

Evaluation Team Report



Adams County
PROMISE
Neighborhood

July 2014

Improving the education and health of the Adams County community through collaborating and inspiration.

IMPROVING THE EDUCATION AND HEALTH OF THE ADAMS
COUNTY COMMUNITY THROUGH COLLABORATION AND
INSPIRATION.

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OVERVIEW

This report is divided into four sections. First, key findings related to Promise Neighborhood indicators are presented. In relation to each of these indicators, the following sub-sections are included:

- a) *Why it matters* (what research says about the broad area of data);
- b) *About the data* (what specific data were gathered and analyzed relative to the area);
- c) *ACPN performance* (key areas of Adams County performance related to the given indicator); and
- d) *More to learn* (resources and/or references for further learning related to the topic area).

Second, summaries of two of the major primary pilot projects—the community navigator and the wraparound initiative—that were developed throughout the planning grant year are presented;

Third, data-based implications for the community moving forward beyond the planning grant year are presented. These implications are largely procedural in scope, focusing on notions of collaboration and leadership in carrying Promise Neighborhood ideals forward.

Fourth, the appendix provides the complete Promise Scorecard data as well as the survey instruments that guided the community, teacher, and student surveys.

This final report aims to inform future practice that improves the education and health of the Adams County community through collaborating and inspiration.

METHODS

The ACPN evaluation team, composed of Peter Miller, Alexis Bourgeois, Katherine Phillippo, Alan Barnicle, Laura Harringa, Van Lac, Alexandra Pavlakis, and Martin Scanlan, worked in conjunction with project director Lisa Curless, local leaders, and community partners to coordinate the multifaceted data collection process. Throughout 2013 and into 2014, data were gathered to inform all of the Promise Neighborhood indicators. The data collection process was officially described and launched at a two-day retreat in the spring of 2013.

With cooperation from the Adams-Friendship School District, the evaluation team collected student level demographic and outcome data – all of which was entered into the Promise Neighborhood Scorecard.

With widespread community participation, the team also planned and oversaw a door-to-door community survey to learn about other PN indicators. Planning for the community survey included the development of maps of all households with school-age children, developing survey instruments and protocols, and planning work action plans. In all, community teams surveyed 975 households with children under age 18—which accounted for 67% of all such households in the zone. All community survey data were entered into a common database at a community “data entry event.”

Third, the evaluation team developed and distributed an online survey of 97 elementary and secondary teachers in the district to gather data relative to the content and methods of their classes – as well as their perceptions of key community issues.

The evaluation team also collaborated with the school district to administer the YRBS survey in the middle school and high school. At the middle school level, 332 students completed the survey, which is a completion rate of 88%. At the high school level, 325 students completed the survey, for a completion rate of 67%.

Finally, members of the team evaluated ACPN pilot projects. Using ETO software, the evaluation team tracked and evaluated the work of a “community navigator.” Specifically, the team examined the number and nature of interactions he had with community members, as well as the outcomes of these interactions as they related to ACPN objectives. Members of the team also tracked the “wraparound” initiative in Adams using teacher survey data as well as qualitative field interviews with the teachers.

Tying all of these data together, the evaluation team utilized the Promise Scorecard software to represent and analyze community trends. To facilitate a strategic collective response to these data (with relevant programs and resources), the team worked in concert with the project director to conduct two open “town hall meetings,” two “turn the curve conversations,” and an “accountability.”

Additionally, members of the evaluation team set up the “Efforts to Outcomes” (ETO) data system, which allows students and families to be tracked across systems of care toward the goal of more efficient and effective service to the community. This system allowed the team to better understand and evaluate *who* is being served in different organizations and *how* they are being served as well. Toward the goal of more attempted similar efforts.

KINDERGARTEN READINESS

Why it Matters

Recently, there has been a push in education reform for early childhood education and services for children before entering kindergarten (e.g., Tough, 2008). Research on the subject shows the importance for kindergarten readiness. This early childhood education includes students' social and emotional development, especially low income children, to be able to stay on track and prepare for later years of schooling (Barnett, 2002; Currie, 2001; Rothstein, 2004; Winicki & Jemison, 2008). Accordingly, in order to successfully prepare for and respond to their students' particular needs, educators need to know about the students' developmental stages even before they enter kindergarten.

Less than one in five children from birth to kindergarten participate in center-based or formal home learning

About the Data

Data were collected from a community survey conducted throughout Adams County. Over **70%** percent of residents responded, including those with children from birth to five years old. Survey questions were based on Promise Neighborhood and Adams County indicators outlined in the Adams County Promise Neighborhood planning grant application.

ACPN Performance

There are several key findings regarding kindergarten and school readiness. While only 40% of kindergarten students are on level with age-appropriate functioning in rhyming, 73% are on age-appropriate level with picture naming. One highlight in our findings was that 95% of children entering kindergarten demonstrate age-appropriate functioning with alliteration. Each of these findings is indicative of data collected only from the children who were tested on kindergarten readiness assessments. This information in itself, leads to a couple of specific areas where more needs to be learned about the overall population.

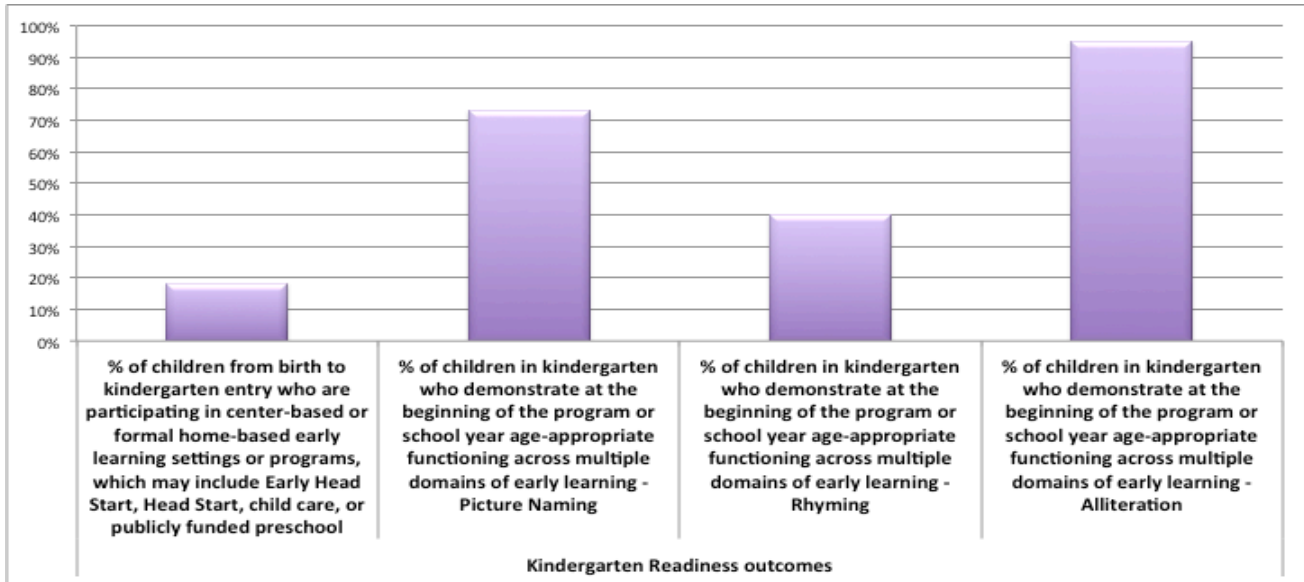


FIGURE 1

More to Learn

One of the areas where more needs to be learned is the number and percent of children that participate in kindergarten screenings on time to ensure school readiness. As research supports early childhood education and development across a number of related areas, it is essential to better understand students’ particular developmental assets and needs upon entering kindergarten. Additionally, while it was promising to find that 94% of children between birth and age five have a place to go (other than the emergency room) when they are sick or in need of healthcare, there remain ambiguities as to whether these children have a primary care physician. Such stable medical resources and relationships are critical to child welfare and development and are likely to influence their capacities to thrive in school.

ACADEMIC PROFICIENCY

Why it Matters

Research indicates that students' performances on standardized tests may be related to their school attendance rates, grades, graduation rates, and performance on college entrance exams (Miller, 2009; Agger & Cizek, 2013). Student assessment data can provide school and community leaders with valuable information that can be used improve student outcomes, experiences, and opportunities. For example, schools can use this data to identify groups of students that are struggling and work with teachers and community organizations to create targeted in and out of school interventions that work to improve student outcomes.

7th graders lagged the further behind falling 19% below 2012-13 statewide reading proficiency levels.

About the Data

The Adams-Friendship School District and the Wisconsin Department of Public Instruction provide student academic results based on the Wisconsin Student Assessment System (WSAS). These assessments test all students in reading and mathematics, even those with cognitive disabilities, in grades 3 through 8 and grade 10. For the purposes of this report, students who test proficient or advanced are categorized as proficient. Economically disadvantaged students represent students who are eligible for free or reduced price lunch.

APN performance

As illustrated in Figure 2, proficiency levels at Adams-Friendship School District in math and reading fall significantly below Wisconsin's statewide proficiency rates. The differences in student proficiency rates are especially pronounced on the reading portion of the WSAS. Statewide reading results indicate that

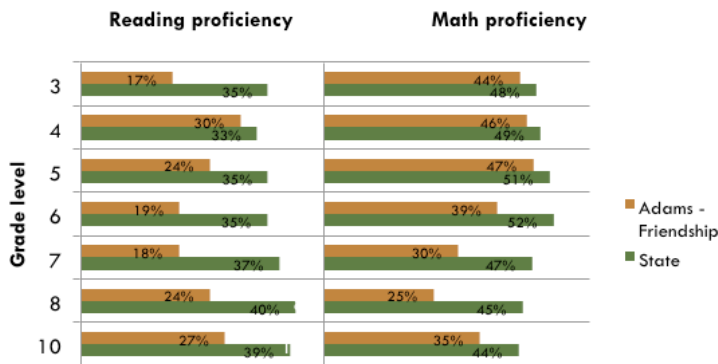


FIGURE 2

36.2% of Wisconsin students were proficient during the 2012-13 school year, whereas just 23% of students attending Adams-Friendship were proficient. Further grade-level analysis found that 7th graders lagged the farthest behind – falling 19% below 2012-13 state reading proficiency levels. Additionally, males fared worse than females, as did students who were economically disadvantaged compared to those who were not. Similar but less pronounced results were found in the

math portion of the WSAS. While students at each grade level lagged behind statewide proficiency rates, a deeper analysis found that economically disadvantaged students performed on par with their statewide peers. Approximately 32% of economically disadvantaged students in the district were

proficient in math compared to 31% of economically disadvantaged students statewide. Overall, the 3rd, 4th and 5th grade cohorts appeared to be performing particularly well on the math portion of the WSAS.

GRADUATION RATES

Why it Matters

Youth who complete high school are more likely to be healthy and more likely to have increased financial earning potential over their lifetime than those who do not complete high school. Studies have shown that education attainment has a strong relationship to future economic earning potential and income (Bureau of Labor Statistics, 2014; National Center for Education Statistics, 2013). Further, increased education and income levels are associated with increased indicators of health (Braveman, Cubbin, Egerter, Williams, & Pamuk, 2010; Winkleby, Jatulis, Frank, & Fortmann, 1992).

Adams-Friendship consistently out-performs the state average in high school graduation rates. Of the 2012 cohort, 89% of students graduated in four years.

About the Data

The Wisconsin Department of Public Instruction collects data on student graduation and dropout rates annually and reports this data on the Wisconsin Information System for Education – Data Dashboard (WISE-dash). The four-year graduation rates reported below represent the number of students who graduated from high school with a regular diploma in four years divided by the number of students in the four-year adjusted cohort (Wisconsin Department of Public Instruction, n.d.).

ACPN Performance

Adams-Friendship consistently out-performs the state average in high school graduation rates. Of the 2012 adjusted cohort, 89% of students graduated in four years.

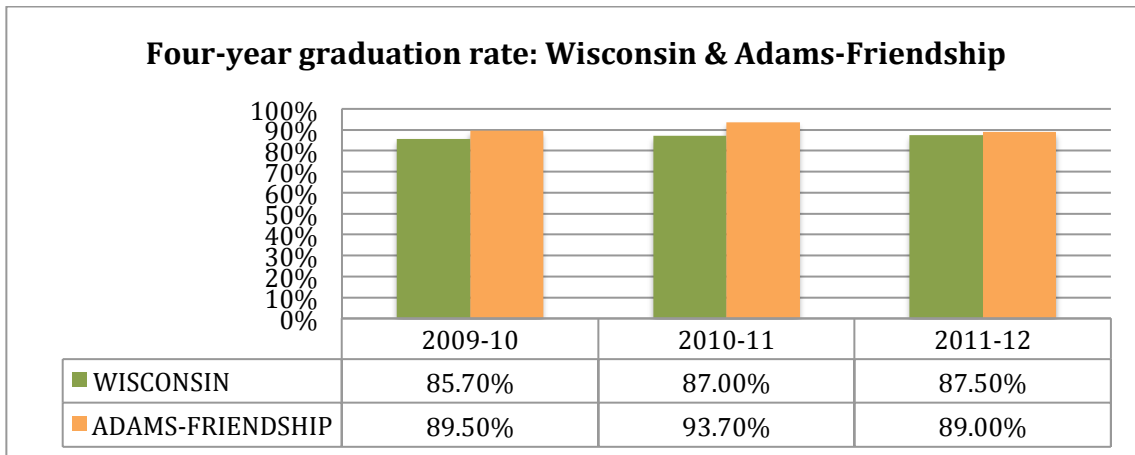


FIGURE 3

More to Learn

Visit WISEDash to learn more about graduation rates: <http://wisedash.dpi.wi.gov/>

ABSENTEEISM, GRADES 6-9

Why it Matters

There is a positive association between attendance rates and student academic outcomes. Research suggests that students with high rates of absenteeism have lower test scores and decreased graduation rates (Chang & Romero, 2008; Connolly & Olson, 2012; Barge, 2011). Additionally, students in grades 6 through 9 who have elevated rates of absenteeism are especially at risk of experiencing eventual disengagement from the educational processes and they have an increased likelihood of dropping out of high school. Students with high rates of absenteeism also have lower test scores (Alexander, Entwisle, & Horsey 1997; Balfanz, Herzog, & Mac Iver 2007; Kaplan, Peck, & Kaplan 1995). By identifying students in grades 6 through 9 with low attendance rates and falling academic performance, schools and communities can help put at-risk students on a path towards high school completion.

In 9th grade, three out of eight students were considered chronically absent.

About the Data

The Adams-Friendship Area School District and the Wisconsin Department of Public Instruction (DPI) track and report on individual and aggregate student attendance rates. These attendance rates are calculated by taking the total number of days attended divided by the possible days of attendance for each school year. Absenteeism rates are calculated by taking the total number of days absent divided by the total number of days enrolled. The Wisconsin DPI does report on chronic absenteeism rates, but for policy purposes they use a lower threshold than Promise Neighborhood policy recommends. Thus, to encourage higher expectations, ACPN uses the research driven PN definition of chronic absenteeism. Students who were absent for more than 10% of enrolled school days are considered chronically absent.

APN Performance

The average student attendance rate for grades 6 through 9 is 94%. This rate, along with grade-level and student subgroup attendance rates, is not too far below the statewide attendance rate (Figure 4). Yet, despite these high attendance rates, 21% of 6th through 9th graders were chronically absent during the 2012-13 school year (Figure 5). In 9th grade, three out of eight students were considered chronically absent.

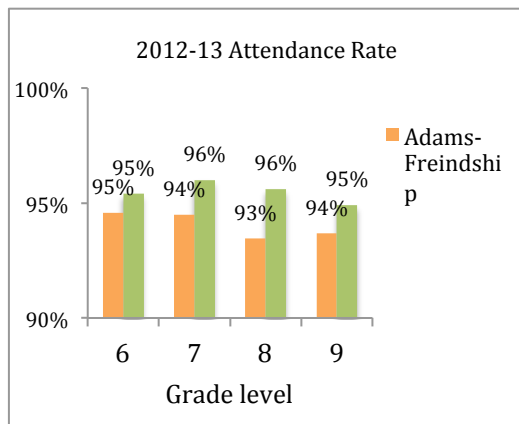


FIGURE 5

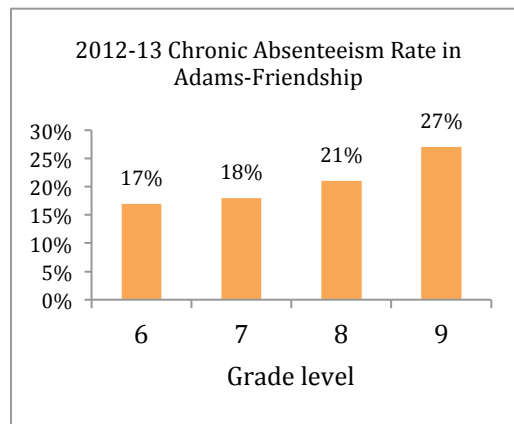


FIGURE 4

STUDENTS ARE HEALTHY

Why it Matters

Students who are healthy are better learners than those who are not. Research suggests that there is a strong link between students' health and negative educational outcomes in areas such as academic achievement, graduation rates, attendance, behavior, and involvement in homework and extracurricular activities (Symons, Cinelli, James, & Groff, 1997). Poor dietary behaviors and a lack of physical activity are linked to adverse educational outcomes (Symons et al., 1997). Mental health is also particularly of concern; depression is associated with poor teacher and peer relations and low academic achievement. Likewise, adolescents who have attempted suicide in the past year exhibit lower academic performance and connections to the school than their peers who have not attempted suicide (Oregon Public Health Division, 2006). Sexual activity can also have broader implications for youths and schools—studies suggest that teenagers who have intercourse often or with many recent partners are more at risk of substance abuse (Hallfors et al., 2002) and may face unwanted pregnancies (Symons et al., 1997). Teenagers who become pregnant tend to have lower academic performance and school engagement (Symons et al., 1997).

Nearly a third of ACPN middle school students felt sad or hopeless almost every day for two weeks in a row.

About the Data

The Youth Risk Behavior Survey (YRBS) examines six types of health-oriented risk behaviors that are linked to the leading causes of death and disability among adults and adolescents (Center for Disease Control and Prevention, 2013). In the ACPN, the survey was administered to middle and high school students.

APN Performance

In 2013, the percentage of students who participated in at least 60 minutes of moderate physical activity daily and consumed five or more servings of fruit and vegetables daily stood at 72.9% at the middle school level but only 47.1% at the high school level. Reflecting national trends, nearly half (47.1%) of Adams-Friendship High School students have had sexual intercourse. Only 7.5% of ACPN middle school students have had intercourse. The percentage of students who had sexual intercourse for the first time before age 13 years is lower in Adams-Friendship (4%) than it is in the state of Wisconsin (4.4%) and the country (6.2%).

Nearly a third of middle school students (31.3%) and over a quarter of high school students (28.3%) felt sad or hopeless almost every day for two weeks in a row. Nearly 10% (9.6%) of middle school students reported that they attempted suicide in the last year compared to 8.3% on the high school level. The high school percentage is slightly higher than the national average of 7.8% (YRBS, 2011).

More to learn

Stakeholders interested in learning more about the links between education and health should consult the following sources:

Symons, C. W., Cinelli, B., James, T. C., & Groff, P. (1997). Bridging student health risks and academic achievement through comprehensive school health programs. *Journal of school Health, 67(6), 220-227.*

Oregon Public Health Division (2006). Healthy kids learn better: Mental health and academic achievement. Available from:

<http://ww2.nasbhc.org/RoadMap/PlanningandEvaluation/SBHC%20basics/Healthy%20Kids%20Learn%20Better%20Mental%20Health%20and%20Academic%20Achievement.doc>.

Symons, C. W., Cinelli, B., James, T. C., & Groff, P. (1997). Bridging student health risks and academic achievement through comprehensive school health programs. *Journal of school Health, 67(6), 220-227.*

FAMILIES AND COMMUNITY MEMBERS SUPPORT LEARNING IN PROMISE NEIGHBORHOOD SCHOOLS

Why it Matters

Parents and family members who have active roles in their children's educational experiences can help students achieve in school. The research literature shows that parental support regarding school matters; it can improve students' grades, attendance rates, and bolster their self-confidence (Comer & Haynes, 1991; Epstein, 1988). In addition, students' family, neighborhood, and larger community settings can directly impact their social, emotional and cognitive development (Bronfenbrenner, 1977). Therefore, community members can play integral roles positively influencing children's lives (Benson, Leffert, Scales, & Blyth, 2012).

Only 46% of middle school and 49.5% of high school students report a parent or adult in their families talks with them about what they are doing in school most of the time or always.

About the Data

Data are from the Youth Behavior Risk Survey administered in the spring of 2013. At Adams-Friendship Middle School, 332 out of 377 students (88%) took the survey. At Adams-Friendship High School, 325 out of 500 students (67%) took the survey.

ACPN Performance

A vast majority of students in Adams-Friendship middle and high school feel loved by their parents and families. Specifically, 83.1% of middle school students and 82.2% of high schools students agree that their families love them and give them help and support when they need it.

In terms of school-related support, only 46% of middle school and 49.5% of high school students report a parent or adult in their families talks with them about what they are doing in school most of the time or always. Taking a closer look at this data, for middle school students, the open communication regarding school appears strongest at the 6th grade level and then drops off in the 7th and 8th grades (see figure 6). In high school, 45.8% of 9th graders compared to 54.8% of seniors report parents asking regularly about school (see figure 7).

More to Learn

Apparent in the survey results, students believe their families genuinely love and support them. But there appears to be a gap in students' feeling supported and parents' capacities to remain informed regarding their children's schooling. In the future, educators might consider having regular and sustained conversations with parents of middle and high school students so schools can learn more about what facilitates and militates against families' connections to their children's schooling.

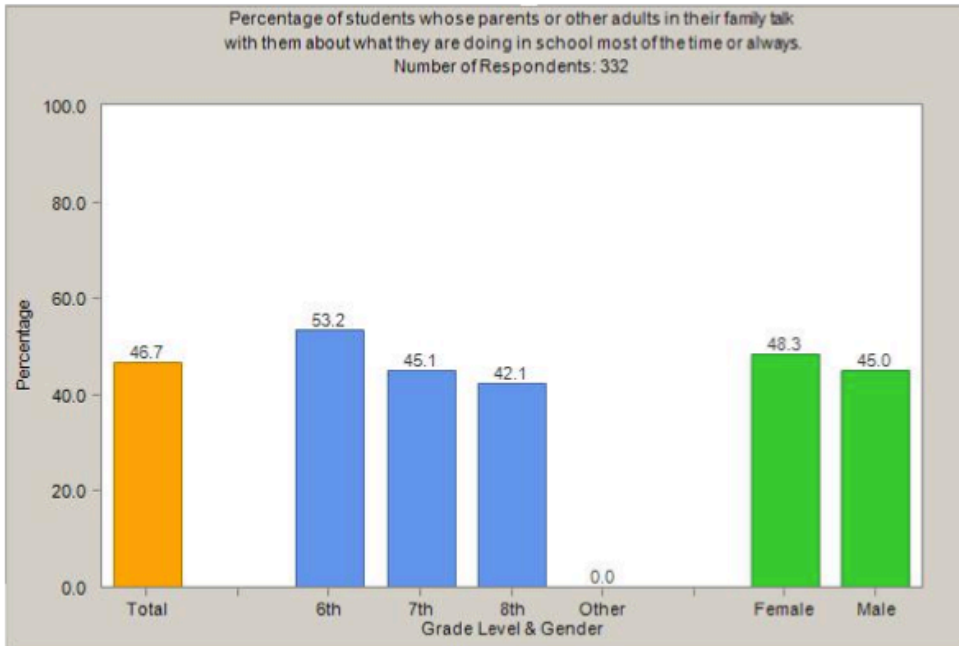


FIGURE 6

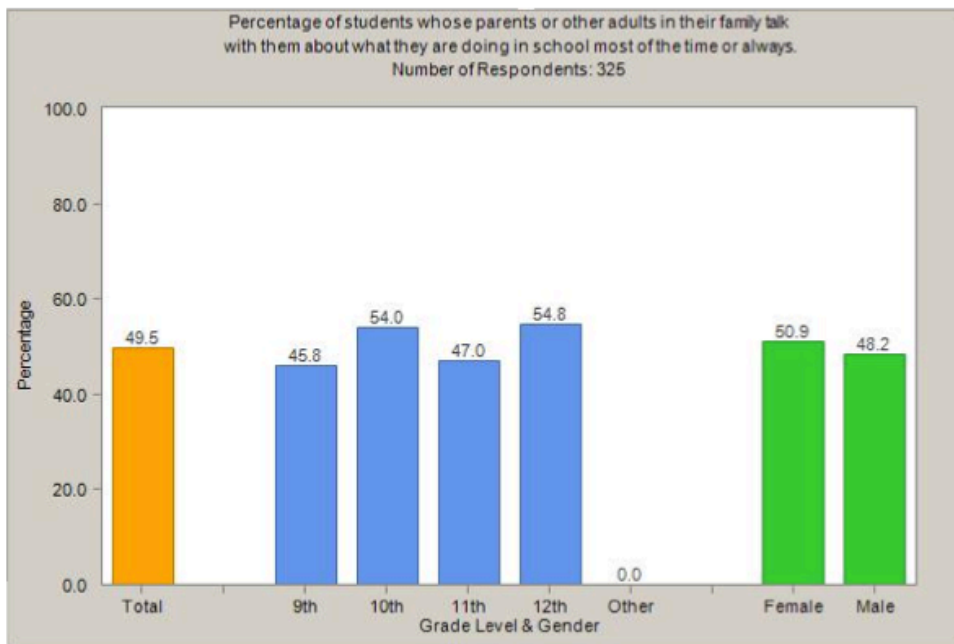


FIGURE 7

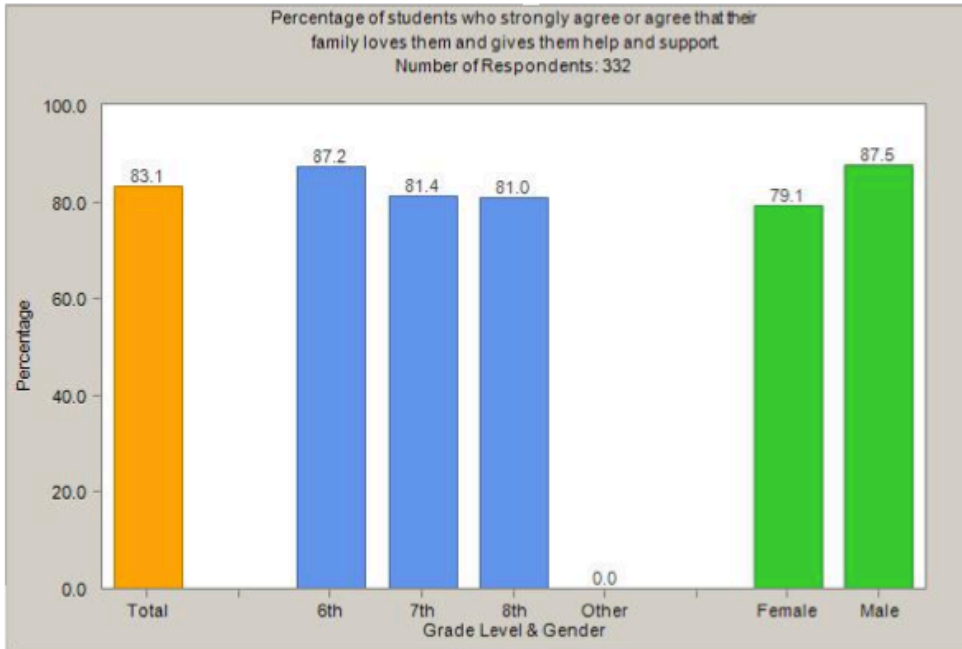


FIGURE 8

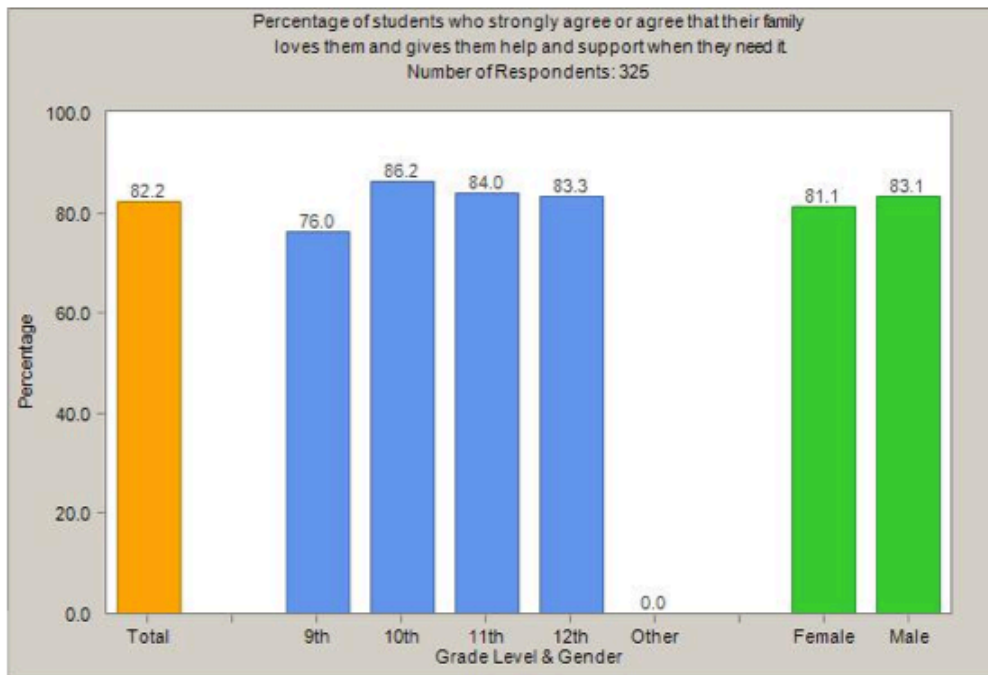


FIGURE 9

STUDENTS LIVE IN STABLE COMMUNITIES

Why it Matters

Stable schools and communities promote learning. Student mobility, or when children and youth change schools, has impacts on both the students who transfer and the students who are stable. Research suggests that there is a negative relationship between mobility (particularly when it occurs frequently) and various educational outcomes such as academic achievement (Mehana & Reynolds, 2004), class participation (Gruman, Harachi, Abbott, Catalano & Fleming, 2008), grade retention (Burkam, Lee & Dwyer, 2009), suspension (Engec, 2006) and drop out (Rumberger & Larson, 1998).

Stable students who attend highly mobile schools may also suffer from reduced academic progress—particularly if they are low income or students of color (Hanushek Kain, Rivkin, 2004; Raudenbush, Jean & Art, 2011). High rates of student mobility can also make it challenging for school leaders to build trusting relationships with families—a barrier that can hinder school reform efforts (Bryk, Sebring, Allensworth, Luppescu & Easton, 2009).

About the Data

According to *Measuring Performance* (Urban Institute, 2013), student mobility is defined as the number of student entries and withdraws at the target Promise Neighborhood schools, from the first day that official enrollment is taken until the end of the academic year, divided by the first official enrollment count of the academic year. The local school district provided the numbers and ACPN calculated the rate as an aggregate number for all the target schools.

Going forward, ACPN would benefit from learning more about the students who are highly mobile, or those who move frequently, because these students may be most at risk of adverse educational outcomes. It may also be productive to examine residential mobility in the community. Many, but not all, school

The student mobility rate among students with limited English proficiency is a staggering 64.4%.

$$\text{Student Mobility Rate} = \left(\frac{\text{Number of student entries and withdrawals}}{\text{Number of students in the official count}} \right) (100)$$

transfers are because the family changed homes (Kerbow, 1996, Rumberger & Larson, 1998).

APN Performance

In the 2012-2013 school year, the overall student mobility rate was 10.8%, although as highlighted by Figure 1, the rate was much higher amongst certain subgroups of students. The numbers in parentheses

refer to the number of students who were mobile in that subcategory over the total number of enrolled students in that subcategory.

As a measure of future stability, in 2013, only 26% of high school students felt that they would like to live and work in the Adams-Friendship Area after high school or postsecondary education.

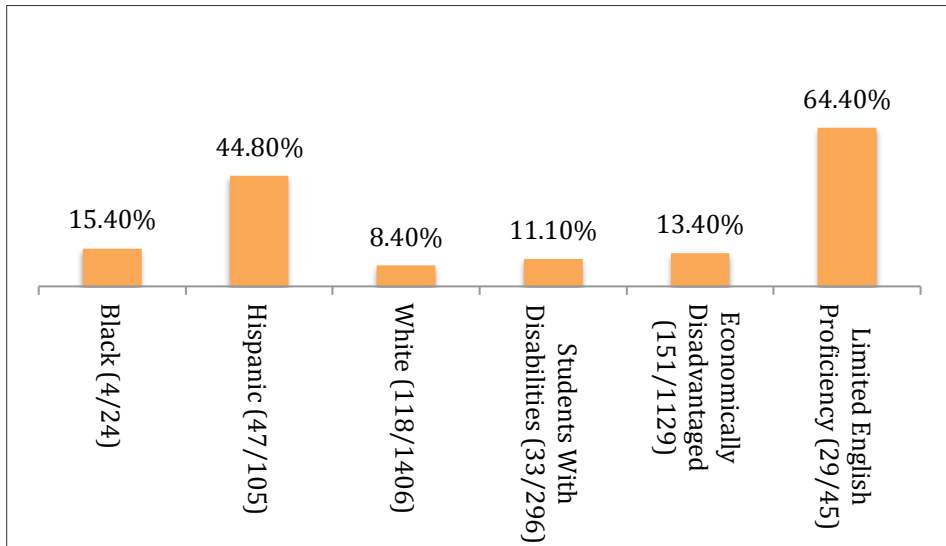


FIGURE 10

More to Learn

There is more to learn about student mobility, particularly as it manifests in rural areas. Stakeholders interested in learning more about student mobility are encouraged to consult the following sources in addition to the resources cited in this section:

Rhodes, V.L. (2008). Learning on the go: Voices of highly mobile urban students. *Learning Inquiry*, 2(2), 113- 125.

Schafft, K.A. (2006). Poverty, residential mobility, and student transiency within a rural New York school district. *Rural Sociology*, 71(2), 212-231.

U.S. Government Accountability Office. (2010). *Many challenges arise in educating students who change schools frequently*. (GAO-11-40). Washington, DC: US Government Printing Office.

STUDENTS FEEL SAFE IN THEIR SCHOOL AND COMMUNITY

68.7% of middle school students report being bullied on school property.

Why it Matters

In recent years, the media has covered tragic stories of students taking their own lives as a result of being targeted for bullying. The research highlights how bullying has severe emotional and psychological effects on students, lowering grades, test scores, and negatively impacting self-esteem (Nakamoto & Schwartz, 2010; Juvonen, 2011). In particular, as students transition into middle or junior high school, researchers note a spike in bullying, as students adjust to new environments and develop their peer groups (Pellegrini, 2002).

About the Data

Data are from the Youth Behavior Risk Survey administered in the spring of 2013. At Adams-Friendship Middle School, 332 out of 377 students (88%) took the survey. At Adams-Friendship High School, 325 out of 500 high school students (67%) took the survey. For the survey, students responded to whether they have been harassed, picked on, or bullied at school in the past 12 months.

ACPN Performance

The teachers in Adams-Friendship have clearly established strong relationships with students, contributing to students' sense of safety and belonging in school. 78.9% of middle school students (figure 11) and 74.5% of high school students (see graph 9B) strongly agreed or agreed with the survey item about "having at least one teacher or adult in their school that they can talk to if they have a problem." But in terms of interactions with peers, compared to 31.7% of high school students (figure 12), 68.7% of middle school students (see figure 11) reported being bullied on school property. At both schools, female students report a higher rate of bullying than male students. In high school, the report of bullying decreases with each grade-- 9th graders have the highest rates and it lowers each year. In middle school, the bullying peaks at 72.5% in the 7th grade.

More to Learn

Community members, administrators, and school leaders who wish to learn more about anti-bullying programs can refer to:

- 1.) The U.S. Department of Health and Human Services offers a website with resources to help educators and community leaders address bullying in schools: <http://www.stopbullying.gov/laws/index.html>
- 2.) Dr. Dan Olweus, a researcher on bullying and author of *Bullying at School: What We Know and What Can We Do*, has developed a research-based anti-bullying program called Olweus Bullying Prevention Program, notable for its success with combating bullying in schools in Norway: http://www.violencepreventionworks.org/public/olweus_history.page

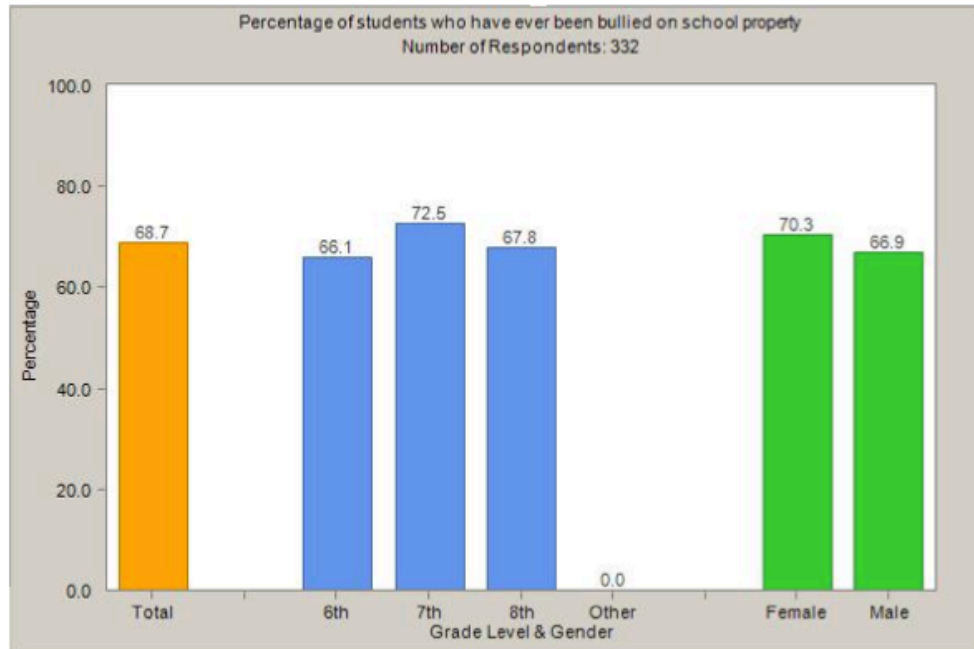


FIGURE 11

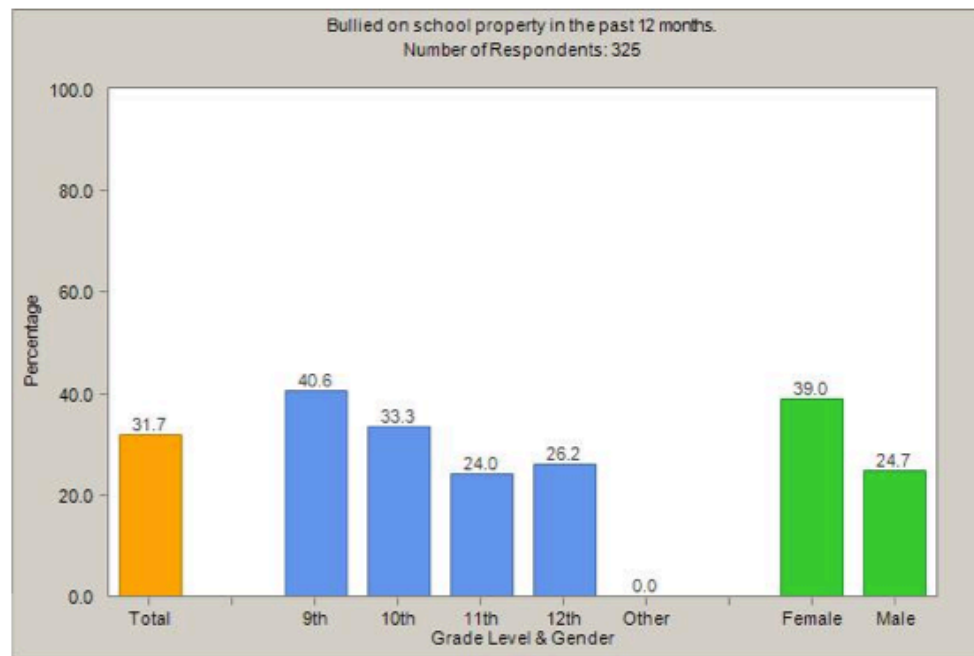


FIGURE 12

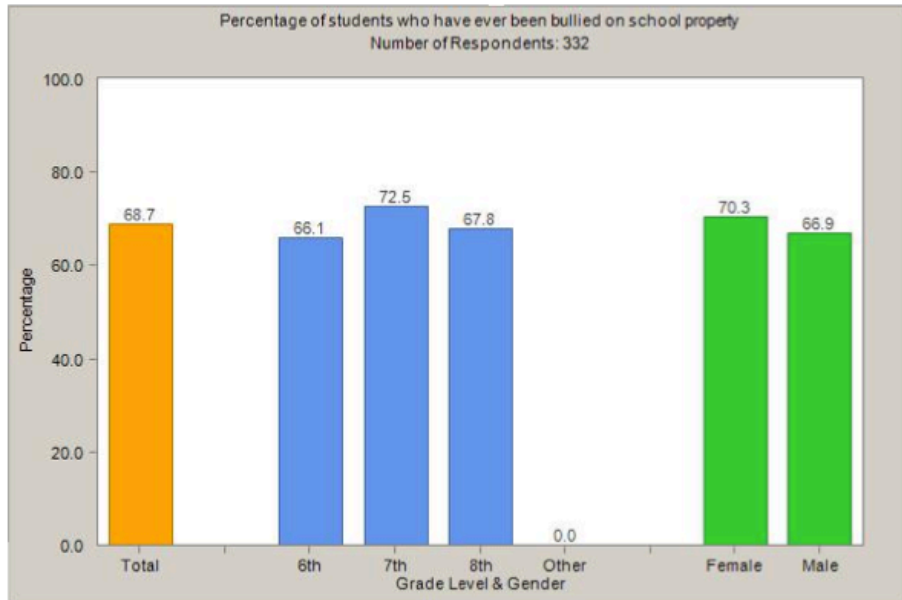


FIGURE 13

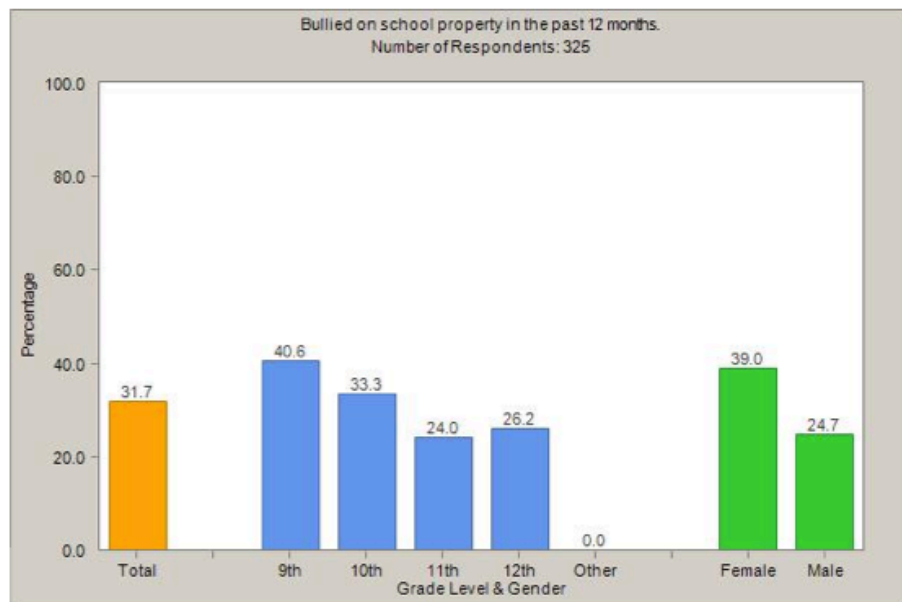


FIGURE 14

STUDENTS HAVE ACCESS TO 21ST CENTURY LEARNING TOOLS

92% of students surveyed reported having an internet connection at home.

Why it Matters

Access to information, education opportunities, and content experts is increasingly mediated by technology. Skilled trades from manufacturing to farming are increasingly technology-intensive. Further, in a knowledge economy, those who are best able to leverage technology to access information and generate knowledge will have an advantage over those who are not fluent in the use of technology (Drucker, 1995; Oblinger, 2012).

About the Data

One measure of access to technology is students' ability to access the internet, both at school and at home. 98% of Adams-Friendship middle school students were asked in a survey about their access to the internet at home and at school.

ACPN Performance

92% of students surveyed reported having an internet connection *at home*, either through a desktop, laptop, tablet, gaming, or mobile device. Of those, 89% report that they have an internet connection that is faster than dial-up.

At school, 99% of students surveyed reported that they had access to high-speed internet in a variety of settings.

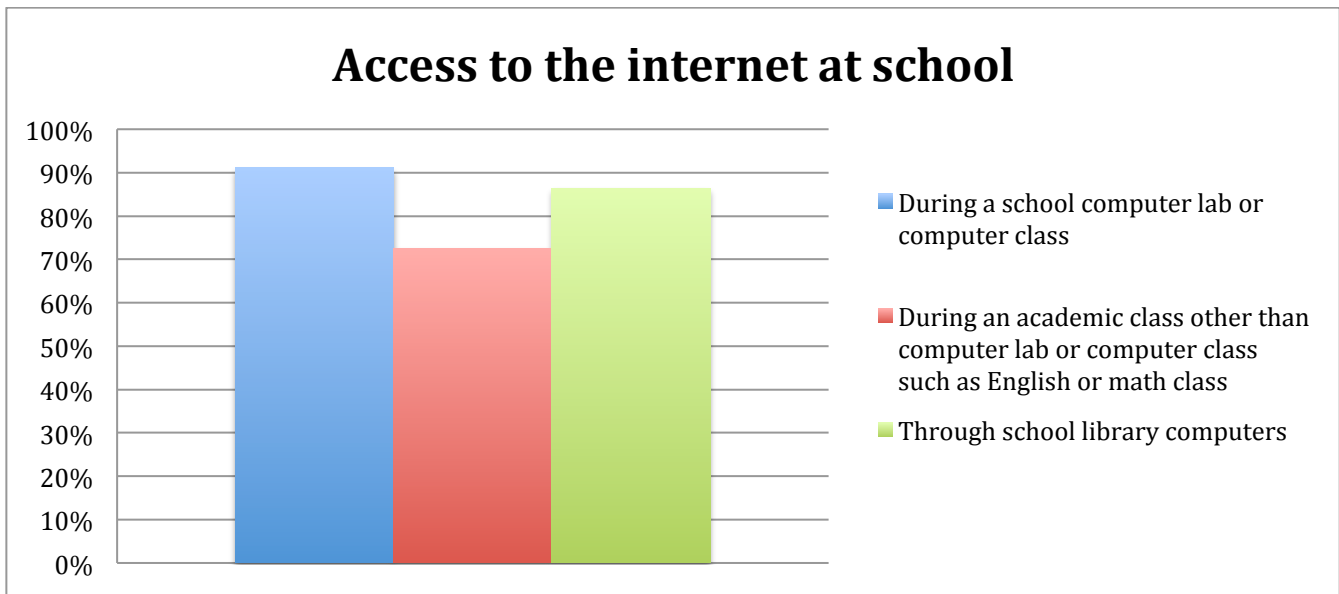


FIGURE 15

More to Learn

Access to the internet is one of many measures one could examine to ascertain the level to which students have access to technology. Further, more than access, the way technology is actually used in households and by students in schools is worthy of future examination.

ONE-STOP SHOP PILOT PROGRAM

Why it Matters

Despite Adams County's impressive array of social and human service providers concentrated in a small downtown area, outcome data suggest that county residents continue to struggle. The 2012 ACPN proposal, reported that Adams County was at the time the second poorest county in the state, had an unemployment rate (9.5%) that exceeded state and national averages, and a score of disproportionately poor health and educational outcomes such as premature death, alcohol and tobacco use, obesity, birth to teen mothers, suicide, depression, and academic underperformance.

"The organization's receiving money to serve people. Is it being used in the best way for Adams residents?" Todd Hanson, Community Resource Navigator

While the causes for these phenomena are complex, the availability of support and wellness resources is not one of them. Adams County offers a low cost of living, a number of nonprofit and government sponsored service providers (including a hospital and a job center). The puzzle that ACPN members faced was how to connect residents to resources, programs and services that could address their pressing needs. In response, the ACPN proposal included a "one stop shop" pilot program, in which residents could receive individualized support from a Community Resource Navigator as they sought to access needed supports. This proposal named transportation and referral assistance as two key supports that residents would likely need.

About the Data

Data for this report were gathered from two sources: 1) Community Resource Navigator (CRN) program activity data recorded using ETO (Efforts to Outcomes) software, and 2) a May 2014 interview with Todd Hanson, the individual employed by ACPN as the Community Resource Navigator.

APN Performance

Program data suggest that community resource navigation was clearly a needed resource. From July 2013 to mid-May, 2014, 428 individuals (approximately 2% of the county's population) sought and received Community Navigator assistance. Reasons for referral included housing needs (both locating and paying for housing), medical expense assistance, transportation (to medical and social services), utility payment assistance, child care needs, and the need for medical, dental and mental health services. Most commonly requested services were housing search assistance, rent and utility payment assistance, and transportation. Individuals learned about the CRN service from flyers at the local businesses, nonprofit and government workers, school district employees, friends, family members, clergy, and probation officers.

The CRN's activity, furthermore, brought to light the need for this service. Todd Hanson, the CRN, found that residents often had failed to connect to needed services when simply given contact information for programs. Through individualized intervention, the CRN found that multiple steps were involved in connecting Adams County residents to support services. These included the identification of the steps

needed to meet programs' intake requirements and determine applicants' eligibility for services, gathering documents required for program intake, and troubleshooting when referrals did not go through in spite of these thoughtful preparation efforts. Residents told the CRN that they'd been told "That's not what we do, we can't help you," and said he found this response to be too easy and often untrue. Familiar with programs' offerings and personnel through multiple years of service to the Adams community, the CRN worked with local organizations to determine who was best able to serve residents, and then helped residents secure needed services.

One area of CRN service delivery that proved critical was where CRN filled in where available services had expired, exceeded program-set limits or were not sufficient. For example, the CRN helped one individual who was \$89 short on a dental bill where most, but not all, services were covered by state medical care. The CRN also helped a number of Adams County residents access the internet, which they needed to search and apply for employment, housing, and social services. He found that residents had multiple support needs related to internet access: to locate computers with internet access, to open email accounts and to find places where they could print out documents. The CRN also helped to locate housing for individuals released from prison, since transitional housing is provided for two weeks and many released prisoners do not secure jobs or housing during that brief period of time. Indeed, the CRN found that agencies that "could only help with one piece" of residents' support needs often referred residents directly to him.

A key area in which the CRN filled gaps between different existing service organizations was transportation. A county that covers 645 square miles, Adams County has an urbanized town area but also many outlying areas where residents can only connect to local resources if they own cars and can afford maintenance and gasoline. The CRN provided funds for gasoline for many residents, and also provided transportation for residents to service providers in town, to job interviews and to local job fairs. Transportation was one of the most in-demand services that the CRN provided.

The CRN also described using the referrals he received as a diagnostic tool, which helped to illustrate what sorts of knowledge, skills and resources were necessary so that assistance might not be needed again in the future. In one instance, the CRN found that a resident's housing assistance request was related to domestic violence in her home. The CRN connected her to an organization that could provide more comprehensive services related to domestic violence, including assistance with a restraining order. Multiple requests for assistance paying large utility bills (one topping \$2500) led the CRN to educate service requestors about utility company policies that can keep consumers in good standing (such as partial payment and payment plans) but are not always very well publicized. The CRN also found that changes in state health care coverage led to confusion over individual vs. state responsibility for health care costs, and provided accurate information accordingly. Finally, the CRN reported that he worked with a lower-income, two-earner family that requested help finding a larger place to live. Rather than helping them find apartment housing, he worked with them to identify programs for lower-income families to purchase their first home, which they could (and did) afford between their incomes and available subsidies. Overall, CRN services emphasized on pro-active education and capacity building rather than reactive, crisis-oriented services. "Nobody's ever explained that to me," one resident told the CRN, expressing appreciation for his support.

An example of many of these positive contributions by the CRN program can be seen in the experiences of “Serena,” a resident who has received multiple CRN services. The CRN described Serena as a young woman who had “burned bridges” with many service providers in the area through her family’s long, complicated history of difficulties in the area. He encountered Serena through a local preschool program that contacted CRN because she is a teen parent, asking simply, “Can you help her?” Serena was not attending high school at the time after a history of very poor attendance. The CRN worked with Serena, identifying support needs and providing multi-pronged advocacy involving truancy court and school personnel. Through that work, Serena is at the point where she has a driver’s license, is attending school, and is headed towards a career as a certified nurse’s assistant. The CRN described Serena’s transition during this time period as one from defiant and mistrustful to a “What do we do next?” approach.

When I asked the CRN to describe what differences he felt he had made in the community, he said that residents are more aware of available resources and supports, and have increased access to them.

More to Learn

The CRN is not only a valuable resource for Adams County residents in terms of supports provided, it also highlights what supports are needed (but not otherwise present) in the area. Transportation is clearly an insufficiently available resource, as is assistance with day-to-day living needs (housing, employment, utilities). The CRN’s work also highlights that providing simple referral information is not enough, but that more comprehensive referral support and consumer education related to service needs can result in effective connection of residents with supports that will benefit them.

It is recommended that further evaluation of the CRN’s work—particularly his consumer education and advocacy work—be done to illustrate what programming is needed to strengthen Adams County’s capacity to support healthy, empowered, thriving residents.

WRAPAROUND SERVICES PILOT PROGRAM

Why it Matters

Wraparound services were a focus of the ACPN initiative because of evidence that they provide culturally-competent, individualized, coordinated, community-based support services to young people who are involved in multiple systems of care (such as mental health, child welfare, juvenile justice and special education). Wraparound teams consist of providers of formal support and informal support (from individuals such as neighbors, coaches or relatives) that a young person has requested to participate. Convened by a trained facilitator, and organized around shared goals, the wraparound team meets regularly as a group with the young person around whom it is organized. At the time of the evaluation, the Adams County Department of Health and Human Services provides wraparound services through a state-funded program. Individuals who qualify for state medical assistance can use these services.

“The district has to bend on the way we do business”—District employee speaking in support of integrating wraparound services to support students and families

One particular goal stated in the ACPN planning grant proposal was that wraparound services would be “integrated into the school to increase access to critical mental health and social services.” As a site that serves all of Adams County’s young people, schools stand in a critical position to connect students to needed services. Educators (teachers, school leaders and student support personnel), therefore, are key figures in identifying students who can benefit from wraparound services.

About the Data

Data for this report were gathered from three sources: 1) interviews with individuals participating on Adams County’s Collaborative Systems Advisory Committee (CSAC), which is the advisory group that oversees the delivery of wraparound services in Adams County; 2) interviews with educators, including 6 school administrators (principals and assistant principals), 8 pupil personnel services employees (including the district’s director, school counselors and school psychologists); and 3) a teacher survey, to which 144 teachers in the Adams Friendship Area School District responded.

Requested data on wraparound services referrals (number and corresponding demographic and geographic data) had not been provided at the time this report due to funding. Additional research in this area was held up due to leadership turnover at the Adams County Department of Health and Human Services. Conversations are underway to determine the need for additional program research that could inform the strengthening of wraparound services in Adams County.

APN Performance

We found that wraparound services are rich in terms of human resources and motivation, and we suggest next steps that involve specifying and supporting wraparound services’ goals and functioning.

At the coordinating committee and school levels, Adams County is rich in human resources. We encountered a number of stakeholders who had worked across sectors (private, governmental, nonprofit)

in Adams and surrounding counties for decades, and who knew Adams County youth and families through varied work experiences and years of work within the community. Informal social networks, through neighborhoods, church, friendship and family relationships, also contributed to stakeholders' deep knowledge of community strengths and needs. Understandably, then, referrals to wraparound services often were made via existing professional and social relationships. While relationships between knowledgeable community members and professionals greatly informed work and collaboration related to wraparound services, this arrangement was weakened by high rates of turnover at local human services agencies. Departure of key personnel in leadership roles (particularly at the Department of Health and Human Services) meant that systems for referral and coordination of wraparound were disrupted and reorganized, which made it more challenging for individuals—such as school personnel—to understand the eligibility criteria and referral processes for wraparound services. The coordinating committee itself has lost its leader twice in the last three years due to turnover.

Coordinating committee members shared general goals for wraparound services—they wanted to help Adams County's youth avoid out-of-home placement, incarceration and hospitalization, to increase their own awareness of available supports for area youth, provide perspective from their point of view (such as parents serving on the committee) and to work together to solve problems that cropped up related to meeting area youth's needs. The group was unclear, however, on what its function and goals were. People attended coordinating committee meetings regularly but were unsure how they were supposed to contribute. We suspect that committee leadership turnover contribute to a lack of clarity about the committee's goals and functions.

Regarding school personnel's involvement with wraparound services, we see it as a potentially rich, but as yet not fully tapped, resource. All school personnel involved acknowledged the pressing need for youth support services in Adams. Surveyed teachers reported contact with as many as 250 students per year showing signs of mental health support needs. They also reported a low level of confidence as to their capacities to address these students' needs on their own. Yet, the majority of teachers (and a few pupil personnel services employees) reported very limited, if any, familiarity with the programs that provide wraparound services to Adams County youth.

The good news is that schools show potential to integrate wraparound services into their existing work. District counselors and administrators count among their ranks a number of trained wraparound team facilitators, who stand in the position to educate their colleagues about wraparound services and serve as points of contact for community wraparound providers. Additionally, pupil personnel services staff often serve on teams (such as special education teams and student-centered building assistance teams), which suggests their readiness to integrate into community-based wraparound teams and to provide leadership on these teams. Recent shifts in department and school leadership have led to an increased emphasis on addressing nonacademic barriers to student achievement. The district has hired a school-community liaison, has incorporated new school-based mental health services that an outside agency provides onsite to students in need, and is considering ways in which it can adapt to better meet student and family needs.

School integration of wraparound services will likely be improved if the following issues, identified by school personnel, can be addressed:

- Clear criteria for wraparound service eligibility, referral and enrollment. This is particularly important given turnover among human services providers and leaders of wraparound service provision.
- Clear parameters for exchange of information between school personnel and wraparound providers.
- Inclusion of school personnel in wraparound team decision making, support for school personnel as team members rather than blaming them for problems that have occurred at schools.
- District and school leadership support for school personnel participating in wraparound services, which may take them away from more conventional school schedules (during the school day, or requiring late afternoon or evening hours).

More to Learn

While we have a clear idea of concerns that wraparound stakeholders hold about these services reaching young people in need of them, we have less of an understanding of the day-to-day demands of providing wraparound services, since we did not have access to information about that work or its outcomes.

We have shared these results with the wraparound services coordinating committee. We have also offered to continue working with stakeholders to gather and use information to strengthen services and their integration into schools.

IMPLICATIONS

Moving Forward in Adams County

The Promise Neighborhood planning grant was received with great enthusiasm by the Adams community. The months that have passed after the process began have only further exemplified key stakeholders' commitments to improving opportunities for all who live here. This year of data collection has allowed the evaluation team and the broader community of collaborators from Adams County to learn much about the current state of education in the area. By examining multilevel outcomes, programs, and conditions, we have been able to see how the many intersections between students, families, schools, and the broader community shape opportunities to thrive. Moving forward, data that were collected during this planning year can help inform leaders as to how they might best invest and integrate local resources for the betterment of all. This section of the report includes several considerations that leaders and other reformers in Adams County may address along this future journey.

Future school and community reform efforts should recognize and build upon Adams County's abundant assets.

A Community of Practice

A casual glance through the data that are laid out in this report as they are organized by Promise Neighborhood indicators reveals numerous areas where Adams County faces challenges. Indicators of student health and academic achievement show that much work remains to be done before students in the Adams area schools are achieving at levels comparable to top school districts in the state of Wisconsin. This work is not just to be done within the schools—from our community survey we learned that children's interactions with their parents and their use of other community resources are greatly varied. In many instances children are not exposed to the regular family supports and community engagement that are needed. We suggest, however, that these data indicators do not reveal the full story of educational opportunity in Adams County. In fact, notwithstanding the range of challenges cited throughout this report, the final evaluation story to be told is one filled with hope. This hope rests largely upon the sustained history of commitment to collaboration and innovation that community leaders have demonstrated in Adams County. The very enthusiasm, organization, determination, and entrepreneurial spirit that propelled the community toward receiving the Promise Neighborhood planning grant, we suggest, can guide the next steps taken by schools and other partners toward reaching collectively-identified goals. As such, we frame the implications of this report as steps toward the further flourishing of a "community of practice."

Establishing Working Principles

It is evident that the Promise Neighborhood process—from the initial discussions about how to best apply for a grant all the way through the completion of the planning grant—has been fruitful in lending specific direction and momentum to Adams County's discussions of educational opportunity. A clear challenge to the community is to maintain its collaborative momentum in very specific ways as the planning grant funding cycle ends. Rather than focusing only on specific outcomes, leaders from key community organizations should develop some clear and agreed upon principles as to how they will work together

to address matters of education and community improvement in the future. There is a clear and impressive precedent for such work in Adams County in the shape of the CCCC committee. For many years, this consortium of key stakeholders gathered on a regular basis to talk about how they could work together to help children. Many impressive results have emerged from the committee—including its fundamental contributions to the Adams County Promise Neighborhood planning grant—but the most impressive outcome of the CCCC committee may in fact be its consistent existence over such a long period of years. Few communities throughout the US could point to such a sustained cadre of cross-sector leaders who are committed to working in collaboration to address a core set of issues.

However, the last couple years have brought considerable change in leadership across most of Adams County's largest organizations. As leaders who held positions of authority for many years have transitioned out of their organizations, the composition of the CCCC committee has also changed.

We reviewed the minutes from 16 CCCC meetings that took place in 2010 and 2011 (the years when many of the Promise Neighborhood application planning conversations were held by the group) and found that 53 different individuals attended meetings over the two-year span. These 53 individuals from diverse community organizations attended as few as one meeting and as many as 15 meetings. Seven individuals participated in ten or more CCCC meetings. Of these seven, only two still worked in their leadership positions upon the community's receipt of the grant. Since June of 2011, there has, in fact, been turnover in such key Adams leadership positions as superintendent of schools, school district director of pupil services, director of Health and Human Services, executive director of Bridges for Youth, and police chief (among others). Although such changes in leadership do not in any way suggest diminishing commitment to or capacity for enacting change, the very stability that characterized the community leadership infrastructure in years past has undoubtedly changed. Adams is still equipped with intelligent, highly capable, and dedicated leaders, but this appears to be a critical juncture for the community to determine how it should best apply its inter-organizational assets. Is the CCCC committee still the best collaborative venue for engaging collaborative tasks? Are new collaborative routines better suited for meeting contemporary challenges? What commitments are the key organizations within the community willing to take on working with one another? The collaborative values that *informally* guided CCCC many years may need to be *re-examined and systemically adopted* so that future instances of leadership transition will not impede collaborative momentum. We suggest that the establishment of working principles is a foundational role to be addressed in the near future and that this process should deliberate upon shared routines, assistive tools, promising programs, practical matters, and the identification of an anchor institution.

Shared routines

One of the reasons that the CCCC was effective was that it was integrated into leaders' regular routines. The past year of Promise Neighborhood planning has allowed for continued regular gatherings of leaders, but these leaders must decide how, when, and where they want to meet in the years to come. Research on inter-organizational collaboration demonstrates that cross-sector commitments cannot be relegated to the periphery of leaders' responsibilities if such collaborative arrangements are to be sustainable. Similarly, collaborative action must be tethered to agreed-upon issue areas and they must account for mutuality. In other words, group members should be able to derive clear benefits from their

participation with other organizations. Routines, in this regard, should be discussed openly within and between key constituents. The Promise Neighborhood planning grant brought leaders together for “Turned the Curve” meetings and for “Accountability Meetings.” What will the next occasions for collaboration be?

Assistive tools

Collaboration to bring about improved education and community conditions can be supported by various tools of practice. One of the challenges of cross-sector reform efforts is that schools, human service agencies, hospitals, and other organizations tend to have different modes of communication, different accountabilities, and different organizational cultures. One way to bridge these differences is to ensure that their work together unfolds with a common language and on a common platform. A clear opportunity to do this, for example, is the “Efforts to Outcomes” (ETO) software that the community has secured through its receipt of the Promise Neighborhood grant. ETO allows for data integration that is innovative not only in allowing different organizations access to broader ranges of information, but in its *shaping of how each organization uses data*. Schools, for instance, can garner rich out-of-school insights into students’ lives by learning about their use of community resources and, at the same time, this data can foster natural conversations between school staff and community advocates. Such integration of data and forging of joint conversation could certainly happen through a variety of means. The broader point is that shared tools of practice can be critical in making this possible.

Promising programs

The Adams County community of practice should build upon promising programs and resources that are already functioning. A common mistake made by school-community reform groups is the overlooking of existing assets in the forging of new plans. There is no need to start from scratch in Adams County. Rather, there is great potential for building upon and around programs such as the one stop shop/community navigator and the wraparound program that were described in this report. These resources emerged directly from community need and appear to be making positive contributions to some of the most disadvantaged residents in the area. An abundance of other assets can be found within school programming and community health programming. Other resources are found through local businesses, churches, and even through institutionally un-attached endeavors led by individual residents. Purposeful attention should be paid to these programs. A renewed attention to the good that they are doing and focused analysis upon how they relate to educational opportunity and how they may be extended to serve an even broader swath of the community seems in order.

Attention to practical matters

While much of the attention of comprehensive community reform is justifiably directed toward big picture matters of need identification and resource acquisition, the importance of the everyday practical matters that underlie collaboration should not be overlooked. Beyond utilizing strategic tools of practice and designing meaningful routines for the group, stakeholders should lend attention to items such as how to conduct focused and efficient meetings and how to organize and share collective resources. Every meeting we have observed over the past three or four years in Adams County (including CCCC meetings

and school meetings) has been animated by enthusiastic insights from diverse participants, but not every meeting was altogether clear in its purpose or efficient in its facilitation. Such tasks, which may seem mundane and trivial to some, are actually quite critical when it comes to collaboration among different organizations. All participants must know why they are present, what they are to expect at a meeting, how they can best contribute to the meeting, and when the meeting will be over. They must know that if they miss a meeting there will be a place to learn about its proceedings so that the next group gathering will not be bogged down by “catching-up.” A simple video capture repository could solve such a problem. This and other similar types of practical action should be purposefully considered as leaders move ahead together.

An anchor organization

Purely democratic collaboration—where all stakeholders have an equal voice and play equal roles—is challenging. Researchers have found that inter-organizational change efforts can benefit from the identification and collective commitment to an anchor institution that is to lie at the center of collective action. Such anchor institutions are critical in facilitating all of the previously mentioned recommendations and, more broadly, for serving as the default “mover” of joint action. During the Promise Neighborhood planning year, the Adams County community was fortunate to have the services of the program director who attended to most all of the matters noted in this document. As the grant resources come to an end, a critical decision needs to be made as to where such leadership will emerge from in the future. Given the central space of the school district in education conversations, it seems naturally positioned to occupy this anchor institution role. However, whether the anchor institution is the school district or any other organization within the community, a systemic commitment to this role must be made. This includes commitment from the organization itself as well as from the other key players in the community. The anchor institution should be recognized as the place through which collaborative action targeting educational improvement will flow. The identification of an anchor institution does not mean that benefits will not be derived by all participants, but that there needs to be a central entity through which resources, programs, relationships, and deliberations flow. The anchor institution may need to create a position to specifically guide this work. For instance, many school districts throughout the US—even in some rural communities—have positions devoted specifically to school-community relations. Such a position could foster effective group action for all.

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APPENDICES

Efforts to Outcomes Data

Data Tool: ETO (www.socialsolutions.com)

Efforts to Outcomes (ETO) is a secure case-management software that enables communities and social service programs to better understand and serve people in need. ACPN was given access to ETO software and began use of it during August of 2013 in the both the One-Stop-Shop and Bridges for Youth programs. This software has allowed users to enter, view, and generate reports to track individual and group level program participation and outcomes. ETO is being used by staff to identify community needs, analyze the effectiveness of program efforts, and determine where program is having the greatest impact has used ETO. Additionally, data collected in ETO will be used to attract vital program funding to the Adams county community.

This type of case-management software is fundamental to the Promise Neighborhood model. By tracking services and outcomes, programs can not only celebrate their successes, but work to improve programs in real-time. This type of software also allows for the program integration that is required to connect individuals throughout a service continuum.

Example

One-Stop-Shop (community navigator)

- This program provides direct services and referrals to community members in need
- As of 6/14/2014 the One-Stop-Shop served 165 community members/clients and provided 267 services in the form of referrals and direct services
- 40% of clients found the one-stop-shop through flyers, family members or friends
- 37% of services with clients were direct service
- Referrals accounted for 63% of transactions. Referrals were made to key staff in organizations such as: Wheels to Work, Wisconsin Jobs Center, Wisconsin Tenant Resource Center, St. Vincent DePaul, Catholic Charities, Renewal Unlimited, Hope House, Food Pantry, CESA 5, Community Action

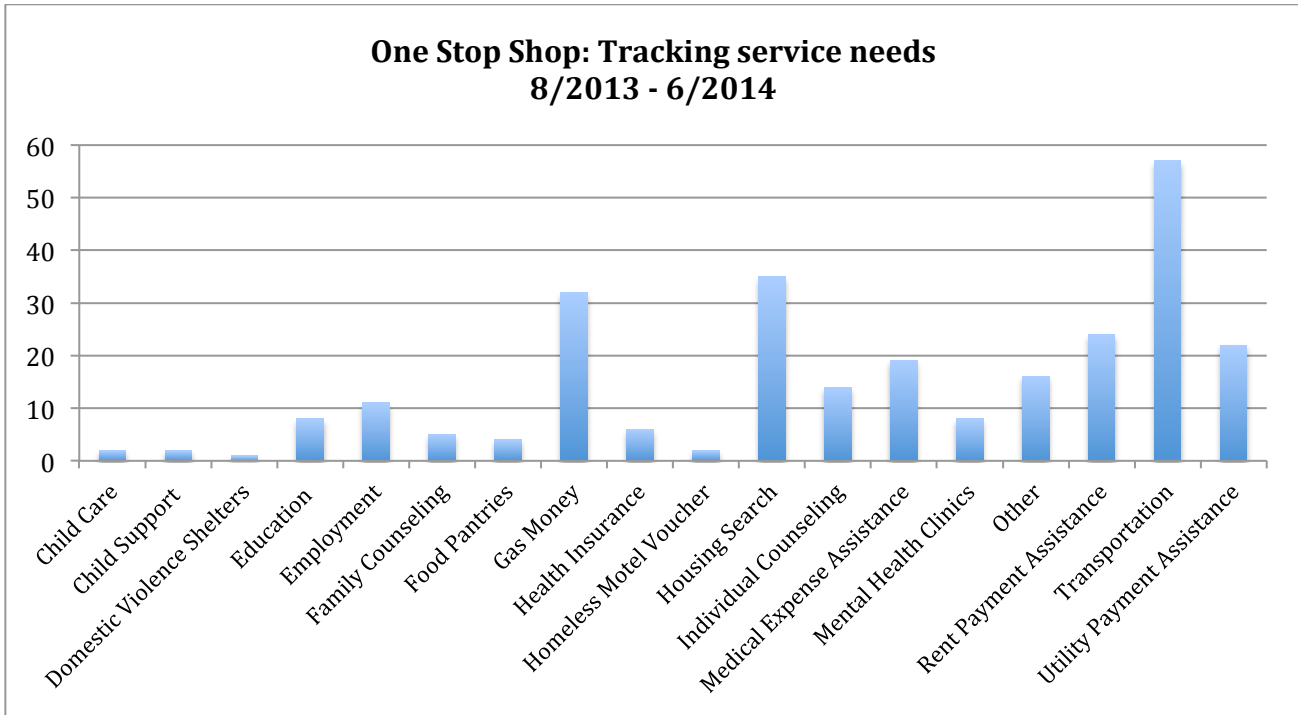


FIGURE 16

ETO not only tracks service needs but also has the ability to track reasons why clients are in need of services. Below are some examples of why community members needed assistance:

Child Care - Child denied summer school.

Other - College repayment on student loans

Education - reads at a 9 year old level....the client asked for assistance with his reading

Transportation - Financial assistance to obtain license, Financial assistance with auto repairs, Transportation needed for job interviews, Transportation needed to take child to medical appointments

Transportation and Education - Help in getting his drivers license. Has reading disability and has failed the written test four times.

Other and Transportation – had back surgery and is off work for six months. Advised her to contact ADRC for possible disability. She will also need funds for gas for Dr. Apt on her surgery.

Food Pantries and Housing Search – Is running out of money for food. Lives with daughter but needs to move out.

Community Survey

Surveyor Names:				
Address:				
	First	Second		
Date				
Time				

Does anyone live in this household who is not the immediate family (children and parents) of the homeowners or renters? If yes, would you say this is because of financial reasons?

Section 1: Target Population: 0-5 year olds

Do you have children ages 0-5 in household? If yes, what are their ages? In no, skip to Section 2.

	Child 1	Child 2	Child 3	Child 4
Age				

Question 1: Is there a place that [CHILD] USUALLY goes when [he/she] is sick or you need advice about [his/her] health?

	Child 1	Child 2	Child 3	Child 4
Yes				
No				
More than one place				
Don't know				
Refused				

Question 2: If Yes, what kind of place is it? If there is more than one place, where does child go most often?

	Child 1	Child 2	Child 3	Child 4
Emergency Room				

Urgent Care				
Hospital Outpatient, Clinic or Dr.'s Office				
Retail store clinic or Minute clinic				
School (Nurse, Athletic trainer, etc)				
Friend/relative				
Some other place - record response				
Does not go to one place most often				
Don't know				
Refused				
<p>Q3. A personal doctor or nurse is a health professional who knows your child well and is familiar with your child's health history. This can be a general doctor, a pediatrician, a specialist doctor, a nurse practitioner, or a physician's assistant. Do you have one or more persons you think of as [CHILD]'s personal doctor or nurse?</p>				
	Child 1	Child 2	Child 3	Child 4
Yes, one person				
Yes, more than one person				
No				
Don't know				
Refused				
<p>Q4. Does anyone else beside the parent/guardian take care of (CHILD) for at least 10 hours per week? If no, skip to Q8.</p>				
	Child 1	Child 2	Child 3	Child 4
Yes				
No				
Don't know				
Refused				

Q5. Now I want to ask you about child care centers (CHILD) may attend. Such centers include early learning centers, nursery schools, day care centers, and other preschools or kindergarten. Is (CHILD) now regularly attending a child care center more than 10 hours per week?				
	Child 1	Child 2	Child 3	Child 4
Yes				
No				
Don't know				
Refused				
Q6. Let's talk about whether the child receives care outside of a childcare center from either a relative or nonrelative other than a parent or guardian. Is (CHILD) currently receiving care from a relative or nonrelative other than a parent on a regular basis more than 10 hours per week?				
	Child 1	Child 2	Child 3	Child 4
Yes				
No				
Don't know				
Refused				
Q7. How many children are usually cared for together, in the same group at the same time, by (PROVIDER IN QUESTION 5), counting (CHILD)?				
	Child 1	Child 2	Child 3	Child 4
Number of Children				
Don't know				
Refused				
Q8. In a typical week, how often do you or any other family members read books to (CHILD)? Would you say not at all, once or twice, 3-6 times, or every day?				

	Child 1	Child 2	Child 3	Child 4
Not at all				
Once or twice				
3-6 times				
Every Day				

Section 2: Target Population: kg - 8th graders

Do you have children attending kindergarten through 8th grade? If yes, what are their ages? If no, skip to Section 3.

	Child 1	Child 2	Child 3	Child 4
Age				

Q9. In a typical week, how often do you or any other family members read books to (CHILD)? Would you say not at all, once or twice, 3-6 times, or every day?

	Child 1	Child 2	Child 3	Child 4
Not at all				
Once or twice				
3-6 times				
Every Day				

Q10. In the past week, how often did (CHILD) read to (himself/herself) or to others outside of school? Would you say....

	Child 1	Child 2	Child 3	Child 4
Never				
Once or twice a week				
Three or six times a week				
Every day				
Refused				

Don't know				
Section 3: Target Population: HS parents				
Do you have children in high school? If yes, continue to Q11. If no, survey is complete!				
Q11. In the first semester or term of this school year, how often have you and/or your spouse/partner provided advice or information about the following to your high school student? The options are: never, sometimes, often				
	Never	Sometimes	Often	
Selecting courses or programs at school				
Plans and preparation for college entrance exams such as ACT, SAT, or ASVAB				
Applying to college or other schools after high school				
Specific jobs your high school student might apply for after completing or leaving high school.				

Teacher Survey



Default Question Block

This survey should take about 5 minutes to complete. Thank you for participating in this survey.

As you may know, Adams County is currently in the planning stages of a Promise Neighborhood grant. The Promise Neighborhood grant refers to a federal initiative that encourages the collaboration between schools and community organizations.

This survey is being used for program evaluation and research purposes. Your participation is voluntary. If you do not wish to answer any of the questions, or wish to decline to answer a particular question, you may do so. Your individual identity is not associated with your survey responses.

A part of the planning grant requires a team of researchers to gather data regarding Adams County. To collect data, we must survey elementary and secondary teachers.

Thank you, again, for participating in this survey!

Sincerely,
Promise Neighborhoods Research Team

You will see a confirmation when your survey has been completed.

Please advance through the survey using the  button at the bottom of the page.

Do you teach science?

Yes (Please specify which science course)

No

What grade level do you teach?

4K-5

6-8

9-12

Other (please specify)

Please indicate how often do students encounter the following themes in your science curriculum.

Often = present in every unit

Sometimes = present in two or more units

Rarely = present in one unit

Never = never present in any unit

Not Applicable = not applicable in my curriculum

I address aspects of Adams County's culture, art, literature, history and/or natural resources in my curriculum.

- I encourage students to pursue STEM (science, technology, engineering, and math) careers.
- I promote healthy living by encouraging my students to engage in physical activities utilizing the natural world.
- I instill in my students a love for sustainable “green” living (ie. recycling, composting, or gardening).
- I teach students about the natural resources that surround them in Adams County.
- I give students hands-on opportunities to explore the natural world.
- I create service-learning opportunities, where learning activities directly benefit and contribute to the improvement of the community.
- I include activities where students participate in learning activities tied to local or regional conservation goals.
- I encourage students to develop their stewardship skills, meaning to responsibly use and protect the natural environment through conservation and sustainable practices.

Please include any questions, comments, or feedback regarding the contents of this section of the survey?

The next questions are about your experiences with student mental health needs and support services.

Have you sought help for any students experiencing significant mental health or personal problems?

- Yes, I have sought help for students experiencing significant mental health or personal problems.
- No, I have not sought help for any students experiencing significant mental health or personal problems.

When you seek out help for a student experiencing significant mental health or personal problems, what is the name of the person you seek out?

What is their position?

- Teacher
- Administrator
- Counselor
- Psychologist
- Other (please specify)

How often do you talk to this person about student mental health or personal problems?

- Once every few years
- Once a year
- Two to four times a year
- Five times or more per year

Is there anyone else you would seek out for help when you have a student experiencing significant mental health or personal problems?

- Yes

No

When you seek out help for a student experiencing significant mental health or personal problems, what is the name of the person you seek out?

What is their position?

- Teacher
- Administrator
- Counselor
- Psychologist
- Other (please specify)

How often do you talk to this person about student mental health or personal problems?

- Once every few years
- Once a year
- Two to four times a year
- Five times or more per year

How confident do you feel that you can get help with student issues like depression, drug or alcohol use or family problems?

Not at all confident

Somewhat confident

Pretty confident

Very confident

Do you have more to say about getting help with student issues?

How confident do you feel about your ability to independently handle student issues like depression, drug or alcohol use or family problems?

- Not at all confident Somewhat confident Pretty confident Very confident
-

Do you have more to say about teachers handling student issues?

Over the last two years, how many students have you encountered who are experiencing personal or mental health problems serious enough that there was a strong possibility of their being hospitalized, incarcerated or removed from their family's care? (Please enter a numerical digit 1-99)

How familiar are you with wraparound services for youth, which you might know as the Coordinated Service Team (CST) or Comprehensive Community Services (CCS)?

- Never heard of them until now Heard of but not familiar Somewhat familiar Very familiar
-

Have your students used any wraparound services (CST or CCS) in the last two years?

- Not that I know of
- Maybe but I am not sure
- Yes

How many of your students have used wraparound services (CST or CCS) in the last two years? (Please enter a numerical digit 1-99)

Did you attend any meetings about wraparound services (CST or CCS) for your students?

- Yes, more than once
- Yes, once
- Invited but could not attend
- Never attended, not invited to my knowledge

Is there anyone at your school you would seek out for assistance in getting wraparound services (CST or CCS) for your students?

- Yes
- No

Who at your school would you go to for assistance in getting wraparound services (CST or CCS) for your students? (Please write in name)

What is their position?

- Teacher
- Administrator
- Counselor
- Psychologist
- Other (please specify)

Is there anyone else at your school you would seek out for assistance in getting wraparound services (CST or CCS) for your students?

- Yes
- No

Who else at your school would you would go to for assistance in getting wraparound services? (Please write in name)

What is their position?

- Teacher
- Administrator
-

Counselor

- Psychologist
- Other (please specify)

Is there anyone in your community, outside of school, you would seek out for assistance in getting wraparound services (CST or CCS) for your students?

- Yes
- No

Who in the community, outside of school, would you go to for assistance in getting wraparound services (CST or CCS) for your students? (Please write in name)

What is their role?

- Social worker
- Counselor
- Psychologist
- Nurse
- Doctor
- Neighbor
- Friend
- Other (please specify)

The next questions are about your familiarity with and involvement in the Adams County Promise Neighborhood initiative.

How familiar are you with the Adams County Promise Neighborhood initiative?

Never heard of it until now
 Heard of but not familiar
 Somewhat familiar
 Very familiar

Have you been involved in any of the following activities?

	Yes	No
Kids Day	<input type="radio"/>	<input type="radio"/>
Adams County Promise Neighborhood retreat at the high school	<input type="radio"/>	<input type="radio"/>
Adams County Promise Neighborhood kickoff at Adams Theatre	<input type="radio"/>	<input type="radio"/>
Adams County Promise Neighborhood work groups	<input type="radio"/>	<input type="radio"/>
Other? (please specify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>

Promise Neighborhood Scorecard Results

Adams County Promise Neighborhood Academic Results Scorecard

	Time Period	Actual Value	Current Trend	Baseline % Change
R Proficient Students are proficient in core academic subjects				
I Proficient # of students at or above grade level according to state mathematics and English language arts assessments in at least the grades required by the Elementary and Secondary Education Act (3rd through 8th and once in high school)				
I Proficient % of students at or above grade level according to state mathematics and English language arts assessments in at least the grades required by the Elementary and Secondary Education Act (3rd through 8th and once in high school)				
I Proficient % of 3rd graders at or above grade level according to State Mathematics				
	2012	44.3%	↓ 1	3% ↑
	2011	54.9%	↑ 1	28% ↑
	2010	42.9%	→ 0	0% →
<i>all data showing...</i>				
I Proficient % of 4th graders at or above grade level according to State Mathematics				
	2012	45.8%	↑ 2	42% ↑
	2011	41.2%	↑ 1	28% ↑
	2010	32.3%	→ 0	0% →
<i>all data showing...</i>				
I Proficient % of 5th graders at or above grade level according to State Mathematics				
	2012	47.3%	↑ 1	43% ↑
	2011	31.2%	↓ 1	-6% ↓
	2010	33.1%	→ 0	0% →
<i>all data showing...</i>				
I Proficient % of 6th graders at or above grade level according to State Mathematics				
	2012	39.3%	↑ 1	1% ↑
	2011	31.9%	↓ 1	-18% ↓

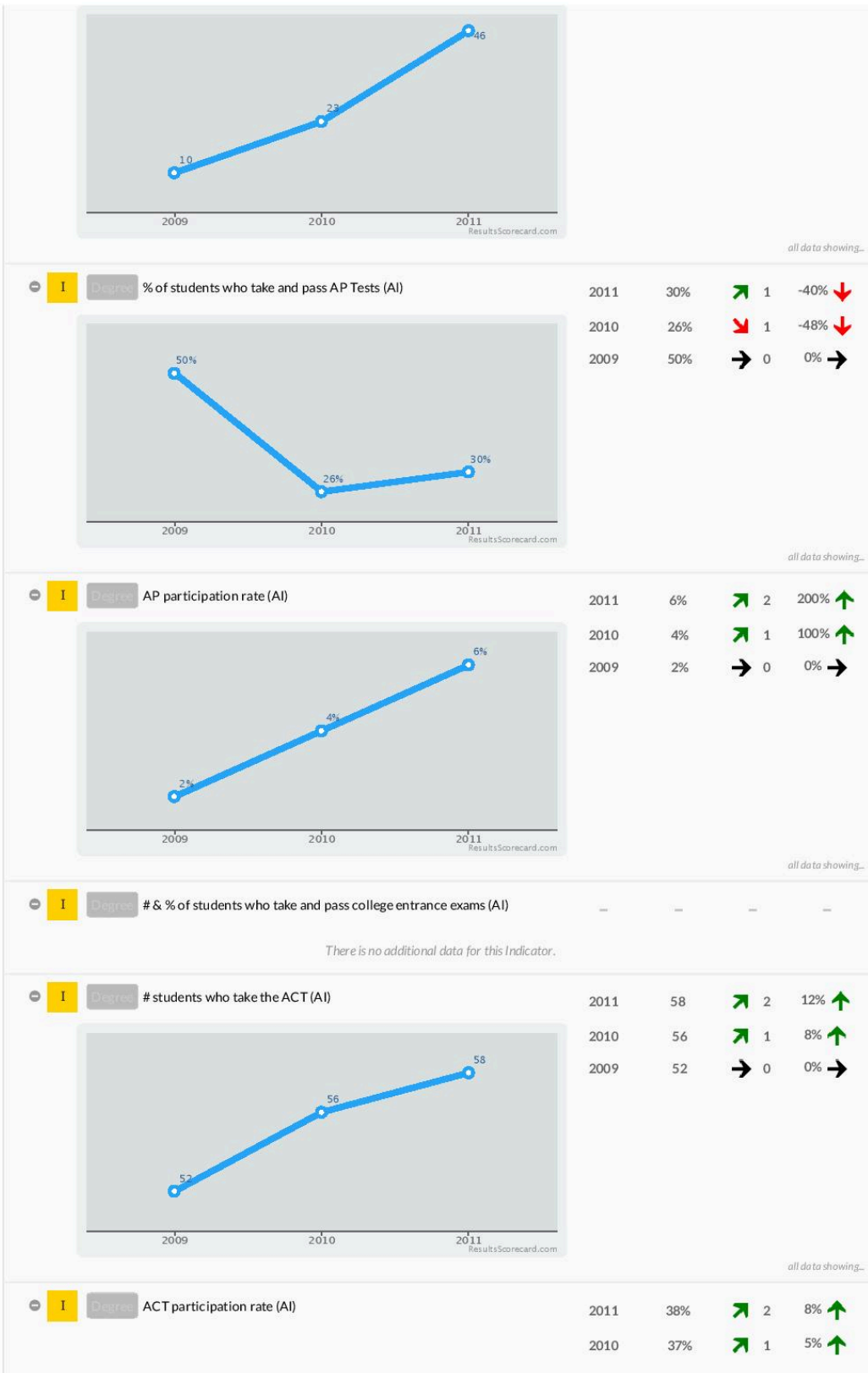
			2010	38.9%	→	0	0%	→
			all data showing...					
I Proficient	% of 7th graders at or above grade level according to State Mathematics		2012	30.3%	↓	1	3%	↑
			2011	36.7%	↑	1	25%	↑
			2010	29.4%	→	0	0%	→
			all data showing...					
I Proficient	% of 8th graders at or above grade level according to State Mathematics		2012	24.8%	↑	1	-40%	↓
			2011	21.3%	↓	1	-48%	↓
			2010	41.2%	→	0	0%	→
			all data showing...					
I Proficient	% of 10th graders at or above grade level according to State Mathematics		2012	35.2%	↑	1	33%	↑
			2011	17.6%	↓	1	-34%	↓
			2010	26.5%	→	0	0%	→
			all data showing...					
I Proficient	% of 3rd graders at or above grade level according to State Reading		2012	17.2%	↓	2	-46%	↓
I Proficient	% of 4th graders at or above grade level according to State Reading		2012	29.7%	↑	2	88%	↑
			2011	24.4%	↑	1	54%	↑

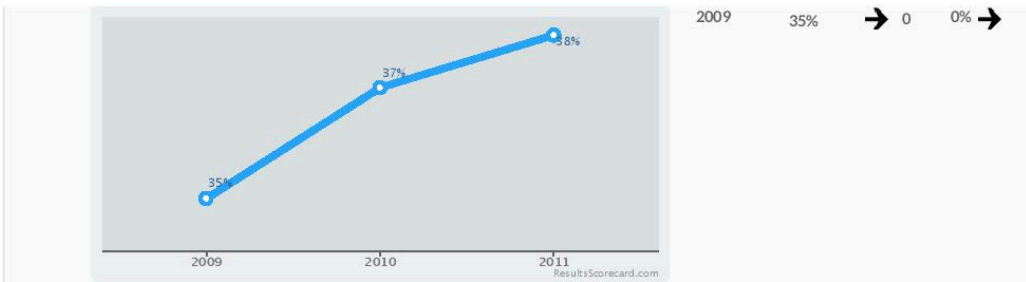




+ I	Readiness	% of children from birth to kindergarten entry who are participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or publicly funded preschool	2013	18.0%	→ 0	0% →
+ I	Readiness	# of children birth to five years old who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health	2013	251	→ 0	0% →
+ I	Readiness	% of children birth to five years old who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health	2013	94.0%	→ 0	0% →
+ I	Readiness	# & % of children that participate in Kindergarten screenings on-time to ensure school readiness (AI)	-	-	-	-
+ I	Readiness	# of children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning - Picture Naming	2012	88	→ 0	0% →
+ I	Readiness	% of children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning - Picture Naming	2012	73.0%	→ 0	0% →
+ I	Readiness	# of children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning - Rhyming	2012	49	→ 0	0% →
+ I	Readiness	% of children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning - Rhyming	2012	40%	→ 0	0% →
+ I	Readiness	# of children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning - Alliteration	2012	115	→ 0	0% →
+ I	Readiness	% of children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning - Alliteration	2012	95%	→ 0	0% →

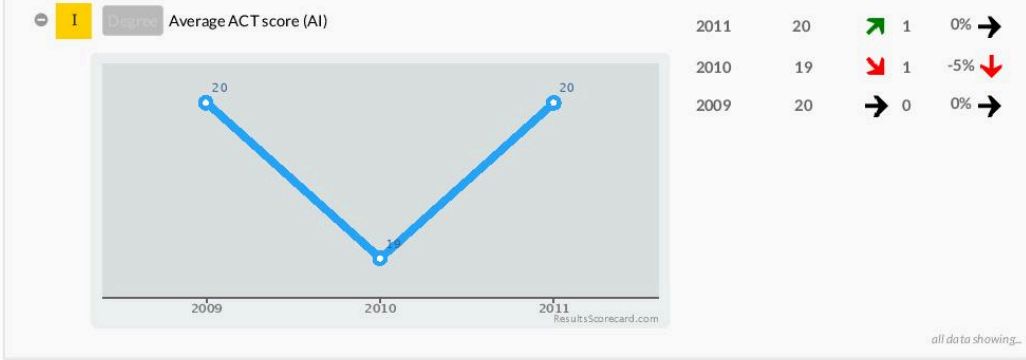
R		High school graduates obtain a postsecondary degree, certification, or credential	Time Period	Actual Value	Current Trend	Baseline %Change
+ I	Degree	# of Promise Neighborhood students who graduate with a regular high school diploma, as defined in 34 CFR 200.19(b)(1)(iv), and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation	-	-	-	-
+ I	Degree	% of Promise Neighborhood students who graduate with a regular high school diploma, as defined in 34 CFR 200.19(b)(1)(iv), and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation	-	-	-	-
- I	Degree	# of students who take and pass AP Tests (AI)	2011	46	↗ 2	360% ↗
			2010	23	↗ 1	130% ↗
			2009	10	→ 0	0% →





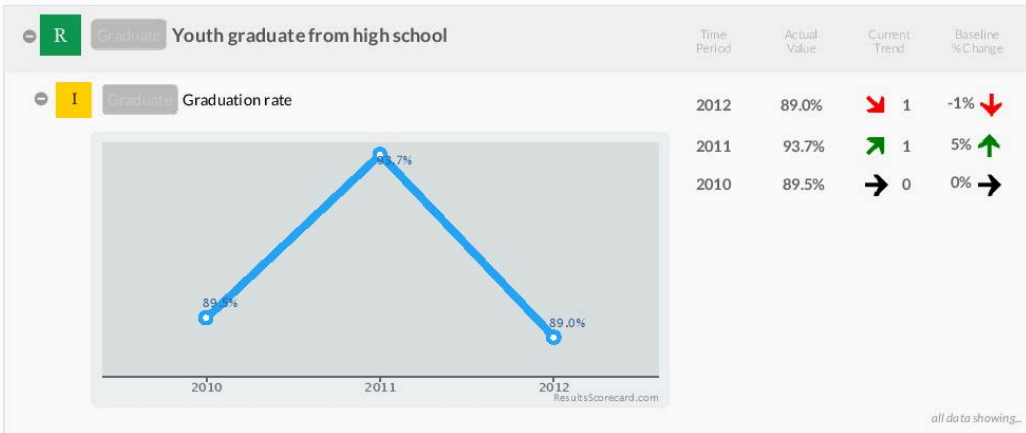
2009 35% → 0 0% →

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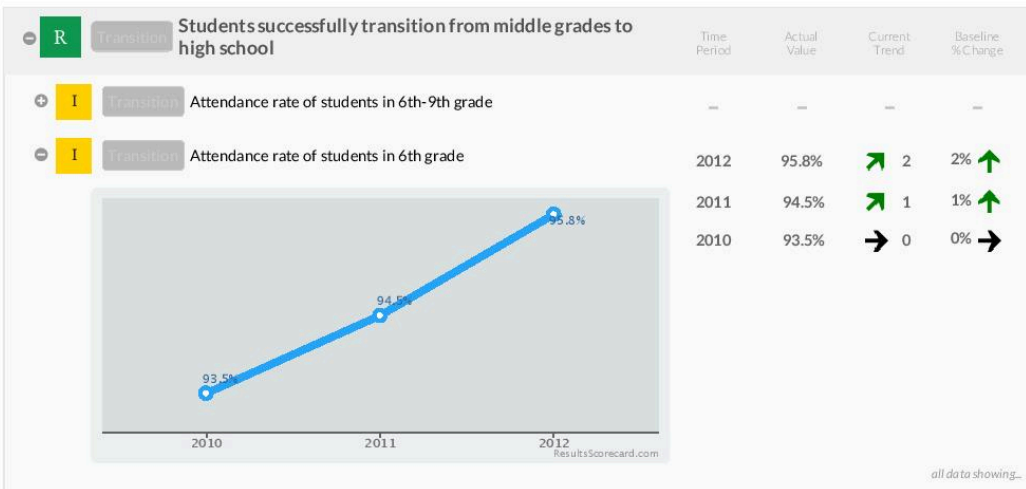
2011 20 ↑ 1 0% →
2010 19 ↓ 1 -5% ↓
2009 20 → 0 0% →

all data showing...



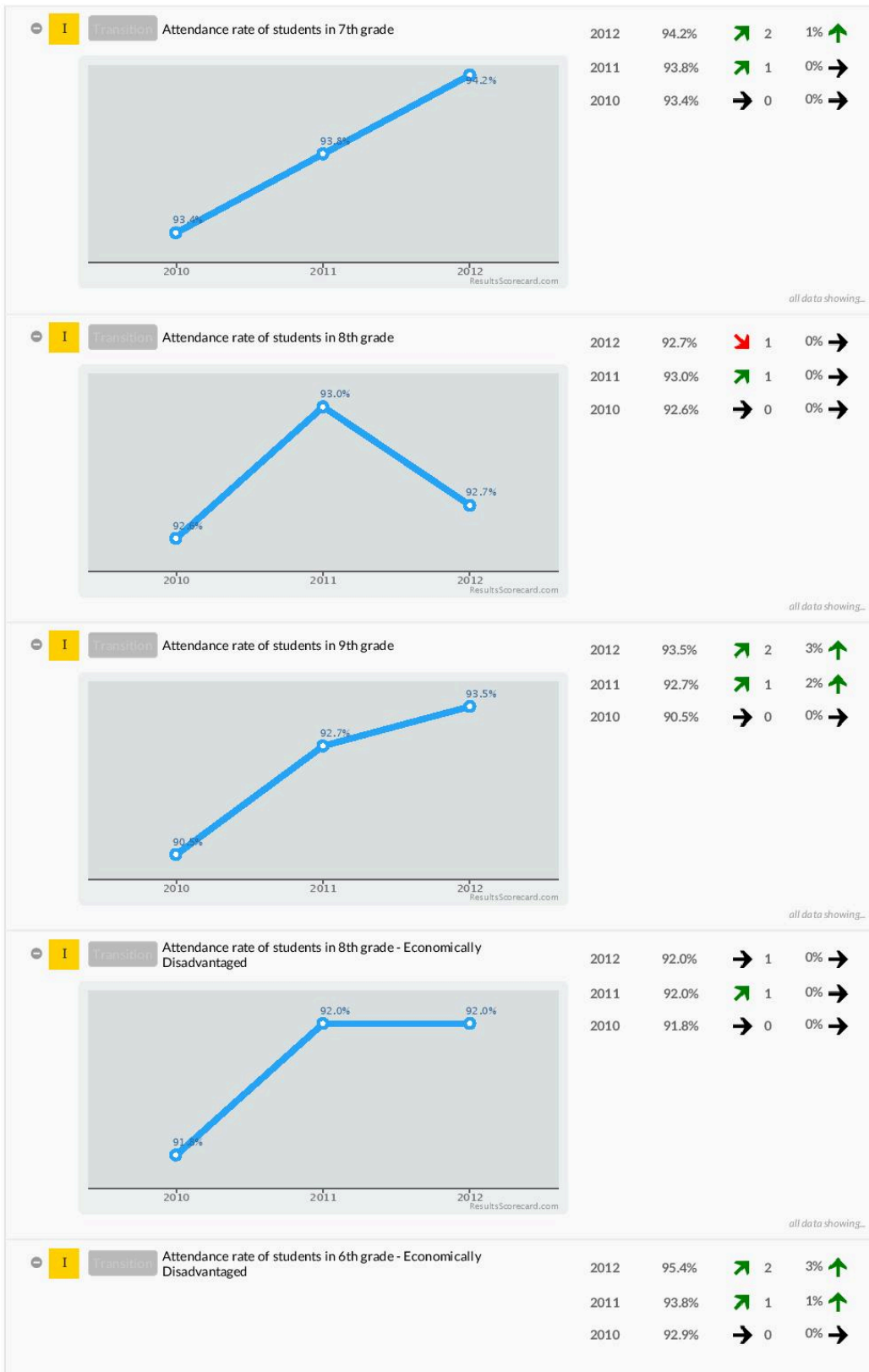
2012 89.0% ↓ 1 -1% ↓
2011 93.7% ↑ 1 5% ↑
2010 89.5% → 0 0% →

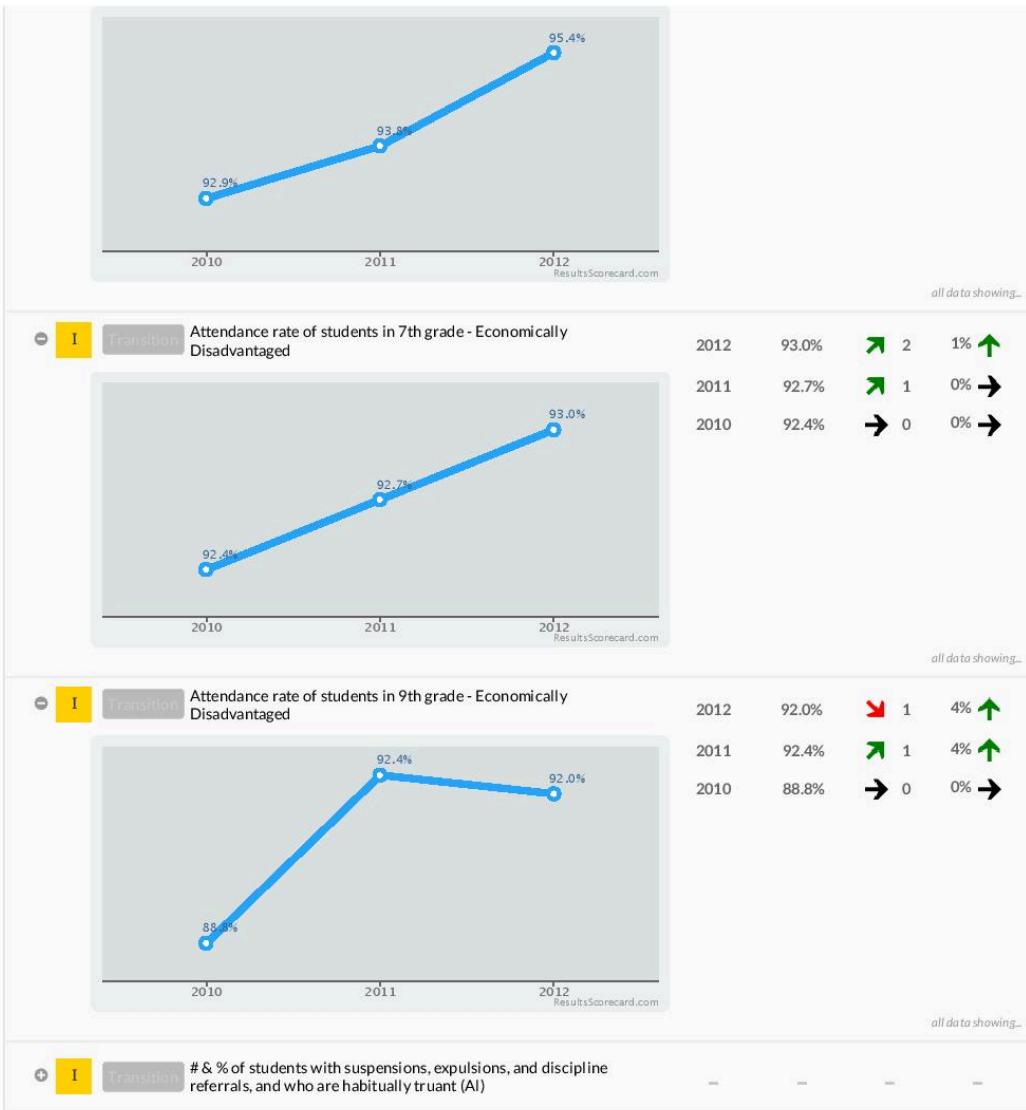
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2012 95.8% ↑ 2 2% ↑
2011 94.5% ↑ 1 1% ↑
2010 93.5% → 0 0% →

all data showing...





Adams County Promise Neighborhood Family and Community Supports Scorecard

R Health Students are healthy		Time Period	Actual Value	Current Trend	Baseline % Change
+	I Health # of middle school 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	2013	235	→ 0	0% →
+	I Health % of middle school 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	2013	72.9%	→ 0	0% →
+	I Health # of high school 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	2013	153	→ 0	0% →
+	I Health % of high school 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	2013	47.1%	→ 0	0% →
+	I Health # & % of mothers who participate in pre- and post- natal support services (AI)	-	-	-	-
+	I Health # & % children who receive medical, dental, vision screenings and engage in follow-up services as needed (AI)	-	-	-	-
+	I Health # & % children referred to participate in mental health services (AI)	-	-	-	-
+	I Health # of middle school students who have had sexual intercourse (AI)	2013	24	→ 0	0% →
+	I Health % of middle school students who have had sexual intercourse (AI)	2013	7.5%	→ 0	0% →
+	I Health # of high school students who have had sexual intercourse (AI)	2013	153	→ 0	0% →
+	I Health % of high school students who have had sexual intercourse (AI)	2013	47.1%	→ 0	0% →
+	I Health # of high school students who report that in the previous 12 months they attempted suicide (AI)	2013	26	→ 0	0% →
+	I Health % of high school students who report that in the previous 12 months they attempted suicide (AI)	2013	8.3%	→ 0	0% →
+	I Health # of middle school students who report that in the previous 12 months they attempted suicide (AI)	2013	30	→ 0	0% →
+	I Health % of middle school students who report that in the previous 12 months they attempted suicide (AI)	2013	9.0%	→ 0	0% →
+	I Health # & % of children who feel so sad or hopeless almost every day for 2 weeks in a row in the previous 12 months that they stopped doing usual activities (AI)	-	-	-	-
+	I Health # of middle school students who feel so sad or hopeless almost every day for 2 weeks in a row in the previous 12 months that they stopped doing usual activities (AI)	2013	100	→ 0	0% →
+	I Health % of middle school students who feel so sad or hopeless almost every day for 2 weeks in a row in the previous 12 months that they stopped doing usual activities (AI)	2013	31.3%	→ 0	0% →

+	I	Health	# of high school students who feel so sad or hopeless almost every day for 2 weeks in a row in the previous 12 months that they stopped doing usual activities (AI)	2013	92	→ 0	0% →
+	I	Health	% of high school students who feel so sad or hopeless almost every day for 2 weeks in a row in the previous 12 months that they stopped doing usual activities (AI)	2013	28.3%	→ 0	0% →
+	I	Health	# and % of children who report having used alcohol, tobacco and other drugs in the previous 30 days (AI)	–	–	–	–
+	I	Health	% of middle school students who report having used alcohol in the previous 30 days (AI)	2013	12%	→ 0	0% →
+	I	Health	# of middle school students who report having used alcohol in the previous 30 days (AI)	2013	41	→ 0	0% →
+	I	Health	% of middle school students who report having used tobacco in the previous 30 days (AI)	2013	6%	→ 0	0% →
+	I	Health	# of middle school students who report having used tobacco in the previous 30 days (AI)	2013	21	→ 0	0% →
+	I	Health	% of middle school students who report having used marijuana in the previous 30 days (AI)	2013	4%	→ 0	0% →
+	I	Health	# of middle school students who report having used marijuana in the previous 30 days (AI)	2013	13	→ 0	0% →
+	I	Health	% of high school students who report having used alcohol in the previous 30 days (AI)	2013	39%	→ 0	0% →
+	I	Health	# of high school students who report having used alcohol in the previous 30 days (AI)	2013	126	→ 0	0% →
+	I	Health	% of high school students who report having used tobacco in the previous 30 days (AI)	2013	18%	→ 0	0% →
+	I	Health	# of high school students who report having used tobacco in the previous 30 days (AI)	2013	57	→ 0	0% →
+	I	Health	% of high school students who report having used marijuana in the previous 30 days (AI)	2013	18%	→ 0	0% →
+	I	Health	# of high school students who report having used marijuana in the previous 30 days (AI)	2013	57	→ 0	0% →

R Support			Families and community members support learning in Promise Neighborhood schools	Time Period	Actual Value	Current Trend	Baseline % Change
+	I	Support	# of family members who attend parent-teacher conferences	–	–	–	–
+	I	Support	% of family members who attend parent-teacher conferences	–	–	–	–
+	I	Support	For birth to kindergarten entry, number of children who have a parent who reads to them at least three times a week.	2013	194	→ 0	0% →
+	I	Support	For birth to kindergarten entry, percent of children who have a parent who reads to them at least three times a week.	2013	62.0%	→ 0	0% →
+	I	Support	For children in K through 8th grade, the number of parents who report encouraging their children to read books outside of school.	2013	175	→ 0	0% →
+	I	Support	For children in K through 8th grade, the percent of parents who report encouraging their children to read books outside of school.	2013	43.0%	→ 0	0% →
+	I	Support	For children in the 9th to 12th grade, the number of parents who report				

+	I	Support	talking with their child about the importance of college.	2013	165	→ 0	0% →
+	I	Support	For children in the 9th to 12th grade, the percent of parents who report talking with their child about the importance of college.	2013	79.0%	→ 0	0% →
+	I	Support	For children in the 9th to 12th grade, the number of parents who report talking with their child about the importance of career.	2013	193	→ 0	0% →
+	I	Support	For children in the 9th to 12th grade, the percent of parents who report talking with their child about the importance of career.	2013	92%	→ 0	0% →

- R Stable			Students live in stable communities	Time Period	Actual Value	Current Trend	Baseline % Change
+	I	Stable	Student mobility rate	2012	10.8%	→ 0	0% →
+	I	Stable	Student mobility rate - Black	2012	15.4%	→ 0	0% →
+	I	Stable	Student mobility rate - Hispanic	2012	44.8%	→ 0	0% →
+	I	Stable	Student mobility rate - White	2012	8.4%	→ 0	0% →
+	I	Stable	Student mobility rate - SwD	2012	11.1%	→ 0	0% →
+	I	Stable	Student mobility rate - Economically Disadvantaged	2012	13.4%	→ 0	0% →
+	I	Stable	Student mobility rate - ELL	2012	64.4%	→ 0	0% →
+	I	Stable	# of high school students who feel like they would to live and work here after high school or after postsecondary education (AI)	2013	87.0	→ 0	0% →
+	I	Stable	% of high school students who feel like they would to live and work here after high school or after postsecondary education (AI)	2013	26%	→ 0	0% →

- R Safe			Students feel safe at school and in their community	Time Period	Actual Value	Current Trend	Baseline % Change
+	I	Safe	# of middle school students who feel safe at school and traveling to and from school, as measured by a school climate survey.	2013	264	→ 0	0% →
+	I	Safe	% of middle school students who feel safe at school and traveling to and from school, as measured by a school climate survey.	2013	81.9%	→ 0	0% →
+	I	Safe	# of high school students who feel safe at school and traveling to and from school, as measured by a school climate survey.	2013	233	→ 0	0% →
+	I	Safe	% of high school students who feel safe at school and traveling to and from school, as measured by a school climate survey.	2013	71.7%	→ 0	0% →
+	I	Safe	# of high school students who have been in a physical fight in the past 12 months either on school property or outside of school property (AI)	2013	88	→ 0	0% →
+	I	Safe	% of high school students who have been in a physical fight in the past 12 months either on school property or outside of school property (AI)	2013	27.0%	→ 0	0% →
+	I	Safe	# of middle school students who have been in a physical fight in the past 12 months either on school property or outside of school property (AI)	2013	151	→ 0	0% →

+	I	Safe	% of middle school students who have been in a physical fight in the past 12 months either on school property or outside of school property (AI)	2013	47.0%	→ 0	0% →
+	I	Safe	# of high school students who have been harassed, picked on, or bullied at school in the past 12 months (AI)	2013	103	→ 0	0% →
+	I	Safe	% of high school students who have been harassed, picked on, or bullied at school in the past 12 months (AI)	2013	31.7%	→ 0	0% →
+	I	Safe	# of middle school students who have been harassed, picked on, or bullied at school in the past 12 months (AI)# of middle school students who have been harassed, picked on, or bullied at school in the past 12 months (AI)	2013	221	→ 0	0% →
+	I	Safe	% of middle school students who have been harassed, picked on, or bullied at school in the past 12 months (AI)	2013	68.7%	→ 0	0% →
+	I	Safe	# & % of referrals to child protective services and substantiated child abuse and neglect reports (AI)	-	-	-	-

- R			Learn	Students have access to 21st century learning tools	Time Period	Actual Value	Current Trend	Baseline % Change
+	I	Learn	# of high school students who have home access (and percent of the day they have access) to broadband internet and a connected computing device.	2013	256	→ 0	0% →	
+	I	Learn	% of high school students who have home access (and percent of the day they have access) to broadband internet and a connected computing device.	2013	76.0%	→ 0	0% →	
+	I	Learn	# of middle school students who have home access (and percent of the day they have access) to broadband internet and a connected computing device.	2013	244	→ 0	0% →	
+	I	Learn	% of middle school students who have home access (and percent of the day they have access) to broadband internet and a connected computing device.	2013	72%	→ 0	0% →	