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A. Need for Project

A.1: The magnitude or severity of the problems to be addressed by the Freeman Initiative

The Everett Freeman Initiative (Freeman Initiative) is a Promise Neighborhood Implementation Program that is a grass-roots, collaborative undertaking by all the stakeholders in the Corning-Paskenta Tribal Community (pop. 10,700). The community is a contiguous 3.4-mile area (population density: 3,147 people per square mile) joining the Paskenta Band of Nomlaki Indians and the City of Corning in Northern California. Though rich in Native American culture, the community is confronted by immense individual, familial, school, and community needs.

Figure 1: The Paskenta Band of Nomlaki Indians is a federally-recognized sovereign nation located in Northern California with a deep tradition of resiliency, culture, and a strong vision for the future of all peoples living in the Corning-Paskenta Tribal Community.

The Paskenta Band of Nomlaki Indians was awarded a 2012 Promise Neighborhood Planning Grant by the U.S. Department of Education. The Tribe along with 25 local, state, and national organizations have engaged in a four-year planning process leading to the development of the Freeman Initiative. The Freeman Initiative is based on an extensive community assessment and data segmentation process that provides a detailed picture of each of the 15 Promise Neighborhood education and family and community support indicators. Assessments completed include: 1) three annual, representative surveys of over 600 households each time; 2) six student and parent surveys; 3) focus groups with adolescents, parents, and human service workers; 4) in-depth analysis of elementary, middle, and high school student achievement and instructional programs; 5) case studies of families; 6) asset mapping of community resources; 7) analysis of health, human service and education data; and 8) several

forums with community residents. Segmentation analysis involved grouping and analyzing data from these assessments to determine the children and families with the highest needs.

The Corning-Paskenta Tribal Community is one of the neediest areas in the United States. The community is served by two school districts (Corning Union Elementary School District and Corning Union High School District). Both are designated by the U.S. Department of Education as rural, low income school districts (RLIS).ⁱ The community is overwhelmingly poor with a current unemployment rate significantly higher than state and national rates, per capita income (\$15,598) half of the California average (\$30,441), and an overall poverty level rate of 37.1% - almost double the California and national averages of 19.1% and 15.1% respectively.ⁱⁱ

Freeman Initiative partners spent thousands of hours collecting, analyzing, and segmenting data to get reliable baseline status numbers on each of the Promise Neighborhood indicators of need as well as other relevant local indicators. The target indicators and a description of need are identified under early learning, K-8 education, high school and college and career readiness.

Children 0-5 and Their Families

Over 50% of the children (0-5) in the target community come from homes where English is a second language. Many of these families are recent immigrants and migrant workers. These families have greatly enriched the community but face economic and educational hurdles. Seventy-seven percent of children receive free/reduced lunch, and 58% are living below 200% of the federal poverty line.ⁱⁱⁱ Poverty has bred childhood diseases, less than optimal home environments,^{iv} physical and behavioral problems, maladjustment^v and poor health and nutrition.^{vi} The percentage of children living in single parent household and the rate of residents that are homeless exceed state and national rates.^{vii} The

Figure 2: PN Indicators 8-9
Few children (9.7%), participate in at least 60 minutes of moderate to vigorous physical activity daily and consume five or more servings of fruits and vegetables daily.

community has many vacant and substandard homes which have in many cases become where drugs are used and sold. Immunization rates within the community are close to state averages; however, the rates of preventable chronic health conditions including asthma, poor nutrition, obesity, and dental problems are all higher than state and national averages.^{viii} The community teen birth rate is significantly higher than California and national averages.^{ix} Within the community, there are higher mortality rates for heart disease (174.56 per 100,000), cancer (188.7 per 100,000), and lung disease (69.71 per 100,000) than state and national averages.^x Disease pervasiveness is in large part related to behavioral issues by residents such as diet, physical inactivity, and substance abuse. The CDC’s Behavioral Risk Factor Surveillance System survey of the target population showed that 21.5% of the adults in the area smoke cigarettes (compared to 12.8% in California and 18.08% nationally). Similarly, 18.2% of adults “drink alcohol

Figure 3: PN Indicator 1

Ninety-four percent of children (0-5) have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.

excessively” which is significantly higher than state and national averages.^{xi} Unfortunately, poor diet, physical inactivity, and substance abuse are also reflected in the area’s youth as well.

Adolescents attending high schools in the tribal area have higher rates of obesity, physical inactivity, poor nutrition, and substance abuse (alcohol, marijuana, and prescription drugs) than state and national averages.^{xii} There is no hospital in the area so families either must see a family physician or go to a walk-in clinic. The infant mortality rate is higher than the state average^{xiii} and the rate of general child neglect is 30% higher than the state average.^{xiv}

Less than half of the 470 children 0-5 living in the community participate in a homebased or centerbased early learning program. Of the approximately 240 unserved children, about 100 children live in families facing challenges

Figure 4: PN Indicator 3

Forty-six percent of children (0-5) participate in center-based or formal home-based early learning settings or programs.

including homelessness, abuse, and teen parenting. During the planning phase, a study of children's development was undertaken by an independent research firm. Children in the

Figure 5: PN Indicator 2
Only 20% of kindergarten students demonstrate at the beginning of the school year age-appropriate functioning across multiple domains of early learning.

community are twice as likely to demonstrate developmental delays.^{xv} The in-depth study of preschool-aged children in the community showed that over 80% of these children score in the lowest quartile in oral language, letter knowledge, and

phonological awareness. This is especially troubling since research has shown that children entering kindergarten who do not possess the prerequisite skills related to oral language, print awareness, and phonological processing are likely to experience trouble learning to read and are more likely to experience high levels of educational failure^{xvi}.

Low levels of oral language are correlated to lower levels of parent education and corresponding limited parent-child interaction.^{xvii} This has been confirmed through three separate surveys of over six hundred households in the Corning-

Figure 6: PN Indicators 12 and 13
Forty-four percent of children (0-5) have parents or family members who read to their child three or more times a week; 65% of parents or family members of K-8 students report encouraging their children to read books outside of school.

Paskenta Tribal Community which showed that most children (0-5) are not consistently read to, and most parents do not regularly engage in educational activities in the home.^{xviii}

Students K-8 and Their Families

Figure 7: PN Indicator 4
A weighted average of 3rd-8th grade students shows that 25% are at or above grade level in reading, 23% in English language arts, and 21% in mathematics.

Four of the elementary and middle schools in the Corning Union Elementary School District are designated as "low performing" schools under corrective action. Sixty percent of all K-3 students are English learners, and 45% of all district students are designated as "English learners". Over 85% of students are designated as "socioeconomically

disadvantaged" by the State of California. Over 60% of these students and their families live

below the federal poverty line. The needs assessment and segmentation process included a longitudinal analysis of student performance disaggregated by school, language

Figure 8: PN Indicator 15
One out of 3 (34.5%) students do not have school and home access to broadband internet and a connected computing device.

status, and income. The findings show that less than 25% of K-8 students have the reading, language, writing, and mathematic skills necessary to master state grade level standards. There is a great disparity of results with English learners and students coming from homes living below the federal poverty line scoring significantly lower than their peers.

Table 1: Percent of Students 3rd-8th Grades Scoring at or Above Grade Level		
Grade	English/Language Arts	Mathematics
3	24%	31%
4	19%	16%
5	22%	17%
6	24%	18%
7	27%	19%
8	41%	22%

Why are students in our elementary and middle schools not mastering state standards? This question drove an in-depth analysis of the K-8 core instructional programs. The investigation revealed multiple findings including: a) research-based reading strategies are not consistently used in K-3 classrooms; b) writing instruction is erratically taught in K-6 classrooms; c) mathematics programs are not providing the problem solving skills in 4th through 8th grades; and d) English language learners are not receiving sufficient support. Teachers want professional development support and resources to improve

Figure 9:
PN Indicators 5 and 11
The attendance rate of 6th grade is 96%, 7th grade is 96%, 8th grade is 96%, and 9th grade is 92%. However, one out of three (37.2%) K-12 students move in and out of schools each year.

Figure 10: PN Indicator 10
Eleven percent of students do not feel safe at school and traveling to/from school.

their instructional programs. Administrators, teachers, parents, and students voiced the need for additional educational programming to help all students including English learners and those with disabilities

to gain the academic and English skills they need to succeed. Our segmentation process was

applied to health and behavioral problems as well. Segmentation analysis revealed higher numbers of discipline referrals and suspensions among middle school students. There is a higher proportion of middle school students who do not feel safe or have experienced bullying by peers or gangs. Similarly, surveys of middle school students show higher alcohol and other substance abuse than state and national averages. Students self-report that the age of onset of alcohol and other substance abuse is typically from 12 to 15 years of age.

The Corning-Paskenta Tribal Community has almost double the state and national property and violent crime rate and has in the past been rated by the FBI as the most violent city in the country.^{xix} Data shows that approximately 5% of children and youth suffer from debilitating

anxiety or other mood disorders as a result of being traumatized by a crime or other violent events. Focus groups, case studies, and key informant interviews with mental health professions revealed that anxiety and mood

Figure 11: *“Many youth lack social competence. Youth are increasingly aggressive, impulsive, and unremorseful. These conduct disorders are persistent behaviors in which the rights of others, social norms, and laws are violated.”* School Counselor

disorders including depression are a major cause of students not doing well in school and in some cases the reason parents are disengaged with the education of their children. A subset of these individuals are adolescents, and young adults in the target community that have been diagnosed with a mood disorder and a co-occurring substance abuse disorder.

High School 9-12 and College and Career Readiness

Over 75% of students entering the target community’s high schools are performing below grade level in one or more core academic areas. Over 33% of incoming ninth grade students do

Figure 12: PN Indicator 6
Only two out of three (66.9%) of high school students graduate.

not graduate from high school. The high school graduation rate is 14 percentage points lower than the state and national average. Corning High School is designated as “low performing” and is

currently under corrective action by the California Department of Education. A multi-year segmentation analysis of student performance and a review of the high schools’ instructional programs revealed several areas that contribute to the low high school completion rate. There are large disparities in student academic experiences and perceptions related to school. One third of the all high school students come from families where one or both parents did not complete high school and over half belong to families that have a primary language other than English. Many of these students lack academic proficiency in English. An analysis of student performance showed that English learners score lower than their fluent English peers in all academic areas with the exception of mathematics.

Three out of four high school students are scoring below grade level in English language arts, mathematics, social science, and science classes. Most incoming ninth grade students lack the prerequisite reading, writing, and mathematics skills necessary to succeed in their freshman and sophomore classes. With the adoption of new Common Core standards, students are finding it increasingly difficult to master district curricula. This creates a cycle of frustration where students “check out” and become bored or disillusioned. There are few opportunities for individualized assistance or tutoring resulting in students getting behind and dropping out. This drop out cycle is now intergenerational and is viewed by the community as one of its biggest challenges.

The high schools’ instructional programs have not been conducive to providing personalized support. There are large class sizes and traditional instructional approaches and

Figure 13: Percentage of Residents who Graduated from High School and College

	Target Area	State	Nat'l
High School Graduate	69.0%	80.6%	85.3%
College Graduate	8.3%	29.9%	27.9%

scheduling that offer little support for struggling students. Teachers are faced with covering large

swaths of information demanded by new, rigorous state standards and complain there is little time to help struggling students. Many teachers voiced the need for additional instructional time and professional development to effectively implement the state's new content standards.

Only 8.3% of the adult population in the community have a college degree. Currently, 80%

Figure 14: PN Indicator 14
Slightly over 72% of parents self-report that they or other family members have spoken with their child about the importance of college and career.

of the students graduating from local high schools do not meet University of California basic entrance requirements. Less than 20% of the students take the SAT for college entrance, and their aggregate scores are significantly less than state and national averages.

The Tribe and its partners undertook an in-depth study to determine the reasons why so few students attend college and even less complete a college degree. The study revealed multiple factors influencing college attendance including: a) many families are extremely poor and many do not believe college is financially feasible; b) high school students do not even think, much less prepare for college until late in their junior or in their senior year; c) students lack the prerequisite high school coursework to attend college; d) students lack an understanding of available post-secondary educational options; and e) students do not know the steps necessary to apply to college or for financial aid.

The majority of students who do attend college are confronted with the fact that they are not adequately prepared academically. Students are unable to pass English and mathematics placement tests. The results are that 80% of high school graduates who do attend college have to take one or more remedial English or mathematics courses for which they receive no college units. This is expensive and time consuming causing many students to become disillusioned with college.

Figure 15: PN Indicator 7
Less than 10% of high school graduate with a regular high school diploma and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation.

A.2: The extent to which the geographically defined area has been described.

The Corning-Paskenta Tribal Community is geographically defined area is exactly described. The Corning-Paskenta Tribal Community has eight schools from two districts - Corning Union Elementary School District (K-8) and Corning Union High School District (9-12) serving 2,993 students. The following table provides an overview of the target school demographics:

School Name	Grade Levels	Population	Percent Free and Reduced Lunch	Percent English Learners
Olive View Elementary*	K-6	646	77%	54%
Rancho Tehama Elementary	K-6	101	80%	27%
West Street Elementary*	K-6	350	71%	38%
Woodson Elementary*	K-8	634	73%	42%
Maywood Middle*	6-8	338	76%	25%
Columbia Academy (Special Day)	K-8	5	100%	0%
Corning High School	9-12	872	60%	14%
Centennial High School*	9-12	47	75%	19%

*Low Performing Schools under Corrective Action by the California Department of Education

The Corning-Paskenta Tribal Community includes the City of Corning and the zip code 96021 which covers the 103.10 and 103.11 census tracts and 222 Medical Service Study Area. The following map shows the exact location (39°55'34"N 122°10'50"W - highlighted area):

Figure 16: Map of Exact Boundary of the Corning-Paskenta Tribal Community

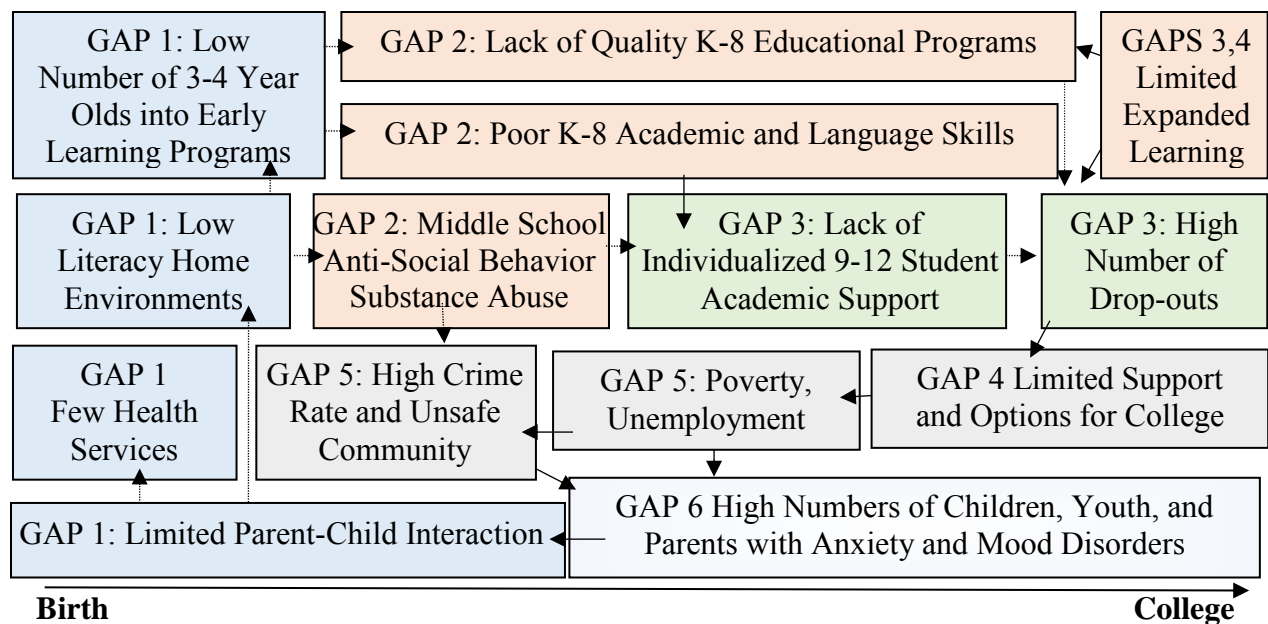


Please note: The Freeman Initiative will serve all students attending schools in the target area.

A.3: Specific gaps or weaknesses in services, infrastructure, or opportunities have been identified

The Promise Neighborhood Planning Grant provided the resources for the Tribe and its partners to collect data for each of the 15 educational and family and support indicators as well as two unique indicators identified by stakeholders. Data were primarily collected through surveys and existing school data systems. Qualitative data from focus group, key informant interviews, and family case studies provided real life examples of the community’s strengths and challenges. Emerging from this process is the following theoretical framework of intergenerational needs and system gaps found in the Corning-Paskenta Tribal Community:

Figure 17: Theoretical Developmental Framework - Initial Gaps and Weaknesses in Services



The data analysis, segmentation, and asset mapping process revealed six major gaps and weaknesses. The following is a description of each of the gaps or weaknesses in services, infrastructure, or opportunities that have been identified during the data analysis and segmentation process:

Table 3: Gaps and Weaknesses, Nature of Gaps and Weaknesses, and Proposed Solutions		
Specific gaps, weaknesses in services, infrastructure, or opportunities	Nature and magnitude of gaps or weaknesses	Proposed Solution Freeman Initiative
Gap 1: Lack of an evidence-based, parenting and early learning program for high risk families with children (0-5) that integrates parenting, early learning, safety, and health.	Over 100 children and their families are living at high risk because of poverty and are not receiving early learning or parenting services.	Healthy Families America is serving at-risk children (0-5) and their families.
Gap 2: Students K-8 are not mastering grade level standards in reading, writing, mathematics. The instructional programs in elementary and middle schools do not consistently provide research-based instruction. English learners lack the skills to succeed at school. There are limited academic support and expanded learning opportunities for students to catch up.	Less than 25% of K-8 students have the reading, language, writing, and mathematic skills necessary to master state grade level standards. English learners and students living in poverty line score significantly lower than their peers. Over half of the students need remediation or expanded learning opportunities.	Research-Based Instruction (RBI) Program targeting multiple domains of learning including reading, writing, mathematics, and English; expanded learning opportunities.
Gap 3: Students 9-12 do not master grade level standards. The instructional programs in the high schools do not consistently provide personalized instruction. Structural problems including large class sizes and traditional scheduling undermine learning. English learners lack the language skills to succeed at school. There are limited expanded academic learning opportunities for students.	80% of 9-12 students do not have the language, writing, and math skills necessary to master state grade level standards or pass science and social studies courses. English learners and students living in poverty score significantly lower than their peers. One out of three students dropout and less than 20% attend college.	NAVIGATE school-wide reforms and strategies that provide district-wide instructional changes and provides expanded learning opportunities for students at-risk and English learners.
Gap 4: Students are largely living in poverty, are unprepared academically, and do not plan to attend college. Students and their families know little about college: how to apply or finance it. There is limited college counseling.	Only 8.3% of area residents have college degrees. 80% of students who graduate and attend college will need at least one remedial class. No college assistance is provided.	College & Career Readiness (CCR) Program offering school-wide and individual college - readiness programs.
Gap 5: High levels of violence and substance abuse with a substantial amount initiated in middle school.	One in 10 students do not feel safe. Substance abuse/violence starts in middle school.	LifeSkills Training targeting violence and substance abuse.
Gap 6: High numbers of children, youth, and parents with anxiety and other mood disorders and very limited, evidence-based therapeutic services.	Students are not doing well and dropping-out of school. High levels of youth and parents with dual diagnoses.	Cognitive Behavioral Therapy (CBT) offered to children, youth, and families.

B. Quality of Project Design

B.1: The Freeman Initiative's implementation plan and complete continuum of solutions: AND

B.2: The Freeman Initiative documents that proposed solutions are evidence-based.

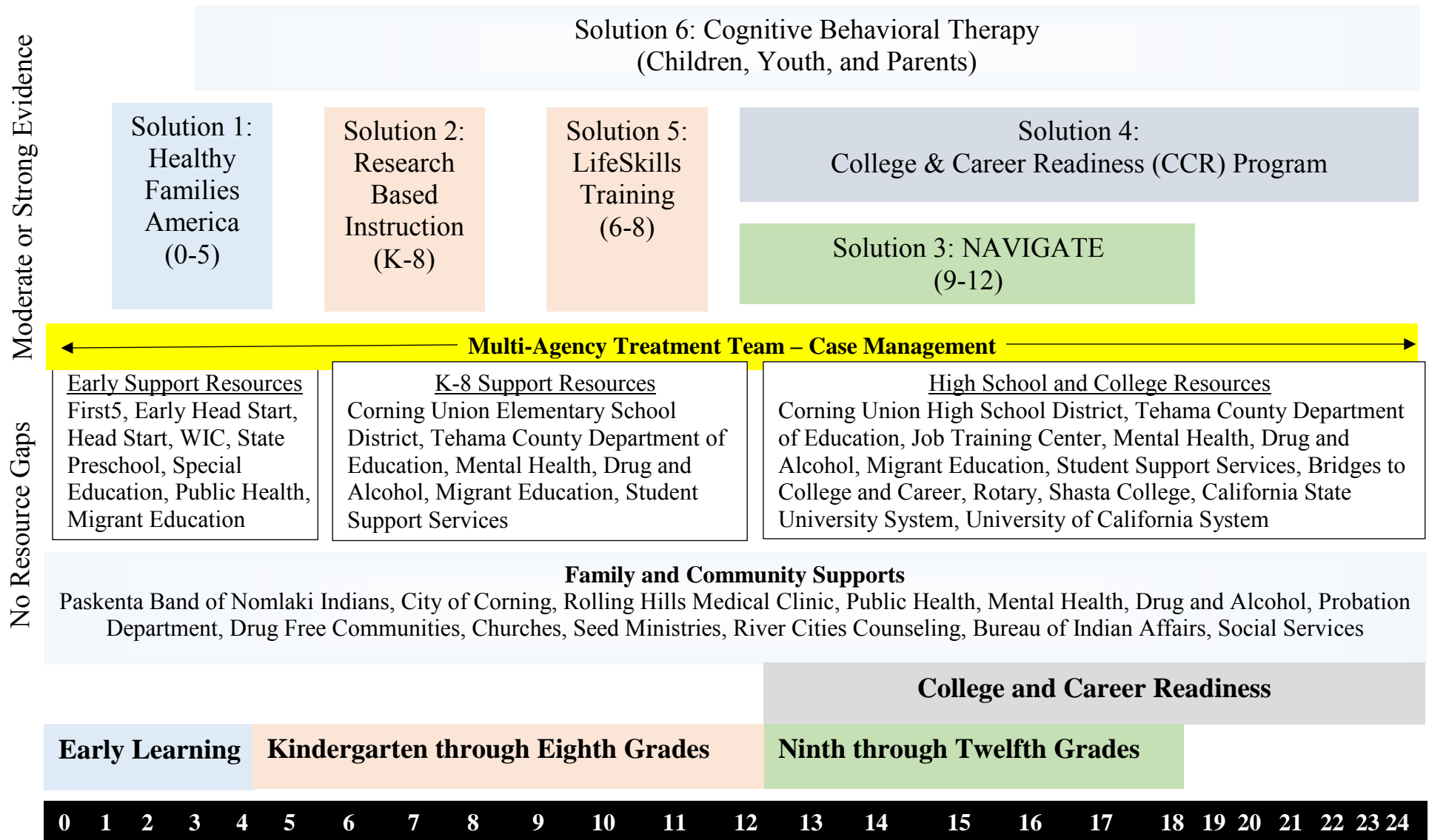
Please Note: All solutions are offered to all children and students living in the area even if they do not attend neighborhood school and also to those living outside the area but attend area schools.

The Freeman Initiative has developed a complete continuum of solutions based on four years of planning. The Tribe and its partners built community support by engaging and empowering community members to make decisions about their own community. Community residents worked together with experts in child development, education, and family and community supports in over 75 meetings. Stakeholders in consultation with experts selected solutions that build upon local resources from over 25 organizations to create measurable and lasting results. This complete continuum of solutions addresses the complex, interconnected issues in the neighborhood and is without time or resource gaps. The continuum addresses: a) early learning through grade 12; b) college and career readiness; and c) family and community supports.

The Freeman Initiative's implementation plan significantly increases the proportion of individuals served and will reach scale over time. These solutions are linked and integrated seamlessly as evidenced by shared milestones and outcomes. The solutions support transitional time periods along the cradle through college to career pipeline and address time and resource gaps that have created obstacles for students in making full academic progress. The goal of this continuum is to prepare ALL children and youth in the community, including English learners and those with disabilities, to attain an excellent education and to successfully transition to college and career.

Figure 18: Each of the solutions meet the What Works Clearinghouse (WWC) Evidence Protocols including at least two randomized studies showing causal relationships to desired outcomes; statistically significant results ($p < .05$); medium to large effect sizes, and no contradictory evidence.

Figure 19: The Freeman Initiative's Continuum of Solutions



No Time Gaps and All Solutions are Available to Children with Disabilities and English Learners

Please note: B. Program Design: Section 2 contains two research citations for each solution. Additional endnotes are not to be confused with the research citations.

Early Learning through Grade 12

Solution 1: Healthy Families America (HFA) - Children 0-5 and their Families

Figure 20: Healthy Families America – A Summary

Core Areas: Early Childhood, Parent Engagement; GPRAs: 1, 2, 3, 12, 13

Evidence: Twelve studies of multiple randomized control trials with impacts in multiple domains HFA meets minimally WWC “Moderate” criteria including: 1) Well designed randomized controlled trials; 2) Significant findings ($p < .05$); 3) medium to large effect sizes; 4) No contradictory evidence; 5) high internal validity; and 6) utilized reliable and valid assessments as identified by the Standards for Educational and Psychological Testing.

Outcomes: a) Mothers had greater parenting self-efficacy; b) Fewer poor home environments for learning; c) More likely to seek parenting support; d) Implementation of more home safety practices; e) More likely to seek resources; f) Less chaotic households; g) More reading to the child; h) Greater levels of parent-child interactions; and i) Higher levels of breastfeeding.

Lead Partners: Tehama County Health Services Agency (Public Health)

Collaborating Partners: Tehama County Department of Social Services; Tehama County Department of Education; Women, Infants, and Children - Food and Nutrition Services; Rolling Hills Medical Clinic; Head Start, and Early Intervention Partnership

The Freeman Initiative is expanding Healthy Families America (HFA) as its primary



intervention for children 0-5 years of age and their families. There are 12 experimental studies with high internal validity that have shown statistically significant, positive impacts related to children’s health and later success in school. Tehama County Health Services Agency has already begun implementation and is serving a few families in the target community. The Tehama County Health Services Agency is the county government’s primary provider for public health, mental health and substance abuse treatment.

Under the Freeman Initiative, the Health Service Agency will significantly expand the proportion of children from the current number of 2 to 50 families in year 1 and up to 100 needy families by the end of year 5. HFA is designed for parents facing challenges such as poverty, teen parenting, adverse child experiences, and current or previous issues related to substance abuse, mental health issues, and/or domestic violence. For example, currently there are over 20 teen parents in the community who receive no home visiting services and are at high-risk of not completing high school. Through the Freeman Initiative, parenting teens and other parents and their children will receive HFA home visits at least weekly during the first six months of life and then the scheduled is modified thereafter to meet the specific needs of children and their parents. HFA continues until the fifth year of life of each child. Additionally, HFA is providing two visits each year by public health nurses. Wrap-around services for families with multiple areas of need are coordinating services through the Freeman Initiative’s Multi-Agency Treatment Team.

HFA services include: a) screenings and assessments to determine families at risk for child maltreatment or other adverse childhood experiences; b) home visiting services focused on increasing health, nutrition, and multiple domains of early learning (socio-emotional, motor, cognitive, language, approaches to learning, and physical well-being); and c) developmentally appropriate activities designed to prepare children for kindergarten. All families complete an in-depth assessment in order to identify family strengths and protective and risk factors. HFA offers services such as parent support groups and father involvement programs. A major HFA activity

is linking three and four-year-old children to existing early learning programs such as Head Start and state preschools. The following table provides an overview of how HFA addresses the specific needs of the target neighborhood and the Freeman Initiative’s desired results:

Table 4: Indicators of Need, HFA Activities Addressing Multiple Domains, and Outcomes		
Neighborhood Indicators of Need	HFA Activities Addressing Multiple Domains	Desired Outcomes
Unhealthy newborns	Infant health care and health practices	Healthy infants
High levels of child abuse	Parenting programs	Lower rates of child abuse
Lack of well child care (medical and dental)	Home visits by public health nurses - medical and dental check ups	Healthy children
Lack of nutritious foods for children	Nutrition training and links to Women and Children’s Nutrition Services	Homes offering nutritious foods
Low levels of parent-child interaction; teen parents	Activities designed to increase parent-child interaction and oral language	Increase familial interaction and oral language
Children not entering preschool and not ready for kindergarten	Regular homebase educational services and enrolling children to Head Start, State and other preschool programs	Linking students to preschools and children ready to enter kindergarten

Healthy Family home visitors provide ongoing, age-appropriate interventions that produce statistically significant positive outcomes in parent-child interactions, child’s physical health, and parenting protective factors. Results show that home visited children are significantly more likely to perform above grade level on behaviors associated with learning.^{xx} Training requirements for HFA staff includes trauma-informed practice, key parent-child attachment principles and how to support parents in implementing these, as well as reflective strategies that support parents in feeling competent and empowered to advocate for their families. The following table provides an overview of the HFA resource allocations and expansion:

Table 5: HFA Expansion and Resource Allocations through the Freeman Initiative							
Activities	2017	2018	2019	2020	2021	2022	2023
Federal	\$400,000	\$525,000	\$550,000	\$550,000	\$550,000	\$0	\$0
Match							
Total # of families with 0-5 children	470	470	470	470	470	470	470
Total # and % of families to be served	50 10.6%	75 16.0%	85 18.1%	90 19.1%	100 21.3%	100 21.3%	100 21.3%

Solution 2: Research-Based Instruction (RBI) Program K-8

Figure 21: Research-Based Instruction Program (RBI) – A Summary

Core Area: K-8 Education; GPRAs: 2, 4, 5, 6, 8-9, 11, and 15

Evidence/ WWC Criteria: All instructional strategies are rated “moderate” or “strong” by WWC. All studies have high internal validity; statistically significant ($p < .05$); and large effect size.

Outcomes: a) Improved reading skills (K-3); b) higher writing skills (K-6); c) increase in math skills (4-8); d) improved English fluency among English learners (K-8)

Lead Partners: Corning Union Elementary School District; Tehama County Dept. of Education

Collaborating Partners: Paskenta Band of Nomlaki Indians

A major focus of the 2012 Planning Grant was a longitudinal study of K-8 student performance and a corresponding analysis of K-8 instructional programs.

The Corning Union Elementary School District (CUESD) and the Tehama County Department of Education joined over 400 community members in the collection, analysis, and segmentation of data. Emanating from this process was the identification of students’ academic needs, instructional program deficits, and

corresponding areas of needed improvements in the elementary instructional programs. These needed instructional improvements form the basis for the Freeman Initiative’s Research-Based Instruction Program (RBI).

RBI is an ambitious, rigorous, and comprehensive educational reform model that will effectively change the instructional program in CUESD’s six schools and each of its 94 classrooms. Each RBI instructional strategy was selected to meet the specific grade level needs identified during the data analysis and segmentation process. Each RBI

instructional strategy is rated “moderate” or “strong” and “without reservations” by WWC.

RBI will be offered to students living outside the target area but attending neighborhood schools.

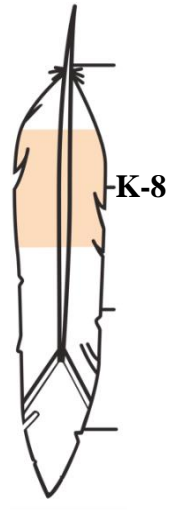


Table 6 shows how RBI addresses the specific needs and achieves desired results:

Table 6: Indicators of Need, RBI Activities, and Outcomes		
Neighborhood Indicators of Need	Research-Based Instruction Program (RBI) Activities	Desired Outcomes
1) On average 75% of K-3 students are below grade level in reading and writing. 2) On average 79% of 4 th -8 th grade students are below grade level in mathematics. 3) 85% of English learners score in the bottom quartile on assessments of English reading, writing, listening, and speaking.	Research-based strategies focused on areas of instructional need in reading, writing, mathematics, and English are provided daily in classrooms and in increased learning time.	K-8 students will master state standards in reading, writing, and mathematics. English learners will have the language skills needed to master grade level standards.
Students need increased learning time to master core academic areas and enrichment activities to improve their educational experiences.	Research-based strategies and enrichment activities integrated after school and year-round.	With increased learning time, students will improve their core academic skills.
Teachers need time to learn how to use research-based instruction and time to collaborate and plan together within and across grade levels and subject areas.	Teachers will implement RBI and will create effective instructional approaches and plans with their colleagues.	Teachers will have the instructional skills and strategies to effectively implement RBI strategies.

Research-Based Instruction (RBI) is a systematic approach that integrates evidence-based instructional strategies into multiple domains of early learning: 1) reading (K-3), 2) writing (K-6), 3) mathematics (4-8), and 4) English language learning (K-8). Through the Freeman Initiative, RBI strategies will be implemented in every elementary classroom in the Corning Union Elementary School District during each school day and in expanded learning programs (offered daily and in the summer). The RBI classroom component is overseen by the Corning Union Elementary School District while the expanded learning program (academic instruction and enrichment activities) is offered daily at each school for four hours through the Tehama County Department of Education. This ambitious redesign of district schools incorporates supervision and professional development to ensure the effectiveness of teachers and school leaders. All teachers and school leaders will participate in communities of practice at each school

that meet twice monthly to share expertise and work collaboratively across grade levels and subject areas. The following is a summary of each RBI core academic area:

Reading (K-3)

Less than 30% of students are reading at grade level. Research tells us that most students who still read below grade level by the end of third grade are at significantly higher risk of not completing high school.^{xxi} Particularly problematic is that students' low levels of reading fluency and comprehension limit their access to important concepts in mathematics, social sciences, and sciences. Through the Freeman Initiative, all K-3 classrooms in the district will spend 50 minutes each day to focus on RBI reading strategies. What Works Clearinghouse's 2016 publication, *Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade*, provides a detailed overview of each of the research-based reading strategies^{xxii}

Figure 22: RBI Reading Strategy 1: K-1 teachers develop in their students' awareness of the segments of sounds in speech and how they link to letters. WWC Rating: Strong

All district kindergarten and first grade classroom teachers will provide daily instruction on sound segmentation (phonological awareness) and linking it to letters (graphemes). The ability to isolate sounds and then link them to letters is essential for reading success. The following is an overview of RBI sound segmentation and sound-grapheme instructional activities:

Table 7: Overview of phonological and grapheme recognition activities	
Sounds and Letters	Description
1. Students recognize and manipulate segments of sound in speech.	Students are taught how to recognize that words are made up of individual sound units (phonological awareness). Students move from words to smaller and smaller sound segments.
2. Students recognize letter–sound relationships.	Students are taught to isolate phonemes in speech. Students are taught letters of the alphabet and their corresponding sounds.
3. Teachers link students' knowledge of letter–sound relationships with phonemic awareness.	The final step in teaching students the alphabetic principle is connecting their awareness of how words are segmented into sounds as well as different letter–sound relationships.

Figure 23: RBI Reading Instructional Strategy 2: K-3 teachers teach students to decode words, analyze word parts, and write and recognize words. WWW Rating: Strong

A thorough review of research literature shows teaching students’ morphology skills (decoding and word analysis) along with writing and recognizing words is essential to developing good readers. All kindergarten through third grade classrooms will integrate this strategy into its reading programs. This RBI strategy incorporates the following six “word attack” skills that will get young readers to engage in the text and remember what is being read.

Table 8: Overview of RBI’s morphology, writing and word recognition activities	
Word Attack Skills	Description
1. Educators teach students to blend letter sounds and recognize sound–spelling patterns from left to right.	Students are taught how to read a word systematically from left to right by combining each successive letter or combination of letters into one sound.
2. Teachers will instruct students in common sound–spelling patterns.	Students are taught how letters are often combined to form unique sounds that appear in multiple words.
3. Students learn to common word parts.	Students are taught about suffixes, contractions, prefixes, and basic roots, and how to combine them to create words.
4. Students read decodable words in isolation and in text.	Students are provided opportunities to practice the letter sounds and sound–spelling patterns taught in the classroom using word lists, decodable sentences and short decodable texts.
5. There is instruction on regular and irregular high-frequency words.	Teachers help students learn to quickly recognize words that appear frequently in all kinds of text.
6. Teachers introduce non-decodable words.	Teachers introduce irregular words on a daily basis.

Figure 24: RBI Reading Instructional Strategy 3: K-3 teachers ensure that each student reads connected text every day to support reading accuracy, fluency, and with appropriate phrasing and comprehension. WWC Rating: Moderate

RBI’s third research reading strategy focuses on K-3 students reading text accurately, fluently, and with appropriate phrasing and comprehension. The National Reading Panel found compelling evidence that instruction to increase reading fluency is critical to both reading comprehension and future reading success and ease.^{xxiii} This strategy requires that students identify words quickly, use background knowledge, self-monitor their understanding, and apply

strategies to support comprehension and repair misunderstandings. The following is an overview of the principal three instructional practices related to this strategy:

Table 9: Overview of Reading Instructional Practices	
Reading Text	Description
1. Teachers model strategies, scaffold, and provide feedback to support accurate word identification.	Students practice reading connected text while they are learning alphabetic principles and decoding.
2. Students learn to self-monitor their understanding of the text and to self-correct word-reading errors.	Teachers assist students and monitor their understanding as they read and correct word-reading errors as they are made.
3. Teachers provide opportunities for oral reading practice with feedback to develop fluent and accurate reading with expression.	Teachers provide daily reading opportunities. Teachers help students understand how to read the text in meaningful phrases and with intonation rather than word by word.

Writing (K-6)

CUESD's study of student writing showed large deficits in abilities to effectively handwrite, spell, and construct sentences. Reviews of student writing show that less than two out of five students meet grade level standards. This inability to effectively write is reflective of a lack of a consistent emphasis on both instruction in writing skills and the demand to produce writing for a variety of purposes. Because writing is a valuable tool for communication, learning, and self-expression, students who do not have adequate writing skills are at a disadvantage and face future restricted opportunities for education and employment.^{xxiv} Through the Freeman Initiative, all K-6 classrooms in the district will set a minimum of 30 minutes each day to focus on the two RBI writing strategies. What Works Clearinghouse's 2012 publication, *Teaching Elementary School Students to be Effective Writers*, provides a detailed overview of each of the Freeman Initiative's RBI instructional writing strategies and discussion of supporting research.^{xxv} The following are summaries of each RBI instructional strategy.

Figure 25: RBI Writing Instructional Strategy 1: K-6 teachers teach students to become fluent with spelling, handwriting, sentence construction, and word processing. WWC Rating: Moderate

RBI is focused on developing students' basic writing skills. Problems with basic writing and spelling skills have an impact on the quality of a person's writing. Students need to be able to generate sentences that vary in length and complexity. Students need to become more proficient using handwriting, typing, and word processing. The following is an overview of the four important instructional practices that support this RBI writing strategy:

Table 10: Overview of RBI's Writing Process	
Writing Process	Description
1. Young writers learn how to form letters fluently and efficiently.	Students learn how to hold a pencil comfortably between the thumb and forefinger.
2. Teachers spend time teaching students to spell words correctly.	Students learn to spell words they commonly use in a variety of contexts.
3. Teachers instruct students to construct sentences with meaning and style.	Students learn to write strong sentences that convey their intended meaning and engage readers.
4. Students learn to type fluently and to use a word processor.	Students learn how to type fluently, preferably without looking at the keyboard.

Figure 26: RBI Writing Instructional Strategy 2: K-6 teachers instruct students to use the writing process for a variety of purposes. WWC Rating: Moderate

RBI's second writing strategy is to help students become effective writers by providing intentional instruction on the writing process and through supporting students as they apply what they learn. Through RBI, teachers will explain and model how components of the writing process work together, so that students can learn to apply strategies flexibly and independently. The goal is to have students develop a repertoire of strategies for writing. The following is an overview of RBI writing activities that promote this strategy:

Table 11: Overview of RBI Writing Process Activities	
Writing Process	Description
1. Teachers provide students strategies for the writing process.	Students are taught the writing process including planning, drafting, sharing, evaluating, and editing.
2. Students write for a variety of purposes.	Students learn the purpose of each genre so that they can select the genre best suited to each writing task.

Mathematics (4-8)

Approximately 80% of students in 4th through 8th grades are not mastering new state-adopted Common Core standards in mathematics. Specifically, students lack the problem solving abilities required by new state content standards. This is especially troublesome given that these new state mathematics standards are sequential and build upon one another. Students are not entering high school with the skills they need to master secondary mathematic classes. Through the Freeman Initiative, all 4th through 8th grade classrooms which have mathematics as part of its core instructional program will teach problem solving skills a minimum of 20 minutes each day.

What Works Clearinghouse's 2012 publication, *Improving Mathematical Problem Solving Grades 4 Through 8* provides a detailed overview of each of the Freeman Initiative's RBI mathematics instructional strategies designed to address these deficits in problem solving. The following are short summaries of each of the four RBI instructional strategies to address mathematical problem solving:

Figure 27: RBI Mathematics Instructional Strategy 1: Teachers of 4th-8th grade math assist students in monitoring/reflecting on the problem-solving process. WWC Rating: Moderate

RBI's first mathematics instructional strategy is focused on developing meta-cognitive skills of monitoring and reflection. Through RBI students will learn problem-solving steps and how to think mathematically. Studies show when students are given steps to solve problems that they do better in all mathematics areas (numbers and operations, probability, algebra, and geometry).^{xxvi} The following is an overview of RBI's mathematics monitoring and reflecting activities:

Table 12: Overview of RBI Mathematics Monitoring and Reflecting Activities

Monitoring and Reflecting	Description
1. Teachers provide students with a list of prompts to help them monitor and reflect during problem-solving.	Teachers provide prompts that students can use to solve problems.
2. Teachers model how to monitor and reflect during problem-solving.	Teachers explicitly model how to monitor and reflect while solving a problem using prompts.
3. Teachers use student thinking about a problem to develop students' ability to monitor and reflect.	Teachers assist students to clarify and refine the way they monitor and reflect as they solve a problem.

Figure 28: RBI Mathematics Instructional Strategy 2: Teachers of mathematics in grades 4th-8th teach students how to use visual representations. WWC Rating: Strong

The second proven RBI strategy is to get teachers to engage students in problem solving that translate quantitative information in a problem into a symbolic equation (an arithmetic/algebraic statement). This RBI instructional strategy is focused on getting students to use tables, graphs, diagrams etc. to solve problems. The following is an overview of this RBI mathematics strategy related to the use of visual representations for problem solving activities:

Table 13: Overview of RBI Multiple Problem-Solving Activities

Multiple Strategies	Description
1. Teachers choose visual representations that are appropriate for students and the problems they are solving.	Teachers use diverse and appropriate visual representations.
2. Teachers use think-alouds and discussions to teach students how to represent problems visually.	Teachers think aloud about the decisions they make as they connect the problem to the representation.
3. Teachers instruct students on how to convert the visually represented information into mathematical notation.	Teachers teach students how each quantity and relationship in a visual representation corresponds to quantities and relationships in the equation.

Figure 29: RBI Mathematics Instructional Strategy 3: Teachers expose 4th-8th grade students to multiple problem-solving strategies. WWC Rating: Moderate

The third RBI strategy is to ensure that students are given multiple strategies to solve problems. Research shows that students who use multiple strategies are more effective problem solvers.^{xxvii} RBI is focused on getting teachers to instruct students in a variety of strategies for

solving problems and provide opportunities for students to use, share, and compare the strategies.

The following are RBI activities used with this strategy:

Table 14: Overview of RBI Mathematics Monitoring and Reflecting Activities	
Monitoring and Reflecting	Description
1. Teachers provide instruction in multiple strategies.	Teachers instruct students on the use of a mixture of multiple strategies for solving problems.
2. Students are provided opportunities to compare multiple strategies.	Teachers instruct students how to compare similarities and differences in problem solving strategies.
3. Students generate and share multiple strategies for solving a problem.	Teachers encourage students to generate multiple strategies independently and in small groups.

Figure 30: RBI Mathematics Instructional Strategy 4: Teachers help 4th-8th grade students recognize and articulate math concepts and notation. WWC Rating: Moderate

RBI's fourth instructional strategy is to help students recognize and articulate concepts and notations. Most students do not possess a strong understanding of mathematical concepts and notations and subsequently find problem solving difficult. Given this, classroom teachers are going to systematically explain relevant mathematics concepts and notation in the context of a problem-solving activity, prompt students to describe how worked examples are solved using valid explanations, and introduce algebraic notation. The following are RBI activities used to help students both recognize and articulate mathematical concepts and notations:

Table 15: Overview of RBI Mathematics Recognition and Articulation Activities	
Recognition and Articulation	Description
1. Teachers describe relevant mathematical concepts and notation, and relate them to a problem-solving activity.	Teachers use problem-solving activities to improve students' understanding of mathematical concepts and notation.
2. Teachers have students explain each step used to solve a problem in a worked example.	Teachers increase student understanding of mathematical concepts by explaining the steps used to solve a problem.
3. Teachers help students make sense of algebraic notation.	Teachers engage students in activities that facilitate understanding and the correct use of symbols.

English Language Learners (K-8)

Over half of all incoming kindergarten students come from homes where English is not spoken as the primary language. Thirty-five percent of all students in the district are currently

designated English Learners (ELs). Ninety percent of ELs score in the bottom quartile on measures of English oral language ability. Neighborhood high schools where these students attend have only a 67% graduation rate. Over 80% of the students who do not graduate were at one time during their educational careers designated as ELs.

CUESD currently does not have a consistently applied approach to support English Learners. Through the Freeman Initiative, all K-8 classrooms in the district will integrate the RBI English Learner instructional strategies ubiquitously throughout their regular day classroom and expanded learning instructional programs. These strategies are focused on effectively teaching academic content and literacy to ensure that neighborhood schools provide ELs access to all curricular areas. What Works Clearinghouse’s 2014 publication, *Teaching Academic Content and Literacy to English Learners in Elementary and Middle Schools*, provides an overview of each of the Freeman Initiative’s RBI EL instructional strategies and discussion of supporting research.^{xxviii} The following are short summaries of each RBI EL instructional strategy:

Figure 31: RBI English Learner Instructional Strategy 1: K-8 teachers teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.
WWC Rating: Strong

California’s Common Core State Standards for English Language Arts require that ALL students acquire general academic and domain-specific vocabulary.^{xxix} Academic vocabulary represents words that are used primarily in the academic disciplines (science, history, mathematics, etc.). These words are frequently used in classroom discussions. The following is a list of RBI activities to support the intentional teaching of academic words:

Table 16: Overview of RBI’s EL Academic Vocabulary Building Activities

Vocabulary Building Activities	Description
1. Teachers choose engaging informational text that includes academic vocabulary.	Teachers use content rich informational text for anchoring in-depth instruction in academic vocabulary across multiple disciplines.
2. Teachers select a small set of academic vocabulary for instruction.	Teachers increase student vocabulary by using intensive instruction on a small set of words.
3. Teachers teach academic vocabulary through multiple modalities (writing, speaking, listening).	Teachers using new academic vocabulary in multiple ways is likely to make these new words an integral part of students’ listening, speaking, reading, and writing.
4. Teacher use word-learning strategies to increase students understanding.	Teachers encourage students to independently figure out the meaning of new words by using context clues, morphology, and cognates.

Figure 32: RBI English Learner Instructional Strategy 2: K-8 Teachers integrate oral and written English language instruction into content-area teaching. WWC Rating: Strong

A universal RBI EL strategy is to focus all classroom teachers on the integration of oral and written English language instruction into content-area teaching. Teachers and their instructional staff will plan and intentionally engage students in academic discussions about content. Teachers will use instructional tools strategically to clarify and anchor content. Teachers will explicitly teach academic vocabulary that is central for understanding of each subject area. The following are RBI activities used to integrate language for ELs in core content areas:

Table 17: RBI’s Integration of English Language Instruction in Content Area Teaching

Recognition and Articulation	Description
1. Teachers strategically use instructional tools—such as short videos, visuals, and graphic organizers - to anchor instruction.	Teachers use visual tools to engage and prepare students for a lesson by providing necessary background knowledge and raising issues and/or articulating themes.
2. Teachers explicitly teach content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction.	Teachers increase student content specific vocabulary through purposeful, systematic, and explicit methods of instruction and by emphasizing new and previously learned words regularly.
3. Educators provide daily opportunities for students to talk about content in pairs or small groups.	Teachers facilitate student discussion by grouping them into pairs or in small groups.
4. Students are provided writing opportunities to extend learning and understanding of content material.	Teachers encourage students to apply their newly learned concepts and skills.

Figure 33: RBI English Learner Instructional Strategy 3: K-8 Teachers provide small-group instructional intervention to students struggling in areas of literacy and English language development. WWC Rating: Moderate

The segmentation process showed that students at each grade level have a range of English fluency and literacy levels. There are numerous recent immigrant students entering each of the district schools each month, many functioning at the most basic levels of English. Given this, a major Freeman Initiative’s RBI strategy is to provide small group instructional interventions both in the classroom and in the expanded learning day program. RBI’s strategy is to provide small-group interventions related to basic reading, listening, and reading comprehension as well as on sophisticated writing and speaking skills on an as needed basis. The following are the research-based instructional activities to promote English language development:

Table 18: Overview of RBI’s EL Small Group Instructional Interventions	
Recognition and Articulation	Description
1. Teachers use assessment information to identify students with persistent language and literacy development struggles.	The district uses valid and reliable English language assessments to screen and identify students in need of additional support.
2. Educators design the content of small-group instruction to target students’ needs.	Teachers use content appropriate to the needs of each small group.
3. Teachers provide additional instruction in small groups of students struggling with language and literacy.	Teachers facilitate small groups of students that focus on foundational skills both in classroom and in the expanded learning program.
4. Students spend time on targeted skills and vocabulary development and listening and reading comprehension strategies.	Teachers provide directed instruction on reading and literacy skills, reading comprehension strategies, and listening comprehension strategies.

Promise Neighborhood funds will be used to supplement district resources to ensure that each RBI strategy is effectively implemented. Specifically, requested funds are used for: a) increased learning time (one-hour daily), three days a week for 40 credentialed K-8 teachers to provide one additional hour to their employment contracts to work directly with students on RBI strategies; b) extended day (two-hour daily) five days a week for 10 certificated instructional assistants (coordinated through the Tehama County Department of Education) to work year-

round with students after school and work directly with students on RBI strategies; c) assessment and monitoring of students’ mastery of grade level standards in reading, writing, mathematics, and English language learning; d) ongoing professional development and coaching of teachers to ensure the proper and consistent use of RBI strategies; and e) supervision by district administrators to ensure the effectiveness of teachers and school leaders. Additionally, each school will set aside time each month for “communities of practice” where teachers collaborate, plan, and engage in professional development within and across grades and subject areas. The following two tables show the federal and local resources allotments, number of target children, and the significant increase in the proportion of children to be served in both the district’s RBI classroom-based program (all subject areas: reading, writing, mathematics, and English learner) and the district’s after school, year-round program offered at the same school sites through a cooperative agreement with the Tehama County Department of Education:

Table 19: Summary of RBI Classroom-based Programs (reading, writing, mathematics, and English learner) through the Freeman Initiative [Corning Union Elementary School District - Including Funding for Extra Time for Tutoring by Certificated Teachers through Expanded Learning Program at Each School.]							
In-Classroom	2017	2018	2019	2020	2021	2022	2023
Federal							
Match							
Total # K-8 students	2,074	2,074	2,074	2,074	2,074	2,074	2,074
Total # and % to be served	1,800 86.7%	1,850 89.2%	1,900 91.6%	2,000 96.4%	2,074 100%	2,074 100%	2,074 100%

Table 20: Summary of RBI Expanded Learning Programs (reading, writing, mathematics, and English learner) through the Freeman Initiative [Tehama County Department of Education - including funding for extra time for instructional assistants through the expanded learning after school and summer programs]							
Expanded Learning	2017	2018	2019	2020	2021	2022	2023
Federal							
Match							
Total # K-8 students	2,074	2,074	2,074	2,074	2,074	2,074	2,074
Total # and % to be served	1,250 60.2%	1,300 62.6%	1,350 65.1%	1,375 66.3%	1,400 67.5%	1,400 67.5%	1,400 67.5%

Solution 3: Students Successfully Navigate High School and College (NAVIGATE)

Figure 34: NAVIGATE – A Summary - GPRAs 4, 5, 6, 7, 8-9, 11, 14, 15

Core Area: 9–12 H.S. Academic and College Preparedness

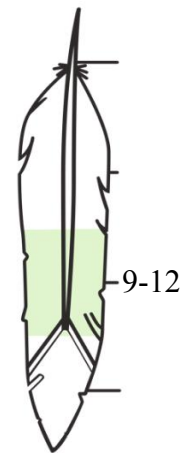
Evidence/ WWC Criteria: All schoolwide strategies and targeted interventions are rated “moderate” by WWC. These strategies and interventions have high internal validity; statistically significant effect ($p < .05$); and medium to large effect sizes.

Outcomes: a) Increased school attendance; b) increased academic preparedness; c) higher percentage of students graduating; d) increased percentage of students entering college or another post-secondary training program; and e) decrease in neighborhood unemployment.

Lead Partner: Corning Union High School District

Collaborating Partners: Tehama County Department of Education; Shasta Community College; Expect More! Tehama, CSU and UC Systems, Paskenta Band of Nomlaki Indians

The 2012 Promise Neighborhood Planning Grant provided the resources for high school staff, experts in high school reform, and hundreds of stakeholders to focus on the specific needs of high school students in the Corning-Paskenta Tribal Community. Proceeding from this planning process was the identification of students’ academic needs, instructional program deficits, and corresponding areas



of needed improvements. Stakeholders identified a school-wide reform to address the increasing number of students who are at risk of dropping out of high school.

NAVIGATE is an ambitious, rigorous, and comprehensive education reform effort which will by the end of the fifth year of implementation impact every high school classroom in the Corning Union High School District. NAVIGATE utilizes the What Works Clearinghouse’s schoolwide reform, *Personalize the learning environment and instructional process*. This reform consists of three strategies: a) expanding team teaching; b) creating smaller classes; and c) encouraging students to participate in extra-curricular activities. CUHSD will ensure the effectiveness of teachers and

school leaders in implementing the reforms. The school-wide reform: was initiated during the 2015-2016 academic year. This schoolwide reform is rated “moderate” by WWC.^{xxx}

The following table show how NAVIGATE addresses the specific needs and desired results of both high schools and all of their students (including students living outside the community):

Table 21: Indicators of Need, NAVIGATE Activities, and Outcomes		
Neighborhood Indicators of Need	NAVIGATE Schoolwide Activities	Desired Outcomes
Students lack the academic preparedness, resources, and ongoing support to successfully complete high school. Only 67% of students currently graduate from high school.	The high school district is in the process of implementing three schoolwide educational strategies: 1) Expanding team teaching; 2) Lowering class sizes; and 3) Encouraging students to participate in extra-curricular activities. NAVIGATE strategies will be offered to a greater proportion of all students as strategies are scaled up.	Students will have access to effective teaching and increased learning time resulting in mastery of grade-level standards, and graduate from high school.

The following is a summary of NAVIGATE’s schoolwide reform:

Figure 35: NAVIGATE–School-wide Reform: Personalized learning environment and instructional process (schoolwide reform at both high schools). WWC: Moderate

The Freeman Initiative is fundamentally changing the instructional program for all students attending the Corning Union High School District. Under NAVIGATE, high schools are creating more personalized learning environments and instructional processes for all students. Research has shown that students who receive personalized attention from teachers are more engaged in learning and less likely to drop out of high school.^{xxxi} A high degree of personalization allows schools to focus intensely on why students are having difficulty and actively work to address sources of difficulty. The district is incorporating the following three major system strategies:

- *School-wide Strategy 1: Expanding team teaching:* High schools are increasing the use of team teaching in core academic areas. Research shows that team teaching environments produce higher levels of individualization and higher levels of student satisfaction.^{xxxii} Administrators at each school site are providing teachers more flexibility to plan and implement team teaching.

- *School-wide Strategy 2: Creating smaller classes:* District and school-site administrators are lowering the number of students in classes to create more opportunities for student-teacher interactions and individual instruction. This is being accomplished through local resources with a primary focus on remedial education classrooms where students are most at risk of dropping out.

- *School-wide Strategy 3: Encouraging students' participation in extra-curricular activities:* The district began a new extra-curricular program as a result of the Promise Neighborhood Planning Grant. The new extra-curricular program provides increased learning time (four hours each day) daily extra-curricular activities including clubs, tutoring (teachers and access to computers), service groups, work experiences, and recreation. The extra-curricular program provides research-based academic support and enrichment activities. Students who fail to pass required courses have the opportunity through this program to receive extra academic support so they can catch up on both academic skills and credit accumulation. The extra-curricular program provides daily after school nutritious meals and transportation as well.

The Promise Neighborhood planning grant's in-depth needs assessment and segmentation analysis revealed the need for additional, personalized, extra-curricular support for English learners. Approximately 80% of the students who drop out are scoring in the bottom quartile on assessments of English language. To address this disparity, Promise Neighborhood funding will be used to begin a new NAVIGATE English Academy focused on increasing students' English listening, speaking, reading, and writing skills. The NAVIGATE English Academy is a bold and rigorous approach that ensures that English learners have the cognitive, academic, and English skills necessary to graduate and to enter into post-secondary education programs. The NAVIGATE English Academy is extra-curricular – it is offered daily for four hours after school and in the summers. Personalized support is provided through individual tutoring and small

groups. The following table shows the federal and local resource allotments, number of target students, and proportion of students to be served by NAVIGATE’s schoolwide reform:

Table 22: NAVIGATE School-Wide Reform through the Freeman Initiative							
Personalized Learning	2017	2018	2019	2020	2021	2022	2023
Federal							
Match							
Total # of students	925	925	925	925	925	925	925
Total # and % of students impacted	700 75.7%	750 8.1%	800 86.5%	850 91.8%	925 100%	925 100%	925 100%

College and Career Readiness

Solution 4: The Freeman College and Career Readiness Program (CCR)

Figure 36: College and Career Readiness Program (CCR): A Summary - GPRAs 5, 6,7,14

Core Area: College and Career Readiness; GPRAs: 4, 5, 6, 7, 11, 14, and 15

Evidence/ WWC Criteria: The school-wide reform is rated “moderate” by WWC.

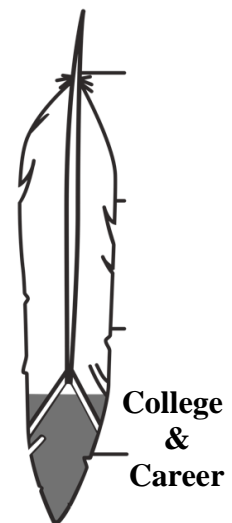
Outcomes: a) higher percentage of students graduating; b) increased percentage of students post-secondary education programs; c) decrease in neighborhood unemployment

Lead Partner: Corning Union High School District

Collaborating Partners: Job Training Center, Tehama County Department of Social Services; Tehama County Department of Education; Shasta Community College; Expect More! Tehama, CSU and UC Systems; Paskenta Band of Nomlaki Indians

The Freeman Initiative’s College and Career Readiness Program (CCR) is a rigorous, comprehensive school-wide reform consisting of multiple strategies that begins in both neighborhood high schools and extends to post-secondary training and employment. This reform was adopted after a multi-year study of the neighborhood high schools. A segmented analysis showed a large disparity in which students successfully obtain the necessary skills to graduate high school and later attend college. The analysis showed that

students from families with parents who have not attended college often lack a basic



understanding on what prerequisite course work and preparation are needed. These students fail to plan for college and many do not feel college is even attainable given the current financial status of their families. Our segmented analysis showed this is especially true of English learners, those with disabilities, and students living below the poverty line.

CCR is an ambitious, rigorous, and comprehensive program focused on improving high school instruction to ensure all students have the necessary skills to complete high school as well as the skills to succeed in college and the workplace. Professional development is provided for teachers to ensure instruction meets the needs of all students.^{xxxiii} The following shows how CCR addresses the specific needs and desired results of students (even those living outside the area):

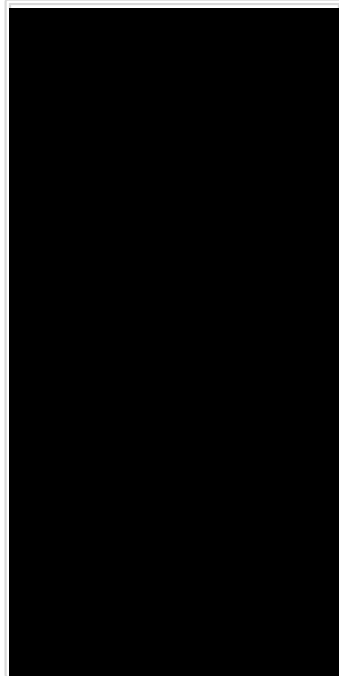
Table 23: Indicators of Need, CCR Activities, and Outcomes		
Neighborhood Indicators of Need	Career and College Readiness School-Wide Reform	Desired Outcomes
Currently less than 10% of high school graduates are eligible to attend University of California schools. Thirty percent of graduates attend at least one semester of community college but of these, over 80% must complete one or more remedial math or English course. Only 8.3% of residents have a college degree.	The high school district is implementing a district-wide reform to provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate. This evidence-based educational reform has four strategies: Strategy 1) Students are provided extra assistance and information about the demands of college; 2) Students are required to participate in annual career days and to visit postsecondary campuses; 3) Academic content is integrated with career and skills-based themes through career technical education pathways; and 4) Teachers are provided with ongoing ways to expand their knowledge and improve their skills.	Students will graduate from high school, enroll in post-secondary training programs, graduate from college, and attain meaningful employment.

Figure 37. College and Career Readiness –Reform: Teachers provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school. WWC Rating: Moderate

CCR is a reform effort focused on rigorous and relevant instruction designed to provide all students including English learners and those with disabilities the skills they need to prepare them to transition to college, persist in their academic studies in college, graduate from college,

and transition into the workforce. CCR will over time be offered to a greater proportion of students each year. The reform is rated “Moderate” by the What Works Clearinghouse. CCR’s school-wide reform has the following four, major evidence-based strategies:

▪ *College and Career Readiness’ Strategy 1 - Students are provided extra assistance and information about the demands of college:* Over half of the area’s high school students are the



“first-generation” in their family with the opportunity to attend college. The Freeman Initiative is providing funding for three certificated counselors to assist students as they navigate high school and as they learn about college programs including prerequisite course requirements. These counselors will oversee the academic and interest assessments of students beginning in 9th grade. Individual college and career plans are created in the 9th grade during a semester long College and Career Readiness class. The freshman CCR class content is focused on study skills, college life, and financial planning

for college. All students will meet with their counselors each subsequent semester during which students are required to update their college and career plans. During their junior year, students and their parents participate in personalized trainings with their counselor on how to choose a college, complete a college application, and apply for financial assistance. Research has shown that counseling regarding filing for college financial aid application and completing the college application process is an important component to assist students at risk of dropping out.^{xxxiv} The Corning Union High School District has adopted ACT College and Career Readiness Standards. ACT assessments are given at each grade level and information from the assessments are used to drive individual student instruction and goal planning.

Juniors and seniors are given preparation trainings for the SAT and ACT entrance examinations. These tests are made available at no cost. Seniors meet quarterly with their counselor and are given individual assistance in completing their college applications and federal FAFSA forms. Lastly, CCR counselors meet together with each student as they persist in their academic studies in college, graduate from college, and transition into the workforce.

- *College and Career Readiness' Strategy 2 -All students are required to participate in annual career days and to visit postsecondary campuses:* Through CCR, career days will be held annually during which community members who work in different fields share their educational and workplace experiences. Under CCR, every student will also make at least two visits to post-secondary campuses. These visits are paid for through local funds and engage students with college peers and college staff. After each visit students are required to update their post-secondary plans. Research has shown that high schools that expose students to college campuses can effectively impact student attendance and lower drop-out rates.^{xxxv}

- *College and Career Readiness' Strategy 3 - Integrating academic content with career and skills-based themes through career technical education pathways.* Corning High School began instituting medical and advanced manufacturing pathways at the beginning of the 2015-2016 academic year. Any student can choose if they would like to participate in a pathway. The curricula within that academy incorporates core academic coursework with real-world, occupation-related classes that focus on the pathway's career theme. This type of curricula allows students to learn and apply essential academic concepts and skills for a functional purpose. Students are guided in discovering the value of academic concepts in future work related endeavors. Both pathways fulfill not only graduation and university entrance requirements but also lead to career technical education certificates and college and university

credits tied to regular college degree programs. Through the Freeman Initiative, high schools will offer up to ten dual enrollment courses in addition to their regular advanced placement programs. There are established agreements with businesses to provide practical on-the-job experience and exposure to employability skills in a range of occupations. Students in these pathways participate in clubs, job shadowing, apprenticeships, and internships linked to each pathway.

- *College and Career Readiness’ Strategy 4 - Provide teachers with ongoing ways to expand their knowledge and improve their skills:* Research shows that ongoing professional development is an essential part of educational reform.^{xxxvi} Communities of practice at each school will meet regularly, share expertise, and work collaboratively across grade levels and subject areas. Additionally, workshops focused on curricular content and pedagogy are offered monthly through a cooperative agreement with the Tehama County Department of Education. Workshops are coupled with “lesson study” experiences that allow teachers from different grade levels and subject areas to collaborate and observe student learning. The following table shows the resource allotments, number of target students, and proportion of students to be served by CCR:

Table 24: College and Career Readiness (CCR) Program							
CCR	2017	2018	2019	2020	2021	2022	2023
Federal							
Match							
Total # 9-12 grade	925	925	925	925	925	925	925
Total # and % of 9-12 students in CCR	600 64.8%	700 75.7%	800 86.5%	900 97.3%	925 100%	925 100%	925 100%

Family and Community Supports

Solution 5: Lifeskills Training (LST)

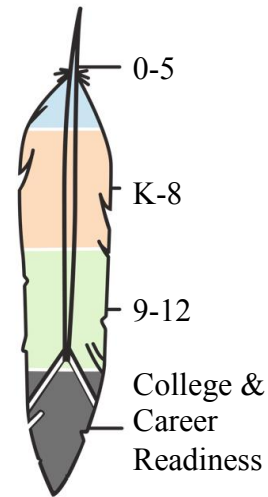
Figure 38: LifeSkills Training (LST) – GPRAs 5, 10, 11

Evidence: Randomized clinical trials with high internal validity; statistically significant ($p < .05$) with medium to large effect size. WWC Evidence Equivalence Rating - Moderate

Outcomes: a) decrease in violent behavior; b) lower rates of substance abuse

Lead Partners: Tehama County Department of Education, CUESD

One out of ten students living in the community self-report that they have not felt safe at school and traveling to and from school in the past thirty days. A significant subset of these students report being bullied on a regular basis by their peers or neighborhood gangs. In addition to violence, there is wide-spread substance abuse among 12 to 18 year olds. One out of three high school students have used marijuana and four out of ten have drank alcohol in the previous thirty days. The segmented analysis process revealed that



much of the violence and initiation of substance abuse in the community begins between sixth through eighth grades. Early adolescence is the time when many youths initiate high risk activities but conversely are most receptive to prevention-based services.

LifeSkills Training (LST) is an evidence-based, violence prevention and substance abuse prevention program designed for 6th through 8th grade students. The LST approach is based on teaching general personal and social skills in combination with drug resistance skills and normative education. In addition to helping students resist drug and alcohol use, randomized trials have demonstrated that LST also effectively helps to reduce violence and other high-risk behaviors^{xxxvii} The Institute for Public Policy (2014) ranked LST as the most cost-effective crime prevention program available for adolescents.^{xxxviii} Research demonstrates that LST can be replicated with fidelity with trained instructional staff. This program has been used successfully with female and male students with identical ethnic backgrounds to our target population. The complete LST curriculum will be provided in English and Spanish (as needed) for sixth through eighth grade students by certified trainers. Youth attending neighborhood schools but who live

outside the area will receive this program as well. The following table shows the federal and local resource allotments, number of target students, and proportion of students to be served:

Table 25: LifeSkills Training [Tehama County Department of Education]							
LST	2017	2018	2019	2020	2021	2022	2023
Federal							
Match							
Total # of 6-8 students	630	630	630	630	630	630	630
Total # and % to be served	200 31.7%	250 39.7%	300 47.6%	350 55.5%	400 63.5%	400 63.5%	400 63.5%

Solution 6: Cognitive Behavioral Therapy (CBT)

Figure 39: Cognitive Behavioral Therapy (CBT) – A Summary GPRAS 2, 6, 7, and 10

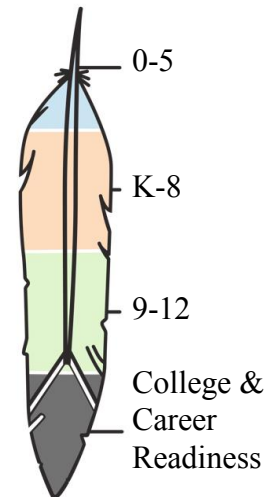
Evidence: There are numerous randomized clinical trials with high internal validity that have shown that CBT has statistically significant effect ($p < .05$) with large effect sizes on multiple mental health outcomes. WWC Evidence Equivalence Rating – Moderate to Strong

Outcomes: a) lower symptoms of depression; and b) lower self-reported symptoms of anxiety

Lead Partner: United Youth and Families; River Cities Counseling

Collaborating Partners: Corning Union High School District; Corning Union Elementary School District; Tehama County Department of Education; First5, Head Start, Paskenta Tribe

The in-depth data collection, analysis, and segmentation process uncovered the presence of significant mental health problems within the Corning-Paskenta Tribal Community. Stakeholders have selected the solution to expand Cognitive behavioral therapy (CBT) therapy to meet the needs of approximately 5% of children and youth currently suffering from serious mental health problems. CBT is the only mental health approach that has shown to be effective by multiple randomized trials.^{xxxix} This



solution addresses the ubiquitous nature of anxiety and other mood disorders within our community. Our segmented analyses showed children beginning as young as three years of age who personally witnessed or directly experienced a violent event, display symptoms of anxiety

and even posttraumatic stress disorder (PTSD).^{xi} The harmful effects of violence extend beyond symptoms of PTSD. Exposure to violence has been linked to delays in victims reaching important developmental milestones of childhood and adolescence. Research has shown linkages between exposure to violence and later depression and behavioral problems. In addition, children and youth exposed to violence are more likely to have “poorer school performance, decreased IQ and reading ability, lower grade-point average, and more days of school absence”.^{xii}

Through the Freeman Initiative, United Youth and Families (River Cities Counseling non-profit subsidiary) will expand its current CBT program to effectively reach the children, youth, and adults in the target area (potential participants do not need to attend neighborhood schools) who display acute anxiety and stress symptomology. United Youth and Families will hire licensed mental health therapists to provide CBT. CBT’s core procedures for the treatment of anxiety disorders in children and youth include comprehensive assessment, development of a good therapeutic relationship and working alliance, cognitive restructuring, repeated exposure with reduction of avoidance behavior, and skills training.^{xiii} Therapists will provide services on school sites in counseling offices provided by each school and in tribal offices. Therapists will provide services to children and their families. On average a minimum of 14 individual sessions and 14 family therapeutic sessions are provided per client. CBT is provided in English and Spanish. The following table shows the number of individuals and proportion of children, youth, and young adults to be provided Cognitive Behavioral Therapy:

Table 26: Cognitive Behavioral Therapy [UYF and River Cities Counseling]							
CBT	2017	2018	2019	2020	2021	2022	2023
Federal							
Match							
Total # of children, youth and parents	5,400	5,400	5,400	5,400	5,400	5,400	5,400
Total # and % to be served	200 3.7%	220 4.1%	230 4.3%	240 4.4%	250 4.6%	250 4.6%	250 4.6%

Auxiliary Services and Case Management

The Freeman Initiative’s continuum of solutions has neither time or resource gaps. The six proposed solutions cover from birth through young adult. In addition to these solutions, there are numerous auxiliary health, education, and other human resources offered through the Initiative’s informal partnerships. Informal partners (organizations not included in the MOU but with attached letters of commitment) have realigned their service delivery models under the umbrella of the Freeman Initiative. All services for children and youth in the community are linked and integrated seamlessly.

The Freeman Initiative provides case management through the Multi-Agency Treatment Team (MATT). MATT consists of service providers who meet weekly and work specifically with individuals and families who have serious problems (ex: mental illness, abuse, etc.) requiring a multi-agency response. The Freeman Initiative’s Treatment Coordinator oversees the weekly case management process that matches solutions and supporting services to the needs of clients. Case management will limit problems arising from fragmentation of services and inadequate coordination of service providers.

B.2: The Freeman Initiative’s proposed solutions are based on strong or moderate evidence.

For ease of reading, this factor is integrated with B. Quality of Project Design (pages 15-44). There is extensive evidence that ALL proposed solutions are based on the best available evidence including WWC “Strong” and “Moderate” ratings for the K-12 solutions. References and their corresponding web links or directions to the attached studies can be found in Appendix G. A discussion of the relevance of the studies to the proposed initiative is included in Appendix G. A detailed description of the evidence provided by the studies can be found in Appendix F. The following is a list of two research references and WWC ratings for each solution:

Table 27: Proposed Solutions are based on Strong and Moderate Evidence		
Solutions		Research References with Randomized Trials and Strong Internal Validity
Healthy Families America		<p>1. Caldera, D., Burrell, L., Rodriguez, K., Crowne, S. S., Rohde, C., & Duggan, A. (2007). Impact of a statewide home visiting program on parenting and on child health and development. <i>Child Abuse & Neglect</i>, 31(8), 829–852. doi:10.1016/j.chiabu. 2007.02.008 (WWC Protocol Equivalence: Moderate). Study is Attached.</p> <p>2. LeCroy & Krysik (2011). Randomized trial of the Healthy Families Arizona home visiting program. <i>Children and Youth Services Review</i>, 33, 1761-1766. (WWC Protocol Equivalence: Moderate) At: http://www.lecroymilligan.com/data/resources/</p>
Research Based Instruction (RBI)	Reading	<p><u>RBI Reading Strategy 1: Sound Segmentation and Linking Sounds to Letters WWC Rating (Strong)</u></p> <p>1. Nelson, J. R., Benner, G. J., & Gonzales, J. (2005). An investigation of the effects of a prereading intervention on the early literacy skills of children at risk of emotional disturbance and reading problems. <i>Journal of Emotional and Behavioral Disorders</i>, 13(1), 3–12. Study Attached.</p> <p>2. Nelson, J. R., Stage, S. A., Epstein, M. H., & Pierce, C. D. (2005). Effects of a prereading intervention on the literacy and social skills of children. <i>Exceptional Children</i>, 72(1), 29–45. Study Attached</p> <p><u>RBI Reading Strategy 2: Teach students to decode words, analyze word parts, and write and recognize words. WWC Rating (Strong)</u></p> <p>1. Vadasy, P. F., Sanders, E. A., & Tudor, S. (2007). Effectiveness of paraeducator supplemented individual instruction: Beyond basic decoding skills. <i>Journal of Learning Disabilities</i>, 40(6), 508–525. Study Attached</p> <p>2. Torgesen, J., Myers, D., Schirm, A., Stuart, E., Vartivarian, S., Mansfield, W., Haan, C. (2006). National assessment of Title I interim report to Congress: Volume 2. Closing the reading gap: First year findings from a randomized trial of four reading interventions for striving readers. Washington, DC: Institute of Education Sciences, U.S. Department of Education. At: https://www2.ed.gov/rschstat/eval/disadv/title1interimreport/vol2.pdf</p> <p><u>RBI Reading Strategy 3: Ensure that each student reads connected text every day to support reading accuracy, fluency, and with appropriate phrasing and comprehension. WWC Rating (Moderate)</u></p> <p>1. Begeny, J. C., Laugle, K. M., Krouse, H. E., Lynn, A. E., Tayrose, M. P., & Stage, S. A. (2010). A control-group comparison of two reading fluency programs: The Helping Early Literacy with Practice Strategies (HELPS) program and the Great Leaps K–2 reading program. <i>School Psychology Review</i>, 39(1), 137–155. Study Attached</p> <p>2. Christ, T. J., & Davie, J. (2009). Empirical evaluation of Read Naturally effects: A randomized control trial. Unpublished manuscript, University of Minnesota, Minneapolis. At: https://www.readnaturally.com/userfiles/ckfiles/files/UofMnReadNaturallyStudy.pdf</p>

Table 27: Proposed Solutions are based on Strong and Moderate Evidence	
Solutions	Research References with Randomized Trials and Strong Internal Validity
Writing	<p><u>RBI Writing Strategy 1: Teach students to become fluent with handwriting, spelling, sentence construction, typing, and word processing WWC Rating (Moderate)</u></p> <ol style="list-style-type: none"> 1. Saddler, B., & Graham, S. (2005). The effects of peer-assisted sentence-combining instruction on the writing performance of more and less skilled young writers. <i>Journal of Educational Psychology</i>, 97(1), 43–54. Study Attached 2. Berninger, V., Vaughan, K., Abbott, R., Beqay, K., Coleman, K. B., Curtin, G., Graham, S. (2002). Teaching spelling and composition alone and together: Implications for the simple view of writing. <i>Journal of Educational Psychology</i>, 94(2), 291-304. Study Attached <p><u>RBI Writing Strategy 2: Teach students to use the writing process for a variety of purposes. WWC Rating (Moderate)</u></p> <ol style="list-style-type: none"> 1. Glaser, C., & Brunstein, J. (2007). Improving fourth-grade students' composition skills: Effects of strategy instruction and self-regulation procedures. <i>Journal of Educational Psychology</i>, 99(2), 297–310. Study Attached 2. Tracy, B., Reid, R., & Graham, S. (2009). Teaching young students strategies for planning and drafting stories: The impact of self-regulated strategy development. <i>Journal of Educational Research</i>, 102(5), 323–331. Study Attached
	<p><u>RBI English Learner Strategy 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities WWC Rating: (Strong)</u></p> <ol style="list-style-type: none"> 1. Lesaux, N. K., Kieffer, M. J., Kelley, J. G., & Harris, J. R. (2014). Effects of academic vocabulary instruction for linguistically diverse adolescents: Evidence from a randomized field trial. <i>American Educational Research Journal</i>, 51(6), 1159–1194. doi:10.3102/0002831214532165 Please see: Appendix G: Attachment 10.1 2. August, D., Branum-Martin, L., Cardenas- Hagan, E., & Francis, D. J. (2009). The impact of an instructional intervention on the science and language learning of middle grade English language learners. <i>Journal of Research on Educational Effectiveness</i>, 2(4), 345-376. doi:10.1080/19345740903217623. At: http://files.eric.ed.gov/fulltext/ED513407.pdf <p><u>RBI English Learner Instructional Strategy 2: Integrate oral and written English language instruction into content-area teaching WWC Rating: (Strong)</u></p> <ol style="list-style-type: none"> 1. Brown, B., Ryoo, K., & Rodriguez, J. (2010). Pathway towards fluency: Using “disaggregate instruction” to promote science literacy. <i>International Journal of Science Education</i>, 32(11), 1465-1493. doi:10.1080/09500690903117921. Study Attached. 2. Vaughn, S., Martinez, L. R., Linan-Thompson, S., Reutebuch, C. K., Carlson, C. D., & 2. Francis, D. J. (2009). Enhancing social studies vocabulary and comprehension for seventh-grade English language learners: Findings from two experimental studies. <i>Journal of Research on Educational Effectiveness</i>, 2(4), 297-324. doi:10.1080/19345740903167018. Study can be retrieved at: http://www.meadowscenter.org/files/resources/JREE-Vaughn-2009.pdf <p><u>RBI English Learner Instructional Strategy 3: Provide small-group instructional intervention to students struggling in areas of literacy & English language development.”Moderate”</u></p> <ol style="list-style-type: none"> 1. Nelson, J., Vadasy, P., & Sanders, E. (2011). Efficacy of a tier 2 supplemental root word vocabulary and decoding intervention with kindergarten Spanish- speaking English learners. <i>Journal of Literacy Research</i>, 43(2), 184-211. doi:10.1177/1086296X11403088. At: http://jlr.sagepub.com/content/43/2/184.full.pdf 2. Ransford-Kaldon, C. R., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010). <i>Implementation of effective intervention: An empirical study to evaluate the efficacy of Fountas & Pinnell’s Level Literacy Intervention System (LLI) 2009-2010</i>. Memphis, TN: University of Memphis, Center for Research in Educational Policy. At: http://www.memphis.edu/crep/pdfs/lli-efficacy.pdf

Table 27: Proposed Solutions are based on Strong and Moderate Evidence		
Solutions		Research References with Randomized Trials and Strong Internal Validity
		<p><u>RBI Mathematics Strategy 1: (Target Grades: 4-8): Assist students in monitoring and reflecting on the problem-solving process. WWC Rating (Strong):</u></p> <ol style="list-style-type: none"> 1. Jitendra, A. K., Star, J. R., Starosta, K., Leh, J. M., Sood, S., Caskie, G., & Mack, T. R. (2009). Improving seventh grade students' learning of ratio and proportion: The role of schema-based instruction. <i>Contemporary Educational Psychology</i>, 34(3), 250–264. Study Attached 2. Mevarech, Z. R., & Kramarski, B. (2003). The effects of metacognitive training versus worked-out examples on students' mathematical reasoning. <i>British Journal of Educational Psychology</i>, 73(4), 449–471. Study Attached <p><u>RBI Mathematics Instructional Strategy 2: (Target Grades: 4-8): Teach students how to use visual representations WWC Rating (Strong)</u></p> <ol style="list-style-type: none"> 1. Selke, D. H., Behr, M. J., & Voelker, A. M. (1991). Using data tables to represent and solve multiplicative story problems. <i>Journal for Research in Mathematics Education</i>, 22(1), 30–38. Study Attached 2. Xin, Y. P., Jitendra, A. K., & Deatline-Buch- man, A. (2005). Effects of mathematical word problem-solving instruction on middle school students with learning problems. <i>The Journal of Special Education</i>, 39(3), 181–192. Study can be retrieved at: http://files.eric.ed.gov/fulltext/EJ722297.pdf <p><u>RBI Mathematics Instructional Strategy 3: (Target Grades: 4-8): Expose students to multiple problem-solving strategies. WWC Rating (Moderate)</u></p> <ol style="list-style-type: none"> 1. Perels, F., Gurtler, T., & Schmitz, B. (2005). Training of self-regulatory and problem-solving competence. <i>Learning and Instruction</i>, 15(2), 123–139. Study can be retrieved at: http://anitacrawley.net/Articles/PerelsTraininginSelfReg.pdf 2. Star, J. R., & Rittle-Johnson, B. (2008). Flexibility in problem solving: The case of equation solving. <i>Learning and Instruction</i>, 18(6), 565–579. Study Attached <p><u>RBI Mathematics Instructional Strategy 4: Help students recognize and articulate mathematical concepts and notation. WWC Rating (Moderate)</u></p> <ol style="list-style-type: none"> 1. Koedinger, K. R. & McLaughlin, E. A. (2010). Seeing language learning inside the math: Cognitive analysis yields transfer. In S. Ohlsson & R. Catrambone (Eds.), <i>Proceedings of the 32nd Annual Conference of the Cognitive Science Society</i> (pp. 471–476). Austin, TX: Cognitive Science Society. Study can be retrieved at: http://einstein.pslc.cs.cmu.edu/research/wiki/images/5/56/Koedinger-mclaughlin-cs2010.pdf 2. Huinker, D. M. (1992). Effects of instruction using part-whole concepts with one-step and two-step word problems. Paper presented at the annual meeting of AREA San Francisco, CA. Study Attached

Mathematics

Table 27: Proposed Solutions are based on Strong and Moderate Evidence		
Solutions		Research References with Randomized Trials and Strong Internal Validity
NAVIGATE		<p><u>NAVIGATE – Schoolwide: Personalize the learning environment and instructional process (schoolwide intervention at all three schools). WWC Rating: (Moderate)</u></p> <p>1. Cave, G., Bos, H., Doolittle, F., & Toussaint, C. (1993). JOBSTART: Final report on a program for school dropouts. New York, NY: MDRC. Study can be retrieved at: http://www.mdrc.org/sites/default/files/full_416.pdf</p> <p>2. Kemple, J. J., & Snipes, J. C. (2000). Career Academies: Impacts on students' engagement and performance in high school. New York, NY: MDRC. Study can be retrieved at: http://www.mdrc.org/sites/default/files/Career_Academies_Impacts_on_Students.pdf</p>
College and Career Readiness		<p><u>College and Career Readiness (CCR) – Schoolwide: Teachers provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school. WWC Rating: Moderate</u></p> <p>1. Kemple, J. J. (2004). Career academies: Impacts on labor market outcomes and educational attainment. New York: MDRC. Study can be retrieved at: http://www.mdrc.org/sites/default/files/full_50.pdf</p> <p>2. Corrin, W., Somers, M.-A., Kemple, J., Nelson, E., & Sepanik, S. (2009). <i>The Enhanced Reading Opportunities study: Findings from the second year of implementation</i> (NCEE 2009-4036). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. At: https://ies.ed.gov/ncee/pubs/20104021/pdf/20104022.pdf</p>
LifeSkills Training		<p>1. Botvin GJ, Griffin KW, Nichols TD. Preventing youth violence and delinquency through a universal school-based prevention approach. <i>Prev Sci</i>. 2006 Dec;7(4):403-8. Epub 2006 Nov 29. At: https://libres.uncg.edu/ir/uncg/f/T_Nichols_Preventing_2006.pdf</p> <p>2. Botvin, G.J., Griffin, K.W., Diaz, T., Scheier, L.M., Williams, C., & Epstein, J.A. (2000). Preventing illicit drug use in adolescents: Long-term follow-up data from a randomized control trial of a school population. <i>Addictive Behaviors</i>, 25, 769-774. Study is Attached.</p>
Cognitive Behavioral Therapy		<p>1. Stein, Bradley D., Lisa H. Jaycox, Sheryl H. Kataoka, Marleen Wong, Wenli Tu, Marc N. Elliot, and Arlene Fink. 2003. "A Mental Health Intervention for Schoolchildren Exposed to Violence." <i>Journal of the American Medical Association</i> 290(5):603–11. Study can be retrieved at: http://jama.jamanetwork.com/article.aspx?articleid=197033</p> <p>2. Kendall, Philip C.; Hudson, Jennifer L.; Gosch, Elizabeth; Flannery-Schroeder, Ellen; Suveg, Cynthia. Cognitive-behavioral therapy for anxiety disordered youth: A randomized clinical trial evaluating child and family modalities. <i>Journal of Consulting and Clinical Psychology</i>, Vol 76(2), Apr 2008, 282-297. Study is Attached.</p>

B.3: The Freeman Initiative identifies existing neighborhood assets and programs supported by federal, state, local, and private funds used to implement a continuum of solutions.

The Freeman Initiative has garnered an extensive amount of collaboration and resources.

Though the Corning-Paskenta Tribal Community has a national designation as a rural area of

high poverty, the Tribe and its formal partners have identified over 50% of matching resources (as required for Absolute Priority 3: Native American Tribes). Formal and informal partners' resources were identified during the four-year planning period. The resources from formal partners are identified under each solution in B. Program Design: Section 1 and in the attached, signed memorandum of understanding and letters of commitment. The following are existing formal partners' neighborhood assets and programs supported by federal, state, local, and private funds that will be used to implement the continuum of solutions (please note: matching commitments extend two years beyond federal funding):

Table 28: Formal Partnerships, Matching Funds and Other Supports		
Formal Partnerships	Matching Funds	Assets and Programs in Support of the Initiative
A. Corning Union Elementary School District		<ul style="list-style-type: none"> -Federal Title 1 Instructional (Target instruction for low achieving students) -Federal Elementary School Counseling Grant Program (counseling and K-6 school violent prevention efforts) -State of California Education Funding (Administration, instructional programs, facilities) -Local Schools' Parent Teacher Organizations
B. Corning Union High School District Matching Funds		<ul style="list-style-type: none"> -Federal Title 1 Instructional (Target instruction for low achieving students) -Federal Byrne Criminal Justice Project (Police Officer) -State of California Education Funding (Administration, instructional programs, facilities) -Federal 21st Century After School Program (STAR) -State Career Technical Education through Shasta College
C. Paskenta Band of Nomlaki Indians		<ul style="list-style-type: none"> -Federal Bureau of Indian Affairs (Tribal assistance) -State Health Funding (Rolling Hills Community Health Clinic providing comprehensive medical and clinic care located within the target Neighborhood) -Local Administrative Support through the Tribal Council (supervision, accounting, and human resources)
D. Tehama County Department of Education		<ul style="list-style-type: none"> -Tehama County After School Program (SERRF) providing daily after school programming from 2 to 6 PM and summer programming (academic support, recreation, nutrition, and enrichment)

Table 28: Formal Partnerships, Matching Funds and Other Supports		
Formal Partnerships	Matching Funds	Assets and Programs in Support of the Initiative
		<ul style="list-style-type: none"> -Student Support Services (assist with the arrangement of career days, college visits, and FAFSA trainings) -LifeSkills Program (provides supervision of trainers)
E. Tehama County Health Services Agency		<ul style="list-style-type: none"> -State Public Health (provide mandatory supervision of new HFA home visitors and home visits by public health nurses) -Federal Womens, Infants, and Children (WIC) -State Mental Health (Services directly to families including medication supervision and groups) -Drug and Alcohol Services (Prevention and treatment)
F. United Youth and Families (River Cities Counseling)		<ul style="list-style-type: none"> -Local Non-profit (United Youth and Families) uses local funding sources and private charities to provide free or low-cost therapeutic services -Private business funding (River Cities Counseling) is providing ongoing mandatory supervision for all Freeman Initiative licensed mental health counselors at no cost as required by the State of California
G. Center for Evaluation and Research		Private business funding – The Center for Evaluation and Research is providing a 60%-time consultant is assist in expanding the Filemaker Pro data and reporting data system. The matching private business funds will also be used to provide trainings for formal and informal partners on using data for planning and resource allocations.

The Freeman Initiative has an additional 20 informal partnerships with national, state, and local programs. Though not included in the memoranda of understanding, these are organizations that have worked closely with the Tribe and its formal partners during the last four years. These agencies and their contributions to the Freeman Initiative are listed under each solution in the first section of the Program Design and are further delineated in Section E Adequacy of Resources. Please see attached letters of commitment.

The Freeman Initiative undertook a large-scale asset mapping process that identified five types of available assets. This process was key in that it revealed that many assets and resources were already available but needed to either be brought to the Corning-Paskenta Tribal

Community or re-focused on a subpopulation identified during the need segmentation process. This process extends local resources thus reducing substantially the need for as much federal funding and increased the likelihood that programs and results will be sustained after grant funding. Many of these assets and resources are in addition to the Initiative’s six solutions. The following is a list of some of the assets that are being built upon through the Freeman Initiative:

Table 29: Freeman Initiative’s Types and Uses of Assets	
Types of Assets	Assets Integrated into the Freeman Initiative
(1) Developmental assets	Head Start, state, and private preschools; school; medical clinics; Shasta College; California State University, Chico; UC Davis
(2) Commercial assets	Large number of motivated workers; multiple retail outlets; City of Corning commercial revitalization efforts; and agricultural production
(3) Recreational assets	Two city parks in the neighborhood; recreational programming through after school and summer programs; high school athletic facilities
(4) Physical assets	Combination of single family and multiple unit housing; available empty commercial buildings; infrastructure and freeway access
(5) Social assets	Very active police force, large-scale community involvements; diversity of cultures; and strong familial values

B.4: The evaluation includes the use of objective performance measures that are clearly related to the intended outcomes of the Freeman Initiative and will produce quantitative and qualitative data.

The project evaluation includes both quantitative and qualitative methods which are focused on measuring progress toward meeting annual goals set for each indicator and to document the implementation process, including lesson learned and best practices. The major objectives of the evaluation are: a) to provide ongoing, quality information to project staff and stakeholders so they can make evidence-based decisions for program improvement purposes (formative), and b) to determine progress toward meeting the milestones and annual indicators goals (summative).

The process evaluation’s **qualitative** methods include: a) focus groups with neighborhood residents participating in each of the six solutions; b) key informant interviews with school administrators and Partner organizational staff members; c) classroom observations of K-12 classroom-based activities related to RBI, NAVIGATE, and College and Career Readiness; and

d) service feedback evaluation forms completed by program participants at regular six month intervals. Qualitative evaluation methodologies capture the “richness” of program impacts and document the implementation process, including lesson learned and best practices. Qualitative data are also used to make program adjustments as necessary. Qualitative data findings are shared during quarterly continuous improvement team meetings.

The evaluation plan also includes the collection and analyses of **quantitative** data including:

a) surveys, b) service and attendance number in all program areas, c) HFA home visitor assessments, d) K-12 student assessments (benchmark, local, and state), e) RBI instructional curricular protocols, and f) LifeSkills Training fidelity checklists. Appropriate quantitative analyses will be employed including frequency reporting on dosage levels and fidelity measures. Descriptive statistics and tests of significance will be used to ascertain program effect.

The goal of the evaluation is to provide quality and timely information to project stakeholders. By utilizing effective data collection methods and measuring concrete outcomes, local evaluators are able to validate qualitative and quantitative data, relate it to the contextual situation in which each solution is implemented, and provide a clear view of the Freeman Initiative’s impact. Please refer to the following table for a detailed listing of performance measures that are specific, measurable, attainable, realistic, and timely.

Table 30: Objective Performance Measures Clearly Related to the Intended Outcomes of the Project and Annual Goals – Short and Long-Term Goals to Measure Progress						
Objective Performance Measures and How they will be Collected	Intended Outcomes	Short Term		Long-Term Goals		
		2017	2018	2019	2020	2021
1. By December 2018, and every two years thereafter, there will be a one percent increase of children birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health as measured by the biennial Neighborhood Survey.	Children birth to kindergarten entry will have a place where they go, other than an emergency room	94.1	95.1	95.1	96.1	96.1

Table 30: Objective Performance Measures Clearly Related to the Intended Outcomes of the Project and Annual Goals – Short and Long-Term Goals to Measure Progress						
Objective Performance Measures and How they will be Collected	Intended Outcomes	Short Term		Long-Term Goals		
		2017	2018	2019	2020	2021
2. By September 2017, and annually thereafter, there will be a five percent increase of three year olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined by the ASQ-3.	Young children will demonstrate age-appropriate functioning across multiple domains of early learning.	25%	30%	35%	40%	45%
3. By December 2018, and every two years thereafter, there will be a two percent increase of children who enter kindergarten who have participated in a center-based or formal homebased setting or programs as measured by the biennial Neighborhood Survey.	Children, will enter kindergarten with prior educational experiences.	46.2%	48.2%	50.2%	52.2%	54.2%
4. By July 2018, and annually thereafter, there will be a two percent increase of students at or above each grade level according to state mathematics and reading or language arts assessments in at least the grades required by the ESEA (3 rd -8 th grade; once in high school).	Students will increasingly score at/above grade level on assessments.	ELA 26.3	ELA 28.3	ELA 30.3	ELA 32.3	ELA 34.3
		Math 20.7	Math 22.7	Math 24.7	Math 26.7	Math 28.7
5. By July 2018, and annually thereafter, there will be a one percent increase in the attendance rates of students in 6 th , 7 th , 8 th , and 9 th grades as measured by school attendance records.	Students will attend 6 th school 7 th more 8 th regularly. 9 th	87%	88%	89%	90%	91%
		86%	87%	88%	89%	90%
		85%	86%	87%	88%	89%
		83%	84%	85%	86%	87%
6. By July 2017, and annually thereafter, there will be a three percent increase each year in the rate youth graduate from high school as measured by graduation records.	High school students will graduate more regularly.	69.9%	72.9%	75.9%	78.9%	81.9%
7. By July 2018, and annually thereafter, there will be a two percent increase in the rate high school graduates obtain a postsecondary degree as measured by the Survey of Promise Neighborhood High School Graduates.	Graduates will obtain degrees, certificates, certifications without the need for remediation.	10.3%	12.3%	14.3%	16.3%	18.3%
8-9. By July 2017, and annually thereafter, there will be a four percent increase in students who participate in at least 60 minutes of moderate to vigorous physical activity daily and consume five or more servings of fruits and vegetables daily as measured by the School Climate Survey.	Children will participate in at least 60 minutes of physical activity daily and consume five fruits and vegetables daily.	13.7%	17.7%	21.7%	25.7%	29.7%

Table 30: Objective Performance Measures Clearly Related to the Intended Outcomes of the Project and Annual Goals – Short and Long-Term Goals to Measure Progress

Objective Performance Measures and How they will be Collected	Intended Outcomes	Short Term		Long-Term Goals		
		2017	2018	2019	2020	2021
10. By July 2017, and annually thereafter, there will be a one percent increase in students who feel safe as measured by the School Climate Survey.	Students feel safe at school and traveling to and from school.	90.4%	91.4%	92.4%	93.4%	94.4%
11. By July 2017, and annually thereafter, there will be a one percent decrease in the rate at which students enter or leave the school system mid-year as measured by attendance.	Students will not enter or leave the school system mid-year	36.2%	35.2%	34.2%	33.2%	32.2%
12. By December 2018, and every two years thereafter, there will be a four percent increase of parents or family members that report that they read to their child three or more times a week as measured by the biennial Promise Neighborhood Survey.	Adults will report that they read to their child three or more times a week.	44.8%	44.8%	48.8%	48.8%	52.8%
13. By December 2018, and every two years thereafter, there will be a four percent increase of parents or family members who report encouraging their child to read books outside of school as measured by the biennial Promise Neighborhood Survey.	Parents will encourage their child to read books outside of school.	65%	65%	69%	69%	73%
14. By December 2018, and every two years thereafter, there will be a ten percent increase of parents or family members who report talking with their child about the importance of college and career as measured by the biennial Promise Neighborhood Survey.	Adults will report talking with their child about the importance of college/career.	72.4%	72.4%	82.4%	82.4%	92.4%
15. By December 2017, and annually thereafter, there will be a three percent increase in students who have school and home access to broadband internet and a connected computing device as measured by the School Climate Survey.	More children will access to the internet and a connected computing device.	68.6%	71.6%	74.6%	77.6%	80.6%
Local Indicator 1: By December 2017, and annually thereafter, there will be a ten percent increase in the percentage of children who participate in high-quality learning activities during out-of-school hours or in the hours after the traditional school day ends.	Students will achieve rigorous state content standards	18%	28%	38%	48%	58%

Table 30: Objective Performance Measures Clearly Related to the Intended Outcomes of the Project and Annual Goals – Short and Long-Term Goals to Measure Progress

Objective Performance Measures and How they will be Collected	Intended Outcomes	Short Term		Long-Term Goals		
		2017	2018	2019	2020	2021
Local Indicator 2: By June 2017, and annually thereafter, there will be a four percent decrease in the percentage of students who receive discipline referrals.	Teachers will spend more time focused on education.	40%	36%	32%	28%	24%

In addition to creating measurable performance measures with annual goals, the Freeman Initiative established clear, annual goals for evaluating system change efforts and leveraging resources. The following are annual goals for evaluating the progress toward improving systems:

Table 31: Annual Goals for Evaluating System Change and Leveraging Resources




Annual Goals	Measure	Annual Goals				
		2017	2018	2019	2020	2021
1. Increase agency usage of the Promise Neighborhood Interagency Data System (IDS)	# of Agencies	11	13	16	18	20
2. Increase the number of policies that positively impact children and youth	# of new Policies	2	3	4	5	7
3. Increase in the number of organizations who affect children and youth in the community.	# of new Agencies	2	3	5	6	7
4. Increase in leverage of in-kind resources provided through the Initiative	# of new Resources	3	4	5	6	8
5. Increase in positive environmental changes affecting the Corning-Paskenta Tribal Area	# of new Changes	2	3	5	6	8
6. Scale up the Initiative by expanding within the region the number of cities adopting the model	# of new Cities	1	2	3	5	7
7. Increase the number of dollars from public and private organizations to support the Initiative	Percent Increase	5%	10%	15%	25%	50%

Under each solution described in B. Project Design: Section 3 there are annual goals (in the form of preliminary commitments) for increasing the amount of monetary and in-kind investments from each federal, state, local, and private partner. All of the findings from the implementation process including a description of lessons learned and best practices will be documented in the form of quarterly updates on the Initiative's website. The Tribe and its partners are fully committed to working with the U.S. Department of Education and the national evaluator to ensure that data collection and proposed solutions are consistent with the demands

of the national evaluation. Please note: the attached MOU has a commitment by partners to fully participate with the national evaluator. This includes assisting in the finding and assessment of comparison groups and collecting all data as directed by the national evaluators.

B.5: The extent to which the Freeman Initiative is supported by strong theory.

The Freeman Initiative chose solutions that meet the specific needs of the Corning-Paskenta Tribal Community. These solutions were chosen by stakeholders including community and tribal leaders and experts in early childhood, K-12, and college and career readiness. Each solution has been proven to work with similar populations and will lead to the Initiative’s desired results. The attached logic models consist of multiple diagrams that show the relationship between program solutions and the interrelationship between needs, inputs, outputs, and outcomes within each solution. The following figure summarizes the Freeman Initiative’s strong theory:

Figure 40: Freeman Initiative’s Strong Theory – Putting It All Together				
	CONTINUUM OF SOLUTIONS 			
	Early Childhood	K- 8 Education	High School	College & Career
Inputs	Broad Community Support, Strong Resources/Commitments, Focus on System Change			
Activities	1. Healthy Families America	2. Research-Based Instruction 5. LifeSkills Training	3. NAVIGATE	4. College and Career Readiness
	 6. Cognitive Behavioral Therapy 			
Outputs	Parents and children participate in developmentally appropriate activities	Focused research-based instruction; Expanded learning	School-wide system reforms; Focused instruction; Expanded learning	College readiness activities beginning in 9 th grade
Short-Term Outcomes	Medical homes; increased parent-child interaction	Mastery on K-8 benchmark assessments	Mastery on 9-12 benchmark assessments	Students make college and career plans
Medium Term Outcomes	Growth in multiple, developmental domains as measured by ASQ Assessment	Students performing on grade level in all areas; Lower levels of violence and substance abuse	Students attending school; students performing on grade level	Students apply for post-secondary programs and financial aid
Long- Term Outcomes	Promise Neighborhood Desired Outcomes and Indicators			

Please see the attached logic models that visually capture the underlying theory (Appendix G).

(C) Quality of Project Services

C.1: The likelihood that the services to be provided by the Freeman Initiative will lead to improvement in the achievement of students as measured against rigorous academic standards.

The Freeman Initiative’s ambitious, rigorous, and comprehensive interventions address the most important gaps in the instructional programs in both the community’s elementary and high school districts. This school reform model is based on a segmented analysis of student learning and current instructional programs. Data were segmented to identify grade level deficiencies and key “points of entry” where modifications in instructional programs will bring about immediate and substantial changes in student learning. These key “points of entry” address specific rigorous Common Core academic standards. The Initiative took the segmentation analysis even further by identifying specific standards to be addressed by each strategy at each grade level. The rationale for this analysis is to focus instruction on areas of greatest weakness and potential benefit. The point is to teach students what they need to learn and not what they already know - to discern when particular children or activities warrant more or less attention.

The RBI English learner strategies are applied across grade levels and in all subject areas. They support learning not only English but are intricately linked to gains in all academic areas. These strategies including: a) teaching a set of academic vocabulary words intensively across several days using a variety of instructional activities; b) integrating oral and written English language instruction into content-area teaching; and c) providing small-group instructional interventions to students struggling in areas of literacy and English language development. These strategies will produce increases in reading, writing, listening, and speaking domains.

The following are the RBI strategies that will lead to improvement in the achievement of students as measured against rigorous academic standards:

Table 32: RBI Reading Strategy 1: Sound Segmentation and Linking Sounds to Letters

Content Standard	K	1	2	3
Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	●	●		
Know and apply grade-level phonics and word analysis skills in decoding words	●	●	●	●
Associate the long and short sounds with graphemes	●			
Differentiate between similar words by the sounds and the letters that differ	●			
Demonstrate basic knowledge of one-to-one letter-sound correspondences	●			
Know the spelling-sound correspondences for common consonant digraphs.		●		
Know spelling-sound correspondences for additional common vowel teams		●		

Table 33: RBI Reading Strategy 2: Teach students to decode words, analyze word parts, and write and recognize words.

Content Standard	K	1	2	3
Demonstrate understanding of spoken words, syllables, and sounds	●			
Ask and answer questions about unknown words in text	●			
Identify word parts		●	●	
Describe how words and phrases supply rhythm and meaning.			●	
Read common high frequency words	●			
Write recognized words		●	●	●
Decode regularly spelled two-syllable words with short vowels			●	
Decode regularly spelled two-syllable words with long vowels			●	
Decode words with common prefixes and suffixes			●	●

Table 34: Reading Strategy 3: Ensure that each student reads connected text every day to support reading accuracy, fluency, and with appropriate phrasing and comprehension.

Content Standard	K	1	2	3
Read emergent-reader texts with purpose and understanding	●			
Read with sufficient accuracy and fluency to support comprehension		●	●	●
Ask and answer questions about key details in a text	●	●		
Ask and answer such questions - who, what, where, when, why, and how			●	
Ask and answer questions referring explicitly to the text				●
Recount stories	●	●		
Identify words and phrases that suggest feelings or appeal to the senses			●	●
Ask and answer questions to demonstrate understanding of a text			●	●
Determine the main idea of a text				●
Describe the relationship between a series of historical events				●
Determine the meaning of general academic and domain-specific words/phrases				●
Use text features and search tools to locate information relevant to a given topic				●
Distinguish their own point of view from that of the author of a text.				●

Table 35: RBI Writing Instructional Strategy 1 (Target Grades; K-6): Teach students to become fluent with handwriting, spelling, sentence construction, and word processing.

Content Standard	K	1	2	3	4	5	6
Teach students to hold writing utensils	●	●					
Demonstrate organization and basic features of print	●	●					
Write explanatory texts and narrative of increasing difficulty			●	●	●	●	●
Developing typing and word processing			●	●	●	●	●
Use knowledge of language and its conventions when writing			●	●	●	●	●
Demonstrate command of the conventions of English writing				●	●	●	●
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		●	●	●			
Determine or clarify the meaning of unknown words and phrases						●	●
Vary sentence patterns for meaning, reader interest, and style							●

Table 36: RBI Writing Instructional Strategy 2 (Target Grades; K-6): Teach students to use the writing process for a variety of purposes.

Content Standard	K	1	2	3	4	5	6
With support from adults, students respond to questions and suggestions from peers and add details to strengthen writing	●	●					
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details		●	●				
Draw evidence from literary or informational texts to support analysis, reflection, and research					●	●	●
Conduct short research projects that build knowledge about a topic				●	●	●	●
Write opinion pieces on topics or texts				●	●	●	●
Write informative/explanatory texts to convey information clearly				●	●	●	●
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences				●	●	●	●

Table 37: RBI Mathematics Instructional Strategy 1 (Target Grades; 4-8): Assist students in monitoring and reflecting on the problem-solving process.

Content Standard	4	5	6	7	8
Identify parts of a problem and possible steps toward a solution	●				
Write and interpret numerical expressions for problems		●			
Analyze patterns and relationships		●			
Summarize and describe distributions			●		
Reason about and solve one-variable equations and inequalities			●		
Analyze proportional relationships and use them to solve real-world and mathematical problems				●	

Table 38: RBI Mathematics Instructional Strategy 2 (Target Grades; 4-8): Teach students how to use visual representations.

Content Standard	4	5	6	7	8
Represent and interpret data	●	●	●		
Classify two-dimensional figures into categories based on their properties		●			
Solve real-world problems involving area, surface area, and volume.			●		
Apply and extend understandings of arithmetic to algebraic expressions				●	
Solve real-world and mathematical problems involving geometric figures					●

Table 39: RBI Mathematics Instructional Strategy 3 (Target Grades; 4-8): Expose students to multiple problem-solving strategies.

Content Standard	4	5	6	7	8
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit	●				
Generate and analyze patterns	●				
Convert like measurement units within a given measurement system		●			
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.			●	●	
Use functions to model relationships between quantities					●

Table 40: RBI Mathematics Instructional Strategy 4 (Target Grades; 4-8): Help students recognize and articulate mathematical concepts and notation.

Content Standard	4	5	6	7	8
Use the four operations with whole numbers to solve problems	●				
Graph points to solve real-world and mathematical problems		●			
Summarize and describe distributions			●	●	
Use random sampling to recognize/articulate inferences about a population				●	
Recognize and articulate linear equations presented in real-world situations					●

NAVIGATE and College and Career Readiness Programs

NAVIGATE and College and Career Readiness represent a bold and rigorous restructuring of the two high schools' instructional programs. NAVIGATE 9th-12th grade school-wide reform model is ambitious and comprehensive in scope. All classrooms are engaged in personalizing their environments, and all teachers will provide rigorous and relevant instruction so that all students including English learners and those with disabilities succeed. NAVIGATE's school-wide reform model expands the number of team teaching teams and creates smaller classes. This restructuring is done to bring higher levels of individualization which is essential in students achieving rigorous academic standards.^{xliii} Individual and small group support provide a

comfortable place for struggling students to learn. Academic support happens through one-on-one and small group interactions. Expanded learning programs offer opportunities for students to receive additional support. Similarly, NAVIGATE is focused on providing academic interventions for at-risk students so that they can master California's grade level content standards. The NAVIGATE English Academy provides the English language development and academic support that is needed to ensure English learners succeed. These supports extend beyond the classroom to daily after school and summer academic assistance.

College and Career Readiness provides targeted academic support and teacher professional development which is focused on student mastery of academic standards. Students are provided academic content that is integrated with career and skills-based themes through career technical education pathways. For many students, the connection to careers and employment makes academic learning more meaningful.

An important part of these reform strategies is the regular use of student achievement results to inform teachers how best to refine and improve student learning on a daily basis. All students in both districts are given benchmark assessments in each core academic area at least three times each year. Data from these assessments are used to determine what additional supports may be necessary. Students set academic goals and district personnel use data from these benchmark assessments to monitor student mastery of rigorous standards. Students who fail to pass required courses will receive support to catch up on both academic skills and credit accumulation.

To facilitate the use of student data, the districts have expanded their existing data systems to track student achievement and share data across districts' platforms. Teachers in both districts have access to individual student data on which to base their decisions on instructional strategies and refinements. Additionally, the new IDS system allows teachers to track student mastery of

each Common Core standard at each grade level. This analysis is critical to increasing student achievement and closing the achievement gap. Within communities of practice, teachers and administrators are able to continuously review results. Teachers will assess their instructional practice and modify their daily lessons when needed. This laser-like focus on student achievement is sustained across grade levels. As a result of these efforts, it is expected that all students will master California's new rigorous grade level standards.

C2: The Freeman Initiative's formal and informal partnerships include the alignment of the visions, theories of action, theories of change, and accountability as described in the MOU

The strength of the Freeman Initiative is its formal and informal partnerships. The formal partnerships are specifically delineated in the attached memorandum of understanding. Additionally, there are over 20 informal partnerships whose service are linked through case management. Please see informal partnerships in E. Adequacy of Resources – Section 2.

The Freeman Initiative has built a culture of accountability. It has created a system for holding partners accountable for their performance. This system of accountability consists of several activities centered on using reliable data to make evidence-based decisions. Central to the data collection and analysis process is the Interagency Data System (IDS) and accompanying Community ScoreCard. Both IDS and ScoreCard are described in detail in D. Quality of the Management Plan Section 2. During the last 48 months of planning, the Tribe and its partners have developed IDS' structure and accompanying robust interagency data agreements. An initial data collection and analysis established a baseline for each indicator from which to measure progress. This planning step was essential to establishing performance targets for accountability. Each of the performance targets are empirically verifiable.

Every year, each partner organization will undertake a data capacity assessment. This assessment measures the partner's strengths and challenges related to data collection and analysis. The Initiative's data system coordinator and project director will develop technical assistance plans and deliver technical support as needed. The technical assistance plan is aimed at strengthening the data capacity with the ultimate outcome of helping collaborating organizations achieve measurable results and long-term sustainability.

The performance targets assisted in the development of resource and staffing levels. Each of the six solutions were structured to meet the performance targets of not only individuals to be served but also levels of results related to Promise Neighborhood. As stated in the attached signed MOU, California statutes and tribal policies only allow the Tribe and its partner organizations to enter into service agreements once funding has been allocated. The Tribe and its partners will enter into performance-based purchase of service agreements based on the performance targets (number of individuals to be served) and the attainment of desired results. For example, the performance based program with the elementary school district will include language around the need to provide daily instruction in reading using RBI reading strategies. Similarly, the agreement will detail that each K-3 student's reading attainment is to be monitored through benchmark assessments and measured against grade level standards. This higher level of accountability establishes collective responsibility for achieving population-level results.

The Freeman Initiative has taken steps to ensure that accountability is maintained during the implementation of the continuum of solutions. The Tribe as the lead organization will undertake staff performance evaluations through its human services department. Staff evaluations include performance benchmarks for each position. Each of the partner organizations are also required to identify similar performance benchmarks and evaluations of personnel.

Staff accountability meetings will be held monthly to promote greater interagency coordination and accountability. These meetings include staff from partner agencies who work directly within the six solution areas including: HSA home visitors, teachers, school administrators, and counseling program representatives. The goal of these meetings is to improve interagency coordination and to keep staff focused on outcomes. Corrective action plans are instituted if performance activities need improvement or are below standard. If performance issues persist, there is potential that funding may be redirected to more robust efforts.

(D) Quality of the Management Plan

D.1: The LEAs are working with federal, state, and local government leaders; and service providers

Table 41: Fast Facts: Engagement - Residents, LEAs, Government Leaders, and Providers		
	Criteria	Everett Freeman Promise Neighborhood Initiative
√	Working with the neighborhood and its residents	Hundreds of residents have participated in community forums and Initiative's subcommittees. Additionally, there were three community surveys of over 600 households in each survey.
√	Working with the local education agencies and schools	Both the elementary and high school district superintendents serve on the Freeman Initiative's Governing Board. School principals, teachers, school staffs, parents, and students have participated in the multi-year planning process including the development of the RBI, NAVIGATE, and College and Career Readiness solutions.
√	Working with federal government leaders	The Freeman Initiative has worked directly with federal government leaders through its Promise Neighborhood Planning Grant Program, Bureau of Justice Affairs, Administration for Native Americans, and the U.S. Department of Health and Human Services.
√	Working with state government leaders	Several state leaders have provided input in the larger community planning and development stages. These include leaders from the California Department of Education, CalFresh, First 5 California, and California's Health and Human Services Agency.
√	Working with local government leaders	There continues to be wide-spread support by local government leaders including representatives from county and city government. Members of the Tehama County Board of Supervisors and the Corning City Council are on the Initiative's Governing Board.
√	Working with other service providers	Over 25 formal and informal partners and over 100 service providers participated in the data collection, analysis, segmentation, and continuum development phases. These individuals represent education, physical and mental health, violence-prevention, drug and alcohol, clergy, environmental, and criminal justice programs.

The four-year planning period was rich with lessons learned and experiences. The Tribe and its partners learned early on how important yet difficult it can be to engage all stakeholders. This necessitated using multiple venues and processes and to include support services like childcare, transportation, and translation as needed. Another lesson was the need to develop understanding and trust between agencies. This required multiple meetings between organizations. A key lesson was that competing interests should be openly discussed and solutions jointly agreed upon. The following includes additional key lessons learned and experiences:

✓ ***Working with the Neighborhood and its Residents***

The strength of the Freeman Initiative is that it emerged from the community itself. As a grassroots initiative it has relied upon on the area's greatest asset, its people. The Tribe and its partners utilized a series of capacity building strategies that engaged residents in planning activities such as data collection, data analysis and segmentation, asset mapping, and selection of evidence-based solutions. Civic groups and churches provided forums to gather community input. Over 3,000 students, 2,000 adults, and 30 business owners participated in surveys, case studies, focus groups, key informant interviews, and in small group meetings.

The Freeman Initiative will continue to build the capacity of the community members during the implementation stage. Community members are empowered to make decisions related to staffing, resource allocation, and budgets. Community members will serve on subcommittees related to early learning, K-12 education, college and career readiness, and family and committee supports. These subcommittees are focused on sector activities and the impact of solutions. Similarly, residents can participate in the Continuous Improvement Team which meets quarterly to review data and to make evidence-based recommendations. Lastly, residents will participate in the ongoing collection of data and continuous improvement process.

✓ ***Working with the Local Education Agencies and Schools***

District superintendents from both school districts and the county superintendent of schools have been at the forefront of the planning and development of the Freeman Initiative. The superintendents have served on the Promise Neighborhood Governing Board since its inception four years ago. Joining them are school principals, teachers, and students who have played an active role in the planning and development process. Over 100 educators have participated in planning grant activities including community forums and K-8 and 9-12 subcommittees.

The Freeman Initiative is largely a school reform movement. RBI, NAVIGATE, and College and Career Readiness will impact every K-12 classroom in their respective districts. RBI strategies will be taught daily to ensure K-8 students develop necessary skills required by the state's new rigorous standards. NAVIGATE includes school-wide strategies such as lower class size, team teaching, and extra-curricular learning opportunities. College and Career Readiness begins engaging students in 9th grade with research-based strategies that prepare students for post-secondary educational programs and careers. In addition to these comprehensive reforms, the Freeman Initiative has created the following unified set of values:

- Clear and Common Focus: Both school districts share the fundamental belief that all students will graduate from high school and pursue a post-secondary education.
- High Standards and Expectations: All students will engage in a rigorous course of study which is designed to prepare them to master California's new grade-level standards.
- Strong Leadership: School leadership is focused on enhancing the skills, knowledge, and motivation of school personnel while creating a common culture of high expectations for all students. Leadership will foster a collaborative atmosphere between districts and the community while establishing positive systems to improve teaching and student performance.

- Parent/Community Involvement: Parents and community members support a clear and common focus on core academic, social, and personal goals for all students.
- High-Quality Early Learning Programs: Programs are linked together to insure there are multiple domains of early learning for young children. Programs are aligned with California's early learning and K-3 standards to ensure that children enter kindergarten and progress through the early elementary grades demonstrating age-appropriate functioning across multiple domains.
- Monitoring, Accountability, and Assessment: Teaching and learning will be continually adjusted on the basis of data collected through a variety of valid and reliable methods that measure student progress and needs. Assessment results will be interpreted and applied appropriately to improve individual student performance and instructional programs.
- Curriculum and Instruction: Schools will align curriculum with core learning expectations to improve the performance of all students. Students will master the state Common Core Standards through rigorous, challenging learning. Staff will deliver an aligned curriculum and implement research-based instruction and learning strategies.
- Data sharing: Both school districts will link data with each other and Freeman Initiative partners through the Initiative's Inter-Agency Data System (IDS). Both districts will use data to inform their instructional programs.
- Professional Development: Ongoing professional development is aligned with the schools' common focus on high expectations to improve the performance of all students.
- Adoption of College- and Career-ready Standards, Assessments, and Practices: The districts have adopted ACT College and Career Readiness Standards. ACT assessments are given at each grade level (middle and high school) and information from the assessments are used to drive individual student instruction and goal development.

- Time and Structure: Schools will be flexibly structured to maximize the use of time and accommodate the varied lives of their students, staff, and community in order to improve the performance of all students including English Learners and those with disabilities. The structure of programs extends beyond the traditional school day and year to increase learning time.

✓ ***Working with Federal, State, And Local Government Leaders***

Federal, state, local government and tribal leaders have participated in planning activities. Officials from the U.S. Department of Education, Bureau of Justice Affairs, Administration for Native Americans, Bureau of Indian Affairs, and the U.S. Department of Health and Human Services have all provided support including experts who have provided personal assistance during visits to the Corning-Paskenta Tribal Community. A Tehama County Board of Supervisor serving the Corning-Paskenta Tribal Community and a City of Corning council member serve on the Promise Neighborhood Governing Board. The City of Corning Mayor and council members have participated in multiple planning events and assisted the Tribe and its partners in the identification and development of the continuum of solutions. Tribal Council members have dedicated time and resources to the development of the Freeman Initiative.

During the implementation stage, these government collaborations will be expanded. There are four federal agencies and programs that are currently providing support directly to the Corning-Paskenta Tribal Community's residents including: a) U.S. Department of Education's Office of Elementary and Secondary Education (School Counseling Program), b) U.S. Health and Human Services (Head Start); c) Bureau of Justice Affairs (Byrne Criminal Justice Program), and d) Bureau of Indian Affairs (Rolling Hills Medical Clinic). Joining them are executive officers, directors, and department chairs within seven state organizations: a) California Department of Education (after school program), b) CalFresh (economic and nutrition

aid), c) Judicial Council (support for families with adjudicated, mentally-ill parents), d) First 5 California (0-5 program), e) University of California (CCR), f) California State University (CCR), and g) California's Health and Human Services Agency (HFA training). The City of Corning is providing funding for cooperative agreements that will provide auxiliary school-based safety and mentoring programs for at-risk youth.

✓ ***Working with Other Service Providers***

A major strength of the Freeman Initiative is the involvement of over 100 local service providers from over 25 organizations who participated in the data collection, analysis, segmentation, and continuum development phases. These same service providers will continue to provide direct services through the Freeman Initiative's case management process.

The Freeman Initiative is a comprehensive program that also incorporates the efforts of four local county initiatives: a) Early Intervention Partnership, b) Tehama County Rural Health Partnership, c) Tehama READS, and d) Expect More! Tehama. Each of the four county-wide reform efforts are represented within the Initiative's continuum of solutions and auxiliary services. The expansion of Healthy Families America (HFA) is in large part due to the work of the county's Early Intervention Partnership which consists of representatives from Head Start, State Preschool, First 5 California, Public Health, Special Education, School Readiness Project and over a dozen other providers of health, social services, and education to children 0-5 and their parents. Emanating from their work was a clear picture of the needs of families.

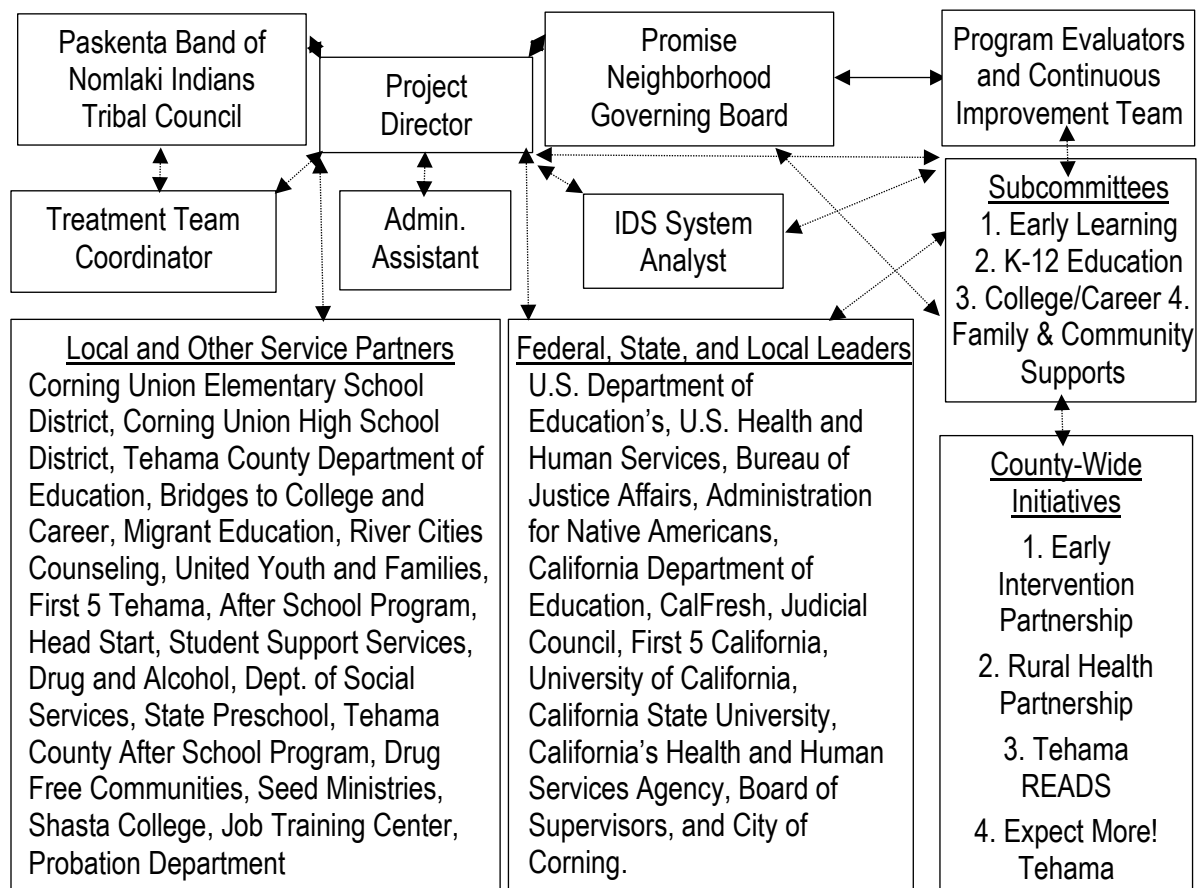
The Tehama County Rural Health Partnership was started as a result of grant funding through the U.S. Department of Health and Human Services' Rural Health Partnership. The recipient of the grant is the Paskenta Band of Nomlaki Indians and major participants are the Tribe's Rolling Hills Community Health Clinic, St. Elizabeth Hospital (the only hospital in the county) and

Tehama County Public Health. The Rural Health Partnership is focused on identifying population health needs, data segmentation, and the coordination of health resources.

Tehama READS and Expect More! Tehama have been key county-wide efforts that engage residents in the Corning-Paskenta area. Both county-wide initiatives have worked with the Freeman Initiative and played key roles in the selection of the RBI, NAVIGATE, College and Career Readiness (CCR), and Family and Community Support solutions.

The following diagram provides an overview of the project’s management structure which incorporates school LEAs, schools, federal, state, and local leaders and service providers:

Figure 41: Freeman Initiative Management Structure with Formal and Informal Partners



The Freeman Initiative reflects diversity of input from leaders serving in various roles within the community. The following is a list of current Governing Board Members:

Table 41: Promise Neighborhood Governing Board Members

Organizations	Individuals	Position
Paskenta Band of Nomlaki Indians	Ambrosia Rico*	Tribal Council, Parent
Paskenta Band of Nomlaki Indians	Andrew Alejandre*	Tribal Council, Parent
Paskenta Band of Nomlaki Indians	Andy Freeman*	Tribal Member, Parent
Tehama County Health Services Agency	Valerie Lucero*	Executive Director
Tehama County Department of Education	Rich DuVarney	County Superintendent
Corning High School District	Jonathan Burch*	Superintendent, Parent
Corning Elem. School District	Richard Fitzpatrick	Superintendent
Tehama County Board of Supervisors	Bob Williams	Board Member
Corning City Council	Tony Cardenas*	City Councilman. Parent
Community Leader	Sally Tollison*	Educator, Parent
*Residents and/or parents living in the Corning-Paskenta Tribal Community		

The Governing Board and Project Director (please see attached resume) all have extensive experience. Each of the Governing Board members are recognized leaders in the community. The Project Director, Dr. Matthew Russell, has worked with community residents over the past 20 years. Lessons learned and experiences include: a) community members need support services in order to participate; b) competing interests need to be recognized and openly discusses; c) data has to be made accessible; and d) language matters – it is important to use inclusive, non-technical terminology. The following table describes how the Management Team and Project Director will continue to build their capacity through the implementation stage:

Table 42: Capacity Building Activities for the Management Team and Project Director

Professional Development	Quarterly trainings are provided through the Tehama County Department of Education focused on students with disabilities, English learners, and other at-risk students. These trainings are supported by the Department's Curriculum and Instruction, Student Support Services, and Migrant Education offices and the county's Drug Free Communities Program.
Community Engagement	The Initiative will hold semi-annual, community-wide forums where information is shared and residents, including parents and families who are English learners or with disabilities, can voice their ideas and any concerns.
Subcommittees	Management Team members will work side-by-side with community members including parents and teachers in subcommittees
Continuous Improvement	The management team and project director will participate in quarterly continuous improvement meetings where community members along with the project director review community-level data to make evidence-based decisions related to program implementation. It is during these meeting that lessons learned and best practices are identified and documented.

D.2: The Freeman Initiative is collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability, and has developed a longitudinal data system that uses multiple sources in order to measure progress in keeping with privacy laws and requirements

The Freeman Initiative's comprehensive continuous improvement plan includes procedures designed to document the implementation process, including capturing a description of the lessons learned and best practices. The continuous improvement process for planning and decision-making is linked back to specific questions, goals, and problems identified through previous improvement processes, assessment data, or observations. The Freeman Initiative is using the following four processes based on best practices in continuous development.

- First, The Freeman Initiative is intentionally cultivating in its staff and partners the desire and skill to transform data into knowledge. Evaluators will engage stakeholders in training activities in which they are pressed to use existing and new data to increase their knowledge for decision-making, learning, and continuous improvement. Data will be gleaned from IDS, weekly case management meetings, and reports from external evaluators. Staff are given ongoing opportunities to learn how to ask good questions of data, how to analyze data accurately, how to apply results appropriately and ethically, and how to identify lessons learned and best practices.
- Second is the planned acquisition of data. Project evaluators work closely with project staff to explain how to collect quality, useful data. This approach aligns data inquiry to planning and decision-making processes and is more likely to produce answers to specific questions, evidence to support project goals, and information that sheds light on identified problems. Planned and targeted data inquiry helps to keep data analysis on track, as well as to ensure that information is fed back into the planning process and that key decision-makers get timely answers to questions.
- Third is the organization and access to data. IDS contains both client and community level

data. Data are constantly updated by staff and partner organizations. Staff meet regularly to discuss not only specific cases but how data gleaned from the data system suggest client and program level service changes.

- Fourth, the Initiative’s continuous improvement process is concerned with the purposeful and ethical use of information for improving services to clients. Appropriate and ethical use of data necessitates that there are precautions and steps to ensure that data are secure, accurate, valid, and reliable and that the analytical process is complete, equitable, and fair. Results are used to identify progress, explore problems, and target strategies for change. In this manner, the Initiative transforms data into information and applies that information to improvement.

The Continuous Improvement Team consisting of representatives from each organization and community residents will convene each quarter. The goal of the continuous improvement process is to promote accountability and document the implementation process, including lessons learned and best practices. The Freeman Initiative has developed process and outcome accountability questions to guide the Continuous Improvement Team’s efforts. Data from these questions are used to make evidence-based program improvements and to measure the Initiative’s progress toward achieving its targeted outcomes. The following table provides the accountability questions that document the implementation process including lessons learned and best practices:

Table 43: Continuous Improvement and Accountability Questions - Documenting Lessons Learned and Best Practices		
Continuous Improvement Guiding Questions	Data Sources	Analyses
1. How closely does implementation of solutions match the original plan?	Project records	Detail implementation changes
2. What are some of the lessons learned and best practices?	Staff focus groups	Content analysis
3. What adaptations have occurred?	Staff focus groups	Content analysis
4. What effect did the changes have on the intervention and performance indicators?	Intervention and performance records	Longitudinal analysis of program impact

Table 43: Continuous Improvement and Accountability Questions - Documenting Lessons Learned and Best Practices

5. Who provided (staff, partners) what services (type, intensity, duration), to whom (individual characteristics), in what context (system, community), and at what cost (facilities, personnel, dollars)?	IDS; staff focus groups; documentation of lessons learned and best practices are placed on the web.	Numeric analysis of services; content analysis; cost-benefit analysis
6. What strategies were used to maintain fidelity to the evidence-based practice or intervention across providers over time?	Program solutions fidelity checklists	Ordinal analysis of checklist and recording of adaptations
7. How many individuals were reached through each solution?	IDS and participant records	Numeric counts
8. What was the effect of each intervention on the Promise Neighborhood outcomes and indicators?	Client and program level data elements	Impact analysis
9. What program/contextual factors were associated with outcomes?	IDS and participant records	Factorial analysis
10. What individual factors were associated with outcomes?	IDS and participant records	Factorial analysis
11. How durable were the effects?	IDS/Participant records	Longitudinal analysis

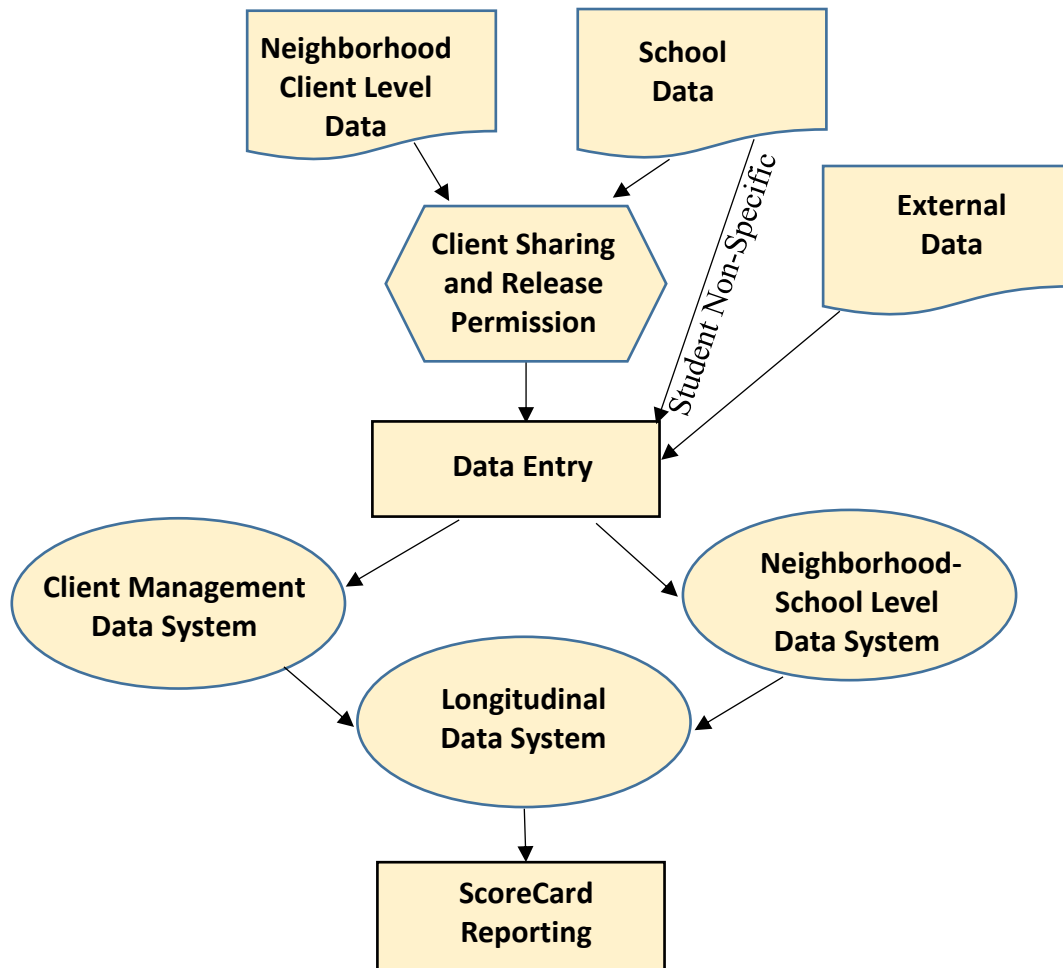
A major outcome of the Promise Neighborhood Planning Grant was the development of the longitudinal, Inter-Agency Data System (IDS) and accompanying ScoreCard summary reporting module. IDS was developed specifically for the Freeman Initiative. It uses a secured Filemaker Pro database platform and integrates student-level data from multiple sources. IDS is linked with both districts' data systems (used by each school) which contain data uploaded to the California Department of Education's data system. The IDS and district linkage provides password-protected access to students and their parents to monitor school activities including attendance, grades, and assignments. Students, parents, families, community residents, program partners, and researchers also have access to the data reports from the system through the Internet.

The Freeman Initiative is requesting funding for a Data Systems Coordinator who will be responsible for launching IDS and to oversee ongoing expansions as needed. IDS consists of three integrated systems: a) Client Management System for Coordinated Service Delivery; b)

Neighborhood - School Level Data System; and c) Longitudinal Data System. ScoreCard

Reporting is a module that can use data across systems for “rapid-time” reporting purposes.

Figure 42: Interagency Data System (IDS) and ScoreCard



During the planning process the Freeman Initiative partners identified the data sources needed to monitor client progress. Individual data elements are captured in fields contained in relational database tables within IDS. Neighborhood and school data elements are entered when appropriate client release forms are signed by clients (most non-identifiable data is entered without client release forms). Clients are given unique individual and family identification numbers. Data are entered into the Client Case Management or School Level Data systems. The Client Management Data System contains client level data and is used for tracking data on

individuals involved in services. The Neighborhood-School Level Data System is used to store all other necessary data (not maintained in the Client Management Data system). The Longitudinal Data System draws from the Client Management Data and the Neighborhood-School Level Data systems. It is designed to aggregate data to track the Initiative's outcomes and performance indicators over time. The ScoreCard Reporting module draws from the Longitudinal Data System to provide a series of reports including a summary of the Initiative's progress on educational and family and community support indicators. Results can be disaggregated by subgroups. There are various levels of access to the data systems and ScoreCard Reporting functions depending on individual roles and responsibilities.

The Tribe and its contractors have used "rapid-time" data access in prior years to make evidence-based decisions on the alignment of services to meet the need of clients and tribal members. Rapid-time data has been used with both early childhood and school programs to monitor participation and achievement. Rapid-time data access is expanded under this Initiative through expansion of information on individual clients, their participation levels in services, individual progress toward meeting goals, and monitoring the Initiative's progress.

The Freeman Initiative is abiding by federal, state, and other privacy laws and requirements including:

1. Data sharing agreements are mandated for each participating organization.
2. There is a data security plan with policies and procedures for handling and disposing of data. Data are maintained on a secure server.
3. Service providers must obtain written consent that allows partners to disclose client level information. There are procedures for obtaining consent. FERPA and HIPAA regulations are followed. An independent review board will approve all human subject procedures.

(E) Adequacy of Resources***E.1: The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits***

The Freeman Initiative has worked with all the partners to keep program costs reasonable in relation to the number of persons served and the anticipated results [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] The following is a description of the number of individuals to be served, expected results and benefits, and annual goals for evaluating progress in leveraging resources.

Healthy Families America's anticipated results and benefits include: a) greater parent self-efficacy; b) fewer poor home environments affecting learning; c) parents more likely to seek support and other resources; d) safer home environments; e) less chaotic households; f) increased reading to the child; g) greater role satisfaction; and h) higher levels of breastfeeding. As the following table demonstrates, the cost per child decreases as more families are served each year:

Table 44 : Healthy Families America – Costs and Number Served; Leveraged Resources					
Healthy Families America	2017	2018	2019	2020	2021
Federal	[REDACTED]				
Match	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total Cost Federal and Match	[REDACTED]				
Total # of families to be served	50	75	85	90	100
% of all families to be served	10.6%	16.0%	18.1%	19.1%	21.3%
Cost per family (Federal only)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Cost per family (Federal and Match)	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

The Research-based Instructional (RBI) Program will impact by the end of year five every elementary and middle school student in K-8 schools. Anticipated results and benefits include measurable improvement in students’ reading, writing, and mathematics abilities which will lead to mastery of rigorous state standards. English learners will receive ongoing, research-based English instruction in all elementary and middle school classrooms. As the following table demonstrates, the cost per student decreases as RBI strategies impact more classrooms each year:

Table 45: Research-based Instruction (RBI) – Costs and Number Served					
RBI K-8 Classroom-Based Program	2017	2018	2019	2020	2021
Federal					
Match					
Total Cost Federal and Match					
Total # of students to be served	1,800	1,850	1,900	2,000	2,074
% of students to be served	86.7%	89.2%	91.6%	96.4%	100%
Cost per student (Federal only)					
Cost per student (Federal and Match)					

RBI is being expanded to the after school instructional program operated by the Tehama County Department of Education. Students will have access to increased instructional time focused on RBI strategies for up to four hours each day in after school and summer programs. This expanded learning will provide students even greater opportunities to improve their reading, writing, English, and mathematics skills. As the following table demonstrates, the number of students served in the expanded learning program will increase annually:

Table 46: Research-based Instructional Program (Expanded Learning) – Program Costs and Number Served; Leveraged Resources					
RBI K-8 Expanded Learning	2017	2018	2019	2020	2021
Federal					
Match					
Total Cost Federal and Match					
Total # of students to be served	1,250	1,300	1,350	1,375	1,400
% of students to be served	60.2%	62.6%	65.1%	66.3%	67.5%
Cost per student (Federal only)					
Cost per student (Federal and Match)					

NAVIGATE is a schoolwide reform effort. Anticipated results and benefits of personalizing the educational experience for students include: a) increased school attendance; b) mastery of state standards; c) higher graduation rates; and d) increased enrollment in college or other post-secondary training program. As the following table demonstrates, the number of students directly impacted will increase annually:

Table 47: NAVIGATE – Costs, Number Served, Anticipated Results and Benefits					
NAVIGATE	2017	2018	2019	2020	2021
Federal					
Match					
Total Cost Federal and Match					
Total # of students to be served	700	750	800	850	925
% of students to be served	75.7%	81.1%	86.5%	91.8%	100%
Cost per student (Federal only)					

The College and Career Readiness (CCR) Program’s anticipated results and benefits include: a) higher percentage of students graduating; b) increased percentage of students entering college or another post-secondary training program; and c) decreases in neighborhood unemployment. As the following table demonstrates, the cost per student is minimal given the potential benefits:

Table 48: College and Career Readiness – Program Costs and Number Served					
College and Career Readiness (CCR)	2017	2018	2019	2020	2021
Federal					
Match					
Total Cost Federal and Match					
Total # of individuals to be served	600	700	800	900	925
% of individuals to be served	64.8%	75.7%	86.5%	97.3%	100%
Cost per individual (Federal only)					
Cost per individual (Federal and Match)					

The anticipated results and benefits of cognitive behavioral therapy (CBT) include: a) lower symptoms of depression; and b) lower self-reported symptoms of anxiety. Please note: CBT includes on average a minimum of 14 individual sessions and 14 family therapeutic sessions,

though the number may vary depending on the needs of clients. As the following table demonstrates, the number of individuals receiving CBT will increase each year:

Table 49: Cognitive Behavioral Therapy – Costs and Number Served					
Cognitive Behavioral Therapy (CBT)	2017	2018	2019	2020	2021
Federal					
Match					
Total Cost Federal and Match					
Total # of individuals to be served	200	220	230	240	250
% of individuals to be served	3.7%	4.1%	4.3%	4.4%	4.6%
Cost per individual/family (Federal only)					
Cost per individual/family (Fed./Match)					

LST will result in measurable decreases in student violence and substance abusing behaviors. The following table demonstrates why LST is considered the most cost-effective, evidence-based classroom violence/substance abuse prevention program available:

Table 50: Life Skills Training – Program Costs and Number Served					
LifeSkills Training (LST)	2017	2018	2019	2020	2021
Federal					
Match					
Total Cost Federal and Match					
Total # of students to be served	200	250	300	350	400
% of students to be served	31.7%	39.7%	47.6%	55.5%	63.5%
Cost per student (Federal only)					
Cost per student (Federal and Match)					

The Tribe and its Partners have already garnered commitments for two years of programming beyond federal implementation funding (please see attached MOU and letters of commitment for the amount of leveraged resources for each of the next seven years). The following table identifies the sources of matching funds that have been secured for 2022 and 2023 (two years following the end of federal funding):

Table 51: Multi-Year Financial Model for Two Years following Federal Funding			
Components	Sources of Matching Funds	2022	2023
Freeman Initiative Administration	Rolling Hill Medical Clinic		
Healthy Families America (HFA)	Tehama County Health Services Agency		
Research-Based Instructional Program (RBI)	Corning Union Elem. School District [REDACTED]; Tehama County Dept. of Education [REDACTED] through expanded learning extension of RBI		
NAVIGATE Program	Corning Union High School District		
College and Career Readiness Program (CCR)	Shasta College [REDACTED]; Corning Union High School District [REDACTED]		
LifeSkills Training	Department of Education		
Cognitive Behavioral Therapy (CBT)	United Youth and Families (River Cities Counseling)		
Evaluation Services	Center for Evaluation and Research		

The above multi-year financial model is supported by the MOU and letters of financial commitment by partners (attached). The letters of financial commitment identify the amount and sources of the matching funds. Please see attached budgets and budget narratives for a more detailed description.

E.2: The Freeman Initiative has a multi-year financial and operating model and accompanying plan; the demonstrated commitment of many partners; evidence of broad support from stakeholders critical to the project's long-term success; or more than one of these types of evidence.

The Paskenta Band of Nomlaki Indians is serving as the grantee for the Freeman Initiative. The Tribe is one of the largest employers in the area and has the organizational capacity and experience to oversee the Promise Neighborhood Implementation Grant. The Tribe proved this by successfully implementing a Promise Neighborhood Planning Grant through the U.S. Department of Education. The Tribe and over 25 formal and informal partners completed each planning activity as outlined in its Planning Grant and submitted all required reports in a timely

fashion. The Tribe has similarly over the past three years successfully implemented the federal Rural Health Grant funded through the U.S. Department of Health and Human Services. Both grant programs received commendations by their program officers for completing their work plans as outlined in the grant proposals and providing all documentation and reports as required. The Tribe's success is due to its organizational capacity that includes multiple departments that are fully functional and led by qualified individuals.

The Tribe has in place the necessary processes and systems to comply with the reporting requirements in 2 CFR part 170. The Business Department has the contracting, budgeting, and oversight capacity to oversee the quick implementation of programs including the hiring of staff, execution of contracts, and other necessary financial and programmatic reporting requirements. The Tribe's financial system includes the use of standard fund accounting principles and yearly external audits by independent certified public accountants. Grant records are meticulously maintained including award notifications, authorizations, obligations, unobligated balances, assets, outlays, income and interest. The Tribe's Human Resources Department is well-managed, and staff's skill sets are matched to their workload. The Director of Human Resources has several years of experience and has put in place process and procedures to closely monitoring all grant activities.

The Freeman Initiative has clear, annual goals for evaluating progress in leveraging resources, such as the amount of monetary and in-kind investments from public or private

Figure 43:

PASKENTA BAND OF NOMLAKI INDIANS

The Tribe was unanimously selected by community members in initial planning meetings beginning in 2011. A primary reason for the selection is that the Tribe is highly respected and trusted by both Native and Non-Native residents alike. The Tribe has a reliable history of caring for the people and the land that goes back hundreds of years.

organizations. Monetary and financial commitment are further detailed in an operating model and accompanying plans outlined under each solution in B. Program Design. The operating model and plan detail the commitment of federal, state, and local partners to provide the resources to maintain the Freeman Initiative’s overall infrastructure and each solution. The following is a summary of the operating model and accompanying plan:

Table 52: Freeman Initiative’s Multi-Year Operating Model and Accompanying Plan	
Components	Multi-Year Operating Model and Accompanying Plan
Administration and Evaluation	The Tribe and the Governing Board have committed to a minimum of seven years of implementation. The Tribe is committed to providing administrative and financial oversight of the Initiative. CER is providing an additional two years of evaluation support to assist in the determination of the longitudinal impacts of the Initiative.
Healthy Families America (HFA)	Tehama County Health Services Agency will continue to provide oversight of the HFA program for the next seven years. Additionally, the agency will pay for two HFA home visitors and public health support in the two years following Promise Neighborhood funding.
Research-Based Instructional Program (RBI)	Corning Union Elem. School District’s goal is to integrate RBI strategies in each classroom. The infrastructure will be built to sustain the instructional strategies through ongoing professional development and institution of an accountability system including benchmark assessments.
NAVIGATE Program	Corning Union H.S. School District is instituting a school-wide reform. The infrastructure to sustain the strategies will be built by ongoing professional development and adoption of a system to monitor student achievement. The additional staff to implement NAVIGATE will be paid for by the district.
College and Career Readiness Program (CCR)	CCR is focused on getting students ready to graduate and enter a post-secondary education program. It builds upon resources from Shasta College, U.C. and state university systems. CCR will be self-sustaining by year six.
LifeSkills Training (LST)	LST is partially paid for through an agreement with the Tehama County Department of Education. After federal funding, the curricular program will be in place so that the program is delivered with the mandated dosage and with fidelity to all middle school students.
Cognitive Behavioral Therapy (CBT)	United Youth and Families is providing five licensed marriage and family therapists to provide CBT to children, youth, young adults and their families. River Cities Counseling, a local business, is providing state-mandated clinical supervision at no charge to the Initiative for seven years.

The Freeman Initiative’s operating model and accompanying plan details key activities. The following plan provides a summary of specific tasks and key activities that will be completed during year 1 start-up and in subsequent years:

Table 53: YEAR 1- The Freeman Initiative Operating Model and Accompanying Plan			
Year 1: Detailed Description of Activities 1/1/2017 through 12/31/2017	Timelines for Completion		Responsibilities
	Begin	End	
Complete employee contract-Project Director	1/2/2017	1/2/2017	Tribal HR Dept.
Finalize grant contract with USDE	1/2/2017	1/13/2017	Tribal Council
Joint implementation plan review – Tribal Council and Governing Board	1/13/2017	1/13/2017	Tribal Council, Governing Board
Contract with Program Evaluator	1/17/2017	1/31/2017	Tribal HR Dept.
Finalize contracts as detailed in MOU	1/17/2017	1/31/2017	Tribal HR Dept.
Hire Freeman Initiative staff	1/17/2017	1/31/2017	Tribal HR Dept.
Set-up office in staff offices in tribal facilities	1/31/2017	2/3/2017	Project Director
Monthly staff meetings	2/6/2016	ongoing	Director
Submit approval of independent review board for human subjects safeguards	2/6/2017	2/10/2017	Evaluator
Finalize data collection process and instrumentation and train staff on IDS	2/13/2017	2/17/2017	Evaluator
Begin meetings with Program Evaluator and Continuous Improvement Team	2/20/2017	Ongoing quarterly	Evaluator, Director
Staff and partners training on procedures, IDS, consent forms, and case management	3/6/2017	3/8/2017	Director, Data Coordinator, TCC
IDS goes live with initial enrollment	3/13/2017	ongoing	Data Coordinator
All partners implement solutions with enrollment targets to reach annual projections	3/15/2017	Ongoing	Director, Governing Board
Two half-day district staff training on RBI, NAVIGATE, and CCR solutions	3/20/2017	3/21/2017	Superintendents, Director
Finalization of Freeman Initiative web page. Individuals to apply for services online	4/3/2017	4/7/2017	Data Coordinator
Monthly meetings with Governing Board	4/12/2017	monthly	Director
Start Multi-Agency Treatment Team (MATT) case management for high-need individuals and families	4/17/2017	Ongoing weekly	Treatment Team Coordinator (TTC)
Collect and report process and outcome evaluation data (monthly) and report findings (quarterly)	4/26/2017	Ongoing	Director, Admin. Assist., Evaluator
Start expanded learning (RBI and NAVIGATE) from 2 to 6 PM daily, Saturdays, and during 10 weeks June through August	5/1/2017	Ongoing daily	Superintendents, School Principals, Project Director
Quarterly evaluation reports on program activities; ScoreCard reports showing progress on indicators	6/30/2017	12/15/2017	Evaluator, Data Coordinator
2017-2018 School Parenting Meetings	8/28/2017	9/1/2017	Project Director
Finalize continuation contract with USDE	9/4/2017	9/29/2017	Tribal Council
Submission of all data to federal evaluator	9/4/2017	9/29/2017	Project Director
Finalize year 2 contracts for partner services	12/1/2017	12/29/2017	Tribal HR Dept.

Table 54: YEARS 2-5 The Freeman Initiative Operating Model and Accompanying Plan			
Year 2-5: Detailed Description of Activities 1/1/2018 through 12/31/2021	Timelines for Completion		Responsibilities
	Begin	End	
Complete employee contracts with Initiative staff for full 12-month calendar	1/1/2018	First day of each year	Tribal HR Dept.
All solutions are implemented at full capacity	1/1/2018	Ongoing	Director
Monthly staff meetings	1/1/2018	Ongoing	Director
All partners implement solutions with monthly enrollment targets to reach annual projections	1/1/2018	Ongoing	Director, Governing Board
Review/renew annual contract with Program Evaluator	1/1/2018	Ongoing annually	Tribal HR Dept.
Ongoing Multi-Agency Treatment Team (MATT) services for high-need families and individuals	1/1/2018	Ongoing weekly	Treatment Team Coordinator (TTC)
Ongoing expanded learning (RBI and NAVIGATE) from 2 to 6 PM daily, Saturdays, and during the summer	1/1/2018	Ongoing daily	Superintendents, Principals, Project Director
Monthly meetings with Governing Board	1/8/2018	Monthly	Director
Presentation of annual evaluation findings - review of progress toward meeting 10 outcomes and 15 indicators	1/17/2018	Third Wed. in Jan. each Year	Director, Evaluator
Annual implementation plan review – Tribal Council and Governing Board	1/22/2018	Annual review	Tribal Council, Governing Board
Meetings with Program Evaluator and Continuous Improvement Team	2/24/2018	Ongoing quarterly	Evaluator, Director
Annual renewal of independent review board	2/5/2018	Annual renewal	Evaluator
Annual whole day staff and partner refresher training on IDS, enrollment procedures, consent forms, and case management	3/6/2018	One day ongoing annually	Director, Data Coordinator, TCC
Collect and report process and outcome data (monthly) and report findings (quarterly)	3/7/2018	Ongoing	Admin. Assist. Evaluator
Quarterly evaluation reports on program activities; ScoreCard reports showing progress on indicators	3/14/2018	Ongoing quarterly	Evaluator, Data Coordinator
Annual School Start-up Parenting Meetings	8/20/2018	Ongoing annually	Project Director
Finalize USDE continuation grant contract	9/17/2018	Submit annually	Tribal Council
Submission of all data to federal evaluator	9/24/2018	Submit annually	Project Director
Finalize yearly contracts for partner services	12/3/2018	Ongoing annually	Tribal Council

There is a broad support from all stakeholders which is critical to the long-term success of the Initiative. A driving question for stakeholders during the planning phase was: *How can the stakeholders in the Corning-Paskenta Tribal Community create the conditions (e.g., the configuration of available resources and ways of working together) that enable and lead to the leveraging of local, state, and federal resources and the provision of effective and useful support to the target children and youth, cradle to college?* During the development process, stakeholders worked shoulder-to-shoulder with their residents and researchers to develop a workable plan that leverages their resources with the goal of avoiding duplication and creating a sustainable continuum of solutions. Resource leveraging required that each stakeholder addressed the following questions:

1. What are the needs of the Corning-Paskenta Tribal Area and how can our organization provide services and resources to meet these needs?
2. What resources are available right now and are they evidence-based? Are there randomized controlled trials with high internal validity that support the effectiveness of these programs in addressing the needs of the Corning-Paskenta Tribal Community?
3. How can we close the gap (how do we reconfigure available resources or what additional resources do we have) through the implementation of a seamless continuum of supports?

The following table provides evidence of broad support from stakeholders critical to the project's long-term success (please see attached MOU for local education agency commitments).

Table 55: Collaborating Organizations are Committing Extensive Resources	
Organizations and Types	Resources
1. City of Corning (City Government)	Oversee public safety and human services
2. Bridges to College and Career (Federal Government)	College preparation services including college visits and financial aid support
3. Migrant Education (Federal Government)	Support for migrant students including enrolling them into NAVIGATE English Academy
4. River Cities Counseling (Local)	Substance abuse prevention and treatment services
5. First 5 Tehama (State government)	Coordinate early childhood services and ensure HFA families have access to preschool programs
6. Extra- Curricular Program (State government)	Extended learning using NAVIGATE and CCR evidence-based strategies (2 to 6 PM daily, Saturdays, and summers at both high schools
7. Head Start (Federal government)	Homebase and centerbase preschool and parenting
8. Tehama County Student Support Services (County government)	Provide LST training support and resources for homeless, foster care, and teen parents
9. Tehama County Drug and Alcohol (County government)	Drug and alcohol treatment services for young adults through the Freeman Initiative's case management process
10. Tehama County Dept. of Social Services (County government)	Coordinating CalWORKs, Medi-Cal, CalFresh, General Assistance, and the County Medical Services Program for case managed families
11. Tehama County State Preschool (County government)	Homebase and centerbase preschool and parenting
12. Tehama County After School Program (Local)	Extended learning using NAVIGATE and CCR evidence-based strategies (2 to 6 PM daily), Saturdays, and summers at both high schools
13. Drug Free Communities (Federal government)	Coordination of LifeSkills Training and school-based prevention efforts
14. Seed Ministries (Non Profit)	Coordination of faith-based initiatives
15. Shasta College (State government)	College coursework and certification programs including dual enrollment and CCR program support
16. Tehama County Board of Supervisors (Local government)	Oversees all county government resources
17. Tehama County Job Training Center (Local government)	Employment services for youth and adults
18. Tehama County Probation Dept.	Work with educational providers to develop programs for high number of youth in gangs
19. Tehama County Social Services	Health and social services for children and families including nutrition
20. University of California and 21. California State University Systems	College gateway and university education programs; CCR site visit facilitation

Increasing the Capacity of Formal and Informal Partners: The Freeman Initiative has already identified and increased the capacity of its partners. The four-year planning process yielded information on how organizations' service delivery systems could be improved to meet the needs of the target community. Partners planned together in community meetings led by experts in education, health, and human services. These meetings focused on service improvements and expanding the capacity of partners. Together, partners have identified the current status of problems and developed mutually agreed upon results that transcend traditional organizational boundaries. There were sponsored trainings on K-12 instruction, health, homebase service delivery models, early childhood education, extra-curricular programming, criminal justice services, and college and career readiness activities. These trainings will be expanded during the implementation phase to ensure each solution is implemented with fidelity and the capacity of partner organizations is increased. New case management and interagency data systems were also developed that will increase the capacity of organizations to collect and analyze data in order to better meet the needs of residents.

Developing Local Infrastructure and Expanding Outside the Corning-Paskenta Tribal Community: The Freeman Initiative has developed local infrastructures and resources to implement and sustain itself beyond the five years of federal funding. Two years of matching resources have already been identified. The planning process has already yielded greater interagency collaboration within Tehama County. It is the goal of the Freeman Initiative to scale up and disseminate their program through partnerships with other tribes and rural communities in the region. This will be accomplished through several dissemination processes including: a) sharing of results through the Initiatives website; b) sponsoring region-wide professional development activities; c) facilitating training and visitations by other community leaders; d)

sharing of the program resources including the multi-agency treatment team process and inter-agency data system; and e) planning with local communities in the region on their development of their own seamless continuum of solutions that meets their community's specific needs. It is the goal of the Tribe and all partnering organizations that the Freeman Initiative becomes a model Promise Neighborhood Program.

Competitive Priority 1: Improving Early Learning Development and Outcomes

The Freeman Initiative has built a comprehensive, local Early Learning Network that improves coordination among early learning providers and ensures alignment between early learning systems and elementary schools in the area. The Network consists of Corning Union Elementary School District and fourteen organizations providing educational, health, and social services. The Network provides a seamless continuum of services including: a) 0-5 Healthy Families America homebase services; b) health services; c) case management of high-need children and families; d) homebase and centerbase preschool services through the Tehama County School Readiness Project, Early Head Start, Head Start, and Tehama County State Preschool Program; and e) kindergarten through third grade supports including RBI in-classroom and expanded learning programs. The goal of the Network is to improve coordination among early learning providers and ensure alignment between early learning systems and elementary education systems. The Network has adopted the following steps to create alignment:

- **Partnerships:** Early childhood and school service providers have joined together to create outcomes related to child development, school readiness, and primary grade achievement.
- **Developmental Milestones:** The Network has identified developmental milestones for infants, toddlers, and young children based on the research from the Center for Disease Control and Prevention's. Children reach milestones in how they play, learn, speak, act, and move.

- **Family Engagement:** Parents and caregivers are engaged and supported throughout Network services.
- **Goal Alignment:** Goals and objectives of Network partners align with one another.
- **Transitions:** The Network programs is coordinating and aligning supports for families and facilitating the transition of children from birth through-third grade continuum.
- **Sound Practice:** Network activities are based on sound education, communication, and public health practice. The focus is on evidence-based practices.
- **Results:** Children are monitored as they meet developmental milestones. Information on children's progress is shared with kindergarten staff as they transition to elementary schools. Similarly, school age children are assessed with benchmark assessments to identify their progress toward meeting state standards.
- **Culturally Appropriate:** Services are provided in a culturally and linguistically appropriate manner.

The Network addresses three developmental stages: a) infant-toddler programs (0-3); b) preschool (3-5); and c) kindergarten through third grade. The infant-toddler program coordinates Early Head Start, School Readiness Program, Even Start Family Literacy Program, Childgym, and First 5 Tehama. Healthy Families America serves as the umbrella program by brokering these services to eligible families (please see B. Program Design, Section 1 for more detail). Network partners use the CDC's developmental milestones to guide age-appropriate activities. A major emphasis of 0-3 programs is on enhancing parent-child interaction and creating safe, healthy home environments. Referrals to Network partners including the county special education and health departments are made when additional supports are needed. Case

management is available for high-need families through the Multi-Agency Treatment Team (MATT). Confidentiality is safeguarded by adherence to privacy regulations and laws.

A major accomplishment of the Network has been the coordination and alignment of the community's preschool programs and the Corning Union Elementary School District. The Network has concentrated on supporting and disseminating instructional approaches among preschool programs that support the development of language and literacy, cognition and general knowledge, physical well-being, and social and emotional development. The following are the Network goals: a) Provide 3 to 5-year old preschool children, including those with limited English proficiency, identified developmental disabilities, and those at significant risk for not acquiring school readiness skills, with a high-quality, literacy-rich learning environment designed to foster the language and literacy skills necessary for them to meet or exceed California's preschool learning standards; b) Provide ongoing professional development and in-classroom coaching for teachers to gain mastery of research-based theory and instruction; c) Engage parents in their children's learning and provide them with skills to extend language and literacy development in the home; d) Establish a permanent, articulated educational system for a seamless transition into kindergarten; and e) Use multiple assessments to measure, monitor and support children's development and literacy learning. A new kindergarten readiness assessment is administered to incoming kindergarten students to determine their readiness. The Network's kindergarten readiness program for incoming kindergarten children is provided every summer.

The Network's K-3 programs are designed to ensure that all children meet California's rigorous grade level standards. The Network uses multiple strategies including assessment and monitoring of each child as they master district benchmarks in reading, writing, language, and mathematics. The Network uses the IDS and school database systems to monitor student

achievement. Students not meeting benchmarks are provided RBI expanded learning tutoring support every day after school and in the summer.

Competitive Priority 4: High School and Transition to College

A major goal of the Freeman Initiative is to increase the number and proportion of high-need students who are academically prepared for, enroll in, or complete on time college, other postsecondary education, or other career and technical education. The College to Career Readiness (CCR) program provides a comprehensive program for students to ensure they are prepared, enrolled, and complete college or other postsecondary educational program on time without the need for non-accredited remediation coursework. (please see B. Program Design, Section 1 Solution 4 College and Career Readiness for more detail). The following are some of the Freeman Initiative's college and career readiness activities:

- **Academic, financial, career, or personal counseling including advice on entry or re-entry to secondary or postsecondary programs:** The Initiative provides academic, career, and financial counseling to all high school students and encourages them to graduate from high school and continue on to and complete their postsecondary education. The Initiative also encourages persons who have not completed education programs at the secondary or postsecondary level to enter or re-enter and complete postsecondary education. The goal is to increase the number of youth from disadvantaged backgrounds to complete high school and enroll in and complete their postsecondary education.
- **Career exploration and aptitude assessment:** Through the Freeman Initiative, all ninth graders in the district will take a college and career course. The course includes college and career exploration and aptitude and interest assessments. Each student must develop a college and career plan. These activities continue as students' progress through high school.

- **Tutorial services:** The Freeman Initiative is offering increased learning time each day Saturdays, and during the summer. Tutoring is offered to assist students struggling with coursework as well as credit recovery to ensure students have the units necessary to graduate.
- **Information on postsecondary education and careers:** The Freeman Initiative offers annual career days on each campus and requires a minimum of two visits to postsecondary educational institutions. The high school provides transportation and assistance to help students make these visits. Additionally, counselors meet twice annually with each student to discuss and modify their college and career plans.
- **Information on student financial assistance:** The Freeman Initiative publicizes the availability of financial aid including scholarships to students. Counselors work with students and their parents to complete financial assistance applications.
- **Assistance in completing college admissions:** Counselors are available to help juniors and seniors complete their college admission applications.
- **Assistance in preparing for college entrance exams:** The Freeman Initiative provides SAT and ACT testing at no charge to students. Additionally, practice testing and test preparation trainings are provided.
- **Dual Enrollment:** Students are provided dual enrollment courses that simultaneously provide high school and college credits. Research shows that students who complete one or more dual enrollment course are more likely to attend college.
- **Career Pathways:** The Freeman Initiative already has in place pathways that lead to career technical certification in high-demand careers. Area businesses offer internships, job shadowing, apprenticeships, and work opportunities.

The Freeman Initiative’s comprehensive college and career readiness activities are research-based and will directly lead to an increase in the number and proportion of high-need students who are academically prepared for, enroll in, and complete post-secondary education programs on time. Each student’s progress is monitored and interventions are offered to ensure that every high school student in the Corning Union High School District graduates on time and has the opportunity to attend a post-secondary educational program.

Table 56 Endnotes: Please see Table 27 and Appendix G for Research Citations Related to Solutions

ⁱ More information on RLIS please see: <http://www2.ed.gov/programs/reaprlisp/index.html>

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ⁱⁱⁱ U.S. Census Bureau: A Compass for Understanding and Using American Community Survey Data (2014).

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^{xi} Center for Disease Control and Prevention’s (CDC) BFRSS, 2006-2012.

^{xii} Analysis of California Healthy Kids Survey 2002-2013 for Corning-Paskenta Band of Nomlaki tribal area; CDC Modified Youth Risk Behavioral System Survey, 2014

^{xiii} Data Source: US Department of Health & Human Services, Health Resources and Services Administration, Area Health Resource File. Retrieved from <http://www.cdc.gov/nchs/nvss/>.

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- ^{xviii} Segmented Analysis of Promise Neighborhood Surveys 2012, 2014, and 2016.
- ^{xix} Longitudinal Analysis of Uniform Crime Reporting Data 1996 – 2015. Accessed at: <http://www.ucrdatatool.gov/>.
- ^{xx} For More Information on Healthy Families America please see: <http://www.healthyfamiliesnewyork.org/Media/pdf/HFNYPromotesSuccessatSchoolwithcitation.pdf>
- ^{xxi} Early Warning Confirmed: A Research Update on Third-Grade Reading. The Annie E. Casey Foundation. (2013). Accessed at: <http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf>
- ^{xxii} Foundational Skills to Support Reading for Understanding in Kindergarten Through Third Grade (2016). http://ies.ed.gov/ncee/wwc/pdf/practice_guides/wwc_foundationalreading_070516.pdf
- ^{xxiii} National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: Reports of the subgroups (NIH Publication No. 00-4754). Washington, DC: U.S. Department of Health and Human Services.
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