expand early learning opportunities on multiple platforms, such as on public television, the Internet, face-to-face, in home, and more. It should be noted that all current and propose learning opportunities are and will be fully accessible to individuals with disabilities.

ACPN Management Plan to Support Early Learning: Planning and developing solutions for or this competitive priority will be assured in three primary ways throughout the planning period, as noted: 1) Key stakeholders, decision-makers, and practitioners in the early learning programs across the county are members of the ACPN Executive Committee, such as representatives from the Prenatal Care Coordination and Birth to Three in ACHHS, Director of Pupil Services and other staff from AFASD, and Executive Director of Renewal Unlimited that operates Early Head Start and Head Start; 2) Renewal Unlimited serves as the fiscal agent and lead applicant, which is the primary provider of early learning programs in the county through its Head Start and Early Head Start Programs; and 3) Lead Researcher. Kate Phillip, Ph.D., has been designated as the individual responsible for overseeing the early learning initiatives, and possessed the experience and expertise in doing so – as articulated in her attached vitae and MOU.

Addressing Planning Grant Priority 6 (Competitive) – Arts and Humanities (1 Point)

Our proposed ACPN initiative includes a focus on providing opportunities for children and youth to experience and participate actively in the arts and humanities through these strategies:

Dramatic Education: The Adams Community Theatre will partner with the PN initiative to increase and provide educational and artistic opportunities to area youth and their families beyond

the school day, by providing dramatic instruction and access to a *Free Little Library* with a focus on youth and young adult literature at the Adams Community Theater.

Greenhouse for the Mind: This pilot initiative is intended to instill the culture of “land ethic” and associated ecological education into the school district curriculum based on the philosophy of Aldo Leopold in *A Sand County Almanac*. *A Sand County Almanac* is built around three main ideas: 1) Land is a community of living things. This idea argues for the study of ecology. 2) Land is to be loved and respected. This idea argues for the conservation of ethics. 3) Land yields a harvest of culture; this a “fact long known, but forgotten.” Included in this concept is embracing the history, culture, art, beauty, and heritage of the land. The AFASD has committed to integrating ecological education into its curriculum, starting with the summer school / after school programs in 2013, with systematic integration in the core curriculum following. In addition, the district will build a new Greenhouse in 2012-2013 to serve as a “research laboratory” in ecological/agricultural education with support from a private donation totaling ████████.

Enhanced Band Curriculum: A priority has been set by the AFASD to ensure technical advancements in music education with the goal of increasing high school student enrollment in music through interactive technology. Students will also be able to receive instruction in music production even if they do not play an instrument.

Enhanced Literacy Skills: As part of the school improvement goals (per 90-90-90 Research), the AFHS set forth an academic priority to build the literacy skills of all high school students, including speaking, non-fiction writing, and reading. This will be integrated into College and Career Readiness Skills Curriculum to enhance transitions into post-secondary success.

Increased Opportunities for Rigorous Humanities Course Placement: More options will be developed for Advanced Placement courses in the area of language arts. With limited offerings, students currently exhaust existing accelerated options. This humanity focus will boost the skills students need for post-secondary success.

Extended Day Learning Center: The AFHS has committed to the renovation of its current library in order to provide an extended learning center for students whose learning needs may not be met in their current living environments. The main purpose of the Student Center is to provide a safe, technical, and collaborative learning space that is staffed by faculty in the after school hours. A primary focus of the center will be to have technology available, including music and video production software in order to bring humanities alive.

Planning for Arts and Humanities: During the PN planning grant period, Work Groups will map existing study additional opportunities in which children and youth would be able to experience and participate actively in the arts and humanities. Additional partnerships and resources will be identified and leveraged into the continuum of services, such as connections to universities, civic groups, museums, music and dance groups, artists, and more. This work will culminate in a formal plan for delivering a comprehensive plan for providing arts and humanities to youth based on needs, interest, and resources.

Addressing Planning Grant Priority 8 (Invitational) – Family Engagement in Learning Through Adult Education

Woven throughout this narrative is a description of how the ACPN initiative will coordinate with adult education providers serving the neighborhood. These are included, for example in the Family College Pilot that coordinates the following: UW-Extension will offer and promote family nutrition education programming through Raising a Healthy Eater (6-week program); and parenting education classes through Raising a Thinking Child (6-week program), Strengthening Families (8 weeks), Home Alone: A Family Guide (6 weeks), and College Transitions to help students and parents plan for the challenges of the college transition. CESA 5 would provide a Job Club through the Workforce Investment Act (WIA) Youth Program for employment and training services. Mid-State Technical College (MSTC) will integrate Adult Basic Education, HSED/GED Preparation & Testing, Career and Technical Education programming, and integrated English Literacy and Civics Education. Renewal Unlimited and Family Resource Center will launch Single Parent and Autism Support Groups for parents during the planning period.

Appendix C

**Preliminary Memorandum of
Understanding**

Preliminary Memorandum of Understanding (MOU)
Adams County Promise Neighborhood Initiative
“Greenhouse for the Mind”

Mission: The Mission of the Adams County Promise Neighborhood initiative is to increase the number of children who complete their education from cradle to college and enter adulthood as productive and active citizens on the community.

1. Applicant

1.1 Renewal Unlimited , Inc.

2. Project Goals

- 2.1 Increase Capacity:** Increase capacity for the eligible applicant agency and identified partners that are focused on achieving results for children and youth throughout the entire targeted neighborhood (Adams County, Wisconsin)
- 2.2 Develop a Plan:** To develop an implementation plan to build a complete continuum of cradle-through-college-to-career solutions of both educational programs and family and community supports, with great schools at the center in Adams County.
- 2.3 Integrate Programs:** To integrate programs and break down agency “silos” so that solutions are implemented effectively and efficiently across agencies.
- 2.4 Scale Up:** To develop the local infrastructure of systems and resources needed to sustain and scale up proven, effective solutions across the broader region.
- 2.5 Develop Longitudinal Data System:** To build a longitudinal data system that integrates student-level data from multiple sources in order to measure progress on educational and family and community support indicators for all children in the neighborhood, disaggregated by sub-group, and to ensure ongoing continuous improvement and success.

3. Financial and Program Commitments

As listed in Table 1 below and on the following pages, Renewal Unlimited, Inc. and its partners have made the following financial and programmatic commitments to accomplish the project goals of the Adams County Promise Neighborhood (ACPN) initiative. The financial commitments are specific to the planning grant phase of the project. Other listed program capacities are related to the implementation phase and reflect the various strategies that may be used as solutions for required program and project indicators, and reflect some of the current program activities of each signatory to this Preliminary Memorandum of Understanding (MOU). This MOU will be updated throughout the planning process to reflect additional formal and informal partners to be identified. ***PLEASE NOTE:** A MOU / Letter of

Commitment from each partner listed in Table 1 below would be provided in *Addendum B* to this document (found on page 11); however, for purposes of the grant application submission, they are collectively included in **APPENDIX D of the grant application packet since they also show documentation of match, in-kind services, or other levels of support.**

Table 1 – Partners and Committed Services*	
Partner	Coordinated Service / Program
Renewal Unlimited, Inc.	<ul style="list-style-type: none"> Roles: Applicant Agency, project management & administration; will adhere to all Federal guidelines and reporting requirements; commit to work with U.S. Department of Education and the national evaluator on data collection and evaluation, including access to data sources, so data collection and program design align with the national evaluation.
U.S. Congressman Thomas Petri	<ul style="list-style-type: none"> Role: Letter of Support for ACPN Initiative
Northcentral WI Workforce Development	<ul style="list-style-type: none"> Role: Letter of Support for ACPN Initiative
WI Dept. of Public Instruction.	<ul style="list-style-type: none"> Role: Letter of Support for ACPN Initiative: Will provide technical assistance at the State level to plan for the ACPN initiative
WI State Senator, Julie Lassa	<ul style="list-style-type: none"> Role: Letter of Support for ACPN Initiative
Central WI Community Action Coalition	<ul style="list-style-type: none"> Role: Letter of Support for ACPN Initiative
University of Wisconsin-Madison, Dept. of Educational Leadership & Policy Analysis	<ul style="list-style-type: none"> Roles: Provides research, planning, and evaluation services; Peter Miller, Ph.D. will serve as Lead Researcher on Strategic Planning & Research Team, Project Evaluator, and team leader for Graduate Research Assistants for Work Groups; UW-Madison will provide Graduate Research Assistants (multiple departments) for Work Groups lead planning process; lead and coordinate efforts to conduct needs assessment, segmentation analysis, and create longitudinal data management system in accordance with applicable Health Insurance Portability and Accountability Act (HIPAA), Family Educational Rights and Privacy Act (FERPA), and other privacy laws; will commit to work with the national evaluator on data collection and evaluation, including access to data sources, so data collection and program design align with the national evaluation
Loyola University, Chicago	<ul style="list-style-type: none"> Financial: ██████████ in-kind match for staff time Roles for Kate Philipppo, Ph.D. - will develop and evaluate social & emotional support component serving as Research Specialist on Strategic Planning and Research Team; collaborate with school-based mental health practitioners; serve on the ACPN Executive Committee; lead the Comprehensive Local Early Learning Programs Network (Competitive Preference Priority 4).
Marquette University, Dept. of Educational Policy & Leadership	<ul style="list-style-type: none"> Financial: ██████████ in-kind match in time and travel Roles: Professor Martin Scanlan, Ph.D. will serve as a Research Specialist on the Strategic Planning & Research Team, and support the design and analysis of the needs assessment process; based on results of needs assessment process work with the team to develop continuum of solutions based on research and best practices.
Adams-Friendship Area School District	<ul style="list-style-type: none"> Financial: ██████████ in-kind match Provide staff to serve on ACPN Executive Committee, Strategic Planning & Research Team, and Work Groups; provide education-related strategic guidance and leadership Align School Improvement initiatives (CSCP, RtI, Title I & II, etc.) Provide Early Childhood Special Education Services in the home and school Facilitate universal screening 4K through 9th grade to identify struggling learners and

	<p>provide intervention based on need</p> <ul style="list-style-type: none"> Align district funds to hire six academic interventionists at the elementary and middle school levels to address academic concerns and delays Participate on the ACPN Executive Committee and serve as Work Group Chairs Offer extended, after school hours in the high school learning lab Encourage post-secondary plans through the 11th grade Career Academy The Aldo Leopold land ethic/ecological education will be integrated throughout the school district's curriculum and Summer School/After Schools programs Supply office space, administrative support, technology support, internet, telephone, and copy costs for the Project Director Provide free breakfast and lunch for summer school students and at 15 designated locations throughout the Adams County 21st CCLC After-School & Summer School Programs Friendship ALIVE Alternative Education Program; School Forest
Mid-State Technical College (MSTC)	<ul style="list-style-type: none"> Financial: ██████ in kind match staff time Roles: Provide a member on Career & Sustainable Community Work Group and Adams County CCCC Advisory, and assist with panning for the College Mentor Pilot Program. Programs: HSED, Academic and career awareness & advisement, Learning in New Channels (LINC) - At-Risk Program, Curricular alignment between AF High School & MSTC, Adult Basic Education (AEFL) and CTE programs, Counselor & Community Partner Workshops, Discovery Days, College Camp, Career Views/ Education Fairs
Adams County Health & Human Services Department	<ul style="list-style-type: none"> Financial: ██████ in kind match staff time Roles: Staff will serve on Executive Committee, Strategic Planning & Research Team, and various Work Groups; Coordinate development of early learning program network and home-based services, Coordinate development of early intervention project. Programs: Birth-3 Program, Pre-/Post-natal Care Coordination Services, Nutrition WIC, WI Well Women Program, etc. integrated with Thriving Children Pilot, Clinical Mental Health Services, Coordinated Services Teams, and Comprehensive Community Service for Wraparound Services Model and school-based mental health services, coordinate development of early learning program network and home-based services.
Cooperative Educational Services Agency (CESA) 5	<ul style="list-style-type: none"> Financial: ██████ in kind match staff time Roles: Staff will serve on Adams County CCCC Advisory Council (or ACPN Executive Committee) and Work Groups; promote ACPN concept through other local agencies. Programs: Workforce Investment Act Youth Program – provides employment and training services to low income, at-risk youth (ages 14-21); run local Job Club.
Wisconsin Family Ties	<ul style="list-style-type: none"> Financial: ██████ in kind match staff time Roles: Participate on ACPN Executive Committee, serve on Healthy Living Work Group, help plan for Wraparound and Thriving Children Pilot Programs, provide Peer Specialists Programs: Educational programs and services that support and educate parents, and inform policymakers, practitioners, and the public about children’s mental health issues; Parent Peer Specialists that support systems of care; Parent Support Groups for those with special needs; Support for Thriving Children & Wrap-Around programs.
Child Care Resource & Referral of Central Wisconsin	<ul style="list-style-type: none"> Financial: ██████ in kind match staff time Roles: Serve on Adams County CCCC Advisory, refer families to high quality child care programs, provide training and technical assistance to 13 regulated child care programs, help with Kids Day Event, help 13 child care agencies get rated or increase their rating with YoungStar, help support integration of WMELS (early learning standards) Programs: Childcare referral and networking program, Quality improvement for childcare programs
University of Wisconsin-	<ul style="list-style-type: none"> Financial: ██████ in kind match staff time Roles: Provide spaces for Master Gardener Training Program, Horticultural Education,

Extension Office	<p>College Transitions, program parenting classes (Raising a Healthy Eater, Raising a Thinking Child, Strengthening Families, Home Alone: A Family Guide), participate in Health & Wellness Fair</p> <ul style="list-style-type: none"> • Programs: 4-H Youth Development / Community Service / College Transitions; Family Living Programs: Master Gardener, Raising a Healthy Eater, Raising a Thinking Child, Strengthening Families, Home Alone: A Family Guide, Positive Parenting, Becoming a Love & Logic Parent, Balanced Living, Co-Parenting During Divorce, Rent Smart / Money Smart / Get Checking; programs to promote health and wellness, prevent poverty, and build community connections and resources; Community & Natural Resource Development
University of Wisconsin – Stevens Point Wisconsin Center for Environmental Education	<ul style="list-style-type: none"> • Financial: ██████ in kind match staff time • Roles: Professional consultation for K-12 Forestry Education Program (LEAF) & K-12 Energy Education Program (KEEP); trainings & workshops on educational resources and Education for Sustainability, Support for Greenhouse for the Mind Pilot Program • Programs: Access to 6,000 educational resources in environmental and sustainability education, Professional development in Ecological Education for K-12 teachers, Trainings and workshops on Education for Sustainability
Allegheny College – Creek Connections	<ul style="list-style-type: none"> • Financial: ██████ in kind match staff time • Roles: Provide Basic Water Chemistry Module and technical assistance, one day onsite training workshop, support team to attend Creek Connections Research Symposium, serve on ACPN Executive Committee or Adams County CCCC Advisory, serve on Lifelong Learning Work Group, Support for Greenhouse for the Mind Pilot Program • Programs: Natural science education through hands-on field and laboratory experiences through Summer Institute for Teachers, Ongoing Water Quality Analysis, Student Research Symposiums, watershed education
New Chester Dairy	<ul style="list-style-type: none"> • Financial: ██████ as in-kind match • Roles: Classroom speakers to discuss career options safety, entrepreneurial guidance, job readiness, and more; assistance with developing curricula, program strategies, goals, and critical skills; and career exposure/facility tours; participate in high school classroom curricula for job readiness skills by providing mock interviews and contacts to local employers in agriculture industry; and placement of qualified PN graduate at New Chester subcontractors.
Adams County Historical Society	<ul style="list-style-type: none"> • Financial: ██████ in kind match staff time • Roles: & Programs: Presentations on Ethnic Groups of Adams County & Historical Thematic Nights; write Historical Scripts on the Impact of Muir, Leopold, & Hamerstrom; engage youth in 19th Century School & Life Program; engage youth in Outdoor Historical Education Program; Support for Greenhouse for the Mind Pilot & Arts / Humanities
Adams County Land & Water Conservation Department	<ul style="list-style-type: none"> • Financial: ██████ in kind match staff time • Roles: Staff will prepares students for the annual Wisconsin Land & Water Conservation Association’s (WLWCA) Environthon, Poster, & Speech competitions designed to educate youth about natural resources; Equipment & supplies for youth Environthon team and Poster competition; facilitate the Volunteer Stream Monitoring program (for youth and adults); and; and Support for Greenhouse for the Mind Pilot Program. • Programs: Promote awareness of natural resource conservation through positive youth development
Castle Rock Bassmasters	<ul style="list-style-type: none"> • Financial: ██████ in kind match staff time • Roles & Programs: Fishing and boating safety education, regulations, techniques; Community awareness and involvement in the conservation and preservation of fisheries, lakes, and waters of Adams County; Bass Fishing Seminars and fishing tournaments; Fishing Has No Boundaries Hayward Wilderness Camp; Scholarships for youth going into and outdoor field career; Support for Greenhouse for the Mind Pilot Program
Nick Hockings –	<ul style="list-style-type: none"> • Roles: Will provide a various Native American Programs to students – such as American

Ojibwe Cultural Consultant	Artist in Residence, Legends of the Ojibwe Indians / Introduction to Ojibwe Language, Native American Cultural Dance & Ceremonies, Medicine Wheel Prophecies, and Talking Stick – all to support Greenhouse for the Mind Pilot; Arts & Humanities
Adams Community Garden Group	<ul style="list-style-type: none"> • Roles: Will develop an Organic Community Garden and Orchard • Programs: Will provide programming for Greenhouse for the Mind Pilot Program, garden will provide increased access to healthy foods and knowledge of sustainable living
Adams Community Theater	<ul style="list-style-type: none"> • Financial: ██████ in kind match. • Roles: Will provide Dramatic Education for youth ages, Character artists for Roche-a-Cri State Park youth event, and Little Free Library start-up costs
Bridges For Youth	<ul style="list-style-type: none"> • Financial: ██████ in kind match staff time • Roles: Participate on ACPN Advisory and Family Connections and Broad Base Community Resource Mapping Work Groups • Programs: Coordinated Services Teams, Comprehensive Community Services, Wraparound services, mentoring, in-home detention services, lifeskills training, youth and family support groups, Alternative Education Program, Mentoring, etc.
Adams Chamber of Commerce & Tourism	<ul style="list-style-type: none"> • Financial: ██████ as an in-kind match • Roles: Will serve on the Work Group or ACPN Executive Committee; Establish a Welcome Wagon to help new members of the community; Facilitate community-wide events that will also help to promote ACPN initiative; 2 student ██████ scholarships for college; Participate in high school financial literacy event (Reality Day), Kids Days, and Job Shadowing Programs for youth; Develop a Youth Apprenticeship Program to promote employability skills

4. Theory of Change & Theory of Change

4.1 Theory of Change: Our theory of change is about the individual and community. We borrow from the wisdom of environmental ethics, and civic virtues inherent in educational and developmental psychology. Growth along a broad educational continuum is the goal of this Promise Neighborhoods initiative. Generally speaking, when systems which promote growth are compromised, we must realign individuals, families, schools and the community to meet developmental needs. This change requires a model of resilience and transformation. We start with local wisdom. Conservationist, Aldo Leopold, formulated his land ethic through careful study of interactions of natural species and humans (often family) on their sand county farm. Their rehabilitation of this former wasteland is a model of resilience and a lesson in natural, communal, family and individual health. His land ethic, the conceptual basis of our theory of change, is a combination of ethics, aesthetic appreciation, and experience. Leopold’s land ethic extends to a model of ‘ethical citizenship’ which necessitates accepting the duties and responsibilities of active participatory membership in a larger community of interdependent parts. Ethical citizenship is both a vehicle for change and an ideal outcome of our educational system. Leopold’s land ethic is both fixed and fluid. Membership as a species is fixed, but actual citizenship is

not. Citizenship or participation is by choice. At the same time, we cannot change or grow without some understanding and practice of citizenship. Interdependence, or full inclusion in the community, is felt when we are invested or emotionally rooted in a place we call our own. To fully realize Leopold's concept of citizenship in an ecological community, the engaged individual must have an active involvement in a particular community or place. As observed by CG Jung, "outside of relationships there is no individuation." Similarly, motivation to receive an education, to become a citizen and grow as a community is a process that cannot occur in a vacuum. This investment pulls us into relationships and forces the inconvenient work of self discovery, personal and communal growth.

4.1 Theory of Action: Our learning environment works as a strategic ecosystem promoting education, developmental needs and cultivating ethical citizens. The framework of this system includes a continuum of services and supports that are necessary for students and their families. This continuum ranges from highly structured or custodial levels of support to the opposite end of the spectrum where we find self-directed services for the autonomously functioning individual. The structure needed by an elementary student is vastly different from the support needed by a college bound individual. Along this continuum of services and support are the varying levels of program integration that are required by the individual and family to be successful utilizing the continuum of supports. Some require fully integrated wrap-around supports of a team of providers and others may be fine with quasi-integrated or even conventional services depending on level and type of need. The determination of type of support and level of integration is made in light of the unique need of the individual and family. Assessing the needs of students and families is an ongoing process. Assessment is person-centered and strength based, and always developmentally sensitive. Enacting change requires the close participation of providers alongside of students and their families. Modeling and facilitating is the heart of transformation. Children learn how to solve problems by watching their parents solve problems. We are all in the business of modeling growth and transformation. The partnership with students and families in this learning environment is one which necessitates growth of life-long learning all the way up and down the chain of influence. If parents continue growing so do their children. When administrators continue growing so do their staff and the students and families influenced down the line. Transformation is a reciprocal

and mutually reinforcing reality. The framework described facilitates the focus on developmental and educational outcomes. The action within this framework is the co-facilitation of services and supports to best fit the strengths and overcome barriers of children and their families who seek this educational opportunity. No student is passed off or “farmed out” to find educational supports; literally and figuratively. When this person-centered, heuristic approach is applied within framework of our Promise Neighborhood, we are all participants building a Greenhouse for the Mind.

5. Governance Structure

- 5.1 Management Board:** The ACPN Executive Committee will serve as the Management Board for the ACPN initiative (planning grant and implementation) with decision-making authority. Renewal Unlimited will recruit positions for the Board, as needed to govern the implementation of the Promise Neighborhood planning grant. Members of the ACPN Executive Committee will also serve on the Board of Directors for Renewal Unlimited, Inc. to provide updates and information on the ACPN initiative. (See attached Addendum A).
- 5.2 Composition of the Management Board:** Said ACPN Executive Committee is/will be composed of members that are representative of the areas to be served- such as neighborhood residents, teachers, parents, elected officials, business and community leaders, government leaders, elected officials, clergy, and other organizational partners. They shall be recruited or appointed by the Executive Director of Renewal Unlimited and shall meet the “geographic area requirements” of the grant program. See page 9 for list of current members and signatory page for ACPN Executive Committee.
- 5.3 Governance:** The ACPN Executive Committee will provide guidance and direction to the project. It will select and institute a decision-making standard (e.g. Robert’s Rules; 60% approval). It will be responsible for oversight of the budget, approval of significant adjustments to the planning process, and endorsing the implementation plan that will be brought forward as recommendations to each party of the MOU for action. The Executive Committee will have the power to compel or commit action for any signatory to the MOU, and will have ultimate accountability for the fiscal and operational integrity of the project.

6. Terms of the Collaborators

- 6.1 Deliverables:** The deliverables of the ACPN planning grant period include:

- *Implementation Plan:* A multi-year, comprehensive implementation plan for the Adams County Promise Neighborhood. This plan shall include the following: (1) needs assessment, (2) segmentation analysis, (3) a plan to deliver a continuum of “cradle-through college-to-career” solutions, (4) a plan to leverage resources to sustain the plan, (5) identified strategies to leverage high-quality academic programming, family and community support, and existing and anticipated federal resources, (6) a plan to build community support and involvement, (7) securing commitment from partners, and (8) designing, building and creating a longitudinal data management system.
- *Scale-Up Plan:* To develop a plan to implement a phased scale-up of proven effective programs, strategies, and services in the Adams County neighborhood.

6.2 Assurances: As applicable, the parties agree to comply with Section 427 of the General Education Provisions Act (GEPA) in addition to the Civil Rights Act of 1964 (P.L. 88-352) and all other federal and state law.

6.3 Further Assurances: The parties to the MOU agree that this is a preliminary agreement and that it does not set forth the parties’ full and complete understanding. If the applicant is awarded the Promise Neighborhood planning grant, the parties intend to memorialize their agreements that delineate their understanding into one or more formal written agreements that delineate their legal relationships and their respective rights, responsibilities, obligations, and liabilities, including, but not limited to, obligations from insurance and indemnity, if any.

6.4 Relationship of Parties: The relationship between and among the parties to this MOU is that of independent entities agreeing with each other solely for the purpose of effecting the requirement for the Promise Neighborhood planning grant application. None of the parties, or any of their respective officers, directors, agents or employees, shall be construed to be the agent, employee or representative of the other. Further this agreement shall not be construed to create a partnership, joint venture, or like relationship between the parties hereto. The parties expressly disavow any intent to create a partnership, joint venture relationship or any other legal entity.

6.5 Effective Date: January 1, 2013.

6.6 Expiration Date: December 31, 2013. Any party to this MOU may, upon 15 days written notice to the Executive Director of Renewal Unlimited to the ACPN Executive Committee, terminate their participation in this MOU.

7. Signatures / Authorized Representatives, ACPN Executive Committee

Signatures / Authorized Representatives, ACPN Executive Committee

Renewal Unlimited/ Fiscal Agent

Loyola University, Chicago



Suzanne Hoppe, Executive Director
~~Professor~~

Kate Phillipop

Moundview Memorial Hospital and Clinics

Adams County Health and Human Services



Jeremy Normington

Sarah Grosshuesch, Health Officer

Adams County Health and Human Services

Adams Friendship area School District



Diane England, Board Vice Chair

Barbie Gransee, Director of Pupil Services

Adams Friendship Area School District

Adams County UW Extension Cooperative

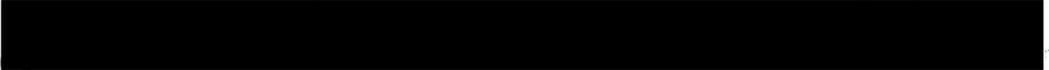


Kathy McCarthy, At-Risk Coordinator

Mary Ann Schilling

City Of Adams Police Department

Mid-State Technical College



Todd Hansen, Chief

Laurie Francis, Center Supervisor

Adams County District Attorney

Adams Friendship Area school District

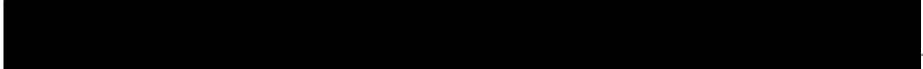


Tania Bonnet

Tanya Kotlowski, High School Principal

Parent

School Board member and Parent



Melissa Windsor

Jim Bays II

Addendum A

List of Board of Directors, Renewal Unlimited, Inc.

Orwin Eilertson, President-Board of Directors

U.S. Dairy Forage Research Center - Retired Electrician – Sauk County

J. Merle Alt, Vice President-Board of Directors

Sauk County Sheriff's Department – Retired Law Enforcement Officer – Sauk County

Lois Luethy, Secretary/Treasurer-Board of Directors

St. Claire's Hospital – Retired County Manager for Aging - Sauk County

Kathy Clark, Board Member

Low-Income Community/Homeless Community – Sauk County

Edie Felts-Podoll, Board Member

UW Extension – Family Living Agent/Early Childhood Specialist - Adams County

Barb Gransee, Board Member

Adams Friendship School District – People Services Director - Adams County

Kathy McCarthy, Board Member

Adams Friendship School District – At Risk Coordinator - Adams County

Danielle Pollex-Rabl

Compass Counseling – Mental Health Therapist - Columbia County

Steve Roy, Member-at-Large-Board of Directors

LaRowe, Gerlach & Roy, S.C. – Attorney – Juneau County and Sauk County

Gretchen Viney, Board Member

Viney & Viney Law Office – Attorney - Sauk County

Melissa Winsor – Elected Policy Council Representative

Adams Friendship School District – Paraprofessional Aide - Adams County

Anthony Dickson, Policy Council Alternate Representative

Low-Income Community – Columbia County

Addendum B

Memorandum of Understanding & Letters of Commitment & Support with Signatures of Partners

****FOR THE MOU / LETTER OF
COMMITMENT FROM EACH PARTNER
LISTED IN TABLE 1 (PAGES 2-5),
PLEASE REFER TO APPENDIX D –
“DOCUMENTATION OF MATCH”
ATTACHED TO THE GRANT APPLICATION
PACKET****

Appendix F - Other

- **Developmental Arc – Inventory of Existing Services**
- **Promise Scorecard Views**

Adams County Promise Neighborhoods Developmental Arc & Existing Services

ACPN Pilot Initiatives

One Stop Shop
 Wrap-Around
 College Mentors
 Thriving Children
 Ecological Education (Greenhouse for the Mind)
 Family College

Prenatal to 5 - WIC, MCH Water Testing & PNCC, AC Birth to 3, MCH Home Visits, Water & Lead Testing, Fluoride Supplements, Child Seat Safety, CCRRCW, Family Resource Center, Head Start programs, UW-Adams County Extension Family Living & WNEP, Hope House, Toys for Tots, Health Check, Parks & Rec Swim Lessons

Elementary School-Age - CLC Afterschool Program, Lighted Schoolhouse, BRICKS, CST, CCS, Toys for Tots, Hope House, Health Check, Boys Scouts, Girl Scouts, UW-Adams County Extension Family Living & WNEP, 4H, Parks & Rec Swim Lessons

Middle School-Age - CLC Afterschool Program, MS Open Gym, BFY Alternative Education Program, BRICKS, CHOICES, TCYC, ALIVE, CST, CCS, Toys for Tots, Hope House, Health Check, Special Funds for Special Kids, Boy Scouts, Girl Scouts, UW-Adams County Extension Family Living & WNEP, 4H, Parks & Rec Swim Lessons, Church Youth Groups

High School-Age - BFY Alternative Education Program, CHOICES, TCYC, BRICKS (mentors), ALIVE, LINC, CST, CCS, Toys for Tots, Hope House, Adams County Jail School, Health Check, AFAEF Scholarships, Special Funds for Special Kids, Boy Scouts, Girl Scouts, UW-Adams County Extension Family Living & WNEP, 4H, Job Center, WIA/CESA 5, Parks & Rec Swim Lessons, Church Youth Groups

Post-Secondary Adults - MSTC, UW-Stevens Point, UW-Baraboo, UW-Adams County Extension Family Living WNEP, & Community Natural Resource Development & Agriculture, CWCAC, Faith in Action, Job Center, WIA/CESA 5, Parks & Rec Swim Lessons

Themes

Mental Health
 Education
 Safety
 Stability
 Nutrition
 Career Planning

Work Groups

Broadbase Community Resource Mapping

Family Connections

Lifelong Learning

Healthy Living

Career & Sustainable Living

Academic Results and Indicators Scorecard

[Edit Mode](#)
 [Make Default](#)
 [Print](#)

Expand All | Collapse All

Scorecards: Academic Results and Indicators Scorecard

Academic Results

Name	Prior Period	Current Value	Change	Target Value	Most Recent Period	Comments/Projects
PN: Children Enter Kindergarten Ready to Learn						
PN: % of children with a place to go when they are sick	96.0%	84.0%	↓ 1	95.0%	FY2010	
PN: % of Children that demonstrate age-appropriate functioning	86.0%	96.0%	↑ 4	95.0%	FY2010	
PN: % of Children that participate in early learning programs	87.0%	82.0%	↓ 2	95.0%	FY2009	
PN: Students are Proficient in Core Academic Subjects						
PN: % of Students at or above grade reading level for grades 3-12	87.0%	88.0%	↑ 2	95.0%	FY2010	
PN: Students Successfully Transition from Middle to High School						
PN: Attendance rate of students in grades 6-9	85.0%	87.0%	↑ 2	95.0%	FY2010	
PN: Youth Graduate from High School						
PN: Graduation Rate	64.0%	96.0%	↑ 1	100.0%	FY2010	
PN: High School Graduates Obtain a Post-Secondary Degree						
PN: % of PN Students that earn a postsecondary degree	92%	96%	↑ 2	100%	FY2010	

* denotes required field



PN: % of Students at or above grade reading level for grades 3-12

[Print](#) [Edit Mode](#)

Actual Value: **88.0%** Change: **2** Target Value: **95.0%** Time Period: **FY2010** Projects & Notes:

[Expand All](#) | [Collapse All](#)

Data Used to Calculate the Indicator

Name	Prior Period	Current Value	Change	Target Value	Most Recent Period	Comments/Projects
<input checked="" type="checkbox"/> Reading Level: % of 3rd grade Students reading at or above grade level	88.0%	90.0%	2	95.0%	FY2010	<input type="text"/>
<input checked="" type="checkbox"/> Reading Level: % of 4th grade Students reading at or above grade level	82.0%	88.0%	3	95.0%	FY2010	<input type="text"/>
<input checked="" type="checkbox"/> Reading Level: % of 5th grade Students reading at or above grade level	88.0%	90.0%	1	95.0%	FY2010	<input type="text"/>
<input checked="" type="checkbox"/> Reading Level: % of 6th grade Students reading at or above grade level	94.0%	96.0%	4	95.0%	FY2010	<input type="text"/>
<input checked="" type="checkbox"/> Reading Level: % of 7th grade Students reading at or above grade level	84.0%	83.0%	4	95.0%	FY2010	<input type="text"/>
<input checked="" type="checkbox"/> Reading Level: % of 8th grade Students reading at or above grade level	83.0%	86.0%	4	95.0%	FY2010	<input type="text"/>
<input checked="" type="checkbox"/> Reading Level: % of 9th grade Students reading at or above grade level	96.0%	84.0%	1	95.0%	FY2010	<input type="text"/>
<input checked="" type="checkbox"/> Reading Level: % of 10th grade Students reading at or above grade level	85.0%	96.0%	4	95.0%	FY2010	<input type="text"/>
<input checked="" type="checkbox"/> Reading Level: % of 11th grade Students reading at or above grade level	85.0%	86.0%	2	95.0%	FY2010	<input type="text"/>
<input checked="" type="checkbox"/> Reading Level: % of 12th grade Students reading at or above grade level	88.0%	89.0%	2	95.0%	FY2010	<input type="text"/>

Data Related to the Indicator

Name	Prior Period	Current Value	Change	Target Value	Most Recent Period	Comments/Projects
No records to display.						

Program Presentation



Local Government: Dept of Social Services



What We Do

Who We Serve

How We Impact

Edit

Investigation of child abuse and neglect and provision of short term concrete services to children and families. These services are legally mandated, specialized investigations and social services for children who are alleged to be neglected, abused, exploited, or without proper custody or guardianship.

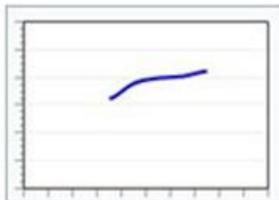


Performance Measures

Select



Local Government: # of homes visited by DSS



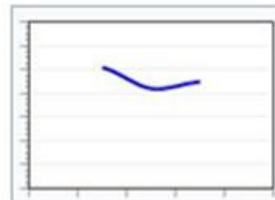
Q4 FY2009

421

Story Behind the Curve



Local Government: # of reported cases repoded to within 24 hours



Q1 FY2010

45%

Story Behind the Curve

Students Successfully Transition from Middle School to High School Scorecard

[Edit Mode](#)
 [Make Default](#)
 [Print](#)

Expand All | Collapse All

Scorecards: [Students Successfully Transition from Middle School to High School S](#)

Academic Results

Name	Prior Period	Current Value	Change	Target Value	Most Recent Period	Comments/Projects
<input type="checkbox"/> PN: Students Successfully Transition from Middle to High School						
<input type="checkbox"/> PN: Attendance rate of students in grades 6-9	85.0%	87.0%	↑ 2	95.0%	FY2010	📄

Agency & Program Performance

Name	Prior Period	Current Value	Change	Target Value	Most Recent Period	Comments/Projects
<input type="checkbox"/> Local Government: Parks and Rec Department						
<input type="checkbox"/> Local Government: # of reported cases repoded to within 24 hours	42%	45%	↑ 1	50%	Q1 FY2010	📄
<input type="checkbox"/> YMCA: Improve availability of outdoor activities						
<input type="checkbox"/> Local Government: % of repeat cases of abuse and neglect	11%	10%	↓ 5	15%	Q4 FY2009	📄 📄
<input type="checkbox"/> Rotary: Rotary Youth Mentor Program						
<input type="checkbox"/> Rotary: Number of Elementary Students in Mentoring Relationships	98	104	↑ 5	100	Q4 FY2010	📄

Result View



PN: Children Enter Kindergarten Ready to Learn

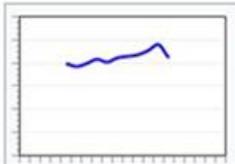


Indicators

Select



PN: % of children with a place to go when they are sick



FY2010

84.0%

Story Behind the Curve

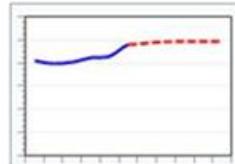
The trend is improving because: More childcare programs have met accreditation standards. More work still



Actions



PN: % of Children that demonstrate age-appropriate functioning



FY2010

96.0%

Story Behind the Curve

Despite the gains over the past five years, more needs to be done to make sure the remaining 4%



Actions



PN: % of Children that participate in early learning programs



FY2009

82.0%

Story Behind the Curve



Actions

Turning the Curve



Children Enter Kindergarten Ready to Learn

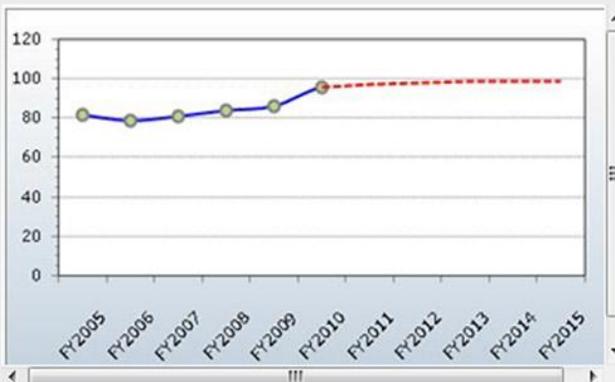
Display Settings



PN: % of Children that demonstrate age-appropriate functioning



Print



FY2012		98.0%
FY2011		97.0%
FY2010	96.0%	
FY2009	86.0%	
FY2008	84.0%	
FY2007	81.0%	
FY2006	79.0%	
FY2005	82.0%	

Story Behind The Curve

Actions

Despite the gains over the past five years, more needs to be done to make sure the remaining 4% (representing 426 children) are fully ready for kindergarten. The following root causes need to be addressed:

- Poverty and unequal access of children to quality pre-kindergarten programs
- Families do not have the resources they need to succeed as their child's first teacher.
 - Teen and single mothers don't earn high enough wages
 - Mothers aren't seeing doctors in the first trimester at high

Partners

Actions

Parents, non-profits, Faith Communities, City BOE Early Childhood Division, Service Organizations

What Works

Actions

The Harlem Children's Zone has demonstrated that it takes a multi-faceted approach, starting from having babies born healthy, and then increasing the early childhood experiences that promote brain development and positive attitudes toward learning, reading and communication.

Strategy

Actions

Our strategy includes

- Refining analysis and strategies related to (1)All Babies Being Born Healthy and (2)All Parents are Equipped to be Child's First Teachers
- Increasing communication to build public will and awareness "Children Entering School Ready to Learn."
- Focusing on professional workforce development
- Identifying resources to support strategies in Southeast and NESCO

Related Programs

Prefix	Name	Description
Local Government	Dept of Social Services	Investigation of child abuse and neglect and provision of short term concrete services to children and families. These services are legally mandated, specialized investigations and social services for children who are alleged to be neglected, abused, exploited, or without proper custody or guardianship

Comments

Actions

