

**Roseland Children’s Initiative – Proposal for Funding
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Roseland Children's Initiative – Proposal for Funding

Introduction: The Roseland Children's Initiative started in Fall 2009, in the immediate aftermath of the fatal beating of honor student Derrion Albert by a group of youth on the sidewalk in front of Fenger High School. SGA Youth & Family Services had launched a program six months earlier to provide mental health and support to youth at Fenger to reduce violence, and plans were underway for more services in the Fall. The horrific incident, its brutality caught on tape and viewed nationwide, shocked residents and institutions in the Roseland community and citywide and became a call for urgent action. How could such a thing happen to a child right outside his school in broad daylight? Within two months, Fenger administration and SGA began planning a Promise Neighborhood model to bring about the systemic change necessary to protect Roseland's children and ensure their potential. The Roseland Children's Initiative (RCI), now entering its third year, was created to achieve that vision.

RCI submitted a proposal for Promise Neighborhood funding last year and had the second highest scoring application (by a margin of one point) in Illinois. As yet, no projects have been funded in Illinois. RCI was the only Illinois applicant invited to participate in the PolicyLink/Promise Neighborhoods Institute Intensive Learning Partnership for technical support to continue moving forward with our planning process and re-submit in this cycle. Also in preparation for this submission, RCI Partners have participated in the Harlem Children's Zone Practitioner's Institute, and have visited both the Harlem Children's Zone and the Washington DC Promise Neighborhood, one of last year's grantees.

During the past year we have strengthened our coalition by: increasing resident leadership; implementing new services; partnering with two more schools; hiring a full-time Project Director from the community; and opening a community office for the project. We have

made significant strides toward increasing system capacity through advocacy in the healthcare and public transportation sectors. We have increased awareness of the project by convening a community rally in May, bringing Geoffrey Canada to speak to youth and families at Fenger High School. We also have been collecting needs assessment and program evaluation data, putting in place the sophisticated software systems needed to track Promise Neighborhood data.

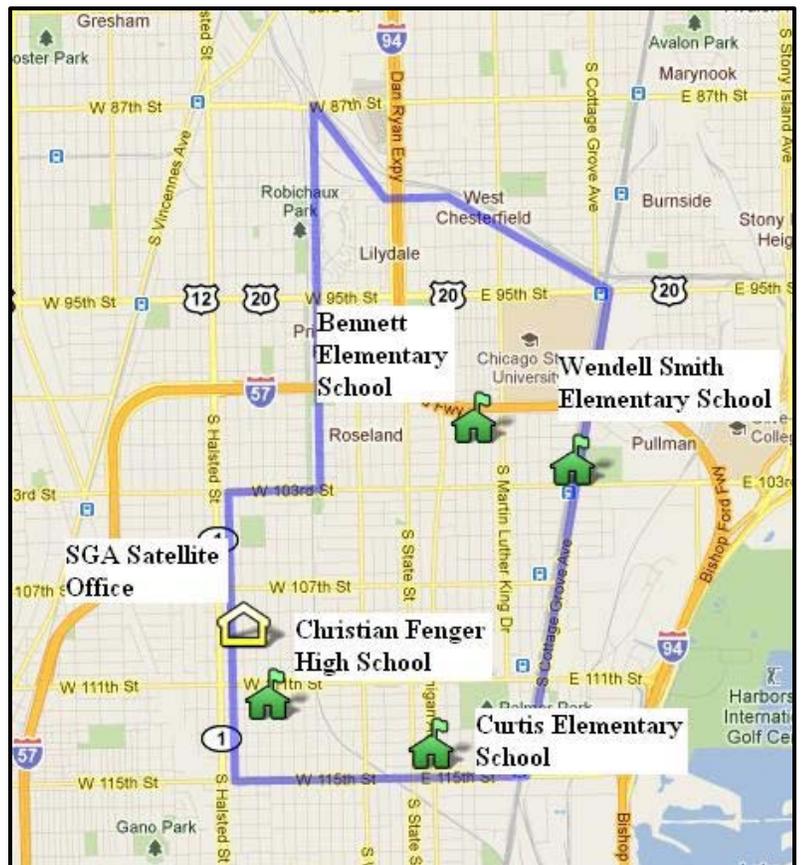
RCI partners are wholly committed to the children and families of Roseland and to the Promise Neighborhood philosophy and model. We believe that this proposal will demonstrate that we have the framework and supports in place to successfully plan and implement a Promise Neighborhood model in Roseland.

NEED FOR THE PROJECT

Absolute Priority 1: Requirement 1

Neighborhood and Need:

Description of the Community: Roseland is a 6 ½ square mile, far South Side Chicago community, bordered roughly by 91st Street (North) and 115th Street (South), and by Harvard/Emerald (West) and Cottage Grove (East). Its population is 40,148, of whom 10,281 (26%) are children 0-17 years. Ninety-seven percent of residents are African American. (2005-2009 American Community Survey.) The Roseland Children’s Initiative’s goal is to



ultimately serve a 200 block area. We will begin by serving a targeted 60-block segment of the Roseland community bordered on the North by 111th Street, on the South by 115th Street, on the West by Lowe and on the East by Michigan Avenue. All schools in the targeted area are low performing.

Roseland was a thriving multi-cultural community in the late 1800s through the first half of the 20th century. Businesses flourished, aided by South Side steel mills and the nearby Pullman factory which attracted skilled tradesmen and their families from Europe and other parts of the US. Fortunes changed in the 1960s when steel mills closed and Pullman finally closed in 1981. Middle class African American families moved in to the stable, well-kept neighborhood. Whites moved out quickly, flooding the market and dropping property values, and low-income African American families moved in. The population change created a community that lost its racial diversity but retained two disparate income levels – middle class and poor. The area remained under the social service radar, due in part to skewed per capita income, creating pockets of desperation and sending crime rates, gang violence and urban decay skyrocketing.

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Roseland's geographic location approximately 16 miles (or 120 blocks) from downtown Chicago has led to isolation from the rest of the city, which has only fueled its troubles.



Roseland is not accessible by Chicago Transit Authority trains. The Red Line train (the line that runs straight south from downtown) ends at 95th street (Roseland starts at 91st) and the station is a mile west of Roseland. Residents have to walk from several blocks to more than a mile to catch a bus to access the Red Line, and there is no sidewalk in some places. There is only

one hospital that serves Roseland and it does not have a trauma unit. Residents in need of trauma care must be transported miles across the city.

Poverty, lack of opportunity and isolation have created many challenges for Roseland:

- 38% of family households describe themselves as “single with children” or “single woman with children” while only 14% describe themselves as “married with children.” (2005-2009 *American Community Survey*)
- 21% of all births are teen births vs. 17% Chicago-wide (2005 *IDHS*)
- 50% are high school graduates vs. 72% Chicago-wide (*MCIC*)

- 19.4% unemployment in 2010 vs. 11% Chicago (*IDES*)
- 32% of children in Roseland live in poverty. Between 1990 and 2005 there was a 21% increase in the number of Roseland children living in poverty (*Chapin Hall “Chicago Children and Youth 1990-2010”*)
- 97.2 % of students at Curtis Elementary, 94% of students at Bennett Elementary, 97% at Smith Elementary and 94.5% of students at Fenger High School are low income (*Illinois School Report Cards*)
- 45% of the population in Roseland live in households with annual income less than \$35,000 (*as estimated for 2005-09 by the Census’ American Community Survey*)

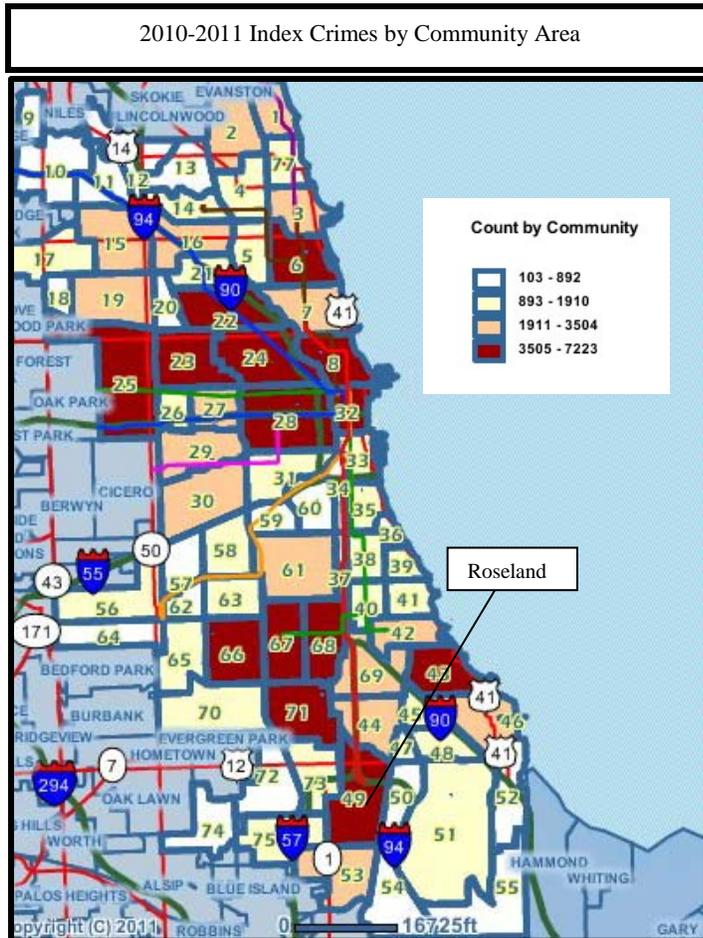
Child health and endangerment:

- 13.6% Infant Mortality rate (vs. 9.6% Chicago-wide) (*DFSS, CPDH*)
- Indicated cases of Physical Abuse: the 60628 zip code (encompassing Roseland) is 2nd highest of the Chicago area zip codes. (*IDCFS*)
- Indicated cases of Sexual Abuse: the 60628 zip code (encompassing Roseland) ranks 8th highest of the Chicago area zip codes (*IDCFS*)
- Children in Protective Custody: the 60628 zip code (encompassing Roseland) ranks 3rd highest of the Chicago area zip codes (*IDCFS*)
- Children in Foster Care: the 60628 zip code (encompassing Roseland) ranks 2nd highest of Chicago area zip codes (*IDCFS*)
- In 2009, Fenger High School reported having 103 homeless students (*CPS*)

Preventable health conditions: 56.4% of Roseland children ages 2-12 years are obese compared with 16.8% nationwide. (*Sinai Study published in Public Health Reports, March 2008, Volume 123*). According to the Chicago Public Schools Health Specialist Office, only

77% of students at Curtis Elementary, one of our partner schools, were medically compliant with immunizations. Sinai Health Systems recently conducted a household survey in Roseland comparing health factors across a random sampling of residents in six Chicago communities. The study showed that Roseland residents were unlikely to engage in regular exercise (only 27% were ‘active’, as defined by Centers for Disease Control and Prevention moderate physical activity), 38% were obese, 39% reported having been diagnosed with high blood pressure and 13% with asthma, only 30% obtained needed dental care, 61% of women had mammograms in the past year and 25% of residents had colonoscopies.

Crime Rates: According to an Urban Institute Study, Roseland was one of seven



communities that, combined, accounted for 54% of all Chicago-wide offender re-entries in 2005. In 2009, 58% of murders in Roseland were gang related. In 2010, Roseland accounted for 13% of all Chicago-wide murders. In 2010, there were 1,459 arrests of youth ages 10-17 and 2,076 of young adults ages 18-24. Six youth aged 17 or under were arrested for murder, four for criminal sexual assault, 80 for robberies, 52 for aggravated assaults and 62 for aggravated batteries. The map above

shows index crimes by Chicago Community Area for the time period spanning August 2010 to

August 2011. Index crimes displayed include: homicide (1st & 2nd degree), criminal sexual assault, robbery, aggravated assault, aggravated battery, burglary, larceny, motor vehicle theft and arson. Roseland (Area 49) is highlighted.

Rates of vacant or substandard homes, including distressed and assisted housing: Unlike many low-income urban communities, Roseland does not have high rise housing. Housing stock in Roseland is 64% single family detached homes, 9% single family attached homes, 12% duplexes and 14% units in small apartment buildings. But in keeping with the spectrum of income levels, homes range from attractive and well-kept to distressed but cared-for homes, to run-down properties. At least 11% of properties are vacant (American Community Survey 2005-09). According to Record Information Services data reported by the Woodstock Institute, there were 531 foreclosures in Roseland in 2010.

Roseland has one public housing development, Altgeld Gardens, built in 1945 for Black war-industry workers. The homes were segregated then and continue to house only Black residents today. Most youth in Altgeld Gardens attend Fenger High School and many attend Curtis Elementary. There also are two Scattered Site developments adjacent to Roseland that draw students to Fenger High School, Bennett and Smith Elementary Schools.

Partner Schools: **(Absolute Priority 1: Requirement 2 Target Schools)**

The Roseland Children's Initiative will create a continuum of services for students at four Chicago Public Schools: Curtis Elementary and Fenger High School (persistently lowest achieving schools that have implemented Turnaround models) and Smith Elementary and Bennett Elementary, both low performing schools.

Curtis Elementary: Curtis is the main elementary school to be served by RCI. It is a persistently lowest achieving school located in the center of the 60-block segment of the

neighborhood where we will launch our initial continuum. All Curtis students reside within the 60 block segment. Curtis re-opened its doors in September 2010 as a Turnaround school. Enrollment in 2010 was 464 students, nearly all (98.1%) of whom were Black (the remainder were Latino.) . The mobility rate is 34.9%, attendance is 89.5% and truancy is 21.8%.

Academic Indicators at Curtis Elementary:

- 3rd Grade: 35.6% of students met state standards in reading, only 3.4% of students exceeded; 55.9% met or exceeded standards in math, 8.5% exceeded.
- 5th Grade: 34% of students met or exceeded reading standards, 4.3% exceeded; and 42.2% met standards in math and 4.3% exceeded.
- 8th Grade: 62.2% met state standards in reading and no students exceeded; 51.1% of students met standards in math, 6.7% exceeded standards.

(Source: Illinois School Report card)

Academic Indicators at Bennett Elementary: Bennett is a low performing school located in the north section of our 60 block segment. Bennett serves many children from our 60 block segment; the remainder lives within the 200 block RCI expansion area. Enrollment in 2010 was 619 students, nearly all (99.5%) Black. The mobility rate is 19%, with a 93% attendance rate.

- 3rd Grade: 72% of students met state standards in reading and 82% met or exceeded standards in math.
- 5th Grade: 57% of students met or exceeded reading standards, 79% met math standards.
- 8th Grade: 80% met state standards in reading; 80% of students met standards in math.

(Source: Illinois School Report card)

Academic Indicators at Smith Elementary: Smith is a low performing school located at the northeast edge of the 60-block area and within the 200 block expansion area. Enrollment in

2010 was 401 students, 100% of whom were Black. The mobility rate is 36%, with 19% chronic truancy with a 91% attendance rate.

- 3rd Grade: 54% of students met state standards in reading and 74% met or exceeded standards in math.
- 5th Grade: 56% of students met or exceeded reading standards, and 63% met math standards.
- 8th Grade: 74% met state standards in reading; 76% of students met standards in math.

(Source: Illinois School Report card)

Fenger High School: Fenger High School, a persistently lowest achieving school, reopened its doors in Fall 2008 as a Turnaround School. Just one year later, in September, 2009, 16-year-old student Derrion Albert was beaten to death directly outside of school property in a brawl. The horrible incident was caught on tape and broadcast around the world, making Fenger High School synonymous with inner-city school violence. Beyond struggling to cope with the loss and with fear for their safety, Fenger students suddenly found themselves being stigmatized as violent. According to a Chicago Tribune article (June 13, 2010 Faces of Fenger), after the incident several Fenger students attending a college fair reported to their teachers that college representatives “gave them funny looks” when they said they went to Fenger. Fenger sports teams also were taunted and treated unfairly.

The incident and its aftermath have created obstacles for an already challenged – yet highly determined – Turnaround program. In 2010, mobility at Fenger was 38.2%, attendance was 69% and the truancy rate was 69%. The drop-out rate was 42.1% and only 47.7% of Fenger graduates enrolled in college or post-secondary education (*School Report Cards*).

Academic Indicators at Fenger High School:

- 57.9% Graduation Rate in 2010
- 9th Grade English: 24.2% or 48 out of 198 students tested scored above the college readiness grade level benchmark of 13 on the Explore EPAs assessment
- 11th Grade: 11.7% that took the most recent (April 2010) ACT scored above an 18, the college readiness benchmark for the ACT EPAs assessment.
- 12th Grade: 3.5% of students tested showed a score of 18 or better on their last administration of the ACT EPAs assessment
- 9th Grade: 4.8% of students scored above the college readiness grade level benchmark of 17 on the Explore EPAs assessment.
- 11th Grade: 2 students out of 205 juniors (1%) scored above a 22 in math, the college readiness benchmark for the ACT EPAs assessment (not all student data has been reported back yet).

(Source Illinois School Report Card)

Existing Resources in Roseland: It is a reflection of the scope and depth of the community's needs, and perhaps the inadequacy of the existing service delivery, that there are so many academic and family support needs despite a substantial number of agencies and institutions serving them. There are nine early childhood/childcare programs, nine out-of-school time programs, seven job placement/ vocational/GED programs, 20 youth and family service programs and eight medical providers.

Community-Defined Priorities: In December 2009, SGA and its partner, Community Connectors, conducted a focus group of 25 randomly selected Roseland residents to ask what they felt were the most pressing issues in their community, what strategies they would employ to

address the issues and whether or not existing services were effective in addressing the concerns. Participants were divided into five groups and asked to generate five concerns. Each of the groups' concerns were shared, and then the larger group prioritized the top five issues: 1) crime/violence/safety; 2) unemployment; 3) education; 4) lack of activities; and 5) family structure. The groups agreed on several key strategies to address the issues: parent training; activities to build family cohesion; activities to build more respect and morality within families and in the broader community; more police presence in targeted areas and more involvement in the community by police; and job training.

QUALITY OF PROJECT DESIGN

Absolute Priority 1: Requirement 2 How to Build a Cradle-to-Career Continuum

The Roseland Children's Initiative will create a complete cradle to career continuum to achieve our **vision** that each child in Roseland will attain excellent education, will successfully transition to college and career and will contribute to their community. Our **Theory of Change** to reach that vision is that when a community successfully makes a comprehensive, continuous and intentionally integrated investment in four core areas their children and youth are prepared for and succeed in life. The four areas of investment are:

1. Community Building (including community engagement, social capital, capacity building, and alignment of community-public- and private financial and human resources);
2. Family and Community Supports (including human development, housing and physical development, and economic and commercial development);
3. Education (including early childhood, elementary, high school, post secondary, career) and
4. Data-driven decision making (using qualitative and quantitative data to inform decision making)

Our Theory of Action – the map to our theory of change – is that within each *core investment area* there are one or more central *strategic directions* and associated *goals* that when aligned and successfully implemented will result in short term outcomes for individual children and families and accrue to the long term vision. Our theory of action and its strategic directions will serve as a roadmap for the continuum-building process.

Core Investment #1 - Community Building

(Aligned with Absolute Priority 1: Requirement 3 Results for Family and Community Supports)

Strategic Directions:

1 Community Engagement (*PN Goal: Students live in stable communities*)

- Engage and build community leadership
- Support and facilitate community ownership of community change initiative(s)

2 Social Capital (*PN Goal: Students live in stable communities*)

- Support and create social, cultural, psychological and civic connections among neighborhood and community residents.

3 Capacity Building (*PN Goal: Students live in stable communities*)

- Support and build local organizations capacity to address community needs and sustainability.

4 Alignment of financial and human resources in community-, public- and private-sector. (*PN Goals: Students live in stable communities; students access 21st Century learning tools; Family/Community support learning*)

- Community achieves program participation and market penetration targets by age group

- Community leaders and service providers support the Roseland Children’s Initiative.
- State of Illinois, City of Chicago and philanthropic organizations support access to 21st century leaning opportunities.
- Investment in this place-based initiative reduces long-term cost associated with academic remediation, criminal justice involvement, health-related issues, and income subsidy.

Core Investment #2 – Family and Community Supports

(Aligned with Absolute Priority 1: Requirement 3 Results for Family and Community Supports)

Strategic Directions

1- Human development, including child-, youth- and family-focused supportive social, emotional, and health related services (*PN Goals: Children are healthy; family and community support learning*)

- Children live and develop successfully through infancy and adolescence.
- Children and youth are free from abuse and neglect.
- Children and youth are physically, mentally and emotionally healthy.
- Families are connected to supportive networks and needed services.
- Families are connected to education, training, and income supplements aimed at living above the poverty level.
- Children live in families that provide structure, nurturance and high expectations.

2- Housing and Physical Development (*PN Goals: Students feel safe; students live in stable communities; students are healthy*)

- Neighborhoods are safe and free of violence and crime.
- There is available affordable housing.
- Housing is free of health hazards: pest, lead, disease, etc.
- Housing development occurs without displacement.
- Children and youth avoid violent mortality.

3 - Economic and commercial development (*PN Goal: Students live in stable communities; students access 21st Cent. Learning*)

- Commercial and entrepreneurial enterprise developed.
- Community residents benefit from larger metropolitan area assets.
- Business investment occurs locally in new technologies / industries.

Core Investment #3 Education

(Aligned with Absolute Priority 1: Requirement 3 Results for Education Programs)

Strategic Directions

1 - Early childhood (*PN Goals: Students are healthy; children are ready for kindergarten*)

- Births are healthy and well timed.
- Children are ready for school learning (socially, cognitively, emotionally) at the time of school entry.

2- Elementary (*PN Goals: Students are proficient in core subjects; Successful Middle School to High School transition*)

- Children demonstrate achievement of grade-level proficiency in major subject, including reading and arithmetic, at the third grade and subsequently.

- Children are not chronically absent from school.

3- High School (*PN Goal: Students graduate from high school*)

- Students graduate from high school.
- Students are prepared to succeed in post-secondary education

4- Post Secondary (*PN Goal: College/Career Success*)

- Students apply and are accepted into one or more four year accredited colleges.
- Students and families have available social, economic and academic supports to complete education.

5 – Career (*PN Goal: College/Career success*)

- Young adult are prepared for or engage in productive careers.
- Young adults become contributing members of their community and society

Core Investment #4: Data driven decision making

Absolute Priority 1: Requirement 4 – Data collection, analysis, management

Strategic Directions:

1- Qualitative and quantitative data collected as baseline and throughout planning and implementation to inform community endorsed actions and decisions

- Develop, in consultation with the national evaluator, an evaluation strategy, including identifying a credible comparison group and establishing protocols and procedures to access relevant program and project data

- Develop, in consultation with the national evaluator, a plan for identifying and collecting reliable and valid baseline data for both program participants and a designated comparison group of non-participants
- Develop a plan to utilize rapid-time data to inform current lessons, instruction and family and community supports
- Develop a plan to link the longitudinal data system to school-based, LEA, and State data systems; and make the data accessible to parents, families, community residents, program partners, researchers, and evaluators while abiding by Federal, State, and other privacy laws and requirements.
- Develop, in consultation with internal program evaluator, a system to track the program planning process to measure inclusiveness and effectiveness and ensure timely implementation

The continuum planning process will be built directly around the four Core Investments, using the Promise Neighborhood Goals and our Strategic Directions as guideposts. This will be an inclusive process that offers a role to all residents, key stakeholders and also invites the counsel of outside experts.

Governance Structure: Continuum planning will be a community-directed process. RCI is led by an Advisory Board, a 15-member group comprised of residents, educators, service providers and civic leaders. The Advisory Board works closely with the Project Director who is responsible for managing all aspects of the Initiative, including coordinating all Advisory Board and RCI Partners meetings, maintaining relationships with community groups and business leaders and supervising program staff. The Advisory Board is the primary decision-making body of RCI and is responsible for setting clear goals and priorities for the continuum based on our

strategic directions and community level data. The Advisory Board is responsible for ensuring that every programmatic decision is data-driven and that members and service providers are held accountable for deliverables and decisions. The Advisory Board also is responsible for creating program standards and for determining long-term direction and goals for the continuum. The group is assisted by a diverse staff team including a Project Director, Assessment Specialist and Evaluator with expertise in education, social work, evaluation and community organizing. The Advisory Board has been working together for the past three years and has in place a strong and inclusive planning, assessment and decision-making process.

In addition to the Advisory Board, the Roseland Children's Initiative has built a group of committed program partners, the RCI Partners, consisting of local, regional and national experts. The role of the RCI Partners is to offer expertise on the Promise Neighborhood model, to align financial and human resources within the broader community and to help secure resources for the initiative. RCI Partners include national experts on the Promise Neighborhood model, outside program evaluators, medical professionals, real estate developers, school principals and local politicians. The RCI Partners do not have a decision-making role, rather they serve as outside experts to inform the decisions of the Advisory Board and to work at a macro level to strengthen the Roseland community around the Promise Neighborhood. (See page 48 for a list of RCI Partners and what they will contribute.)

Continuum Planning Process: The Continuum Planning process will be managed by the Advisory Board with assistance from the Project Director. The Advisory Board will create Core Investment Work Groups for each of the four investment areas. The Core Investment Work Groups will include Advisory Board Members (one Advisory Board member will serve as the chair of each Work Group), parents and other interested residents, RCI Partners and staff from

local agencies. We will recruit parents through our schools (recommendations by teachers, recruitment at parent leadership events) and other residents through our Monthly Community Forums (described below). The Work Groups will serve as a gateway to get parents and residents involved as leaders and hands-on decision-makers in RCI. Resident involvement is essential to the success of our continuum – residents themselves know best the assets of the community, and can guide the continuum to capitalize on those assets. Also, involvement in Work Groups will serve as a stepping stone for residents to Advisory Board positions when they become available.

The Core Investment Work Groups will become experts in their core area, within each strategy examining the services or practices that currently are available in Roseland, where the gaps are, and learning about evidence-based approaches that could be implemented to meet identified needs. The groups will utilize the Strategic Directions to guide their work and help them stay goal-focused, given the short planning timeframe. The Work Groups will be assisted by the Project Director, the staff Assessment Specialist and Evaluator to lend technical expertise. As needed, the Work Groups may decide to break into smaller work groups, for example the Education Work Group may divide the grade levels for closer examination.

The Advisory Board will work with the Core Investment Works Groups, Assessment Specialist and internal Program Evaluator in the creation and implementation of the continuum, to include: a comprehensive needs assessment and methodology for on-going assessment; assessment of community assets that can support and strengthen the continuum; establishing evidence-based standards for all programs being considered; development of a continuum of services that address identified needs; an implementation plan and timeline for the

implementation phase; and a vision for RCI at five, ten and twenty years, not only to be used for planning but also as a tool to engage residents and funders in the process.

The planning phase will include regularly scheduled, structured meetings with specific goals. These include:

Monthly Core Investment Work Group Meetings: Work Groups will meet at least monthly. Initial Core Work Group meetings will focus on educating members about the needs assessment process; increasing awareness about existing services and other evidence-based models; and increasing knowledge about program evaluation and use of data. Meetings also will provide members with the opportunity to share their expert knowledge of their community. As members become experts in their Core Value area, meetings will focus on hands-on work, such as developing plans to collect data, and strategies to engage additional service providers, along with recommendations for service delivery strategies.

Monthly Advisory Board Meetings: The Advisory Board will meet monthly. Meetings will be comprised of a report from the Evaluator and Assessment Specialist on the needs assessment; reports from each Work Group; report from the Project Director; and reports from the partner schools on academic indicators. The meetings also will include: presentations prepared by the Project Director, Evaluator and individual Advisory Board members on topics related to the Promise Neighborhood approach and the many evidence-based models available for use; updates by Advisory Board members on policy and funding that could support or present obstacles to the Initiative; and presentations by Advisory Board members (or RCI Partners as invited) on specific topics, such as economic development.

Monthly Community Forums: In order to engage a broad spectrum of parents, residents and other stakeholders in the planning process, the Roseland Children's Initiative will hold

monthly community forums. Forums will be held at the partner schools and will include: results to date from the community assessment; education about the promise neighborhood model; and an opportunity for parents to provide thoughts and feedback on proposed program and project outcomes. Forums also will provide an audience to respond to community surveys and other assessment tools and evaluation strategies.

Quarterly RCI Partners Meetings: RCI Partners, the stakeholders and institutions that are working at the macro level to increase community capacity on Roseland and to leverage resources for our Promise Neighborhood model, will meet quarterly to share updates on projects and opportunities that could enhance Roseland and RCI; and to review program data so that they are well informed about the work of RCI and can be passionate spokespersons and advocates.

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QUALITY OF THE PROJECT SERVICES

Proposed Solutions: The Advisory Board and its Core Investment Work Groups will determine the specific services and strategies to be included in the cradle to career continuum. As described above, the Promise Neighborhood goals and indicators and our strategic directions will guide all planning efforts and decisions. We expect that the priority goals in the first year of implementation will be 1) Children Ready for Kindergarten – to build a Community of Practice around early childhood and to get children in our pipeline at the earliest ages – and 2) Children Proficient at Core Subjects - identification of the school-aged students at highest risk for school failure and implementation of intensive family and community supports for those children. To address those two priorities, the following preliminary solutions were selected based on best practice, the experience of other Promise Neighborhood models, and data from our needs assessment to date. This is just a preliminary list for the purposes of describing the types of solutions RCI will offer. *The Work Groups and Advisory Board will review, build upon and add solutions to create a full continuum that addresses all of the Promise Neighborhood indicators:*

Children Ready for Kindergarten: The indicators we will track for this goal are: 1) the percentage of young children who demonstrate age appropriate functions, 2) have a medical home and 3) the percentage of young children enrolled in early learning programs.

Given the cradle to college focus of the Promise Neighborhood model, we will focus from the outset on expectant mothers and babies 0-5 to initiate services for babies and caregivers at the earliest possible point of intervention. Our goal is to create a Community of Practice around early childhood services to ensure that all of our neighborhood children – including those with special needs – are ready for their first day of kindergarten. RCI Partners and Advisory Board members include the Children’s Development Institute, which is operated by Roseland

residents and has been providing early childhood services in Roseland for 30 years; SGA which has been providing early childhood services for more than 15 years; and Pretend Town, a resident-owned, community-based child care center in Roseland.

There is a tremendous need in Roseland for evidence-based 0-3 services. There are only 120 total slots available through Chicago Public Schools Teen Parenting programs or through Ounce of Prevention Home Visiting services compared to 648 births in Roseland in 2009. The remaining children in care during these critical early years are in home-, center- and neighbor care, which do not have the same rigorous educational standards of programs like Early Head Start. By the time these children reach the 3-5 pre-school programs, such as Head Start they often already are behind. SGA, with its expertise in 0-3 services, will take the lead in creating an Early Childhood Community of Practice, and will engage home child care providers, center-based providers, home visitors, the schools, churches, and friends, family or neighbors that provide early childhood services or child care. Our Community of Practice will build a bridge between para-professional and professional services, establish best practice standards across the community (including standards for assessing children for special needs), provide training on practice methodology, establish standards for medical homes, share results from our evaluation to encourage data-driven decision making, and overcome knowledge sharing barriers by recognizing and marketing achievements internally and externally.

In addition to creating the Community of Practice, RCI will provide its own early childhood services through new slots of Early Head Start and Head Start programs:

Early Head Start: Early Head Start is evidence-based and has a long and successful track record in inner-city neighborhoods. SGA has experience delivering the model in two Chicago neighborhoods, and has in place all of the procedures and protocols to implement the model

quickly in Roseland. SGA is in discussion with the Ounce of Prevention (the Early Head Start administrator in Illinois) and the City of Chicago to bring Early Head Start slots to Roseland.

Head Start: Head Start also has a long and successful track record in inner-city neighborhoods ensuring that children are academically, socially and emotionally ready to transition and succeed in school. Our early childhood program partner, the Children's Development Institute, currently delivers Head Start in Roseland and is prepared to launch a new Head Start program specifically for the Roseland Children's Initiative.

Students Proficient at Core Subjects: The indicators we will track for this goal are: number of students at or above grade level; and attendance rate.

During our first year of implementation we believe it will be crucial to assess each school-aged child and youth in our program. This is critical to develop service plans and goals for each child, and to provide RCI leadership with detailed data as they continually assess community needs. We will use a developmental asset-based approach to individual assessment. Asset building, in keeping with the Promise Neighborhood philosophy, encompasses all dimensions and contexts of a young person's life: school, family and community. Research evidence is clear that strong internal and external assets – or building blocks – have a positive impact on a youth's academic performance as measured in Grade Point Average, and that these youth grow up healthy, caring and responsible. We believe that creating an asset-based plan for each student in all life domains is a critical first step in ensuring that students can and will become proficient in core subjects.

40 Developmental Assets: This is a comprehensive, developmentally appropriate, strength-based assessment tool developed by the Search Institute that focuses on 40 developmental assets to help children grow up healthy, caring and responsible. The tool

measures strengths and deficits in the following areas or “building blocks”: Support, Empowerment, Boundaries, Expectations, Constructive Use of Time, Commitment to Learning, Positive Values, Social Competencies and Positive Identity. The tool has age-appropriate modules for 5-9 year olds, 8-12 year olds and 12-19 year olds.

Every student on our four schools will receive an assessment utilizing the 40 Developmental Needs program. The assessments also will be used to create individualized service plans for our participants. The assessments will provide critical data for our Segmentation Analysis to help our evaluators identify the high and moderate need pockets of our neighborhood.

Strengthening Families Program: We will offer the evidence-based Strengthening Families Program (SFP) model to all children identified, through the 40 Developmental Assets program, as at highest risk. SFP is a 14-session, evidence-based parenting skills, children's life skills, and family life skills training program specifically designed for high-risk families. Parents and children participate in SFP, both separately and together. SFP has been found to significantly reduce problem behaviors, delinquency, and alcohol and drug abuse in children and to improve social competencies and school performance. Child maltreatment also decreases as parents strengthen bonds with their children and learn more effective parenting skills.

SFP has been evaluated many times by independent researchers in randomized control trials or health services research with very positive results in preventing substance abuse and delinquency risk factors by improving family relationships. The model is rated at the top of the list by international and national review groups including the prestigious World Health Organization, National Institute on Drug Abuse (NIDA) that supported most of the SFP research, and the Office of Juvenile Justice and Delinquency Prevention (OJJDP).

Formal and Informal Partnerships to Support the Continuum: The Roseland Children's Initiative has created partnerships across all sectors of the community to coordinate services, reduce duplication of efforts, and link children and families to service. We have the partnerships already in place to offer a full array of support services to support our continuum. Once the Work Groups and Advisory Board have determined which services to offer, our partners will be ready to for implementation on site at our partner schools or in community locations. The Salvation Army Kroc Center will offer arts, recreational, health and athletic programs; Chicago State University will offer a wide selection of adult education classes; Olive Harvey College will deliver college bridge services, including academic support to ensure that students are college ready; Harris Bank will deliver financial education workshops to young adults and adults; Kids off the Block will offer after-school and recreational services; Healthcare Consortium will help us partner with medical providers; and DeVry Institute will offer college readiness, technology training and computer access through a program that brings high school students to the DeVry campus for instruction as part of the high school curriculum.

Newly Implemented Services: During its three years of operation, RCI has been working strategically towards implementing a Promise Neighborhood model. We have been assessing needs, on our own and in collaboration with other organizations, strengthening community partnerships, and securing funding for several data-indicated programs that fit the Promise Neighborhood philosophy. These programs, listed below, will be assessed by the Work Groups and Advisory Board and could become part of the continuum:

Paraprofessional Student Advocate Program: This program, funded with private dollars, trains Roseland residents to serve as therapeutic change agents and advocate for students and families experiencing social and emotional problems. The Paraprofessional Student Advocates

provide individualized support services to school-aged children who demonstrate risk for school failure, and their families. Services focus on education needs and include individual, group and family intervention, mentoring, academic counseling, tutoring, prevention education, anger management, health/wellness and case management. The goal is to provide all of the support children need to successfully navigate all stages of development and gain entry to and complete college. Services are offered to students at all four of our partner schools during after-school and weekend hours. Paraprofessionals receive training and professional development from the Institute for Juvenile Research, an RCI Partner. The program employs eight Roseland residents as Student Advocates.

Community Schools Programs: Community Schools are a Chicago Public School-funded initiative that brings a full array of after-school services to students and their families, in effect turning the school into a full-service community center during afternoon and early evening hours. Parents, community organizations and school staff serve on an advisory board that determines which services are needed and how resources will be allocated to bring in those services. SGA coordinates the Community School program at Fenger High School.

Community Healthy Schools and Walk-able Community: SGA received a grant from the Chicago Department of Public Health's Healthy Places Community Interventions program to address and reduce obesity in our four partner schools – as mentioned earlier, 38% of Roseland residents are obese. SGA worked with the Chicago Public Schools to update school wellness policy standards in the schools. As a result, there are healthier school lunch and after-school snack options and increased physical activity in lesson plans during and after school. The program also tackled the complicated issue of “healthy transportation” to ensure that children have safe routes to walk or bike to their schools, and safe access to parks. Safety issues in

Roseland are not limited to street violence; the neighborhood was not planned as a walking community and children must navigate many busy roads, some without sidewalks.

Ensuring Access to Continuum Services: We expect that the majority of our Promise Neighborhood services will be delivered at our four partner schools, either during the day or after-school. Services such as the Strengthening Families Program and the Student Advocates also will offer home-based services. All of the children who attend our partner schools will be eligible for all services offered at their schools. Many of our arts services will be offered at the Kroc Center, which is walking distance for many students. Plans to build the continuum will include transportation plans to ensure that all children have access to the Kroc Center and other community-based programs along the Continuum.

Ambitious, Rigorous and Comprehensive Education Reforms: Two of the Roseland Children's Initiative's partner schools, Fenger High School and Curtis Elementary, are Turnaround schools. Fenger High School became a Turnaround school in 2008, with the Chicago Board of Education Office of Turnaround Services managing the program. Curtis became a Turnaround school in Fall 2009. The Turnaround program at Curtis is managed by the Academy for Urban School Leadership (AUSL), a partner in the Roseland Children's Initiative. RCI Partners have been working with AUSL during the past year to support reforms at Curtis.

Academy for Urban School Leadership (AUSL). AUSL's mission is to improve student achievement in Chicago's high-poverty, persistently lowest achieving schools through its disciplined turnaround process that is built on a foundation of skilled and specially trained AUSL teachers. Established in 2001 to meet the urgent need for more highly qualified teachers at Chicago Public School's (CPS) lowest achieving schools, AUSL currently operates 19 CPS

schools, including 14 elementary and five high schools serving more than 10,500 students per year. A key element of AUSL's success is its two-pronged approach that begins with training aspiring teachers in a rigorous one year residency program and then placing them in AUSL-managed turnaround schools to effect whole school transformation.

A Two-Pronged Approach: Teachers + Schools. AUSL's model presents an **exceptional approach** because it creates the pipeline of well-prepared teachers that are essential to success. At its core, AUSL is a teacher training program focused on providing committed, resilient teachers specifically trained in a residency model to work in turnaround schools. AUSL's turnaround approach starts with the right teachers, who participate in a rigorous, supportive training program called the Urban Teacher Residency (UTR) program, modeled after medical residencies and involving cohorts of mentors and coaches. Above all, AUSL's two pronged approach of training teachers and turning around schools model is mutually reinforcing. Turning around schools reinforces AUSL's urban teacher residency because it guarantees the investment in new teachers helps the highest-need students, creates the smooth transition to teaching in other AUSL schools, and enables cohort support and coaching. AUSL's urban teacher residency makes turnaround schools work because AUSL trained teachers create the foundation of new faculty culture, sign up for and are specifically prepared for turnaround work, and outside recruiting needs are significantly reduced (there is less need to lure good teachers from other schools).

The school turnaround restart model is a fresh start and is considered to have the greatest potential in terms of school culture and academic achievement because the education management organization brings 1) an entirely new staff, 2) new culture, and 3) proven techniques for accelerating student achievement. (FSG Social Impact Advisors, 2010)

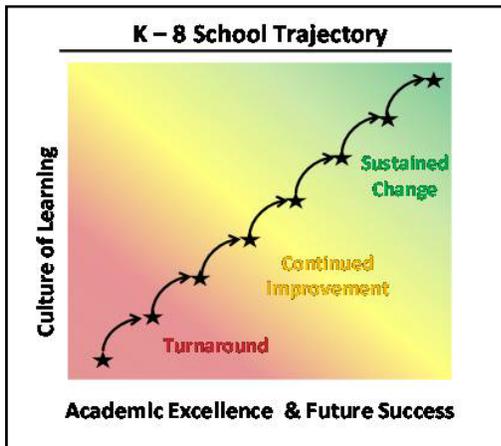
Consistent with the U.S. Department of Education’s definition of the restart model, CPS identifies its failing elementary schools eligible for turnaround by factoring in each school’s current status (an average score over the last two years) and trend (difference between a school’s most recent score and the school’s average score over the three previous years) on the following criteria: percent meet/exceed on state tests, percent exceeding on the state test composite, percent exceeding on state composite at the school’s highest grade level (typically eighth grade) and attendance rate. After community input, CPS then makes final recommendations on which schools need to be turned around with the restart model. CPS then terminates the failing school’s principal contract, reassigns the school’s tenured teachers to a teacher pool, where they can apply for another job, and lays off other school staff. In order for an effective school turnaround, replacing the principal, teachers, and staff is critical towards building an entirely new culture. This process is not about creating a great new school; it’s about **re-creating great schools from existing schools**, where children have struggled against deteriorating conditions and cultures for years. When CPS contracts with AUSL to restart the school, AUSL’s hiring process does encourage teachers and staff committed to the new school mission to re-apply. Those who have demonstrated a commitment to the new culture, professionalism, and effectiveness in the classroom (e.g. evidence of student achievement) have been re-hired.

Unlike charters, AUSL’s model works within the existing school system in close partnership with the district and with union teachers, many of whom are trained in AUSL’s one-year urban teacher residency program. The initial turnaround takes place over summer break to minimize disruption to students and families. Students leave in June and the same students return to the same neighborhood school in September but run by a new leadership team, new teachers, new curriculum, and renovated facilities. Most importantly, students return to new expectations

for success and a positive environment for learning. AUSL has both experience and a track record of success in turning around persistently low-performing, high-poverty elementary schools. The turnaround restart model that AUSL employs (as defined by the School Improvement Grants) involves the Local Education Agency (LEA) converting their persistently low-achieving schools and re-opening the school under an education management organization that has been selected through a “rigorous review process.” Under the restart model, the school must enroll any former student who wishes to attend the school. AUSL’s model has been tested in ten elementary schools since 2006, and, in contrast to selective enrollment, lottery system or parent opt-in schools such as charters, it is designed to turn around failing neighborhood schools, accepting all students within the attendance area.

As a full “turnaround,” AUSL’s process is a comprehensive effort to fully serve and build relationships with the neighborhood and community; re-staff the school with leaders, teachers, and instructional support focused on results (CPS-terminated principals, teachers, and staff are all eligible to reapply); create and implement a strong curriculum and best practices; re-norming the environment and culture; and improve the facilities, including renovations with fully-functioning and well-lit bathrooms and locker areas and ensuring ADA compliance with ramps and elevators. When students return to the school in the fall, the new environment delivers an important message that the students are important and that the new school is for them. As AUSL learns from each turnaround site the skills, dispositions, and qualities that make for the most effective teachers, that knowledge then informs its teacher training program, creating a mutually-reinforcing cycle benefiting student learning and narrowing student achievement gaps.

Elementary School Results



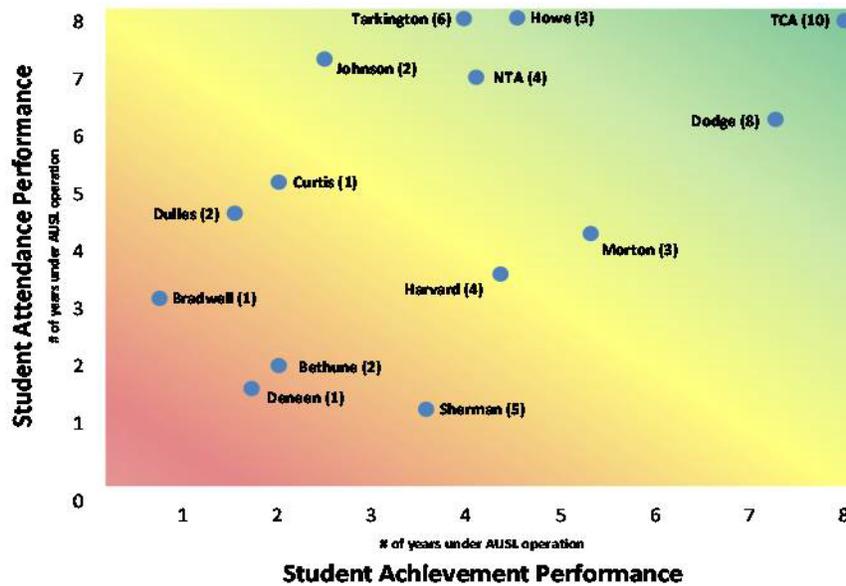
AUSL's own systems for managing schools for performance show promising results. Using student achievement data and attendance data to set high targets for its elementary school turnarounds ensures that students are challenged to achieve academic excellence and attend schools that promote a strong culture of learning. The AUSL K-8 School Trajectory model

(below) tracks 1) school performance on student achievement using the ISAT metric, shown on the x-axis and 2) school performance on attendance using the student attendance metric, shown on the y-axis. The red, yellow, green shading on the chart describes AUSL's phases of improvement:

- *Turnaround* (red shading): AUSL expects to close the achievement gap by 33% and the attendance gap by 50%;
- *Continued Improvement* (yellow shading): AUSL expects to close the initial achievement gap by 66% and the initial attendance gap by 75%, and
- *Sustained Change* (green shading): AUSL expects to fully close the achievement and attendance gap.

AUSL elementary school performance in the 2010-11 school year are shown by placement of the blue dots on the plot chart below:

K-8 School Trajectory (July 2011)



The number of years schools have been under AUSL operation are shown in parentheses (e.g. Harvard, four years). This performance management tool helps AUSL management and school leadership teams prioritize schools for intensive support as well as which schools to focus on as “deep dive” sites for best practices. For instance, Curtis exceeded its target for both student proficiency and student attendance, outperforming AUSL’s expectations for a year one turnaround. Academically, Curtis has greatly improved since it was turned around by AUSL in 2010, as it gained 14 percentage points on the 2011 Illinois Standard Achievement Test (ISAT) with 60.4 percent of students meeting or exceeding standards (compared with 46.2 before AUSL’s takeover.) Attendance at Curtis also improved in from 89.5 percent to 93.7 percent. Overall, Curtis has made significant progress in establishing a consistent and safe culture and climate of high expectations. In the past year, teachers participated in intensive biweekly, two-hour professional development on literacy and numeracy to increase classroom rigor and drive student achievement gains.

Absolute Priority 1: Requirement 4 Data Collection, Analysis and Management

Conducting a Needs Assessment and Segmentation Analysis to Determine Solutions:

Community voice captured through the needs assessment activities of the Core Investment Groups will be critical in guiding the initiative, informing project indicator development, and shaping the focus of the evaluation and subsequent impact study. Our external evaluator, American Institute for Research (AIR), will oversee the needs assessment and segmentation analysis in the first year, with support from our staff evaluation team, the RCI Assessment Specialist and Program Evaluator. The following section details data sources for collecting each of the academic and family and community program indicators.

Academic Indicators

Medical homes. Data from local community health resources, among them Roseland Hospital, the Chicago Family Health Center, home- and center-based child care providers will be accessed to determine the number and percent of children who have access to a medical home and do not rely upon an emergency room when in need of medical care. While medical home data is not readily available in the aggregate for the community, proxy data from the Chicago Department of Public Health, such as percent of births in the community that received pre-natal care and the number of licensed pediatric medical professionals accessible and available to community residents will be used to estimate use of medical homes. In addition, several childcare providers, including SGA, use COPA (Child Outcome Planning and Assessment) software which tracks amongst other data medical and disability information for enrolled children.

Early childhood academic readiness. Capturing whether children are functioning at age appropriate levels across multiple academic domains prior to first grade will be done by working closely with the City of Chicago Department of Family and Support Services that works with

Chicago Public Schools on State Pre-K and Early/Head Start services, the Developmental Institute (DI) and the network of early childhood providers. Serving children ages 0-5 throughout the Roseland community, the Development Institute works in several childcare centers. Data from *Teaching Strategies GOLD* is ideal to measure early childhood academic readiness. *GOLD* is an assessment system that helps teachers be intentional in their teaching by accurately pinpointing where children are in their development and learning and is by SGA, the City of Chicago, and other Early/ Head Start providers. As needed, we are prepared to administer pre-k assessments to a sample of the students as well as interview the childcare providers as well.

Early childhood enrollment. Working again with the community's early childhood providers, the RCI Assessment Specialist will collect data on how many students aged 0-4 are enrolled in early childhood centers. As noted previously (see page 24), there are limited 0-3 year old slots available in the community. Assessing the number of students that could be enrolled (i.e. the denominator needed to calculate percentage of student enrollment) will be done by US Census and Chicago Department of Health data. In addition, the variance in the number of 0-3 vs. 3-5 slots will be calculated to determine the percent of children missing early intervention and entering pre-K programs already academically and socially behind their peers.

Academic performance for students in grades 3-8. School report cards can be used to capture the overall academic performance of students in grades 3-8. For the more fine grained analysis of student performance, to be used for the segmentation analysis, school administrators in the four partner schools, with the support of the Chicago Public Schools administration will provide student level data on academic performance of state assessments in English language arts and mathematics for grades 3-8. CPS will provide the RCI Core Education Investment Group school

level aggregate data and the CPS Department of Research, Evaluation, and Accountability will facilitate collaboration with the their Research Review Board, as needed.

School attendance rates of students in grades 6-9. School attendance data will be collected directly from the partnering schools and compared with regional, district, State and National rates. A snapshot of attendance can be taken at several junctures during the beginning portion of the planning phase to assess the locations with the lowest attendance rates. As above, the CPS Department of Research, Evaluation, and Accountability is committed to assistance in developing baseline and on-going data sharing on key academic indicators.

Graduation rates. Graduation, as cohort rates of completion will be taken from the most recent school report cards. The data from partnering schools, compared with regional, district, State and National rates will form the baseline for strategic planning and measurement of change.

High school graduation and college enrollment. College attendance will be tracked using data from the Student Clearinghouse (NSC). NSC tracks student enrollment in over 3,300 colleges enrolling 93% of college students. Currently, CPS has an agreement to receive data on its students from NSC, and the evaluators will work to obtain the data on the four participating schools from CPS. During the planning year we will also coordinate with our partners who have expertise in this area, for example Chicago Scholars to create a system to track college readiness, enrollment and college completion. The Chicago Scholars Program is designed to assist marginalized high school students overcome the barriers to their collegiate access and success. Going beyond traditional monetary solutions, the Chicago Scholars Program offers five

years of best practice programming to get students into college, graduate in four years, and smoothly transition into good-fit careers or graduate study.

Family and Community Indicators

Physical activity and healthy diet. Schools will provide data on how many students receive free and reduced lunch as well as the number of students receiving additional meals/snacks during after school programming. Schools, local Aldermanic offices, and the City of Chicago Departments of Parks and Recreation will also provide data on the availability and usage of in- and out-of-school time health and fitness enrichment programs. One partner, The Salvation Army of Metropolitan Chicago, serving approximately 2,500 youth in the greater Roseland area will be another source for collecting health and wellness information of community youth.

Safe passage. Existing community surveys administered at Fenger High School and Curtis Elementary School demonstrate the degree that youth do not feel safe in their community, at school and on the way to and from. Survey format will be used to expand the pool of respondents and measure change. RCI is working with a state funded program - Neighborhood Revitalization Initiative (NRI) – on a safety network initiative addressing safe passage with members of the Promise Neighborhoods advisory board from Ceasefire to assess student safety. In addition, the CPS Student Connection survey assesses student-perceived safety as well as other measures such as social and emotional learning and support. These surveys are publicly available and will be used to complement the data collected from NRI and the advisory board members from Ceasefire, and the locally administered SGA safety survey.

Student mobility rate. We will collect student level data on withdrawals and new student entries to calculate an annual school mobility rate. In addition, data from our partners in Housing (foreclosures, sales and evictions, and other environmental data); the Department of Children and Family Services (youth removed from their homes and community due to abuse and/or neglect); and Work Force Development (job loss, limited employment opportunities) – all of which have bearing on student/ family mobility, will be secured.

Students with adult care at home. Data about the involvement of caring adults in the lives of the community’s children will be compiled from several sources, including the youth themselves via the Developmental Asset Survey, school records regarding parental participation in school functions (report card pick-up; parent-teacher conferences; volunteering), and tracking youth involvement in extra-curricular activities at home , school and in their community, e.g., faith-based.

Home computers and internet access. The Assessment Specialist will collect information on local broadband users through the census and work with school administrators who collect data on the number of students that have home computers.

Segmentation Analysis: Using data from the Core Investment Work groups and developed needs assessment, AIR evaluators will identify sub-sections within the broader neighborhood that are of highest need. For example, in some areas there are a higher levels of foreclosures, a limited number of subsidized lots and not many apartment buildings. Identifying these areas and then working closely with our partner, Mercy Portfolio Services (Mercy Housing), bringing in sister grants, will help identify solutions to families in these areas. Working closely with the schools to identify the highest need students, is another way the

segmentation analysis can be used to target services. For example in addition to collecting academic achievement data, we will collect discipline and truancy data. Our partnerships with Academy of Urban School Leadership (AUSL) and CPS will help address those students most in need.

Proposal to plan, build, adapt or expand longitudinal data system that measure academic, family and community support indicators: Developing a comprehensive data system for RCI will require careful internal coordination and support from outside evaluators. Our evaluator AIR will assist in developing the database, training partners on data methodology and collection, monitoring data quality and producing regular performance reports for key program and project indicators. AIR also will establish protocols to ensure participant confidentiality while also allowing the project to share data with partners and the larger community.

Our project will utilize the Efforts to Outcomes (ETO) software, from Social Solutions, which was specially designed for Promise Neighborhood programs. ETO software is a web based, locally managed, remotely hosted application that is highly configurable to track data such as outreach, enrollment, intake/demographics, assessments & surveys, workshops and attendance, services provided to families, and indicators and outcomes specifically for the purpose of measuring impact and improving program performance. The Harlem Children's Zone and many other initiatives have successfully utilized ETO, proving the software's capacity to support complex data systems. SGA has joined a Chicago area collaborative community of practice all using ETO. We have agreed to share aggregate data and have been meeting monthly to discuss promise neighborhood planning, implementation, and best practices. SGA will use the ETO software to help partner Roseland community agencies, e.g., Kid off the Block, build their capacity to track the youth they work with and demonstrate the impact they are having.

Performance Management: ETO can capture tangible progress for each participant, family member, and program, and easily track efforts, outcomes, and progress; ETO **Collaborative Social Services** software helps organizations quickly and easily track efforts, outcomes, and progress as part of a collaborative performance management approach to human and social services. In addition, ETO helps organizations to work together to most effectively meet participant and family needs. ETO **Theory of Change** software was designed with logic models and theory of change in mind and the software includes in depth support for the measurement of outcomes, which are critical in measuring and tracking progression. Efforts and outcomes can be quickly and easily reviewed at a participant, program, agency, or community level. In addition, collaboration and referrals are supported across programs and agencies, enabling an organization not only to measure its progress, but also to improve its impact as it works to bring about sustainable, long term improvements.

We will utilize the first six months of the planning period to begin the needs assessment. During this time, staff from AIR, along with our internal Program Evaluator and Assessment Specialist will begin working with ETO customized up and running. Once the needs assessment is underway and our evaluation team has a good idea of the types of data that will be collected, and the protocols for data entry, they will begin working with Social Solutions to customize our ETO system. ETO's built-in query and reporting features will support the fast-response nature of this evaluation and partners' ongoing use of data to drive program provision and improvement. Finally, the database will track participants (i.e., children and families) as well as services (i.e., quantity and quality indicators related to the structures and processes of service delivery) over time, facilitating longitudinal analysis of both the program inputs and participant outcomes.

How we will link longitudinal data systems to school-based LEA and state data systems, and make data available to key stakeholders: One of the most exciting features of our longitudinal data system will be the addition of the Promise Scorecard, designed by the Results Leadership Group for the PolicyLink/Promise Neighborhoods Institute to complement case management data systems. SGA is one of a handful of agencies that have volunteered to participate in the early implementation phase of the Promise Scorecard. The Scorecard will allow us to use aggregated data that we have collected and organized in the ETO system to focus specifically on Promise Neighborhoods results. CPS (the LEA) and SGA will enter a data sharing agreement. To ensure compliance with privacy laws and requirements, data from schools, the LEA and state data systems will be collected at the aggregate level and integrated into ETO. CPS Department of Research, Evaluation, and Accountability will assist SGA, as needed, with obtaining approval from the CPS Research Review Board.

The Promise Scorecard allows Promise Neighborhood programs to implement Results-Based Accountability; connect stakeholders in a single, interactive web-based network; collaborate in a transparent and accountable manner; systematically drive decision-making with data; accelerate the movement from talk to action to results; and promote accountability for investment in programs. The Scorecard will allow us to synthesize data and present it in a systematic, visual way to parents, partners, stakeholders, funders and the broader community so that they can clearly see the connections between our services and improvements in Promise Neighborhood indicators. The system also will provide the tools our Advisory Board and Work Groups need to ensure that they are making data-driven decisions. Importantly, it also will tie our program results to a national infrastructure of all Promise Neighborhood programs.

Using rapid time data in the planning year and for continuous program improvement:

ETO allows the capture and review of real/rapid-time data. The AIR team will utilize this data to provide rapid, responsive data that the Roseland Children’s Initiative can use to inform the planning process and monitor implementation in an ongoing manner, the AIR team will provide frequent updates – monthly for the first six months of the planning year and every other month thereafter. This schedule allows for continuous data use and program improvement. Data sources will be both qualitative and quantitative, providing numerous measures of implementation fidelity and adherence to planned activities. These updates will also allow the Roseland Children’s Initiative to review and revise the program and implementation plans at regular intervals, identifying new opportunities and new challenges that should be addressed and incorporated into the planning process.

The process of collecting this data will be automated and systematized, so that those responsible for providing data will have access to the online ETO database and will be contacted at the appropriate times to provide data. The evaluation team will generate a reporting template that aggregates and synthesizes the relevant information from the database, so the reporting process is efficient and useful.

How the planning process will be documented: The evaluation updates provided by AIR will map directly to the program’s Theory of Change and logic model and scope of work to identify progress in the relevant areas at the appropriate times in the planning year. Advisory Board and Core Investment Work Group members will provide information on planning year tasks and objectives, identifying activities and deliverables associated with each task, providing comments, and rating progress towards the accomplishment of each objective (a. not started, b.

in development, c. delayed, and d. completed). These data will be collected in ETO database, but will speak directly to the process of planning and implementation rather than program outcomes.

SGA already has begun collecting data on Promise Neighborhood indicators. We are currently in the process of collecting three types of data: identified data of clients served directly through SGA services; aggregate Promise Neighborhood Indicator data for the Roseland community and de-identified data from our data partners (or other service providers in Roseland). All sets of data will be housed in our ETO longitudinal data system. By the end of the calendar year 2011, ETO will be integrated with Promise Scorecard system. Although ETO is our client management system for the Roseland Children's Initiative, through our relationship with Policy Link/Promise Neighborhood Institute, we will have a forum to provide information related to the changes occurring in Roseland – at the community/population level. We are in the initial stages of collecting this data and merging it into the data system, and we are very excited about the opportunities that have been offered to us through our partnerships with Policy Link and America's Promise Alliance.

Collecting, analyzing and using data for decision making: The data system will provide the foundation for formative and summative evaluation activities, allowing for easy processing and extraction of data to inform continuous program improvement and providing measures and indicators of program effectiveness and impact.

The data management group at AIR brings extensive relevant experience in building similar systems for data collection, analysis, and reporting. ETO's built-in query and reporting features will support the fast-response nature of this evaluation and partners' ongoing use of data to drive program provision and improvement. Data will be at the center of each Advisory Board and Core Investment Work Group meeting and will be the primary factor driving all decisions.

The Assessment Specialist and Project Evaluator will work closely with the Advisory Board and Work Groups to stay ahead of their data needs so that relevant data – both community level data and participant data – is available at meetings to aid discussion and decision-making. It is important to note, also, that because we have selected on-line systems for both client data (ETO and Promise Scorecard) and community level data (Policy Map) our staff members can access data instantly, during meetings, through their laptops. The Advisory Board ultimately is accountable for ensuring that specific data can be cited for each programmatic and strategic decision made, and this information will be recorded through meeting minutes.

Commitment to work with the National Evaluator: **Absolute Priority 1: Requirement 5**

Commitment to Work with a National Evaluator As the lead agency in RCI, SGA is fully committed to working with the National Evaluator and to ensure that data collection and program design are consistent with plans to conduct a rigorous national evaluation of the Promise Neighborhood model. Our outside evaluator, AIR has extensive experience participating in national evaluations. They will ensure that we have the Memoranda of Understanding in place with our partners so that the National Evaluator can access relevant program and project data. AIR will help the National Evaluator to identify a credible comparison group, and will help develop a plan for collecting reliable and valid baseline data.

QUALITY OF THE MANAGEMENT PLAN

Absolute Priority 1: Requirement 4: Experience, Organizational Capacity and Partners

Organizational Capacity: SGA as the lead agency in the Roseland Children’s Initiative has the four most important characteristics, as identified by The Bridgespan Group in their “Promise for Promise Neighborhoods” report, necessary to lead a promise neighborhood: strong

leadership; deep relationships within the community and beyond; capacity to execute; and ability to raise significant amounts of additional funding.

Historical Commitment to Work in Roseland: SGA has a 40-year track record of working in some of Chicago's most challenged inner-city schools providing mental health, prevention and crisis management services, and most recently, coordinating multi-agency Community School programs. It is SGA's strong track record in the schools that led the Chicago Board of Education to select SGA to administer the Community School program at Fenger as part of their 2008-09 Turnaround School. SGA started at Fenger in the second half of the 2008-09 school year, six months prior to the beating death of Derrion Albert. SGA provided crisis counseling to students and faculty after the incident. When federal Project Serv funds were allocated to Fenger in response to community outcry, SGA initiated individual and group counseling services, which continue today, to reduce aggression among students.

The Fenger Turnaround program and its partners had a clear mission and vision before that terrible, violent afternoon, but the tragedy increased the urgency for change. SGA and the Fenger administration began planning a Promise Neighborhood model for Roseland in anticipation of the Obama Administration's focus on HCZ and Promise Neighborhoods. The planning process began with Fenger's social service partners, parents and other residents. In December 2009, SGA leaders met with Chicago's Commissioner of Family Support Services, Mary Ellen Caron, who expressed her support and suggested additional partners for the Roseland Initiative. Today our Advisory Board and RCI Partners reach across the Roseland community to include civic and business leaders, community development organizations, additional social service agencies and healthcare organizations.

SGA has the commitment, leadership and experience to implement a successful Promise Neighborhood model in Roseland. SGA has partnered with a strong team of agencies, public officials and residents, many of whom have long historic ties to the neighborhood. For example, Roseland Hospital has been serving the community since 1924. The Children's Development Institute has been in Roseland since 1969. Our proposal last year was the second highest scoring in Illinois, and SGA was the only Illinois applicant selected by the Promise Neighborhood Institute to participate in the Intensive Learning Partnership to receive technical assistance during the past year as we prepared for this new submission.

Capacity of initiative Partners to serve the neighborhood and its residents: SGA and its RCI Partners represent a broad spectrum of experience and expertise. Together, the group has the capacity to leverage many different resources for the children and families we serve. Partners and their commitments to the project include: *Local Education Agency/Chicago Board of Education/Chicago Public Schools (CPS): Office of School Turnaround (OST)* the Turnaround Program administrator at Fenger High School; *AUSL* that will oversee Turnaround services at Curtis Elementary; –*George W. Curtis Elementary School, Wendell Smith Elementary and Frank Bennett Elementary* the elementary school partners; *Christian Fenger Academy High School*, the high school partner; *Roseland Community Hospital* that will provide health care to participants and participate in the health outcomes research; *Children's Developmental Institute*, the early childhood partner will provide 3-5 services for children and parents and will help coordinate the Community of Practice for early childhood in Roseland; *Harris Bank* will provide financial education services for young adults and adults; *DeVry Institute* college readiness services and technology training and access for participating students to 21st century learning tools through a special program that brings high school students to the DeVry Campus for a special curriculum

that earns the students college credit while they are still in high school; Chicago Scholars will provide students with college admission support and access to summer internships and career programming; *Alderman Carrie Austin* –34th Ward and *Alderman Anthony Beale* 9th Ward will lend their support to the project, and the Chief of Staff of the 34th Ward serves on the Advisory Board; *City of Chicago Department of Family Support Services* which supports the project and will assist with gathering data as needed; *Mercy Portfolio Services (Mercy Housing)*, a private organization that partners with the Chicago Housing Authority to renovate and revitalize public housing and will help RCI engage public housing residents; *DL3 Realty* a commercial real estate company that focuses on the management and development of high impact retail, institutional and professional office projects; and *American Institute of Research*, which will provide evaluation services and coordinate with the National Evaluator; Chicago State University, an institute for higher learning located in the Roseland community that believes education should be available to all types of students in order to improve the educational outcomes for youth in distressed communities; Kid Off The Block provides at-risk, low income youth with positive alternatives to gangs, drugs, truancy, violence, and the juvenile justice system in the Roseland community; UCAN, provides services to heal trauma, educate children and families, and prevent violence through youth empowerment; and Social Solutions, works to challenge and equip organizations to turn good intentions into measurable change by relating efforts to outcomes with software that can make their goals possible. All of these partners are included in the Memorandum of Understanding, which outlines how each partner’s vision aligns with the Promise Neighborhood philosophy. SGA will also work in partnership with the following organizations: *Roseland Community Development Corporation* will spearhead residential and economic development efforts to increase resources and opportunities in the larger Roseland

community; *Olive Harvey College* will offer bridge services to ensure that students are ready (from academics to application process to scholarships) to move from high school to college or from community college to four-year degree; *Far South Community Corporation*, residential and economic development of the Greater Roseland Communities; *Salvation Army Ray and Joan Kroc Corps Community Center* a new, state of the art facility will provide space for Promise Neighborhood services as well as include Promise Neighborhood youth and families in their arts and recreation programs; *Chicago Neighborhoods Initiative*, redevelopment and rehabilitation projects in economically challenged neighborhoods in Chicago, including Roseland; and the Institute for Juvenile Research conducts training for our Paraprofessional Students Advocates and will provide technical and research support to our Work Groups and Advisory Board.

Leveraging Resources: One of the most important functions of the Advisory Board is to share information from all sectors about developments, opportunities or policies that could impact or help the Roseland Children’s Initiative. For example, representatives from the community development sector can share information about HUD resources coming to the area. Representatives from the real estate groups can share information about new businesses coming in to the area that can offer employment opportunities to our families. The representative from the Chicago Department of Family Support Services will know about program and funding being made available from other city agencies.

Members also take an active role in trying to leverage broad systems change that will improve the lives of Roseland children and families. During the past year, RCI and its Partner, Roseland Community Development Corporation (RCDC), have made great strides to improve two of the weakest aspects of infrastructure in Roseland – healthcare and public transportation. Roseland Hospital, a partner in RCI, is the only hospital serving the far south side, which

includes Roseland. Not only is the hospital itself under capacity, it has no trauma unit, and no specialized care units. Patients in need of trauma care must be transported miles across the city during a medical crisis. RCDC has been working with state representatives to pass legislation calling for a Medical District that will serve the far south side communities. The legislation was recently passed, clearing the way for funds to be allocated to expand Roseland Hospital and to bring in other hospitals to create trauma and other specialized units. The project is in its earliest stages, but the potential to increase the health and well-being of Roseland families is tremendous.

RCDC also has been working with Chicago Transit Authority and state Regional Transit Authority officials to advocate for an extension of the Red Line beyond its current end at 95th street to go farther south to increase accessibility for Roseland residents. Trains are the heart of the Chicago transit system – they are fast and direct. Bus transit from Roseland to downtown literally could take hours. Roseland residents wishing to use the Red Line must walk a distance to catch a bus to the 95th street station – a challenge in Chicago winters – and the CTA itself advises that portions of many walking routes may not have sidewalks. RCI will continue to advocate for train accessibility for Roseland residents.

During the past year, SGA has become involved in the White House Neighborhood Revitalization Initiative, a White House inter-agency collaborative with the Departments of Housing and Urban Development, Education, Justice, Health and Human Services and Treasury. The Initiative is examining and developing options for restructuring federal strategies for distressed neighborhoods in order to more effectively support local community, government, business, and institutional leaders in creating neighborhoods of opportunity. SGA staff attended the NRI Conference this summer to explore the Neighborhood of Opportunity model and how it could complement a Promise Neighborhood model. SGA recently received funding from the

Chicago Department of Public Health's Healthy Places Community Interventions program for an Obesity Prevention program offered in our four RCI partner schools.

Also within the last year, SGA and the RCI partners made concerted effort to reach out to a housing expert to join our coalition to gain expertise on the housing issues critical to the Promise Neighborhoods model. Mercy Portfolio Services (Mercy Housing) has become a strong partner, helping to link residents to our existing services, and presenting information on affordable housing, quality of housing stock and public housing re-development efforts. SGA and Mercy currently are looking into the possibility of applying for Choice Neighborhood funds to improve housing and increase stability in our Promise Neighborhood.

Collecting, analyzing and using data for decision-making: The Roseland Children's Initiative includes an outside program evaluator, American Institute of Research, which for more than 25 years has worked to improve teaching and enhance learning in schools across the country by offering research findings and direct experiences that inform funding, policy and programming decisions. AIR will be responsible for creating the needs assessment and program evaluation protocols and tools, for training those responsible for implementation of the tools and for analysis of the data. The AIR Evaluator will work closely with our internal Program Evaluator to provide technical support, and will meet monthly with the Advisory Board (and with Work Groups as needed), to share data and advise the group on how to use the data to make informed programmatic and strategic decisions.

Our data collection plan includes a high level of partner and resident involvement to instill a culture of data-driven decision-making. Monthly Resident Forums will include questionnaires and other survey instruments so that residents become accustomed to sharing their ideas and helping to prioritize needs. Advisory Board members and Work Group members will

collect data on their own planning processes and group functioning. Some Advisory Board members, such as the Paraprofessional Student Advocate who serves on the board, will be responsible for collecting her own program data.

Creating formal and informal relationships: During the past three years we have created formal and informal relationships with more than 30 organizations in Roseland to start the planning process for a Promise Neighborhood. One of the primary responsibilities of the Project Director will be to continually build partnerships in the community to enhance the RCI Partners, Advisory Board and Core Investment Work Groups and leverage expertise and resources for the project.

Securing and integrating funding streams: SGA's finance department is managed by the Vice President of Operations, Martha Guerrero. Martha Guerrero joined SGA Youth & Family Services in 1998 and is responsible for managing the overall operation of the organization including finance, human resources, program development public fundraising and contract management. Under her management, public grants and contractual services have grown to make up 70% of the agency's revenue. Martha is currently working on her Master's in Business Administration from DePaul University and holds a Bachelor's Degree in Business Management also from DePaul. Martha had five years of experience in social service administration and contract management prior to joining SGA.

Financial records and systems are fully automated and maintained in-house, and the agency is audited by an independent accounting firm. SGA is capable of managing multiple federal contracts and currently manages among others two grants from SAMHSA, two from the Administration for Children and Families and one from the Department of Education. SGA also manages many state, city and private contracts, including several with the Illinois Board of

Education, the Illinois Department of Human Services, the Chicago Department of Children and Youth Services and United Way of Metropolitan Chicago. In most of these programs, SGA raises additional private funds to supplement public dollars and enhance the capacity of services. For example, private funds have allowed SGA to add a home visiting program to the array of school-based juvenile justice services funded by the state.

Experience Implementing Similar Efforts: SGA has direct experience in all of the programmatic areas relevant to the Promise Neighborhood model. The agency has strong experience working within Chicago Public Schools. Currently SGA delivers services in more than 50 public schools, including counseling programs, prevention education, services for teen parents and substance abuse prevention services. SGA understands the flexibility and strong level of partnership needed to work within the schools, and the balance required to incorporate supportive services into a busy school day without compromising the focus on academics.

SGA also has experience managing multi-agency Community School programs – the agency currently coordinates 12 Community Schools, including Fenger High School. Community Schools bring outside resources and programs into schools, based on needs identified by the community, in effect turning schools into community centers during after school hours. Community Schools utilize many of the same strategies as promise neighborhoods, although on a smaller scale: they conduct needs assessments, leadership is shared by service providers, residents and government officials, many entities work together to coordinate service delivery and hard decisions have to be made to prioritize needs and maximize resources.

SGA has experience participating in Local Area Networks (LANs) in partnership with the Illinois Department of Children and Family Services. LANs are service collaborations that bring together all of the providers in a given community to coordinate service delivery for individual

children who are in the child welfare system. SGA has the experience and highly trained staff to work with DCFS involved children, many of whom are special needs.

SGA is accredited by the Council on Accreditation of Services for Families and Children and has direct service expertise in all of the key Promise Neighborhood program areas: 0-3, early childhood, school aged, middle school, high school, family cohesion and parent training and support. Of course, SGA will not deliver all of the Promise Neighborhood services. Nonetheless, having the direct service experience and expertise, along with full accreditation by COA, puts us in a very strong position to manage the other services and to be accountable for service delivery and meeting outcomes.

SGA's experience, quality of service and management capacity are recognized by public agencies that will be key to the implementation of a Promise Neighborhood. As mentioned above, the Chicago Board of Education brought SGA to Roseland as the primary social service partner in the Turnaround Program and to deliver violence-prevention oriented counseling to Fenger and four other schools through a Project SERV grant. SGA has a commitment from the Chicago Board of Education's CEO to provide a Local Educational Agency memorandum of understanding in support of the Roseland Children's Initiative should our project be funded. Additionally, SGA currently is being considered by DCFS to become the lead agency for a future Family Advocacy Center in Roseland, the goals of which are to keep high risk families out of the system and to work with families in the system who have a return home plan.

Ability to raise significant funds: SGA and our partners have a long-term commitment to the Promise Neighborhood model. SGA is absolutely committed to and will be accountable for raising private funds to ensure that we maintain the intensity of service required to achieve the project objectives, and to maximize the impact of Promise Neighborhood funding. SGA already

has proven its commitment to raising private funds for this project. To date, we have raised \$2.4 million for the project, one million in endowment funds and \$1.4 million in operating funds for programs and planning. In terms of planning grants, two years ago SGA received a planning grant from a private foundation to formalize the Roseland Children's Initiative planning process in anticipation of last year's (and now this year's) funding opportunity. That planning grant allowed key members of the Advisory Board, SGA staff and governing board members, the Fenger Principal, and a representative from the Chicago Public Schools Office of Turnaround Services to visit Harlem Children's Zone and meet with their staff. The grant also has allowed SGA to allocate significant staff time to the planning process to engage key stakeholders as partners, facilitate Advisory Board meetings and coordinate a focus group of community residents. A planning grant this year has allowed us to hire a Project Director for RCI, and to open a community office.

In terms of program funding, SGA secured funding from a private donor to implement the Paraprofessional Student Advocate Program that began one year ago (see page 32). This model was developed in response to the community focus group feedback that parent support and family cohesion are critical needs. The program employs eight paraprofessionals from Roseland. We have received funds from the Chicago Department of Public Health under the Healthy Places Community Interventions program to create an obesity prevention pilot. Also, we continue to provide Community School services at Fenger, as well as counseling services at Fenger and Curtis, all funded by the Chicago Board of Education.

Capacity of School Intervention Partner: AUSL has been dedicated to school improvement since it began the country's first Urban Teacher Residency program in 2001. AUSL implemented the program to train teachers to teach successfully in Chicago's worst

performing schools, with the goal of improving student achievement in those schools. In 2003, AUSL took this idea one step further when it took over Dodge Renaissance Academy, a school that had been closed by CPS for an entire year due to poor performance. Testing a new idea for school transformation, and using many teachers who had completed the Urban Teacher Residency program, AUSL turned around Dodge. Today it is in the top 20% of CPS schools. In 2006, AUSL refined the turnaround model further by implementing change over the course of a single summer without any disruption to students and families. Between 2006 and 2010, AUSL has taken over 12 CPS turnaround schools.

To conceive, launch and manage these projects, AUSL's management team needed to recruit and develop hundreds of people, marshal financial resources, engage local school district leaders, community members, families and politicians at the local, state and federal level. AUSL has proven its ability to manage all of these aspects of school turnaround in parallel. And, AUSL has shown it can scale up successfully and manage the complexities of rapid growth, with a compound growth rate of 65% in students served over the last four years – well above any comparable organization in the country. AUSL accomplished this growth without losing impact; throughout its scale up it has continued to increase student achievement.

AUSL currently manages 53 central office employees, 56 teacher residents, 100 new recruits, and almost 1,200 school teachers and staff in AUSL schools. In hiring key operations staff, AUSL has carefully selected staff members with significant experience managing complex projects. AUSL has assisted CPS in the management of over \$30 million in school renovations and facility improvements since 2001. AUSL has also successfully engaged community members, politicians, and parents, many of whom were initially hostile to the turnaround.

Capacity of Program Evaluator: The 25-year-old nonprofit American Institute of Research (formerly Learning Point Associates) has evaluated the implementation and impact of innovations designed to improve the educational performance, achievement, and attainment of high-risk students in thousands of schools, communities, and other local education settings for the U.S. Department of Education, many of the nation's state education agencies, numerous local education agencies, and a range of private-sector nonprofit and for-profit entities. The evaluations are both formative and summative. American Institute of Research (AIR) designs and conducts mixed-method evaluations that maintain rigorous standards while serving client needs and accommodating constraints related to budgets, timelines, and evaluation audiences and conditions. To provide meaningful information to its clients, AIR conducts external evaluations that assess program effectiveness, fidelity to program design, level of implementation, and related contextual factors. The organization has significant experience with a repertoire of evaluation designs, including randomized experiments, regression discontinuity studies, quasi-experiments that utilize matched-comparison groups, and descriptive, observational studies, utilizing both cross-sectional and longitudinal data. In addition, AIR has conducted case study evaluations and cross-case analyses using a broad range of qualitative methodologies that enhance understanding of program characteristics and program impact.

Recent AIR evaluations and research studies include the following Department of Education-funded randomized control studies: Impact of Indiana's System of Diagnostic Assessments, Improving Adolescent Literacy Across the Curriculum in High Schools, Chicago Public Schools Striving Readers Initiative, and Milwaukee Public Schools Striving Readers Initiative, as well as the Financial Industry Regulatory Authority-sponsored national study of The Stock Market Game™. The organization also has extensive experience conducting strong,

quasi-experimental studies on various programs, including full-day kindergarten in Indiana school districts (regression discontinuity), Amarillo Smaller Learning Communities (matched sample interrupted time series), the Texas Ninth-Grade Transition and Intervention Program (propensity score matching), and New Jersey 21st Century Community Learning Centers (propensity score matching).

Experience of the Individuals: *SGA Youth & Family Services (lead agency):* The Roseland Children's Initiative will be managed by a Project Director, David Patton, who started in the position in January 2011. He is responsible for managing all aspects of the Initiative, including coordinating all Advisory Board and RCI Partners meetings, maintaining relationships with community groups and business leaders and supervising program staff. Previously Mr. Patton, who holds a masters degree in family counseling, worked for four years as a Relationship Specialist at SGA in west and south Chicago communities. Mr. Patton resides in the Roseland community.

SGA's upper management has the experience needed to ensure that Promise Neighborhood funding is properly managed and sustained and that project indicators are achieved. The agency's President, Susana Marotta, Ph.D., is a licensed clinical social worker who has led SGA for the past 12 years. Under her leadership and keen financial management, the agency has grown from a counseling agency with an \$800,000 annual budget to an innovative youth and family service agency with a comprehensive array of supportive services and a budget of \$7 million. Ron Migalski, Vice President of Programs, is a Licensed Clinical Social Worker with more than 14 years of experience as a clinician, program director and

supervisor. His areas of expertise include: clinical training; new program development and implementation; and coordination of multi-agency services.

Curtis Elementary: Evelyn Randle-Robbins, MA Educational Administration, was on the Turnaround team for Curtis Elementary and has served as Principal since the school opened in Fall 2010. Through June 2010, she served as Assistant Principal at Howe School of Excellence, another AUSL-led Turnaround School. Her responsibilities there included serving as School Operations Manager, recruiting and interviewing highly qualified perspective candidates including AUSL current teacher residents; serving as School Improvement Plan chairperson; serving as a member of the Instructional Leadership Team; and coordination of the School-Wide Discipline Plan, Student Management & Expectations. She also brings 16 years experience as a classroom teacher in the Chicago Public Schools, where she created many innovative programs including several developmental reading initiatives.

Fenger High School: Elizabeth Dozier, Principal, is an experienced National Board Certified Teacher and graduate of the nationally recognized New Leaders for Schools. She started at Fenger in Fall 2008 as the head of the turnaround school program. Ms. Dozier was the co-principal of Harper High in Englewood during the 2008-2009 school year, and played an integral role in developing and implementing many of the school's programs. She oversaw curriculum and instruction, led school-wide professional development, and contributed to the overall decrease in student disciplinary referrals. As a result of her leadership in building a strong climate, culture and curriculum, Harper experienced a 30% increase on the Freshmen On-Track rate from the previous year.

Bennett Elementary: Principal Roberta Fields is new to the position but not new to the school. Ms. Fields has served as Assistant Principal for several years and has a background in Early Childhood Education.

Wendell Smith Elementary: Johnny James Banks has served as Principal for nearly five years and has a background in Early Childhood Education.

American Institute of Research (outside program evaluators): Shazia R. Miller, Ph.D., will serve as co-principal investigator for this evaluation. She is director of evaluation at AIR, where she oversees external evaluations, providing advice and ensuring that quality standards are met on a wide range of external evaluations. Among other projects, she is the co-principal investigator on the IES-funded randomized control trial of Indiana's system of diagnostic assessments and of a Gates Foundation study of students' paths through community colleges. Previously, Dr. Miller worked in the Chicago Public Schools and at the Consortium on Chicago School Research at the University of Chicago, work that required melding complex research methodology with practical applications and explanations for school and district staff. Chloe Gibbs, senior research associate, will also act as co-principal investigator. An experienced evaluator, she manages and coordinates project activities for statewide evaluations of 21st Century Community Learning Centers in Texas and New Jersey and is the quantitative analyst for a statewide evaluation of Supplemental Educational Services in Texas. She contributes extensively to research design and modeling, protocol development, and quantitative data analysis. Shaheen Khan will lead database development and data management for this project. He is a senior research associate at Learning Point Associates and his primary focus is in developing and supporting a centralized data collection application for all research data and establishing operating procedures to direct data integration, quality assurance, and security.

How the Plan will be Sustained and Scaled Up: The Roseland Children's Initiative will continue monthly meetings of the Advisory Board and the Community Forums beyond the planning phase and throughout life of the Initiative. The Advisory Board will continue to focus on strategic decision-making, planning at least three years out to make sure the project can leverage the resources needed to meet the project and program indicators and growth plan.

SGA is fully committed to the Promise Neighborhood model and to the proposed Roseland Children's Initiative. The Initiative has in place the community-based leadership and expertise to plan a long-term project that will forever change the lives of Roseland children and families. SGA already has committed \$1.4 million to program planning and implementation of several data-driven programs. The agency has the full commitment of our own governing board to offer the resources necessary to make this project a success and a model for other neighborhoods. Two governing board members at their own expense accompanied staff and program partners on the visit to HCZ. The Governing Board's May 2010 fund raising benefit featured Paul Tough, author of Whatever it Takes: Geoffrey Canada's Quest to Change Harlem and America. Its 2011 fund raising event – the agency's 100th anniversary celebration – featured Geoffrey Canada. The event started with a rally at Fenger High School for RCI partners, students, parents and other community members. A sold-out gala event provided an opportunity for SGA to unveil its plans for the Roseland Children's Initiative to the media and larger community. SGA's Governing Board is committed to scale up the project as recommended by the Advisory Board and the Program Evaluator, and to sustaining the project beyond the life of the Promise Neighborhood funding. A private donor has committed \$1 million start to an endowment fund that will secure the future of the Roseland Children's Initiative.

Commitment from Community Partners: The Roseland Children’s Initiative is led by a committed Advisory Board of 15 Roseland residents and public officials. These individuals share SGA’s commitment to Roseland and to this project. Many have been working with SGA for the past three years to plan this project with no guarantee of funding. Several went to New York over a weekend to visit the Harlem Children’s Zone. As indicated in the Memorandum of Understanding, all actively participate in Advisory Board meetings, provide applicable data as needed for evaluation purposes and the tracking of indicators, and contribute staff time, meeting space, and materials as needed. Additionally, RCI has in place a group of more than 20 Program Partners, including leaders from city and state agencies, city aldermen, representatives from local agencies, all of whom are committed to lend their expertise to the initiative and to leverage financial and other resources.

Governance Structure: As described throughout this narrative, the Roseland Children’s Initiative is governed by an Advisory Board of 15 members consisting of residents of the area, residents of the city who are low-income and public officials who serve the geographic area. Advisory Board members are the individuals listed on the Memorandum of Understanding and include one third public officials who serve the area, one third residents and one third low income residents.

How residents will have an active role in organizational decision making: Our Advisory Board, Core Investment Work Groups and monthly Community Forums will provide structured opportunities for residents and stakeholders to be involved in the planning process and ultimately make all program implementation decisions for our Promise Neighborhood. The Work Groups are the main vehicle for community-driven decision making. Work Groups will provide opportunities for many interested residents – beyond those on the Advisory Board – to examine

community issues in depth, to share their perspectives, to analyze community and participant data, and to make data-driven recommendations made to the Advisory Board.

To ensure a participatory process in which residents feel valued and heard, our outside Program Evaluator will conduct a full evaluation of the governance and decision-making process, as described on page 52.

Securing commitment from Government Leaders: The Roseland Children’s Initiative already has the support of the City of Chicago through participation of both the 34th and 9th Ward Aldermen, the participation of the Assistant Commissioner of the Chicago Department of Family Support Services and the Chicago Board of Education’s Turnaround Officer. These individuals will be key to helping the Initiative develop strategies, through its Community Building Core Investment Work Group and through quarterly RCI Partners meetings, that will leverage the policies and supports necessary to scale up our Promise Neighborhood.

Estimating costs per child including direct and indirect costs: SGA will manage all Promise Neighborhood funds, creating subcontractor agreements with all service providers. Internally, SGA has in place a check and balance system with its Office of Contract Management. That office works closely with the Finance Department to ensure that deliverables are met and that funds are allocated properly within the contract, while the Finance Department is responsible for ensuring that accounts payable and receivable, financial reporting and work with our auditors to ensure that we are in compliance with public funding requirements. Upon announcement of funding, SGA’s Finance Department will work with the outside auditor to determine the best tracking system for Promise Neighborhood funds to ensure that we can obtain accurate planning phase and start-up operating costs per child. Once these systems are in place,

the VP of Contracts will manage the program budget to ensure that deliverables are being met and that funds are allocated properly.

Plan to Track Available Funds: SGA will be responsible for tracking and applying for available federal, state, local and private funds that could be utilized to supplement or enhance Promise Neighborhood funds. SGA's Vice President of Operations oversees a contract management team whose primary role is to research funding opportunities and coordinate the preparation of proposals for funding. Within the last year alone, SGA has raised more than \$700,000 in new contracts from diverse funding sources including the Chicago Board of Education (three grants) and the City of Chicago Department of Family Support Services. The agency also has more than \$1.4 million in pending federal proposals. SGA has a serious and systematic approach to fund raising. The VP of Operations reviews opportunities for eligibility and fit with agency mission. Funding opportunities then are reviewed by the entire Management Team during weekly meetings. Criteria for determining whether or not an opportunity is appropriate for the agency include: alignment with agency strategic plan; fit within the agency's existing program structure and expertise; whether or not the purpose of the funding aligns with a need in a specific school or community; and whether or not SGA has the community-based partnerships in place to support an application for funding. All members of the Management Team assist in the preparation of funding proposals, each in his/her own area of expertise from program development to evaluation. A master list of completed funding applications, including dates of submission and amounts of funding requested, is maintained by the VP of Operations. In implementation mode, based on the size and significance of the Roseland Children's Initiative, the Project Director, will be a member of the SGA Management Team and therefore will participate in all discussions related to funding of the Initiative.

Identification of Requirements that Would Impede Project Goals: The Advocacy and Policy Committee of SGA's Board of Directors will be responsible for helping to identify any financial, political or other obstacles that could threaten our Promise Neighborhood program in Roseland. SGA Youth & Family Services contracts with Dykema Gossett PLLC to assist in the development and implementation of a government resource development strategy. Dykema's government policy advisors assist SGA in the research and identification of attractive initiatives that can be submitted as requests for funding; coordination and scheduling of visits with key Congressional offices to brief them on our planned submission of funding requests and status of current programs; and preparation of funding request forms and submission to Congressional offices; and advocacy efforts to support those requests.

COMPETITIVE PREFERENCE PRIORITY 4: COMPREHENSIVE LOCAL EARLY

LEARNING NETWORK: The Roseland Children's Initiative and its early childhood Partners, the Children's Developmental Institute and Pretend Town, will build a Community of Practice around early childhood in Roseland. SGA, with its expertise in 0-3 services, will take the lead. We will work with the local Child Care Resource and Referral network to identify all early childhood providers in Roseland, including home child care providers, center-based providers, and home visitors. We will work with the schools, local churches and interview parents to identify friends, family or neighbors that provide child care to children 0-5. Our Community of Practice will build a bridge between para-professional and professional services so that all Roseland children, regardless of whether their child care is at Early Head Start or in a neighbor's home, receive the educational interventions they need to develop age-appropriate functioning. Our Early Childhood Network will join our state Quality Rating and Improvement System

(QRIS) National Learning Network to access technical support and resources for our members and to participate in local and statewide initiatives. Our Community of Practice will: establish best practice standards to ensure quality across child care settings to improve outcomes, including early identification of developmental issues; provide professional development training on best practice and educational techniques; establish standards for medical homes, and share results from the Promise Neighborhood assessment and program evaluation to encourage data-driven decision making. We will create a member website for the Community of Practice that will include information on meetings, easy reference to educational and medical home standards, educational activities, posting of internal awards, and sharing of Early Childhood community-level and program data.

We will utilize the same coalition-building process as the Advisory Board and Work Groups, including creating a leadership structure for the Community of Practice, to ensure an inclusive, data-driven process where all members work together to establish and adopt standards. The group will meet monthly, with time for training, information sharing, data analysis and team-building. We will work with our external evaluator to create a data base to track Promise Neighborhood indicators for all Roseland children 0-5 served and to track program data for children served within the Community of Practice.

COMPETITIVE PREFERENCE PRIORITY 6: ARTS AND HUMANITIES:

The RCI Continuum will offer a wide array of arts and humanities education and activities to children and youth along the age spectrum. Our Early Childhood Community of Practice will establish best practice standards for all child care providers in our Promise Neighborhood, including suggested age-appropriate arts activities. Early Head Start and Head Start are well

known for their inclusion of arts activities, and we will ensure that other child care providers have access to and offer those highest quality arts activities. Our school-aged children will have access to arts and humanities education through our primary arts and recreation partner, the Salvation Army's Kroc Center. The Kroc Center was designed to enrich the mind, body and spirit and offers a variety of fine arts, performing arts, and fitness activities. The first floor of the Center houses the Academy of the Arts, which offers Fine Arts and Performing Arts including a recording studio, outdoor amphitheater, and media center for video production, instrumental instruction, voice/choral training, dance, dramatic arts, visual and graphic arts, industrial arts, and pottery and sculpting that allows children and adults to explore their interests, develop their talents and pursue their dreams. The Center, nearing completion, will include diverse recreational features that include a 5,000-seat indoor sports complex, a 2,000-seat outdoor sports stadium, basketball and tennis courts, driving range and putting greens, aquatic center and waterpark, baseball diamonds, batting cages, walking/running track, and a state-of-the-art fitness center. These areas will provide supervision and training for wall climbing, golf, aerobics, spin classes, weight room, aerobics, yoga, pilates, health screenings, and wellness and nutrition. Children in the RCI program will have access to Kroc services at the Center, and we also expect that our Continuum will include some school-based services offered by the Kroc Center staff. Lastly, our Community School program at Fenger High School, offers Performing Arts such as choir, juke dance, and band, creative writing, and art classes (painting, drawing, cartooning). Students have begun showcasing their work at parent workshops motivating parents to participate. In the plans for the upcoming school year, Fenger will begin a literary arts publication displaying student's work.

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