

CASA de Maryland
Langley Park Promise Neighborhood (LPPN)

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BACKGROUND

CASA de Maryland applied for a Promise Neighborhood Planning Grant in 2010 and 2011, and last year received the highest scoring application in Maryland. As yet, no Promise Neighborhood projects have been funded in Maryland. In an effort to ensure its success this year, CASA and its Langley Park Promise Neighborhood (LPPN) partners have continued to refine and strengthen a comprehensive community improvement strategy for Langley Park while taking advantage of a variety of Promise Neighborhood technical support opportunities. In particular, during the past year CASA has collaborated with Prince George's County Public Schools in developing a plan to open a new public high school in Langley Park, strengthened collaboration among partner organizations, increased resident leadership, and implemented new services. In addition, CASA been actively involved in the Transforming Neighborhoods Initiative (TNI) and has continued to advance efforts to attract federal resources to the community.

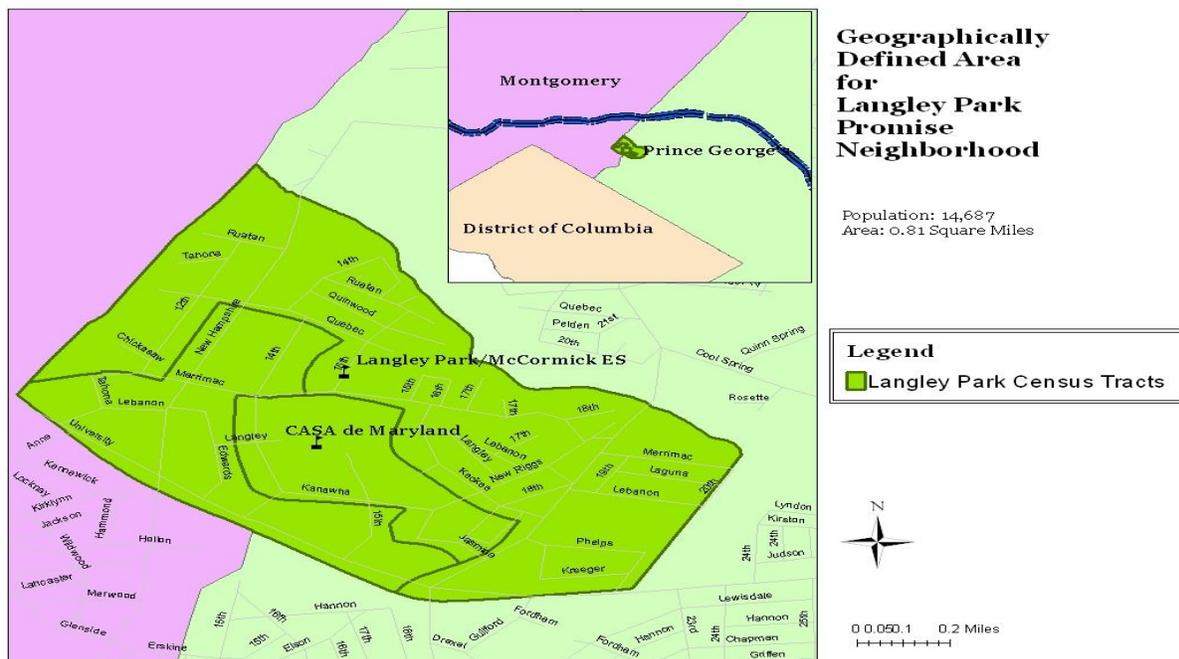
In April 2012, Prince George's County Executive Rushern L. Baker, III announced his plan to improve the quality of life in vulnerable communities through the TNI. Focusing on six high-need communities in the County, including Langley Park, the overarching goal of the TNI is to achieve and maintain a thriving economy, great schools, safe neighborhoods and high quality healthcare by utilizing cross-governmental resources in target neighborhoods that have significant and unique needs. As an anchor organization in Langley Park with a well-respected and strong record of producing measurable results, the Prince George's County government invited CASA to play a leadership role in the TNI. Recognizing that these goals are closely aligned with the LPPN goals, CASA is coordinating closely with Prince George's County government to ensure that both initiatives work together to leverage resources and seamlessly

connect residents to resources and services that will help them achieve personal success. The overall strategy of the TNI is to improve the quality of life for neighborhood residents by proactively targeting County resources in a coordinated and intentional way. These strategies will be employed across County service agencies and departments, thus improving service delivery to Langley Park residents. The success of TNI will be measured by the improvement in the needs indicators of the community. Interim program progress and success will be measured by output indicators similar to those employed in the LPPN strategy.

Over the past year, CASA has also focused its efforts on attracting federal resources to support a variety of other efforts that will strengthen the Langley Park community. CASA has been awarded funding through the U.S. Department of Labor to provide Occupational Safety and Health Administration (OSHA) workplace safety training. To date these trainings have reached more than 1,800 community residents and employers. Many residents of the LPPN target area work in high-risk occupations such as construction and food service. Focusing on preventing accidents and increasing workplace safety supports the LPPN goal of creating a safer and healthier community. Additionally, through the U.S. Department of Housing and Urban Development, CASA has been awarded capacity building technical assistance through Enterprise Community Partners for the period August 2012 – April 2013. The purpose of this support is to enhance CASA's ability to establish a community development corporation (CDC) that will focus on creating equitable development opportunities in Langley Park. This work supports the LPPN goal of ensuring that students and families live in stable housing.

SECTION A. DESCRIPTION OF GEOGRAPHIC AREA AND STATEMENT OF NEED

Description of Physical Location: Langley Park Promise Neighborhood (LPPN) is a 0.8 square-mile census-designated place (CDP) in Prince George’s County (MD), located less than three miles from Washington, DC. The area lies just inside the Capital Beltway, the major freeway separating DC proper from its outer suburbs, and borders the more affluent Montgomery County to the west. The University Ave. corridor tract (805601), running along LPPN’s southern border, has a mix of commercial development and high density multi-family housing including University Landing, Bedford Station, and Victoria Crossing. The two other census tracts are almost exclusively residential, though the composition of their housing stock varies. The tract that houses CASA’s Multicultural Center (805602) contains the Villas at Langley and Victoria Station, two high density apartment complexes much like those located in the University Ave. corridor, but the tract along the northern border (805700) of LPPN, where the local elementary school is located, follows a lower density housing pattern with a spattering of single-family attached and detached homes.



Housing in LPPN is both substandard and unstable. Residents in the apartments regularly struggle with substandard housing conditions, bedbug and vermin infestations, mold, code violations, and safety problems; and tenants who organize to address these problems face eviction. To make matters worse, two of the apartment complexes in the University Ave. corridor have fallen into foreclosure. Even the few homeowners living in the modest single family homes in the tract along the northern border face high levels of instability because of an epidemic of foreclosures. In 2010, a State of Maryland report identified LPPN’s principal zip code (20783) as a “foreclosure hot spot,” with local families losing their homes at a rate 135 times the state average.¹ The small commercial strip along the University Ave. corridor also houses a high concentration of businesses that prey on low-income people. Within only a few blocks, there are a total of eight check-cashing businesses, two pawn shops and two liquor stores.

Table 1. Comparison of Demographics and Socioeconomic Status in Langley Park Promise Neighborhood (LPPN), the State of Maryland (MD), and the U.S.

	LPPN	MD	US
Demographics			
Tot pop	18,159	5,696,423	303,965,272
% Latino/Hispanic	77.3	7.5	15.7
% Minority	96.1	42.0	32.9
% Speak Language Other Than English at Home	74.6	15.9	20.1
Socioeconomic Status			
% Households in Poverty	18.3	5.7	10.1
% Adults with Less than a 9th-Grade Education	50.8	4.4	1.2
Most common occupations	Construction	Mgmt, business, science, and arts	Mgmt, business, science, and arts
Median Income	18,446	43,790	29,701
% Unemployed	10.2	4.5	5.1

Source: American Community Survey 2006-2010 5-year Estimates

Statement of Need: More than 18,000 residents live in LPPN (see Table 1 for statistics on demographics and socioeconomic status). Ninety-six percent of these residents are racial/ethnic minorities, including Latinos/Hispanics, African Americans, and Asians – twice the proportion in

the state and nearly three times that of the United States as a whole. Latinos represent the largest group, making up an estimated 77% of the population. On average, the majority of LPPN's residents struggle with English proficiency. Nearly three of every four people speak a language other than English at home, as opposed to only one of six of Maryland residents and one of five among all people living in the U.S. About 18% of households live in poverty in the neighborhood, three times the rate in Maryland and nearly twice that of the U.S.

One core reason for high levels of poverty is the staggeringly low levels of education among adults. While only 4% of Marylanders and 1% of Americans have less than a 9th grade education, more than half of LPPN adults have never even *started* high school. With limited English skills and only very basic education, most parents in LPPN make ends meet in jobs involving hard physical work, many times in the form of day labor which renders both employment and earnings unpredictable. More than half of working adults in the neighborhood work in low-skill construction jobs, earning only about \$18,000 annually. In contrast, most adults in Maryland and the U.S. hold occupations in the management, business, science, and arts sectors where median annual income is \$19,000 and \$12,000 higher than the wages LPPN workers earn. Unemployment stands over 10% in LPPN, at least twice the rate in Maryland and the U.S., mainly due to workers' dependence on the informal job sector and the decimation of the construction industry in the wake of the region's housing crisis.ⁱⁱ

LPPN residents experience significant health disparities. Low-income Latinos like those in LPPN have the highest uninsured rate (64%) of any group in the state.ⁱⁱⁱ Additionally, Prince George's County has a shortage of primary care physicians,^{iv} making access to preventive care (especially linguistically and culturally appropriate care^{v vi}) challenging: 80% of LPPN residents surveyed by CASA in 2008 reported having no access to primary health care. These barriers to

health care access have dire consequences for LPPN families. More than 33% of mothers in the county did not receive prenatal care (by far the highest rate in the state); the county also ranks among the top counties in rates of infant mortality and low birth-weight.^{vii} The teen birth rate among Latinas in the county is also on the rise, going from 91.1 per 1,000 in 2000 to 113.4 in 2008, twice the rate of whites and more than two and a half times the rate of African-Americans.^{viii} County residents have the second highest mortality rate in the state and are more likely to die from heart disease, diabetes, accidents, septicemia, kidney disease, homicide, and HIV/AIDS than residents of all but one other county in Maryland.^{iv} They are also more likely than their neighbors in adjacent counties to be overweight and suffer from asthma. Latino children ages four months to five years are also among those at greatest risk for developmental, behavioral or social delays.^{ix}

LPPN families also experience constant threats to their safety. Prince George's County registers overall crime rates 44% higher than Maryland as a whole, with violent crime rates about a third higher, and property crime rates 46% higher.^x As recently as April 2012, Prince George's County Police designated LPPN one of the County's most dangerous crime hot-spots and dispatched extra patrols in the neighborhood to try to bring down unacceptably high rates crime.^{xi} The community has also been struggling with increasingly high rates of gang activity that has made life dangerous particularly for teens in LPPN. In one incident, eleven 18th Street gang members kidnapped a High Point High School student from a bus stop in LPPN after mistaking him for a member of MS-13, a rival street gang, and stabbed him 72 times until his death.^{xii} Earlier this year, a gang-related fight at High Point High School resulted in a boy stabbed and wounded.^{xiii}

LPPN Children Struggling to Achieve Academically: Approximately 4,100 children live in the LPPN, almost half of whom (48%) are five years old or younger, a proportion much higher than the national average of 33%.^{xiv} Despite this high need, the one Head Start and one private, center-based child care provider in Langley Park simply cannot provide enough slots to meet the need.^{xv} As a result, it is unsurprising that LPPN students start school already behind. Only 70% of kindergarteners entering the neighborhood's Langley Park McCormick Elementary School (LPMES) are ready to learn, as opposed to 83% of their Maryland peers.^{xvi} LPMES kindergarteners trail behind in six sub-domains, with the largest gaps in social studies (23 percentage points), language and literacy (16 percentage points), and mathematical thinking (12 points).

From LPMES, students move on to Buck Lodge Middle School (BLMS) and High Point High School (HPS). All three LPPN schools serve a larger share of vulnerable students than other schools in Maryland (Table 2). The percent of students who are Hispanic at LPPN schools ranges from about two and half to five times the percent in all Maryland schools. LPPN schools also serve a higher proportion of economically disadvantaged students. Maryland schools average only about 40% of students receiving free or reduced-price lunch, but LPPN schools range from 64 to 94%. Further, LPPN schools disproportionately need to address the added barrier of limited English proficiency with their students. Less than 5% of students at schools statewide have limited English proficiency, but almost half of the students at LPMES and nearly one in five at BLMS and HPS face this challenge. Staff at LPPN schools also have to contend with higher rates of instability among their student bodies. On average, about 19% of students in Maryland schools change schools in the middle of the year, but these numbers register from a low of 24% at BLMS to a high of 28% at HPS.

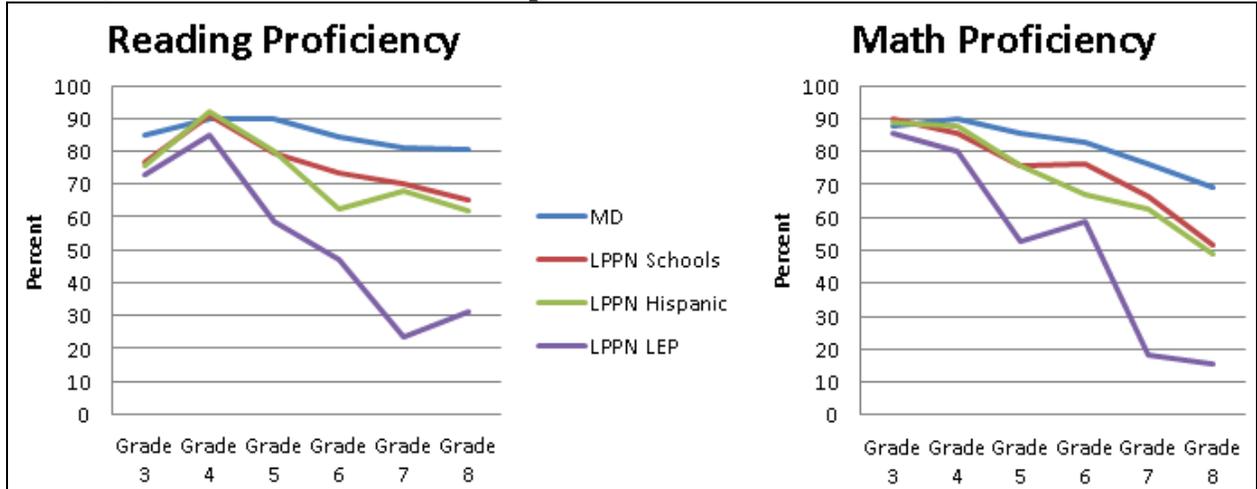
Table 2. Comparison of Student Demographics and Mobility Rate at LPPN Schools and Other Maryland Schools

	LPMES	BLMS	HPHS	All MD Schools*
Total	615	865	2158	854086
% Latino	81.1	57.7	53.5	12.1
% Free and Reduced Price Lunch	94.2	86.4	63.8	40.7
% Limited English Proficient	45.0	17.8	18.5	< 5.0
Mobility Rate	26.2	24.2	28.0	19.1

Source: MD State Department of Education, 2011.
 * Statistics for FARMs, LEP, and Mobility Rate calculated by averaging rates for elementary, middle, and high schools

From the start of their education, LPPN students quickly lose ground on standardized tests (Figure 2). The reading proficiency gap between other Maryland students and LPPN children starts out around eight percentage points in 3rd grade and nearly doubles by the time youth arrive at 8th grade at BLMS, a low-performing school which was under Alternative Governance – the final stage of School Improvement under Maryland state guidelines – until that designation was removed when Maryland received a waiver from No Child Left Behind (NCLB) earlier this year (as described in Section B). The proficiency gap is even more dramatic for LEP kids in particular, where it grows from a 12-percentage point differential to a startling 50 points. Only a dismal 31% of 8th-grade LEP students at BLMS are proficient in reading. Analyses reveal similar trends for math proficiency. By 8th grade, only about half of LPPN youth test proficient in math, as opposed to 69% of other Maryland students – a gap of 18 percentage points. LPPN LEP students lag even farther behind, with a proficiency rate in math of only 16%.

Figure 2. Comparison of Reading and Math Proficiency Rates by Grade in MD, LPPN schools, and Vulnerable LPPN Sub-Populations



Source: MD State Department of Education, 2011

Once they arrive at HPHS – a low performing high school – many LPPN youth, particularly Latinos and LEP students, continue to struggle. Pass rates on the required Maryland high school graduation test lag behind statewide rates by about 15 points in both 10th and 11th grade.^{xvii} And to further complicate matters, HPHS suspends or expels one in every five students, one of the highest rates in the whole county. The end result is that more than a third of HSPS students overall and 40% of HSPS Latino students drop out by their fourth year, as opposed to only 11% statewide. Further, only 59% of HPSH students and half of Latino HPHS students graduate in four years, compared to 83% across Maryland. Among all HPHS graduates, less than half go on to enroll in Maryland colleges or universities; and of those students, fewer than one in four are Latinos.

SECTION B. PLAN TO BUILD A CONTINUUM OF SOLUTIONS

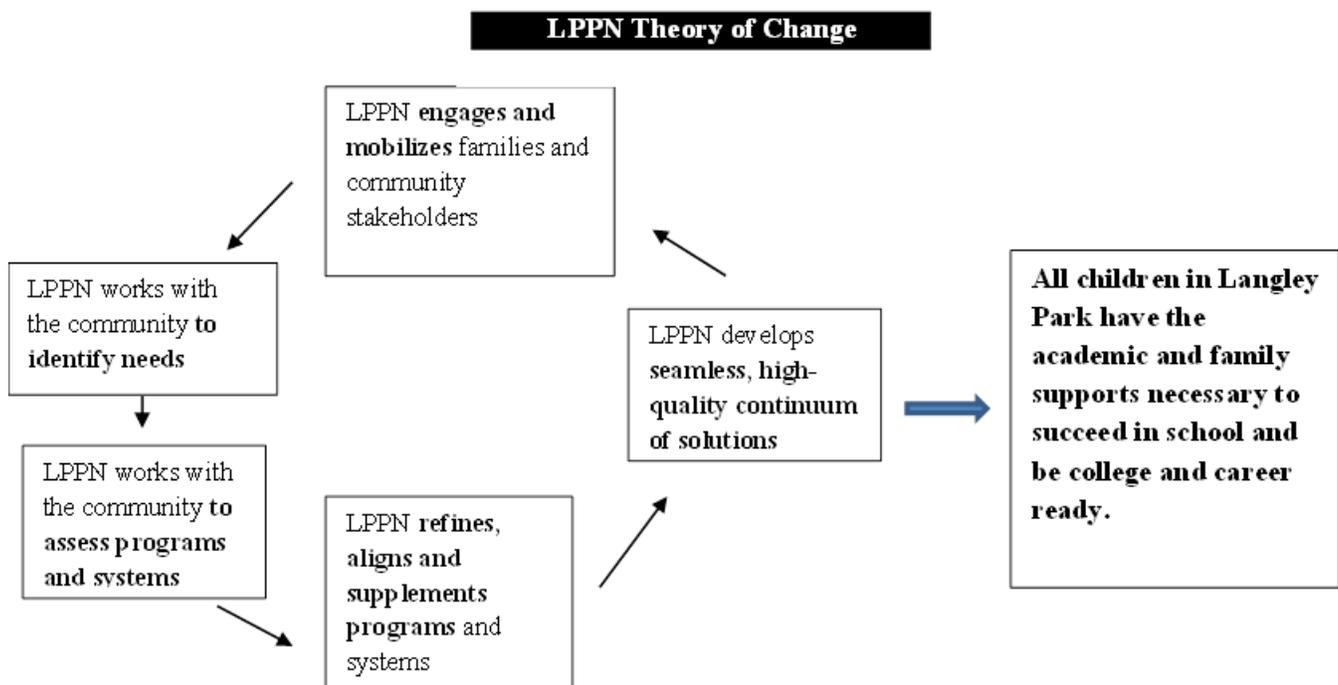
Plan to Build a Continuum: CASA’s Langley Park Promise Neighborhood (LPPN) is rooted in a vision of Langley Park as a thriving community in which all children have the academic and family supports necessary to succeed in school and be college and career ready. The project’s focus is on achieving positive child outcomes through the use of a collaborative, data-driven

community assessment and planning process. This process will provide a comprehensive picture of the challenges and the assets the community can leverage to address them, and create a process to identify effective solutions and develop an implementation roadmap. LPPN will focus on a school feeder pattern which includes two consistently low-performing schools: LPMES (effective), BLMS (low-performing) and HPHS (low-performing) in the Prince George's County Public Schools (PGCPS) system.

Prior to initiating the Promise Neighborhoods planning process, there existed a history among Langley Park service providers, academic institutions and residents in developing initiatives to address the challenges facing this largely low-income Latino community; however, services and supports were often delivered in a “silo-ed” fashion – disconnected and not reflective of the community’s holistic needs. This lack of continuity created obstacles to access and utilization, and undermined the effectiveness of even the most well thought-out interventions. However, since submitting its first two Promise Neighborhood applications, CASA has made significant progress in breaking down these silos. Specifically, CASA is serving as a lead organization in partnership with the Prince George’s County government through its Transforming Neighborhood Initiative (TNI), which focuses on breaking down silos and targeting financial and program resources across county agencies and the community-based organizations that serve the Langley Park community. These meetings, which take place on a monthly basis and are hosted at CASA’s Multicultural Center in Langley Park, have prompted a strategic conversation on how to coordinate efforts in an intentional way. Some examples include cross-agency referrals, coordinated data reporting and sharing information regarding community resources. LPPN is designed to build on this collaboration and to work to eliminate these obstacles and create a continuum of solutions that will support children and families in

attaining positive developmental and educational outcomes. In short, beginning with the first Promise Neighborhood application and continuing with the TNI, there is a new community-wide commitment to collaboration and CASA and Prince George’s County are leading this effort.

LPPN Theory of Change (TOC): As depicted below, the LPPN TOC begins by **engaging and mobilizing** families and community stakeholders who, through a structured process involving an indicator project and focus groups, **identify community needs**. Through a neighborhood scan and research-driven best practices review, LPPN will **assess programs and systems** and then **refine, align and supplement programs and systems to develop a seamless, high-quality continuum of solutions** for educational programming and family and community supports and include action steps for implementing new solutions, linking and integrating them with existing programming, potential funding resources and policy goals, and ongoing community engagement strategies. This plan will lead to a community in which **all children have the academic and family supports necessary to succeed in school and be college and career ready**.



LPPN Planning Process: CASA will build on its history of successfully using grassroots community organizing principles and its expertise in engaging immigrant communities and diverse stakeholders to implement the LPPN planning process. The process will be a partnership among community members and stakeholders and will bring resources, expertise, and decision-making authority to the project in each of the core areas where change is sought: early education, K-12 education, career-and college readiness, and community-wide supports. The process will be a new level of community-wide collaboration and serve as the mechanism for collecting and reviewing community-based data; identifying needs, service gaps and obstacles to access and utilization; setting and aligning priorities; determining effective solutions; and crafting an intervention plan. Key players in the planning process include:

LPPN Design Working Groups (DWGs): Central to the planning process will be four DWGs which will serve as the primary creation mechanism for the comprehensive set of community solutions. The DWGs will align with the four LPPN outcomes: Early Education/School Readiness, School Success, Career and College Readiness, and Community-Wide Supports. Each DWG will be responsible for addressing a set of Education and/or Community Support Indicators and will be co-chaired by 1) a practitioner: an individual working on the issue area(s) in Langley Park and 2) a community representative: a Langley Park resident directly affected by the issue area. Each DWG will have 6-8 additional members, a mixture of community members and local service providers. Practitioner co-chairs are (see qualifications in Appendix B): Early Education/School Readiness: Myrna Peralta, President and CEO, CentroNía; School Success: Karyn Lynch, Chief of Student Services, PGCPSS (this DWG will have three subcommittees, one for each partner school, which will be co-chaired by the principal – Amy Stout, LPMC Principal; James Richardson, BLMS Principal; Sandra Jimenez, HPHS Principal – and an individual who

has been engaged with CASA and/or the school such as parents who have been involved with developing the School Improvement Plan, members of the PTA, tenant leaders and health promoters); Career and College Readiness: David A. Buonora, Assistant to the Vice President, Workforce Development and Continuing Education, Prince George's Community College (PGCC); and Community-Wide Supports: Virginia Kase, Director of Education and Welcome Centers, CASA. DWGs will meet approximately every two-three weeks through the planning year and meetings will be conducted in multiple languages using simultaneous translation tools. While this will be challenging, it will be a rare opportunity for neighbors from different backgrounds to engage in discussion about community solutions.

At the beginning of the planning process, LPPN staff will divide the Department of Education indicators (as described in Section C) between the DWGs. Note that some indicators may be addressed by more than one DWG simultaneously and it will be the role of the LPPN to synthesize the recommendations. The DWGs' initial work will consist of 1) supporting data collection for the needs assessment described in Section C, and 2) mobilizing the community. Mobilization efforts will include speaking about LPPN at community and school meetings, conducting door-to-door outreach, and assisting with the community-wide public education campaign (as described later in this section). Upon completion of the needs assessment, segmentation analysis and best practices review, DWGs will begin the process of proposing comprehensive evidence-based solutions for their areas of focus. They will review all the relevant materials stemming from the needs assessment – the relevant indicators, the qualitative information from the focus groups on the “how” and “why” of indicator trends, and the comprehensive review of community resources and best practices – as well as the identification of high-need groups within the neighborhood in the segmentation analysis. DWGs will then

develop a set of strategic planning recommendations relevant to their target indicators, which the Steering Council will review, revise, and then ultimately accept as the LPPN plan.

LPPN Research Team: As detailed in Section C, the Urban Institute (UI), a nationally respected nonprofit, non-partisan economic and social policy research organization will lead a thorough needs assessment and segmentation analysis to inform the development of a continuum of solutions for the LPPN. Research Director Molly Scott and Research Associates Sue Popkin, Ph.D. and Jennifer Comey (see qualifications in Appendix B), will work in collaboration with a team of Technical Resource Experts (TREs). LPPN will have TREs in four core areas that are essential for all aspects of LPPN – early education, K-12 education, public health, and public safety – whose role it will be to ensure that the solutions being considered by the DWGs have a strong evidence base for success and that they are complementary across the age continuum. Each TRE will consult with each of the four DWGs described above. TREs have been selected based on their high level of expertise in research-based solutions (see qualifications in Appendix B): Early Education: Heather Sandstrom, Ph.D., Urban Institute; K-12 Education: Melinda Martin-Beltrán, Ph.D., University of Maryland (UMD); Linda Valli, UMD; and Beatriz Quintos, UMD; Public Safety: Meagan Cahill, Ph.D., Urban Institute; and Public Health: Elliot Segal, UMD.

TREs will also lead the neighborhood resource assessment and best practices review process. The neighborhood resource assessment will result in an inventory of currently available programs and services and will allow TREs to identify gaps in services and programs currently available to the community’s diverse residents. The best practices review will include a comprehensive literature review around key indicators to identify best practices for achieving positive outcomes and then a review of existing programs and services to determine how well

their practices are supported by strong and moderate evidence. The recommendations of the TREs will be shared on a regular basis with the DWGs to support their decision-making process.

LPPN Steering Council: The Steering Council will be comprised of the LPPN Executive Director and Planning Director, Langley Park residents, public officials, partners, funders, and key stakeholders from each of the DWGs, and will meet monthly to provide oversight for the planning process. Responsibilities of the Council include: 1) reviewing the DWGs' proposed implementation plans and ensuring that they constitute a seamless continuum of services; 2) identifying and addressing policy and practice obstacles to service integration; 3) creating an organizational development plan to support the long-term functioning of LPPN and 4) supporting the recommendations of the Financial Sustainability Committee. The Financial Sustainability Committee will be chaired by a member of the Steering Council and will include members of the Steering Council and other people with access to resources to support LPPN. The Committee will be tasked with documenting potential public and private sources of investment in LPPN, creating strategies for accessing existing funding streams and obtaining new funding from foundations and corporations, and reducing barriers to using existing funding to create efficiencies, enhance access to services and offer more seamless service delivery.

LPPN Staff: Staff will manage LPPN, coordinate the work of DWGs and research team, support the Steering Council, and implement community engagement processes, as detailed in Section D.

Alignment with Comprehensive Strategy for School Reform: LPPN partners believe that alignment with current school reform strategies is essential to the continuum development. Principals Stout (LPMES), Richardson (BLMS) and Jimenez (HPS) all believe that to reach their goal of creating high-performing schools in a high-poverty, LEP context, they need to create teams and systems to provide the necessary support for each student in the building. Their

commitment to the LPPN model is reflective of this belief. The LPPN strategy for aligning the continuum of solutions with comprehensive school reform efforts is feasible only because of a strong partnership with PGPCS and the leadership of each partner schools, as articulated in the attached MOU. As described above, principals of each of the partner schools will co-chair a subcommittee of the School Success DWG, which will be focused on developing age-appropriate solutions as well as aligning interventions to promote smooth transitions for students as they age. The LPPN approach to creating a comprehensive strategy will focus on:

1. Determining areas of school (climate, drop-out rate, achievement) that need "reform."
2. Setting goals/outcome expectations in each of those areas building on existing reform efforts.
3. Assigning partners to take primary responsibility in each area to ensure that there is ownership.
4. Monitoring regularly the implementation process, progress and identifying continuing problems.
5. Cycling back regularly to adjust as needed and set new goals.

Specifically, while none of the partner schools are in an official "School Turnaround" status, BLMS and HPHS had consistently not met AYP and were in Improvement under Alternate Governance Implementation. (Note: Due to the NCLB waiver that Maryland received in May 2012, the AYP measurement is no longer being used in Maryland.) School leadership is now implementing the plan developed by the school faculty and leadership, in collaboration with a County support and planning team, and approved by the Maryland State Department of Education (MSDE) which is responsible for monitoring and oversight. Due to academic performance issues in critical subgroups as described in Section A, school leadership has

approached their reform work in many of the same ways as they would a School Turnaround Intervention. In particular, they have heeded the research that shows that dramatic transformational action, not just school improvement planning, is required to turn a school to a high-performing, high-poverty school in an urgent time frame.^{xviii} The LPPN is a mechanism to achieve and sustain the required transformational change over time.

PGCPS has a Framework for Excellence, based on the research of Mass Insight and in support of the Maryland Bridge to Excellence in Public Schools Act, which focuses on building three core capacities in every school: readiness to learn, readiness to teach, and readiness to act. In this framework, for students to be ready to learn they must feel secure, inspired to learn, have their deficits directly addressed, possess positive and enduring mentor/teacher relationships, and be surrounded by adults who interact regularly with them to offer advice and encouragement. Additionally there must be a professional teaching culture and a focus on personalizing instruction. Community supports are also critical as there needs to be a community effort and structure in place to increase student achievement. Principals Stout, Richardson and Jimenez have identified out-of-school time learning programs and other community supports as a critical need and this will be a focus of LPPN. An additional area that is essential in the Framework for Excellence is the flexibility to realign resources to meet the unique needs of the school. This is challenging for the school system, given dedicated funding streams and established labor policies, and will be a key area of focus in LPPN.

Principals Stout, Richardson and Jimenez each lead a School Improvement Team, comprised of school leadership, parents, and teachers, as part of the annual SIP process undertaken by all PGCPS schools to develop school reforms. The School Improvement Plan (SIP) focuses on the specific needs of the individual school (based on data analysis) and outlines

the specific activities, strategies, and interventions that each school will implement to ensure academic success for all students. Within the PGCPS system there has been an emphasis over the past few years on focusing reforms to ensure that they are research-based best practices. Principals Stout, Richardson and Jimenez have shared with LPPN their SIPs, which focus on ESOL and LEP students, and discuss current reform strategies in detail. Additionally, the University of Maryland School of Education has deepened their commitment to supporting PGCPS reform efforts through LPPN and will serve a critical role of reviewing and recommending evidenced-based interventions to meet the specific needs of Langley Park students as they progress from K-12. All parties share a commitment to collecting and using data in decision-making processes and implementing research-based reforms, and likely reforms include:

- Academic reform strategies such as differentiating instruction by using flexible small groups; using Fountas & Pinnell Leveled Literacy Intervention System (LLI);^{xix} implementing Success For All^{xx} curriculum and professional development in the areas of vocabulary acquisition, emergent literacy, and data inquiry; conducting core-subject collaborative planning to improve alignment with instructional outcomes; developing transdisciplinary units incorporating Science, Technology, Engineering, and Math (STEM) activities across content areas; training ESOL teachers on the Sheltered Instruction Observation Protocol (SIOP)^{xxi} model of instruction and focusing on authentic vocabulary development and informational text comprehension strategies in the ESOL classroom; and providing science expanded learning opportunities (ELOs)^{xxii} including SKM4Teen/SSA program and Robotics.
- 21st century learning tool strategies including implementing the Transforming Education

through Digital Learning program which includes giving every middle school student a computing device; providing *Study Island* online program for all students; employing TI Navigator training;^{xxiii} using HP mini laptops in selected classes; and incorporating Interwrite, Turning Point, Achieve 3000 and Discovery Education technologies into lessons.

- Professional development strategies including differentiated instruction strategy trainings, Success For All training, TI Navigator training,^{xxiv} and cross-cultural awareness skills trainings.
- Parent engagement strategies including hiring a Spanish-speaking parent liaison; holding family reading, math, and testing/data nights; using bilingual agenda books and Tuesday Folders; holding multilingual workshops on MSA state standards and School Max Family Portal; utilizing PTA collaborations; forming social capital groups for Latino families; and offering ESOL classes for parents at schools.
- Career development and graduation/promotion strategies including Pre-K to K, K to grade one and grade six to middle school transition activities; “Eagle Bucks” incentive program and career day programs; incorporating college preparation activities into classroom guidance lessons; and developing individualized learning plans in grades one and four which are then reviewed and updated every two years with an increasing focus on future goals and career opportunities.

In addition to reform efforts in existing schools, PGCPS believes that the opening of a new public high school located in Langley Park will help address many of the issues that Langley Park students experience in high school. The new school, which is expected to open for the 2013-14 school year, will begin in the 9th grade with 75 students and add a new similarly-sized grade each year until it is a 9-12 school. The curriculum will be tailored to meet the specific needs of Langley Park students and their families and will emphasize bilingual

education, career and college readiness programs, in collaboration with Prince George's Community College and others, in and out of school academic support programs and comprehensive family engagement and support programs. The school model was developed by PGCPS and CASA after PGCPS approached CASA for support in December 2011 after LPPN was not funded. PGCPS will issue an RFP for a school operator in September 2012 and CASA will be contracted to provide the community and family supports.

Leverage of Existing Assets and Coordination with Other Efforts and Programs: The planning year will align existing resources to advance Department of Education indicators (as described in Section C) while identifying gaps and proposing solutions. LPPN partners include CASA, PGCPS and Prince George's County, as well as:

- Prince George's Community College – PGCC provides students with an enriching, learning-centered environment in which to further their academic and professional careers.
- University of Maryland School of Education – the COE has a dual mission: first, it generates new knowledge about the education of children and youth and the nature of teaching, higher education, human development, as well as the social, cultural, learning, and political forces that affect development; and second, it prepares highly skilled practitioners in a variety of fields.
- University of Maryland School of Public Health – the SPH was established to advance the public health needs and policies of Maryland and beyond.
- Community Clinics, Inc. – CCI is a Federally Qualified Health Center providing primary care services and Women, Infants and Children's Nutrition Services (WIC) services in the Langley Park area since 1993.

- Washington Adventist University – the vision of WAU, as an Adventist university, is to produce graduates who bring moral leadership and competence to their communities.
- CentroNía – CentroNía’s mission is to educate children, youth and families in a bilingual and multicultural environment.
- Latin American Youth Center – LAYC provides services and opportunities to youth to support academic achievement, promote healthy behaviors, and guide youth toward successful adulthood.
- Results Leadership Group – RLG provides support to individual organizations, partnerships, and collaborations, which is typically multidimensional; complementary strategies delivered over time to achieve sustained impact.

LPPN partners are operating high-quality programs which TREs will review and DWGs will consider leveraging into the LPPN continuum of solutions. As noted below, in each area there are a number of LPPN partners already working in collaboration to deliver coordinated services in the community:

Result: Children enter kindergarten ready to succeed in school. Partners: CentroNía, PGCC, CASA, Community Clinic, Inc. (CCI), and UMD School of Public Health. Current interventions:

- Year-round early care for children birth to age five using Creative Curriculum, a comprehensive and research-based curriculum (strong evidence^{xxv}).
- Training for family care providers in developmentally-appropriate practices based on the National Association for the Education of Young Children family care providers principles (strong evidence^{xxvi}).
- Family literacy program for educators and parents that can be implemented both at home

and at school functions (program is in pilot phase at UMD School of Education^{xxvii}).

- Prenatal health care and access to primary and dental care for young children and their parents at the same time.
- Parent academy to support parents in developing positive parenting techniques when children are young (strong evidence^{xxviii}).
- Literacy and language development skills for parents (strong evidence^{xxix}).
- Support young children and their families in transitioning to school (strong evidence^{xxx}).

Result: Students are proficient in core academic subjects. Partners: LPMES, BLMS, HPHS, PGPCS, UMD School of Education, Latin American Youth Center (LAYC), PGCC, and Washington Adventist University (WAU). Current interventions:

- Reform strategies focused on ensuring academic success, including academic language skills, for all students with a specific focus on ESOL and LEP students (strong evidence^{xxxii}).
- Promotor Pathway program, an intensive, long-term relationship building strategy to meet the multiple needs of youth and support strong academic performance (moderate evidence^{xxxiii}).
- Standards-based tutoring and homework assistance, computer literacy and college preparation support.
- Mentoring programs, including the Student Ambassador Program, to mentor middle school students to prepare them for high school (moderate evidence^{xxxiii}).
- Promote greater collaboration between ESOL and general education teachers (strong evidence^{xxxiv}).
- Parent academy to build parent skills to support academic achievement (strong evidence^{xxxv}).
- Summer and out-of-school time activities to increase learning time and enrichment

programming (strong evidence^{xxxvi}).

Result: Students successfully transitions from middle school grades to high school.

Partners: LPMES, BLMS, HPHS, PGCPs, LAYC, PGCC, and WAU. Current interventions:

- Teacher professional development opportunities to ensure that they are meeting the needs of individual students.
- Middle to high school transition focused programs (strong evidence^{xxxvii}).
- Family members engagement through parent academies to learn strategies to support children in the early adolescent period (moderate evidence^{xxxviii}).

Result: Youth graduate from high school. Partners: LPMES, BLMS, HPHS, LAYC, PGCC, WAU, and CASA. Current interventions:

- Highly engaging, pro-social activities within the school community targeted to decreasing truancy and encouraging better attendance (strong evidence^{xxxix}).
- Opportunities for young people to engage in community service and civic engagement programs^{xl}.
- Programs to introduce high school students to higher education and career opportunities.
- Free/low-cost services to support students and their families as they prepare to enter college, including pre-application testing, application support and financial aid overviews.

Result: High school graduates obtain a postsecondary degree, certification or credential.

Partners: LPMES, BLMS, HPHS, PGCPs, LAYC, PGCC, WAU, and CASA. Interventions:

- Provide career focused vocational training programs.
- College-level retention support programs with high school students.
- Youth outreach and transition programs.

- Workforce readiness programs including employment and life skills training, GED preparation and leadership development.
- Public Early College High School model^{xli} in development to establish a public contract high school which creates pathways to traditional two and four-year colleges and to more technically- or occupationally-oriented options.

Result: Students are healthy. Partners: Prince George’s County, UMD School of Public Health, CCI, and CASA. Current interventions:

- Access to a medical home(s) through a Federally Qualified Health Center and access to high quality dental care.
- Healthy First Program, a comprehensive model to provide cost-effective care to pregnant women and children under five to improve infant and child health. (program in development)
- Offer physical activity during school hours.
- Educate children and parents about health eating options (moderate evidence^{xlii}).
- Access to low-cost healthy foods through farmer’s market (moderate evidence^{xliii}).
- Targeted asthma prevention and treatment programs.

Result: Students feel safe at school and in their community. Partners: LPMES, BLMS, HPHS, PGCPs, LAYC, PGCC, and WAU. Current interventions:

- Community crime-watch coalitions.
- Safe spaces for children and families to go to for help.
- Positive relationship-building with local police.

Result: Students live in stable communities. Partners: PGCPs, CASA. Current interventions:

- Targeted family engagement programs (strong evidence^{xliv}).
- Collaborations between schools in feeder pattern to support successful transitions, including

grade 6 to middle school transition activities; “Eagle Bucks” incentive program and career day programs; incorporating college preparation activities into classroom guidance lessons; and individualized learning plans which are then reviewed and updated every two years with an increasing focus on future goals and career opportunities.

- Community organizing programs that support preservation of affordable housing.
- Financial literacy training on creating and maintaining budgets to cover basic expenses.
- Job placement programs to support parents in securing and keeping employment.

Result: Families and community members support learning in LPPN schools. Partners:

LPMES, BLMS, HPHS, PGCPs, LAYC, PGCC, CASA and WAU. Interventions:

- Parent academy to teach critical skills at all ages of a child’s development; for parents of young children, an emphasis on the importance of reading with children, developmental milestones, ways to evaluate quality child care and access medical care; and for parents of older children, drug and gang prevention and the importance of college and career. (in development based on models from the Parent Institute for Quality Education and evaluated by RAND^{xlv}).

- Community “free” library at CASA Multicultural Center.

Result: Students have access to 21st century learning tools. Partners: LPMES, BLMS,

HPHS, PGCPs, CASA, and PGCC. Interventions:

- Provide low cost laptops or other computing device all middle school students.
- Programs to offer free or low cost internet access in residences.
- Low-cost computer buying programs.
- Neighborhood “hot spots” to provide free internet access.
- Computer training programs for youth and adults.

In addition, as described in the background section above, the LPPN aligns with coordinated efforts such as the Transforming Neighborhoods Initiative, and the creation of a Community Development Corporation and a new public high school.

Key Tasks and Timeline for Building the Continuum

Phase 1 (January – February 2013): Generating Community Engagement/Establishing Systems

While CASA already works in partnership with many Langley Park community members on a regular basis, there will be a series of kick-off activities to introduce LPPN to the community and recruit DWG members. It will be critical that the initial spokespeople for the project include community residents in addition to project leadership. Kick-off activities include:

- School-based gatherings: Working with the PTAs and school administrations, LPPN will hold informational meetings at partner schools directly following the winter break.
- Tenant association meetings: LPPN representatives will participate in already-scheduled meetings in order to broaden the reach of the project.
- Small business partnerships: local businesses will distribute information about meetings and designate bulletin board and other spaces in stores and malls to post regular updates about LPPN.
- Media campaign: The Spanish language print, radio and television media will be a core partner in distributing information about the project, encouraging community involvement and providing ongoing updates.
- Neighborhood forums: LPPN will hold neighborhood gatherings to discuss the project and gather input on DWG discussions.
- Neighborhood visibility: LPPN will use window placards, bus stop stations, storefronts and other high visibility areas to generate community interest and engagement.

Additionally, during this phase LPPN staff will create the database and data sharing protocols described below in addition to other necessary project infrastructure systems.

Phase 2 (January – April 2013): Data Gathering

DWGs must have the highest quality information available to them within a short time frame in order to align existing strategies and propose new solutions that will address the particular needs of LPPN children. The Research Team will conduct a needs assessment and segmentation analysis (as described in detail in Section C) in order to prepare for each DWG a document laying out the needs and segmentation analysis for their age group and/or school, an assessment of current strategies in place, and a comprehensive review of best practices that can be added, used to enhance, or supplement existing programs and services in the areas of academics, health and safety.

Phase 3 (May – September 2013): Decision-making

The core of the decision-making process will take place during the DWG meetings. The DWGs will compile a series of recommendations that are supported by the Research Team's reports, to be integrated by LPPN staff into a proposed evidence-based continuum of solutions. This proposal will be presented to the community through a series of neighborhood forums. The Planning Liaisons will conduct the forums with support from the DWGs, and the Liaisons will report back to the DWGs with community input gleaned from the forums. After the DWGs receive the community feedback and make any necessary modifications, the plan will be shared with the Steering Council for consideration, revision and approval.

Phase 4 (October – December 2013): Preparing for Implementation

Based on the approved plan, this phase will focus on the components for implementation, including developing a strategic plan, updating the data system (if needed), fundraising,

expanding (if needed) the Steering Council, and continuing the community education work and enrollment in LPPN.

SECTION C. PLAN TO CONDUCT A NEEDS ASSESSMENT AND SEGMENTATION ANALYSIS

The LPPN is designed so that the data gathered from multiple sources can be examined for its value in creating change around key indicators. As mentioned in Section B, the LPPN needs assessment and segmentation analysis will be led by the Urban Institute (UI) which has extensive experience in this area. TREs (as described in Section B) will work in collaboration with UI to compile the best available data about effective approaches to address project indicators. This process will include reviewing a host of evidence-based practice clearinghouses (EBP-Cs), including the Coalition for Evidence-Based Policy's (Social Programs that Work, and Top-Tier), the Department of Education's What Works Clearinghouses (WWC), the Department of Justice's Model Programs Guide (MPG), and the Department of Health and Human Service's National Registry of Evidence-based Programs and Practices (NREPP). The TRE's and UI staff will use the criteria for strong and moderate evidence as outlined by the Department of Education.

Critically, the DWGs will review the evidence with particular attention to each solution's validity with a low-income immigrant population. Because DWGs will include key local stakeholders, they will be well-positioned to examine evidence in light of available resources, as well as social and cultural factors that could impact implementation. Incorporation of all of these factors into the solution planning process will be crucial to identifying which solutions will be the most effective and appropriate.

Plan to Conduct a Needs Assessment: The UI-led assessment consists of: 1) LPPN Indicators Project, 2) focus groups, and 3) neighborhood resource assessment and best practices review.

1. The LPPN Indicators Project: Discussions for this proposal have served as a launching pad for exploring the formation of a Prince George County's branch of the National Neighborhood Indicators Project (NNIP), a collaborative effort run by UI with local partners. The goal of the NNIP is to further the development and use of neighborhood-level information systems to support community decision-making. In addition to the educational indicators and family and community support indicators defined by the Department of Education, LPPN plans to add several additional indicators that specifically focus on the needs Langley Park children. These may include: the # and % of children who have health insurance, the # and % of children who are overweight or obese, the # and % of children up-to-date on vaccinations, the # and % of children screening positive for lead, the # and % of children who have a dentist they regularly see, the # and % of children ages 10-14 who indicate that they know someone their age who is involved in a gang, and the # of gang-related crimes in Langley Park. Data on LPPN indicators will come from a variety of secondary data sources including national and local surveys, administrative data from MSDE, PGCPS, and Prince George's County, and other sources. Table 1 lays out both the Department of Education indicators as well as LPPN-specific indicators (in italics) along with the sources from which they will be extracted, the level of aggregation, and the frequency with which data will be updated.

PGCPS has committed to ensuring that hard-to-measure family and community support indicators (i.e. family literacy, support of college and career readiness, and home access to broadband Internet) are included in official school surveys, and will provide the leverage needed to ensure that school administration set aside time for all students and staff to participate in the surveys. PGCPS will also coordinate outreach with CASA and the School Success DWG to ensure a high response rate among parents. CASA will enter all indicators into the user-friendly

common interface provided by the Promise Scorecard™, a software application developed by Results Leadership Group (RLG), in order to communicate to stakeholders where the LPPN stands on all indicators. This same mechanism will be employed during project implementation.

2. Focus Groups: It is crucial that LPPN understands the “how” and “why” of trends identified in the NNIP in order to identify high risk sub-groups and to gather qualitative information on the family and community support indicators that are difficult to capture with secondary data sources. In order to accomplish these objectives, UI will develop focus group protocols that will reflect the local context of LPPN and cover all key educational and family support domains. UI will stratify parent focus groups by both age of child (0-5, K-5, 6-12) and language (Spanish, English, and possibly French) to ensure that all participants are heard and that issues particular to each age group are covered. Two focus groups will be conducted with middle and high school girls and boys to capture the perspectives of youth in the neighborhood. In order to maximize participation, CASA and the DWGs will recruit participants and coordinate with UI to schedule the focus groups on days and times that will work most effectively for participants. In addition, all participants will be provided a meal and compensated \$20 for their time. Free child care will also be offered to support parent participation.

Table 1: LPPN Indicators

Outcome	Indicator	Source(s)	Level of Aggregation	Frequency of Update	Sub-Group(s)
Educational Indicators					
Children enter kindergarten ready to succeed in school	# and % of children birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.	Natl Survey of Children's Health (2007) Emergency Room Data from Adventist Health	state zipcode	every 4 years as requested	age, race/ethnicity, primary hh language, hh income, sex age, type of insurance, race/ethnicity
	# and % of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures.	MDSDE, Maryland Model for School Readiness Kindergarten assessment PGCPS, DIAL and DECA Head Start Assessments	school program	annual annual	grade, race/ethnicity, LEP status, FARMS race/ethnicity, sex
	# and % of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or preschool.	MDSDE, administrative data on providers and slots American Community survey, data on universe of children 5 and under	Langley Park CDP	annual	age
Students are proficient in core academic subjects	# and % of students at or above grade level according to State mathematics and reading or language arts assessments in at least the grades required by the ESEA (3rd through 8th and once in high school).	MDSDE, Maryland School Assessments	school	annual	grade, race/ethnicity, LEP status, FARMS
Students successfully transition from middle school grades to high school.	Attendance rate of students in 6th, 7th, 8th, and 9th grade	PGCPS, administrative data	school	annual	grade, race/ethnicity, LEP status, FARMS
Youth graduate from high school.	Graduation rate	PGCPS, administrative data	school	annual	race/ethnicity, LEP status, FARMS
High school graduates obtain a postsecondary degree, certification or credential	# and % of Promise Neighborhood students who graduate with a regular high school diploma, and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation.	National Student Clearinghouse/PGCPS	school	Spring, Summer and Fall of each year	--

Family and Community Support Indicators					
Students are Healthy	# and % of children who participate in at least 60 minutes of moderate to vigorous physical activity daily	Natl Survey of Children's Health (2007) PGCPS, School Climate and other Surveys	state school	every 4 years annual	age, race/ethnicity, primary hh language, hh income, sex grade, race/ethnicity, sex
	# and % of children who consume five or more servings of fruits and vegetables daily	Youth Risk Factor and Surveillance System (2007) PGCPS, School Climate and other Surveys	state school	every 2 years annual	grade, race/ethnicity, sex grade, race/ethnicity, sex
	<i># and % of children who have health insurance</i>	<i>PGCPS, School Climate and other Surveys</i>	<i>school</i>	<i>annual</i>	<i>grade, race/ethnicity, sex</i>
	<i># and % of children who are overweight or obese</i>	<i>PGCPS, School Climate and other Surveys</i>	<i>school</i>	<i>annual</i>	<i>grade, race/ethnicity, sex</i>
	<i># and % of children up-to-date on vaccinations</i>	<i>PGCPS, Health Form data</i>	<i>school</i>	<i>annual</i>	<i>grade, sex</i>
	<i># and % of children screening positive for lead</i>	<i>PGCPS, Health Form data</i>	<i>school</i>	<i>annual</i>	<i>grade, sex</i>
	<i># and % of children who have a dentist they regularly see</i>	<i>PGCPS, Health Form data</i>	<i>school</i>	<i>annual</i>	<i>grade, sex</i>
Students feel safe at school and in their community	# and % of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment	PGCPS, School Climate and other Surveys	school	annual	grade, race/ethnicity, sex
	<i># and % of students ages 10-14 who indicate that they know someone their age who is involved in a gang</i>	<i>PGCPS, School Climate and other Surveys</i>	<i>school</i>	<i>Annual</i>	<i>grade, race/ethnicity, sex</i>
	<i># of gang-related crimes in Langley Park</i>	<i>PGC police</i>	<i>County, precinct</i>	<i>Annual</i>	<i>age, race/ethnicity, sex</i>
Students live in stable communities	Student mobility rate	PGCPS, administrative data	school	annual	grade, race/ethnicity, LEP status, FARMS
	<i># and % of parents reporting gainful employment or participation in vocational training programs</i>	<i>PGCCC, CASA</i>	<i>Census tract</i>	<i>Annual</i>	<i>age, race/ethnicity, sex</i>

Families and community members support learning in Promise Neighborhood schools.	# and % of parents or family members who report that they read to their child three or more times a week (birth to pre-K)	Natl Survey of Children's Health (2007) PGCPS, School Climate and other Surveys	state school	every 4 years annual	age, race/ethnicity, primary hh language, hh income, grade, race/ethnicity, sex
	# and % of parents or family members who report encouraging their child to read books outside of school (K-8)	PGCPS, School Climate and other Surveys	school	annual	grade, race/ethnicity, sex
	# and % of parents or family members who report talking with their child about the importance of college and career (9-12)	PGCPS, School Climate and other Surveys	school	annual	grade, race/ethnicity, sex
Students have access to 21st century learning tools	# and % of students who have school and home access (and % of the day they have access) to broadband internet and a connected computing device	PGCPS, School Climate and other Surveys	school	annual	grade, race/ethnicity, sex

3. Neighborhood Resource Assessment and Best Practices Review: This component of the needs assessment will ensure that the continuum of solutions addresses service gaps and leverages existing programming. Under the direction of LPPN Research Co-Directors Popkin and Scott (UI), TREs in the key areas of early education, K-12 education, public safety, and public health (as described in Section B, see qualifications in Appendix B) will inventory currently available programs and services. This assessment will build on work previously undertaken at CASA, including a needs assessment of Langley Park conducted by UMD for which CASA was a primary partner and a participatory neighborhood scan for health resources conducted by CASA and the National Council of La Raza. Analysis of the inventory will identify gaps in services and programs currently available. TREs will also perform key informant interviews with program staff in their appointed fields to understand obstacles to access and service integration, and to identify existing collaborative practices on which LPPN can build.

TREs will then conduct comprehensive literature reviews around key indicators to identify best practices for achieving positive outcomes for children from cradle to college. They will use these “best practices” reviews to assess existing programs and services to determine how well their practices are supported by strong and moderate evidence. Subsequently, each TRE will make a series of recommendations to each DWG for enhancements, expansions or revisions to existing programs, and suggest new models and partnerships where resource gaps exist. TREs will be in close communication with LPPN Research Co-Directors to ensure that they focus on areas of highest need emerging from the Indicators Project and focus groups.

Plan to Conduct Segmentation Analysis: UI will systematically review the data through the processes outlined above to perform a segmentation analysis and identify the sub-populations of children and youth within the LPPN footprint who have the highest level of need. In particular,

As detailed in Table 1 (LPPN Indicators), LPPN anticipates examining differences by: sub-neighborhood (see descriptions in Section A), school, gender, primary household language (i.e. English, Spanish, or African-language dominant), household income, and race/ethnicity, as detailed in Table 1 which lays out the sub-groups for the segmentation analysis by data source. Performing these analyses will assist LPPN in prioritizing strategies and tailoring them to meet the needs of the most vulnerable students, which will be identified by sub-populations.

SECTION D. MANAGEMENT PLAN

Structure and Qualifications of Management Team: LPPN utilizes a multi-level organizational structure (see organizational chart in Appendix B) to ensure that the design meets the needs of the Langley Park community, that the solutions are created in collaboration with a diverse set of stakeholders, and that accountability is shared among partners. LPPN will be overseen by a Steering Council comprised of public officials, partners, residents, DWG members, funders and LPPN staff. In addition to Steering Council members, the LPPN Management Team includes the following individuals:

Gustavo Torres, LPPN Executive Director: As CASA's Executive Director, and a former union leader with more than 25 years of experience in community organizing and program administration, Mr. Torres is uniquely positioned to lead the LPPN. He serves on the Boards of Directors of several local organizations as well as on numerous task forces and leadership groups addressing issues of diversity, immigrant rights, and multiculturalism across the Washington metropolitan area. Mr. Torres has been recognized locally, nationally and internationally for his leadership and vision, having received high-profile awards including the Ford Foundation's prestigious "Leadership for a Changing World" and being featured in the July 17, 2011 issue of the Washington Post Magazine ("Head of CASA is a man with a plan"). Mr. Torres was a

member of the Leadership Greater Washington Class of 2008, and is extremely well-connected in both local and national political, funding and nonprofit communities. Most importantly, Mr. Torres is skilled at galvanizing community members and mobilizing a wide range of partners around a shared goal. The Executive Director will report to the Steering Council.

Eliza Leighton, LPPN Planning Director: Ms. Leighton brings a high level of expertise to LPPN having founded and co-led Stand for Children, a national education reform organization initially affiliated with the Children's Defense Fund. Trained as an attorney at Yale Law School and as a community organizer, Ms. Leighton is highly skilled at developing effective and scalable initiatives, as well as securing the necessary financial and community supports. For the past several years, Ms. Leighton has served as CASA's Director of Strategic Initiatives and has been charged with implementing high-priority projects which cut across the organization, building external partnerships to help the organization advance or expand its work, and overseeing the development and implementation of CASA's data and evaluation systems. As such, she is well-positioned to manage the LPPN planning process, keep participants' accountable and engage new partners, and ensure that the project advances a long-term vision of Langley Park as a thriving community. The Planning Director will report to the Executive Director.

LPPN Planning Liaisons: Two LPPN Planning Liaisons, individuals with extensive expertise in community mobilization and program design, will form a bridge between the DWGs, the Research Team and the community. They will have the critical job of aligning the work of the Research Team with the needs of the DWGs and, along with DWG members, the Planning Liaisons will co-facilitate neighborhood forums that will bring the voice of the community into the data gathering process. Planning Liaisons will report to the Planning Director.

Charles Short, Planning Liaison: Mr. Short has a long history of mobilizing community

partners to achieve realistic and systemic changes. He has worked extensively in Langley Park over the past twenty years and as an adjunct professor at the UMD School of Public Policy and a fellow at the UMD Institute for Excellence in Government Service, his participation in the LPPN further reinforces the project's relationship with UMD, which is a tremendous resource for this work. Mr. Short currently serves as Special Assistant to the Montgomery County Executive and has served every County Executive since the office was first established, in addition to holding several other positions in County government and serving on the boards of several local nonprofit organizations. Mr. Short brings to the LPPN more than 30 years of experience in local government and deep engagement in community improvement initiatives, and will leverage his experience as a well-respected leader to broaden the base of LPPN supporters and participants.

Gail Nachman, Planning Liaison: Ms. Nachman has 25 years of experience in organizational management and program development and administration, in both the public and private sectors. Professionally and personally she is knowledgeable about Langley Park and has a demonstrated ability to analyze complex situations and devise successful solutions. Her skill at building consensus among diverse parties will be a strong asset to the LPPN as well as her familiarity with local and state funding opportunities given her previous role as the founding Executive Director of the Jim and Carol Trawick Foundation.

Additionally, the following entities will work under the supervision of the Planning Director (see LPPN organizational chart in Appendix H):

- Community Engagement/Decision-Making Team: Including the four already-identified DWG Practitioner Co-Chairs (as detailed in Section B, see qualifications in Appendix B) and community member Co-Chairs.
- Research Team – As described in Section B, research experts from UI – Molly Scott, Sue

Popkin, Ph.D. and Jennifer Comey (see qualifications in Appendix B) – will serve as LPPN Research Director and Research Associates, respectively. The UI team’s extensive prior experience providing technical assistance and evaluation for place-based initiatives and their active collaboration with the Promise Neighborhoods Institute, combined with their locally and nationally recognized expertise, make them exceedingly well-qualified to lead the LPPN needs assessment and segmentation analysis. They will be assisted by TREs (as described in Section B, see qualifications in Appendix B).

- Data Planning Team – Including CASA’s Database Manager and other experts as needed.

The experience and assets of the identified LPPN staff, contractors and volunteers are substantial and comprise a team with deep expertise in conducting high-level research and analysis and in implementing solutions to address the indicators identified by the Department of Education.

Furthermore, LPPN is being implemented from within CASA, a nationally-recognized community-based membership organization with a 25-year history of effectively engaging Maryland’s low-income immigrant families in programs and initiatives specifically designed to meet their unique needs and improve their quality of life. Central to CASA’s mission is working with diverse populations and stakeholders to address community issues and to achieve mutually agreeable community goals; its strategy is to build community leadership from the bottom up while also developing partnerships and coalitions with stakeholders, government, and other organizations.

While long-term community engagement in low-income immigrant neighborhoods is difficult, it is critical for achieving true community transformation. CASA has a model for listening and responding to the articulated needs of the community and successfully training and engaging community members. CASA’s dynamic leaders are skilled at connecting personally

with the low-income immigrant community and at assuring them that through a collaborative and well-designed effort they have the ability to create brighter outcomes for Langley Park's children. CASA's ability to engage community members is widely recognized and the organization is often approached by research institutions, governmental agencies, foundations, businesses and others to assist them in understanding the low-income immigrant community. CASA has designed a framework for the LPPN that includes strong representation by Langley Park residents, who will serve in leadership roles as members of the Steering Council and as Co-Chairs and members of the DWGs, in addition to participating in neighborhood forums and community meetings. This framework is reflective of CASA's membership structure through which community members dictate the focus areas of the organization and provide regular feedback through meetings, anonymous point-of services and annual surveys, and involvement in the organization's strategic planning process. CASA holds annual community-wide meetings at each of its five welcome centers throughout the state that engage members in facilitated discussions about their needs and the individual and family issues they are facing, if and how CASA's services and programs are meeting those needs, and the areas of future focus they would like CASA to address. As part of CASA's dedication to providing culturally and linguistically appropriate services, meetings are scheduled to accommodate work demands of members, translation services are provided to ensure full participation, and free child and food are provided. Members assume leadership positions from the beginning of any effort and have clearly defined roles throughout.

Experience Working with the Langley Park Community: CASA has worked in Langley Park for over 25 years providing services and engaging residents in campaigns including:

Preventing Crime and Improving Living Conditions for Langley Park Families: In fall 2008, with funding from the U.S. Department of Justice, CASA launched its Langley Park community-based crime prevention campaign aimed at addressing the concerns of families. The goal of the campaign is to decrease violent crime through community-led initiatives that are broadly supported by residents, businesses and other area partners. CASA conducted outreach to more than 1,000 families to learn their concerns and recommendations. Parents expressed concerns regarding the safety of children playing outdoors and traveling to and from school, as well as the security of their homes within the apartment complex. In response, CASA worked with the Prince George's County Police Department to establish a neighborhood watch program as well as a structure whereby residents can provide anonymous information to police regarding criminal activity (in response to residents' fears of retribution from local gang members), negotiated with property managers to achieve security improvements, and formed a network of committed partners comprising its Langley Park Crime Prevention Coalition. The Coalition consists of over 40 partners including law enforcement and County officials, nonprofit, community and faith partners, property management companies and resident associations and businesses, many of whom will be engaged in LPPN. This campaign has been instrumental in solidifying the engagement of Langley Park residents and has laid the groundwork for the type of outreach that CASA will conduct as part of the LPPN, especially in achieving the project's goal of improving public safety.

Promoting Health and Wellness Among Langley Park Families: CASA recently formed a partnership with Community Clinic, Inc. (CCI) to increase access among Langley Park residents to primary health services and dental care, including special support for pregnant women and young children. The partnership merges CCI's expertise as a community-based health provider

(and as a Federally Qualified Health Center) with CASA's extensive reach into the low-income community. Presently, CCI holds a weekly drop-in clinic at CASA's Multicultural Center and plans to open a stand-alone clinic in Langley Park in the next several years. In addition, for the past 15 years CASA has operated a community health promoter program in the greater Langley Park area. The program includes 20 health promoters who educate more than 4,000 low-income uninsured community members annually about disease prevention strategies for HIV/AIDS, as well as diabetes, cardiovascular health, and nutrition. As members of the immigrant community, they use culturally-appropriate concepts and vocabulary to explain high risk behavior and prevention strategies. Numerous studies have shown the health promoter model to be very effective in assisting with numerous health issues, as well as facilitating access to health care.^{xlvi}

^{xlvi} ^{xlvi} CASA will leverage its reputation as a trusted health partner to build support and capacity in addressing the LPPN's health-related indicators. Thanks to the trust they have established with Langley Park residents, CASA's health promoters are invaluable assets that will lend credibility to the LPPN through their participation.

Promoting Literacy Among Langley Park Families: CASA is a recognized expert in working with LEP populations, and is regionally and nationally known for its capacity to develop effective training and educational materials for the low-income immigrant community. CASA began offering English for Speakers of Other Languages (ESOL) classes in 1995 and the program now includes five distinct levels of ESOL instruction serving nearly 1,200 individuals annually. In the past year alone, CASA provided more than 30,000 hours of instruction to over 400 students who live or work in the greater Langley Park area. Many ESOL participants are parents who experience the adverse effects of their limited literacy most acutely when they are unable to read books with their children or communicate effectively with their children's

teachers. Thanks to its role as a leader in providing ESOL classes, CASA is well-positioned to bring this work to the next level by implementing the LPPN's literacy support services.

Experience Working with Partner Schools and the LEA: CASA has worked with LPMES, BLMS and HPHS for many years and over the past two years has developed a strong partnership with the LEA. PGCPS requested CASA's assistance in developing a new bilingual community high school in Langley Park, expected to open for the 2013-14 school year, and innovative programming to support parent engagement and college and career readiness. CASA is in regular contact with PGCPS senior leadership and CASA staff are currently providing programming and support to the three LPPN partner schools. CASA built a family-based financial literacy program and has conducted informational sessions for students and parents about opening bank accounts, responsible money management, and the basics of the U.S. financial and banking system. CASA engaged Bank of America and Citibank, who helped children and parents open bank accounts on-site. Additionally, CASA staff attorneys have conducted legal rights workshops for parents and community members regarding immigration, housing, foreclosure and domestic violence. CASA and LPPN target schools have participated in numerous annual celebrations of National Night Out in Langley Park, visioning sessions about the future of the community, as well as several County planning meetings regarding proposed transit developments in the area. In addition, in 2009 CASA was heavily involved in a project to preserve Bilingual Parent Liaisons within the PGCPS and is supporting Principal Richardson's (BLMS) plans to hire a parent liaison in the 2011-12 school year.

Experience Creating Partnerships with Government Agencies and Service Providers:

CASA has a long history of working collaboratively with government leaders and other service providers and in forming partnerships to achieve common goals. Most recently, CASA has

partnered with Prince George's County government, as described in section B, on the Transforming Neighborhoods Initiative (TNI) which has an overarching goal of achieving and maintaining a thriving economy, great schools, safe neighborhoods and high quality healthcare for Langley Park. Partnership building is fundamental to the CASA's approach to achieving its mission and has informed the design of the LPPN. In particular, LPPN will expand upon CASA's experience in the following areas, all of which were spearheaded by LPPN Planning Director Eliza Leighton:

1. *Building Support for a Cross-Jurisdictional Resolution*, as evidence of LPPN's ability to form partnerships to create a continuum of family and community supports. In 2010, CASA began partnering with LPPN Planning Liaison Charles Short to create a bi-county collaboration to improve safety, affordability and other issues in the greater Langley Park area, which will bolster the LPPN's efforts to engage diverse stakeholders. Because of Langley Park's position along the border of Prince George's and Montgomery counties, its residents work, shop and worship in both counties, and as such, in some areas addressing its unique challenges requires a cross-jurisdictional approach. Like LPPN, the effort recognizes that although there have been many remediation programs attempted in the areas of public safety, education, employment, and health, they have not had significant success in decreasing poverty, combating instability or increasing academic achievement. Mr. Short approached CASA, specifically LPPN Executive Director Gustavo Torres and LPPN Planning Director Eliza Leighton, because of the organization's reputation as the community's anchor organization to request support in convening the necessary partners. This effort has brought together elected officials, government agencies, businesses, nonprofits and community members to discuss the vision for this area, and establish goals and projects for collaboration. Mr. Torres and Ms. Leighton have held numerous

meetings with stakeholders, developed subcommittees to advance the resolution, and brought partners to the table. A resolution calling for “the highest possible level of collaboration” among government agencies, schools, nonprofits, faith communities, and businesses will shortly be signed by the County Executives from both counties. In addition to a number of LPPN Partners, Mr. Short, Mr. Torres and Ms. Leighton have been successful in recruiting others to support the resolution, many of whom will be further engaged through LPPN: Mary’s Center, Maryland Multicultural Youth Center, IMPACT Silver Spring, the Silver Spring Regional Services Center, the Langley Park Catholic Community, Montgomery County Department of Health and Human Services, Montgomery County Public Schools, and Montgomery College.

2. *Preserving Affordable Housing in Langley Park*, as evidence of the LPPN’s ability to form partnerships to create a continuum of solutions in the area of safe and stable communities.

Through its deep engagement with Langley Park residents, CASA learned in summer 2010 that a portfolio of multifamily apartment properties in the heart of the community were in foreclosure proceedings and that a separate portfolio of properties were being put on the market. The two portfolios comprise of more than 1,500 low-income units inhabited largely by immigrant families who are risk of displacement when ownership is transferred. Additionally, Langley Park is the site of proposed infrastructure developments that have the potential to raise property rates and make the community unaffordable for many of its current residents. In order to prevent displacement, LPPN Planning Director Eliza Leighton began the process of convening a set of nonprofit and for-profit developers committed to maintaining affordability and addressing problematic conditions in the complexes. Ms. Leighton has held a series of meetings to develop a plan for long-term housing sustainability that involves a range of partners, including: AHC, National Housing Trust (NHT), Enterprise, Victory Housing, Mi Casa, Capital One Bank, Bank

of America Community Development Corporation, Sawyer Realty, and Stavrou Associates. The potential crisis created by the foreclosure of these properties has spurred discussion among these partners and Langley Park residents and business owners, many of whom share common concerns about the future of the community and will be further engaged through the LPPN. As described in the background section, through the U.S. Department of Housing and Urban Development, CASA has been awarded capacity building technical assistance aimed at enhancing CASA's ability to establish a Community Development Corporation (CDC) that will focus on creating equitable development opportunities in Langley Park.

3. *Creating Citizenship Maryland*, as evidence of the LPPN's ability to form partnerships aimed at attaining resources to sustain and scale up what works. In October 2008, LPPN Planning Director Eliza Leighton took the lead in convening the Maryland New Americans Partnership (MNAP), a voluntary coalition of over 35 organizations committed to supporting eligible immigrants in their efforts to become U.S. citizens. MNAP was created to respond to the needs of the state's Legal Permanent Resident (LPR) community, many of whom are unable to naturalize due to limited English proficiency, the high cost of applying, legal barriers and the lack of sufficient support to navigate the process. In 2009, CASA received an AmeriCorps planning grant to officially launch Citizenship Maryland to respond to the needs of the LPR community through a comprehensive and coordinated statewide citizenship program. Ms. Leighton and MNAP members designed a program which, in 2010, was funded as a statewide AmeriCorps program. The program is the first of its kind in the country and is now in its fourth year. In the past year, CASA launched another innovative initiative designed to support citizenship among the state's immigrant community; the Citizenship Maryland Loan Program provides microloans to LPRs to cover the cost of the naturalization application fee and includes

a mandatory financial education component and incentive to save program. The program has been received an Innovation Grant from Citi Bank. The creation of a formal coalition to address a community need, and the subsequent design of a continuum of solutions – as was achieved through this work – is precisely the type of effort that is required for the LPPN to be successful.

Using Data for Decision-Making, Learning and Accountability

The centerpiece of data collection and analysis for decision-making during the planning year are the Needs Assessment and Segmentation Analysis described in Section C. However, during this same time period, LPPN will lay the groundwork for the longitudinal data system that will facilitate the evaluation of the continuum of strategies to be put in place once implementation begins. This section describes this data system, how LPPN will link it to other educational data, and how LPPN will use the system for rapid-time and long-term decision-making.

Planning a Longitudinal Data System: Although one of the challenges to track a complex multi-provider initiative like the LPPN is ensuring that the data system tracks unique individuals, CASA already has procedures in place that will help to overcome this challenge. Clients who meet CASA’s membership criteria are asked to pay a nominal fee to enroll with the organization and receive priority for accessing services and programs. Data on clients is collected when they enroll with the organization and is updated annually through membership renewals. CASA’s database contains 23,000 members, each with a unique member identification number. CASA will adapt these procedures for LPPN. All children and families in Langley Park will be enrolled and given free “membership” in LPPN. At the time of enrollment, CASA staff will discuss the confidentiality procedures surrounding LPPN and obtain consent from parents for LPPN providers to release their family members’ program participation and outcome information for inclusion in the longitudinal tracking system.

Since instituting a membership structure, CASA has used the Salesforce database (selected by LPPN Planning Director Eliza Leighton) to monitor its workforce development programs, fundraising, and community organizing activities. Given its large and diverse funding portfolio, CASA has developed excellent capacity for data collection and reporting. During the planning year, UI will work with CASA to partition out an LPPN longitudinal individual-level tracking system within the existing Salesforce system. The system's relational data structure will allow LPPN to 1) track individual children's and families' outcomes and participation in LPPN programs over time, and 2) relate individual children to their schools and service providers, as well as to their parents and family members through the use of unique individual, family, school, and other provider IDs. Other advantages of Salesforce include its easy translation into languages other than English, low cost, use of open-source code, and easy customization.

Once final decisions are made on the continuum of solutions to be put in place during implementation, UI will construct a logic model for each final solution with key inputs, and short and long-term outcomes. CASA's Database Manager will translate these components into fields in Salesforce which will facilitate the tracking and evaluation of individual solutions. In order to streamline this process for educational programs and indicators, LPPN will consider using the SchoolForce application recently developed for Salesforce by Acumen Associates. This application consists of an extensive set of standardized school-related modules with education-related indicators such as attendance, behavior, and achievement, which LPPN will tailor as needed.

Linking to School-Based, LEA and State Data Systems: LPPN will put in place a Memorandum of Understanding (MOU) with PGCPs to facilitate the sharing of individual-level data for students enrolled in LPPN whose parents have given explicit consent. This MOU will establish

the procedures to be put in place to safeguard confidentiality; the specific school-based, LEA, and state indicators that PGCPS will facilitate for LPPN; and the frequency with which PGCPS will share this data. Once implementation begins, CASA's Database Manager will provide a monthly updated customized data entry template to PGCPS to facilitate reporting to LPPN. The template will contain the agreed-upon fields as well as rows for each unique consented student (LPPN identification number, name and school). New participants will be added monthly as appropriate. PGCPS will only report on those individuals who have granted their full consent to being included in the LPPN database. LPPN will ensure that all privacy laws and requirements are respected. These same procedures will be employed to obtain data from all other providers for the continuum of LPPN solutions so that they may both enter and review data in the Salesforce system online. For purposes of this funding application, CASA has already begun to research models that allow for compliance with statutory privacy issues regarding sharing personal information (i.e. New York's One Stop Centers).

Using Rapid-Time Data: LPPN envisions several different ways in which parents and LPPN staff will use rapid-time data to understand progress towards achieving individual, school, and initiative-level goals during both the planning and implementation years. One of the unique functionalities of the Salesforce data system is that parents are able to log on to the system at any time and view their child/children's profile. During the planning year, CASA staff will set up standard reports, covering program participation and related outcomes, for parent viewing. They will also do beta testing with parents who have enrolled in LPPN to ensure full functionality by the beginning of the implementation year. Because of both literacy and language issues, as well as significant short-term technology barriers, LPPN will have culturally and language competent "education counselors" meet on-one-one with parents on a quarterly basis to review their

children's Salesforce profile, talk through next steps, and assist in navigating school and neighborhood systems. These meetings will take place at the school or in CASA's computer lab at the Multicultural Center in Langley Park.

Because the data system itself will be operational early in the planning process, LPPN will be able to enroll families, enter their basic contact information and demographics into the database and use rapid-time analyses to inform its operations during in the planning year. This information will be used to track resident engagement in the initiative and identify sub-groups that LPPN's outreach efforts might not be reaching. LPPN will also enter data on its fundraising activities into the database, track progress towards meeting goals, and identify needs for diversification.

After LPPN implementation, CASA's Database Manager will run regular performance reports monitoring the progress that each LPPN provider in the continuum of solutions has made in regard to program enrollment, participation, and short-term outcomes. The LPPN Planning Director will also hold regular meetings with these providers in order to carefully review the performance reports as well as to design strategies to improve performance should planned targets and goals not be met. The LPPN intends to work with partner providers to ensure excellence and build capacity; however, partner providers will be expected to meet their benchmarks. This is similar to the process CASA currently uses to monitor its programs; it maintains "dashboards" of key indicators across the organization that are reviewed on a regular basis by the Executive Leadership Team and on a biannual basis with all staff and are a key component for annual program and individual evaluations. LPPN will also share updates on these performance reports quarterly with the greater community via community events and meetings. The purpose of sharing these reports is to ensure that the community is informed and

there is a built-in feedback loop since the community often understands the barriers to success the best. CASA currently implements a similar annual planning process whereby staff, board and community members provide feedback and assess the organization’s performance against workplans, outcomes and performance measurements.

Documenting the Planning Process: LPPN recognizes the importance of documenting the planning year process in order to identify lessons learned and best practices for both its direct constituency and for the community of practice. Consequently, the LPPN Planning Director will lead a process study that will examine: the effectiveness of community engagement strategies, the role and capacity of the Steering Council and the DWGs, staffing recruitment and training, communication between LPPN partners, fundraising successes and challenges, and the local political and economic context. This information will be gathered using a variety of qualitative methods including: review of Steering Council and DWG meetings; interviews with key leaders, program staff, stakeholders, and residents; and observations of meetings and community gatherings.

Funding and Sustainability: The LPPN has been successful to date in attracting matching funds totaling ██████████ from nine LPPN partners – including ██████████ in in-kind funding from PGPCS – and five funding partners – including ██████████ in funding from Prince George’s County – as detailed below.

<u>Funder</u>	<u>Type</u>	<u>Amount</u>
Wells Fargo Foundation	Funding Partner	██████████
Consumer Health Foundation (CHF)	Funding Partner	██████████
Prince George’s County	Funding Partner	██████████
Washington Adventist Hospital (WAH)	Funding Partner	██████████
	Funding Partner Commitment	██████████
CentroNía	LPPN Partner	██████████
Community Clinic, Inc. (CCI)	LPPN Partner	██████████
Latin American Youth Center (LAYC)	LPPN Partner	██████████

Prince George’s Community College (PGCC)	LPPN Partner	██████████
Prince George’s County Public Schools (PGCPS)	LPPN Partner	██████████
Results Leadership Group (RLG)	LPPN Partner	██████████
University of Maryland (UMD) College of Education	LPPN Partner	██████████
UMD School of Public Health	LPPN Partner	██████████
	LPPN In-Kind Commitment	██████████
	Total Matching Funds	██████████

This achievement reflects CASA’s reputation for securing and integrating diverse funding streams to support its programs. Funding streams that support the organization’s current ██████████ budget include grants, contracts, and donations from over 450 government agencies, private foundations, individual donors, congregations, and corporations. CASA’s current programmatic and financial structure requires integrating funding streams so that multiple sources fund one program area, necessitating a sophisticated financial management system and grant management protocol. CASA’s audits have always reported responsible financial management, its financial statements are free from internal control deficiencies, and contract monitoring reviews have been consistently positive. Additionally, for the past two years, CASA has managed nearly ██████████ in federal funding from the U.S. Department of Labor funding.

During the planning year, the LPPN will convene a Financial Sustainability Committee (as described in Section B) which will be tasked with documenting potential public and private sources of investment in the LPPN and strategies for accessing existing funding streams, obtaining new funding and reducing barriers to utilization of existing funding to create efficiencies, enhance access to services and offer more seamless service delivery. CASA anticipates raising the remaining funds necessary to implement the project (see Budget Narrative) from Prince George’s County, Prince George’s County Public Schools, and the U.S. Department of Housing and Urban Development. The project also expects continued support

from the Consumer Health Foundation, Wells Fargo Foundation, and Washington Adventist Hospital. Additionally, CASA will build on its strong communications experience to develop a communications plan to raise interest in the LPPN which will increase its chances of receiving additional funding.

SECTION E. COMMITMENT TO WORK WITH THE DEPARTMENT OF EDUCATION AND A NATIONAL EVALUATOR

LPPN will collaborate with the Department of Education and a national evaluator to ensure that its measures and standards for comparison are consistent with the larger research effort.

Specifically, LPPN commits to the following:

- Creating MOUs. LPPN has or will develop MOUs to access data from partners and others and will include the national evaluator and work to ensure the national evaluator has access to primary data UI gathers.
- Identifying a comparison group. UI will work with the national evaluator to identify a credible comparison community or communities using school and community level data and to understand the kinds of local initiatives taking place within potential comparison neighborhoods.^{xlix}

- Identifying and collecting baseline data for program participants and comparison group.

Once the LPPN has identified an appropriate comparison community, longitudinal data will enable UI to select a comparison group of students using propensity scoring or other matching techniques. The evaluators will then be able to easily track key academic and school-related indicators over time.

SECTION F. PLAN TO ESTABLISH A COMPREHENSIVE LOCAL EARLY LEARNING NETWORK (PRIORITY 4)

Myrna Peralta, the co-Chair of the LPPN Early Education DWG, is President and CEO of CentroNia and is responsible for overseeing and integrating the early learning initiatives. Ms. Peralta has over 30 years of experience managing high-quality early childhood, education, social services, and community-based programs, locally and nationally. To ensure continuity within the LPPN, the Early Education DWG will have a subcommittee called the “Comprehensive Local Early Learning Network” (the “Network”) which will be comprised of DWG members and other organizations to ensure that the plan integrates various early learning services and programs. This diversity is critical as the needs are great. Langley Park parents have limited English proficiency and face multiple challenges, including lack of awareness of available assistance, language barriers during the application process, difficulty communicating with English-speaking providers, lack of transportation and shortage of affordable child care slots. In addition to current LPPN partners, Ms. Peralta has recruited others to join the planning, including Lourie Center Early Head Start, Child Link, Community Clinic-Takoma Park, Child Find, Parks and Recreation for Prince George’s County, GapBuster Program, Wolf Trap Institute for Early Learning Through the Arts, Mary’s Center, Color Me Healthy, Mid-Atlantic Equity Consortium and Prince George’s Childcare Resource and Referral.

The Network will review the neighborhood resource assessment and best practices review process and, working with the Early Education TRE, develop a continuum of solutions to ensure:

- Services are high quality and comprehensive for children from birth through the third grade: the Network will review models with an emphasis on ones that both create environments which prepare children to succeed in school and yield long-term positive effects in school and beyond.
- Improved outcomes across multiple domains of early learning: focus on social-emotion

domainⁱ; the cognitive domain, programs like JumpStart, Child Care Connection and, for older children the Big Brothers, Big Sisters Programⁱⁱ; and the physical domain, programs like Hip Hop to Health Jr.ⁱⁱⁱ and Shapedown^{liii}.

- Early learning opportunities on multiple platforms; focus on effective tools for communicating with and engaging immigrant children and parents who do not have access to the evolving platforms that dominate today’s learning and teaching environments (strong collaboration with the 21st century learning interventions and connectivity priority); continuation of current programming including home-visits, use of “traditional” media such as radio and television and center-based programming.
- Coordination with State level effort: Network members currently work in partnership with state and county efforts and have strong relationships with the policymakers that will need to be leveraged for sustainability and childcare services, as identified during the planning process. Key will be the Network’s participation in the MD Early Childhood Advisory Council, focused on identifying and implementing effective strategies for realizing the greatest gains in early childhood education (focus on parent engagement, curriculum and professional development standards), and providing feedback to the Division of Early Childhood Development.

SECTION F. PLAN TO ESTABLISH QUALITY INTERNET CONNECTIVITY (PRIORITY 5)

The LPPN Digital Blueprint development will be led by the School Success and Community Supports DWGs and will focus on two key areas: aggregating data collected through DWGs, community forums and surveys to develop a description of the status of broadband and its integration in the lives of Langley Park students, and second, a strategy for integrating the use of broadband to create change. The blueprint will consist of a coordinated plan addressing: 1) broadband availability 2) barriers to broadband adoption 3) computer ownership and access

programs 4) skills training for students and parents and 5) school and education provider broadband adoption. Possible interventions, both currently operating and potential, include:

Broadband internet access:

- Low cost access through Comcast partnership to provide internet for Langley Park families for [REDACTED] per month and no equipment fee (current).
- Internet hotspots at CASA Multicultural Center (MCC) (current).
- Free computer lab at the MCC (current).
- Partnering with County Department of Housing and affordable housing developers to ensure that every affordable housing unit gets broadband connectivity for its residents. (potential)

Knowledge and skills to use the internet effectively:

- Computer classes: through grants provided by Comcast and the Verizon Foundation, CASA will provide computer classes at its MCC, along with employment readiness (current and anticipated).
- School-led programs as described in Section B (current).
- Digital media program based in the school and focused on increasing family digital literacy for those students (potential).
- Establish with PGCPS a “Digital Connectors” program to train youth to serve as trainers to their families and other community members, providing a support base for adoption of technology and meaningful involvement opportunity for youth.

Connected computing device:

- Providing free laptops or netbooks to all Buck Lodge Middle School students (current, potential to expand to all Langley Park students).
- Low-cost computer buying programs (current).

Endnotes

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- ^{xxx} Kraft-Sayre, M.E. & Pianta, R.C. (2000). Enhancing the Transitions to Kindergarten: Linking Children, Families & Schools. Virginia: University of Virginia, National Center for Early Development & Learning, Kindergarten Transition Studies.

<http://www.cpirc.org/vertical/Sites/%7B95025A21-DD4C-45C2-AE37-D35CA63B7AD9%7D/uploads/%7BB2FC278E-5FC7-47FA-9039-E69743ABAF64%7D.PDF>

This manual describes an approach to enhancing children's transitions into kindergarten. This approach, developed as a collaborative effort among researchers at the National Center for Early Development & Learning Kindergarten Transition Project at the University of Virginia and local school personnel, focuses on forming a network of social connections that support children and families during the transition to school. These connections include interactions between children and teachers, children and peers, and parents and teachers, as well as preschool teachers and kindergarten teachers. These social connections are important for supporting competencies in young children that can ensure their school success. A variety of transition strategies are offered that can be tailored to the individual needs of families and schools. These practices include assessment of family needs, fostering a connection between a preschool child and his or her prospective kindergarten teacher, preschool teacher contact with former students now in kindergarten, peer connections within the class and outside of school, and inter-school collaboration about programs and classroom practices. Key principles in formulating a community transition plan are then described, which form the core elements of transition practices that can be applied to individual children, families, and schools. These principles, which professionals can use in analyzing current or intended practices, are as follows: (1) foster relationships as resources; (2) promote continuity from preschool to kindergarten; (3) focus on family strengths; (4) tailor practices to individual needs; and (5) form collaborative relationships.

^{xxxix} Language mastery is arguably the single most important determinant of academic success for individual students. Models with demonstrated success help students develop language within content areas, provide explicit instruction to help develop language and content knowledge, and emphasize the use of manipulatives, visuals, and graphic organizers with opportunities for peer interactions to promote higher-order vocabulary knowledge, fluency, and comprehension for LEP students. Francis, D., Rivera, M., Lesaux, N., Kieffer, M. * Rivera, H. (2006). Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Interventions. Center on Instruction, 5.

^{xxxix} <http://www.layc-dc.org/images/stories/results/promotores/Why.client.Management.pdf>

^{xxxix} <http://www.pgccstudentambassadors.zoomshare.com/5.html>

^{xxxix} A core intervention that addresses the effectiveness of teachers is a research-based professional development training model to encourage classroom and ESOL teachers to collaborate in order to more successfully address the needs of English Language Learners (ELLs). The training builds upon teachers' existing practices and offers new strategies to improve ELL learning, offers collaboration across many levels, and provides teachers with a deeper understanding of issues unique to ELLs in the regular classroom. The training has built-in sustainability and cost-effectiveness: Teachers who complete the course act as coaches and model collaboration between classroom and ESOL teachers for their respective schools. Dr. Melinda Martin-Beltran, a developer of the model, is an LPPN Technical Resource Expert and will take the lead in implementing this type of collaboration at target schools.

^{xxxix} http://ies.ed.gov/ncee/wwc/pdf/wwc_positive_action_042307.pdf (What Works Clearinghouse); SAFEchildren (Parent component in academic achievement)

<http://www.childtrends.org/Lifecourse/programs/SafeChildren.htm>; *Parent Involvement, Cultural Capital, and the Achievement Gap among Elementary School Children*;

^{xxxix} Chaplin, D., & Capizzano, J. (2006). Impacts of a summer learning program: A random assignment study of Building Educated Leaders for Life (BELL). Washington, DC: The Urban Institute/Mathematica Policy Research.

Sosa, A.S. (1997). Involving Hispanic parents in educational activities through collaborative relationships [Electronic version]. *Bilingual research journal*, 21(2&3), 103-111.

^{xxxix} Kraft-Sayre, M.E. & Pianta, R.C. (2000). *Enhancing the Transitions to Kindergarten: Linking Children, Families & Schools*. Virginia: University of Virginia, National Center for Early Development & Learning, Kindergarten Transition Studies.

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^{xxxix} Evaluating Evaluations: The Case of Parent Involvement Programs Doreen J. Mattingly, Radmila Prislina, Thomas L. McKenzie, James L. Rodriguez, Brenda Kayzar (<http://rer.sagepub.com/content/72/4/549.full.pdf+html>); Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. By Hill, Nancy E.; Tyson, Diana F.

Developmental Psychology, Vol 45(3), May 2009, 740-763. (<http://psycnet.apa.org/index.cfm?fa=buy.optionToBuy&id=2009-05916-011>); Effects of Parental Involvement on Eighth-Grade Achievement Esther Ho Sui-Chu and J. Douglas Willms (<http://www.jstor.org/stable/2112802>)

^{xxxix} <http://www.childtrends.org/Files/ScalesBensonPaper.pdf>

^{xl} http://www.childtrends.org/what_works/clarkwww/civic/civicES.pdf

^{xli} http://www.jff.org/sites/default/files/a_portrait_in_numbers_110110_0.pdf

^{xlii} http://www.childtrends.org/Files//Child_Trends-2009_05_27_RB_ChildNutritionOST.pdf

^{xliii} http://www.childtrends.org/Files//Child_Trends-2009_02_20_RB_ImmigrantFood.pdf.pdf

^{xliv} <http://rer.sagepub.com/content>

^{xlv} Zellman, G. Stecher, B., Klein, S., McCaffrey, D., Gutierrez, S., Madison, R., Quigley, D., & Suarez, L. Findings From an Evaluation of the Parent Institute for Quality Education Parent Involvement Program, RAND

^{xlvi} Alcalay, R., Alvarado, M., Balcazar, H., Newman, A., & Huerta, E. (1999). Salud Para su Corazón: A Community-Based Latino Cardiovascular Disease Prevention and Outreach Model. *Journal of Community Health, 24*(5), 359-379.

^{xlvii} Balcazar, H., Alvarado, M., Luna Hollen, M., Gonzalez-Cruz, Y., & Pedregon, V. (2005). Evaluation of Salud Para su Corazón – National Council of La Raza *Promotora* Outreach Program. *Preventing Chronic Disease: Public Health Research, Practice, and Policy, 2*(3).

^{xlviii} Blumenthal, C., Eng, E., & Thomas, J. C. (1999). STEP Sisters, Sex, and STDs: A process evaluation of the recruitment of lay health advisors. *American Journal of Health Promotion, 14*(1), 4-6.

^{xlix} There are several possible approaches to doing this. Many place-based evaluations use the strategy of defining comparison neighborhoods by looking for areas where baseline outcome indicators are similar to those in the intervention neighborhood. In the case of LPPN, this would mean identifying other larger immigrant areas of Prince George's County or neighboring Montgomery County where students with similar scores on state assessments, similar middle school attendance, and similar graduation rates at the beginning of the study period are clustered. An alternative approach for choosing comparison neighborhoods would be to match on the indicators used for the initial needs assessment and segmentation analysis. These indicators include factors such as parental income; employment; education; age; mental and physical health status; number of adults in the home; student reading and math proficiency; as well as community-level factors such as exposure to violent crime and access to services.

ⁱ Fox, L., & Hemmeter, M. L. (2009). A Program-Wide Model for Supporting Social Emotional Development and Addressing Challenging Behavior in Early Childhood Settings. In W. Sailor, G. Dunlap, G. Sugai, and R. Horner (Eds.), *Handbook of Positive Behavior Support* (pp.177-202). New York: Springer.

ⁱⁱ Grossman, Jean Baldwin and Joseph P. Tierney. "Does Mentoring Work? An Impact Study of the Big Brothers Big Sisters Program." *Evaluation Review*, Vol. 22, No. 3, June 1998, pp 403-426. [Click here for a copy of this study.](#)

ⁱⁱⁱ Fitzgibbon, M. L., Stolley, M. R., Schiffer, L., Van Horn, L., Kauferchristoffel, K., & Dyer, A. (2005). Two-year follow-up results for Hip-Hop to Health Jr.: A randomized controlled trial for overweight prevention in preschool minority children. *The Journal of Pediatrics, 146*(5), 618-625. <http://www.childtrends.org/Lifecourse/programs/hiphop.htm>

ⁱⁱⁱⁱ http://www.shapedown.com/SD_About.html

**MEMORANDUM OF UNDERSTANDING (MOU)
LANGLEY PARK PROMISE NEIGHBORHOOD**

WHEREAS, the U.S. Department of Education Office of Innovation and Improvement released a competitive grant announcement for the Promise Neighborhoods program to improve the educational and developmental outcomes of children and youth in the nation's most distressed communities and to transform those communities; and

WHEREAS, the Prince George's County Public School System, Prince George's County, Maryland, a body corporate and politic, Government, CASA de Maryland, Results Leadership Group, Prince George's Community College, University of Maryland School of Education, University of Maryland School of Public Health, Community Clinic, Inc., and CentroNía, Latin American Youth Center, have formed a community partnership to collaborate to plan to develop a continuum of solutions for the Langley Park neighborhood; and

WHEREAS, this community partnership will undertake the following activities during the planning year: (1) conduct a comprehensive needs assessment and segmentation analysis of children and youth in Langley Park, (2) develop a community engaged and involved plan to deliver the continuum of solutions with the potential to drive results, (3) build partnerships to provide solutions along the continuum and commit resources to sustain and scale up what works, (4) plan and build a longitudinal data management system that provides information for learning, continuous improvement, accountability, and (5) participate in a community of practice.

NOW THEREFORE, in consideration of the foregoing recitals, which are incorporated as operative provisions of this Memorandum of Understanding (MOU), and the mutual promises contained herein, the Parties agree as follows:

I. Purpose: This MOU outlines the Agreement between partners listed below to align a collaborative and coordinated vision, theory of action, theory of change, and existing activities with those of the Langley Park Promise Neighborhood (LPPN) strategy to provide solutions

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along the continuum of solutions and attaining resources to sustain and scale up what works.

This MOU outlines the governance structure for holding partners accountable for performance in accordance with the MOU, including each partner's financial and programmatic commitment.

II. Term: The Parties commit to participating in a planning process lasting from January 1, 2013 to December 31, 2013. While this MOU is contingent upon receiving Promise Neighborhoods funding, it is the intent of all parties to continue the project to the extent possible.

III. Vision, Mission, Theory of Action, and Theory of Change for LPPN: The **Vision** of the LPPN is that Langley Park is a neighborhood where all children have the academic and family supports necessary to graduate from high school and be career and college ready. The **Mission** of the LPPN is to increase the number of children who complete their education – from cradle to college – and enter adulthood as productive participants in the 21st century economy and in the civic life of their communities. **The LPPN specific goals** are that low-income at risk children, including immigrant children, 1) enter kindergarten ready to learn, 2) are proficient in core academic subjects, 3) successfully transition from middle grades to high school; 4) graduate from high school, 5) obtain a postsecondary degree, certification, or credential, 6) are healthy, 7) feel safe at school and in their community, 8) live in stable communities, 9) are supported by their families and community members, and 10) have access to 21st century learning tools. **Our theory of change** is that the LPPN will deliver a seamless, high-quality and culturally and linguistically appropriate continuum of solutions to all children and youth to support them in becoming healthy, productive adults. **Our theory of action** is that through mobilizing and [engaging community stakeholders around a common cause, the improved developmental and educational outcomes for children and youth in Langley Park, and having those stakeholders take shared responsibility for data gathering and asset mapping, identifying service gap and obstacles

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to service integration, and developing ways to align resources and eliminate redundancies, LPPN will build on community strengths to create a continuum of strategies to enhance early learning and educational outcomes and ensure that youth are college and career ready and have necessary family and community supports. **Our planning process** will include conducting a comprehensive needs assessment of Langley Park, designed by the Urban Institute, paying particular attention to areas in which adequate data is not currently available, and developing a plan for addressing factors that undermine student achievement. Community-led Design Working Groups (DWGs) will utilize data, evaluation, and research on evidence-based approaches to plan and implement solutions that positively advance the indicators attached to the above-referenced LPPN specific goals. DWGs will be made up of a cross-section of neighborhood residents, leadership from partner schools, policy experts, and others who have insights and resources that are directly relevant to the results we seek. DWGs will be supported by LPPN staff and benefit from the expertise of Technical Resource Experts (TREs). DWG recommendations will be reviewed, integrated, and approved by the LPPN Steering Committee. The Steering Committee will be made up of a cross-section of community members, leaders and experts who have demonstrated deep commitment to the vision of the LPPN.

IV. The LPPN Team: Many of the partners have been working collaboratively for over a decade and the partnership around the LPPN began in May 2010. Since then, partners have worked to develop the LPPN model and identify the specific roles:

Prince George's County, Maryland, a body corporate and politic: Prince George's County Government agencies will designate a representative, to serve on the Steering Council, provide ongoing active participation in the planning process and on relevant DWGs, work with the Urban Institute to implement data sharing mechanisms to access relevant non confidential community-

**MEMORANDUM OF UNDERSTANDING (MOU)
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wide data, work with the PN National Evaluator and the US Department of Education, as appropriate, to ensure access to relevant program and project data and make in-kind contributions of staff time, meeting space, and technical assistance. Prince George's County will also work with the LPPN to seamlessly coordinate efforts and resources with its Transforming Neighborhoods Initiative (TNI), which engages all agencies of the County government to enhance the momentum to develop and sustain a thriving economy, great schools, safe neighborhoods and high quality healthcare by utilizing cross-governmental resources in neighborhoods that have significant and unique needs. Langley Park has been identified as a TNI target community and all County government agencies are currently working together there. The County government's contribution to LPPN is currently valued at [REDACTED] and additional funds may become available if this LPPN is successful.

Prince George's County Public Schools (PGCPS): PGCPS commits to: Karyn Lynch (Chief of Student Services) and Andrew Zuckerman (Associate Superintendent – Area 1) and other relevant decision-makers providing ongoing active participation in the planning process; designate a member of the Superintendent's Management Team to serve on the Steering Council; dedicate a person to co-Chair the School Success DWG; designate senior leadership from the three partner schools to serve as co-chairs for the School Success DWG sub-committees; engage in a data-based inquiry of the academic needs of specific subgroups that have not performed adequately on the state performance assessment; align community based academic, in-school, and out-of-school-time support interventions to existing school improvement strategies, based on the needs for interventions identified within the community; work with the Urban Institute to develop data sharing MOUs to provide access to a range of student achievement data; participate collaboratively with other stakeholders, including parents, teachers, and the broader community,

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in this planning process; and work with the PN National Evaluator and the U.S. Department of Education, as appropriate, to ensure access to relevant program and project data.

Prince George's Community College (PGCC): PGCC provides students with an enriching, learning-centered environment in which to further their academic and professional careers.

PGCC commits to: provide ongoing active participation in the planning process; continue providing vocational training such as: Child Development Associate, security officer training, Building Maintenance Engineer, Healthcare and Hospitality; plan to provide family literacy services, workplace literacy, and training and professional development for current and/or future ESL (English as a Second Language) teachers; work with the PN National Evaluator and the U.S. Department of Education, as appropriate, to ensure access to relevant program and project data; contribute in-kind and organizational funds to the project to support staff time and associated non-personnel expenses on this project. This support is valued at [REDACTED] in-kind.

University of Maryland School of Public Health: The University of Maryland School of Public Health was established to advance the public health needs and policies of Maryland and beyond. The School of Public Health commits to: support Elliot Segal as the TRE in the area of public health; provide ongoing active participation in the planning process with faculty and students from the various programs within the School of Public Health; support efforts to identify and implement appropriate interventions to ensure that students are healthy and ready to learn when they enter school; work with the PN National Evaluator and the U.S. Department of Education, as appropriate, to ensure access to relevant program and project data; and contribute in-kind and organizational funds to the project to support staff time and associated non-personnel expenses on this project. This support is valued at [REDACTED] in-kind.

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University of Maryland College of Education (COE): The COE has a dual mission: first, it generates new knowledge about the education of children and youth and the nature of teaching, higher education, human development, as well as the social, cultural, learning, and political forces that affect development; and second, it prepares highly skilled practitioners in a variety of fields. The COE commits to: provide ongoing active participation in the planning process; designate a representative with decision-making authority to serve on the Steering Council; support efforts to access research and evaluation of efforts to ensure that students are proficient in core subjects; work with the PN National Evaluator and the U.S. Department of Education, as appropriate, to ensure access to relevant program and project data; and contribute in-kind and organizational funds to the project to support staff time and associated non-personnel expenses on this project. This support is valued at [REDACTED] in-kind.

CentroNía: CentroNía’s mission is to educate children, youth and families in a bilingual and multicultural environment. CentroNía commits to” provide ongoing active participation in the planning process; designate a representative with decision-making authority to serve on the Steering Council; lead efforts among LPPN partners to devise “ready for Kindergarten” interventions and early childhood support programming to ensure that all children in Langley Park are prepared for Kindergarten; work with the PN National Evaluator and the U.S. Department of Education, as appropriate, to ensure access to relevant program and project data; and contribute in-kind and organizational funds to the project to support staff time and associated non-personnel expenses on this project. This support is valued at [REDACTED] n-kind.

Latin American Youth Center (LAYC): LAYC provides services and opportunities to youth to support academic achievement, promote healthy behaviors, and guide youth toward successful adulthood. LAYC commits to: designate a representative with decision-making authority to

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serve on the Steering Council; provide ongoing active participation in the planning process; lead efforts to provide middle and high school students with academic and life skills support that ensure graduation and transition to post-secondary education; design programs for youth who have dropped out of school or are otherwise “disconnected” (including GED, job readiness training, job placement, case management and counseling); work with the PN National Evaluator and the U.S. Department of Education, as appropriate, to ensure access to relevant program and project data. This support is valued at [REDACTED] in-kind.

CASA de Maryland (CASA): CASA’s mission is to create a more just society by building power and improving the quality of life in low-income immigrant communities. CASA commits to work with the PN National Evaluator and the U.S. Department of Education, as appropriate, to ensure access to relevant program and project data and contribute in-kind and organizational funds to the project to support staff time and associated non-personnel expenses on this project. This support is valued at [REDACTED] in-kind.

Results Leadership Group (RLG): RLG provides support to individual organizations, partnerships, and collaborations. This support is typically multidimensional; complementary strategies delivered over time to achieve sustained impact. RLG commits to: work in collaboration with Urban Institute to jointly select performance measures for each project partner; implement a Promise Scorecard™ for the LPPN; provide technical assistance to project staff during the planning year; and contribute in-kind and organizational funds to the project to support staff time and associated non-personnel expenses on this project. This support is valued at [REDACTED] in-kind.

Community Clinic, Inc. (CCI): CCI is a Federally Qualified Health Center providing primary care services and Women, Infants and Children’s Nutrition Services (WIC) services in the

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Langley Park area since 1993. CCI commits to: participate in the planning process; bring needed health care, including special support for pregnant women and young children; and contribute in-kind and organizational funds to the project to support staff time and associated non-personnel expenses on this project. This support is valued at [REDACTED]

MEMORANDUM OF UNDERSTANDING (MOU)
LANGLEY PARK PROMISE NEIGHBORHOOD

Signature Page

* County Executive was not available for
signature at time of submission. Will
send completed signature page separately

Rushern L. Baker, III
County Executive Prince
George's County

Date



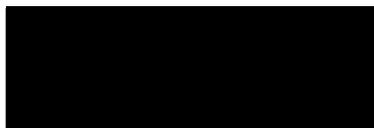
Mylina Peralta
Executive Director
Centronía

7/23/12
Date



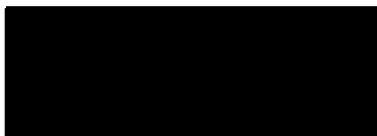
William R. Hite, Jr.,
Superintendent
PGCPS

7-23-12
Date



Luisa Montero
Director
Latin American Youth Center/MD

7/20/12
Date



Dr. Charlene Dukes
Prince George's Community
College

7-24-2012
Date



Gustavo Torres
Executive Director
CASA de Maryland

7/26/12
Date



Elliot Segal
School of Public Health
University of Maryland

7/20/12
Date



Adam Luecking
Results Leadership Group

7/24/2012
Date



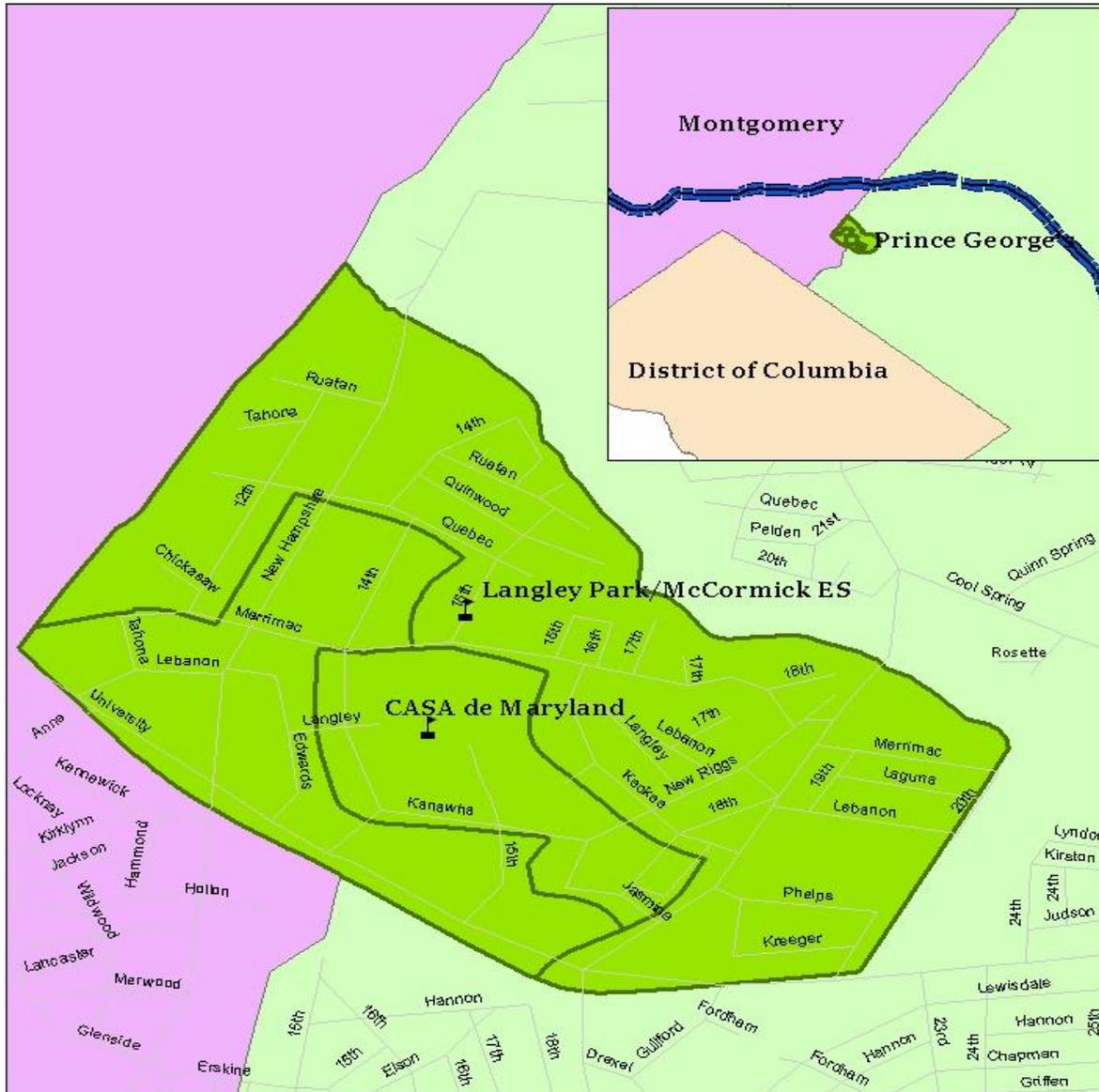
Linda Valli
College of Education
University of Maryland

7-24-12
Date



Dr. Bill Flynt
CCI

7/25/2012
Date



Geographically Defined Area for Langley Park Promise Neighborhood

Population: 14,687
Area: 0.81 Square Miles

Legend

- Langley Park Census Tracts



0 0.050.1 0.2 Miles