

**Promise Neighborhoods Program
Planning Grant
United Way of Northern Utah**



Project Title: Ogden United for Promise Neighborhoods

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INTRODUCTORY STATEMENT

The title for this Promise Neighborhoods planning project is Ogden United for Promise Neighborhoods (OUPN). OUPN meets *Absolute Priority 1, Proposal to Develop a Promise Neighborhoods Plan*. The sections that follow in this narrative clearly illustrate how the project will meet this priority.

The project also meets all of the *competitive preference priorities*. As instructed in the Promise Neighborhoods Federal Registry Notice, project planners have selected to respond to only two for points: *Comprehensive Local Early Learning Network (CP4)* and *Arts and Humanities (CP6)*. In following the Department of Education’s recommendations, an explanation of how the project meets each competitive preference priority appears at the end of the narrative on pages 71-73. On pages 73-74, reviewers will find a description of how OUPN meets the other two competitive preference priorities. Page 74 addresses how the project meets the *Invitational Priority*.

For OUPN, *United Way of Northern Utah (UWNU)* utilizes the Ogden United Board as its primary partnership. Membership on the Ogden United Board is shown in Table 1.

Table 1: Membership on Ogden United

Organization	Personnel
United Way of Northern Utah	CEO, Director of Community Impact, Board Chair, Student United Way Member
Ogden School District	Superintendent, Board Members, Communications Director, Community Schools Specialist, Student Government Member
Ogden City	Mayor, City Council Member, Housing Director
Weber State University	President, Dean of Education
Department of Workforce Services	Regional Director
Midtown Community Health Center	Executive Director
Chamber of Commerce	CEO, Partners in Education Member
Ogden-Weber Applied	President

Technology College (OWATC)	
Ogden-Weber Community Action Partnership (OWCAP)	Director
Parent Teacher Student Association (PTSA)	Council President, Student Representative
Striving for Excellence in Education (SEEd)	Board Chair
Hall Family Foundation	Board Chair

In addition to Ogden United, the project has secured a 50/50 match from its partners. The MOU in Appendix C outlines each partner’s role and match contribution.

Ogden United for Promise Neighborhoods (OUPN) is poised to leverage a collective commitment to transform United Way of Northern Utah (UWNU), Ogden School District (OSD), Ogden City’s government, local institutions of higher education, healthcare providers, local agencies, and funders into organizations that can better serve the Ogden community. These organizations are already investing funding and time in prevention and intervention efforts. This Promise Neighborhoods Planning Grant provides the resources needed to interweave city-wide investments into place-based change that focuses on communities and schools with profound need, while using a common set of indicators to identify the most successful interventions.

OUPN is the ideal candidate for a Planning Grant due to the combined factors: 1) OSD is responding to a critical need to improve outcomes for its children with transformational change, 2) Ogden United has been functioning for the past two years as a viable network of collaborators and community partnerships who are making changes in Ogden, 3) UWNU as a lead partner meets the cradle-to-career pipeline model with existing outcome-oriented programs with the capacity and infrastructure to scale up, and 4) all participating agencies are leading data-driven efforts.

NEED

A. Need for the Project

1. Magnitude or Severity of the Problems to Be Addressed

AND

2. Geographically Defined Area (Response to Absolute Priority 1, Section 1)

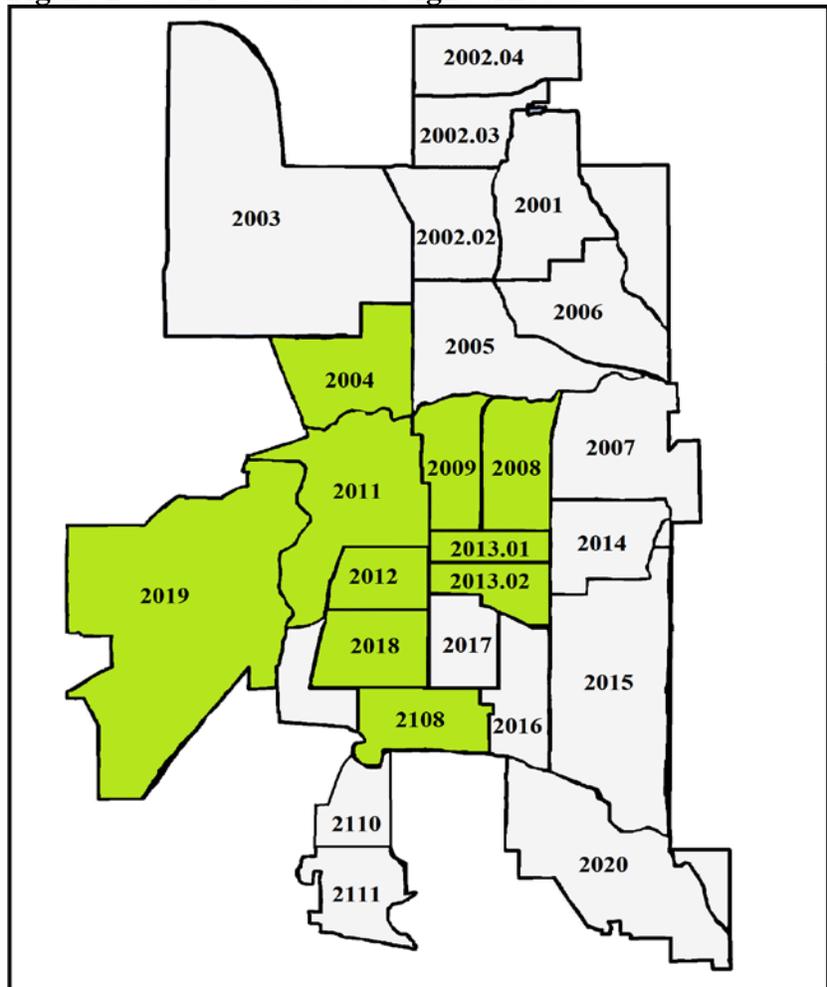
OUPN serves the families and children of Ogden, Utah. Ogden is located 30 miles north of Salt Lake City. At 82,825 residents and with an area of 27 square miles, Ogden is the seventh largest city in Utah. Thirty percent (30%) of the population is Hispanic/Latino, and 14 % of the population is foreign born. Ogden is the largest city in Weber County but is home only to 36% of the county's total population (2010 U.S. Census). Weber County is economically divided. On one spectrum, the county boasts of a world-class ski resort, Snow Basin, which hosted premiere ski events in the 2002 Winter Olympics. The extravagant mountain homes, condos, and golf courses of Weber County are stark contrasts to the poverty on the valley floor in Ogden.

Ogden School District (OSD), OUPN's partnering district, is the only school district in the city. The district has 14 elementary schools, 3 junior high schools, and 3 high schools. OSD is one of just 3 majority minority LEAs in Utah, with 55% of the district's students belonging to traditionally underrepresented minority ethnic/racial groups. At 47%, OSD serves a higher percentage of Hispanic students than any other Utah district. Over 20% of OSD students are English Language Learners (ELL), with 3 elementary schools having over 50% of the students being ELL. Eight of the district's twenty schools are Persistently Lowest Achieving schools (PLAS), and nine are implementing the School Improvement Grants' (SIG) Transformation Model. Ogden also houses two charter schools and one faith-based school.

The Community Disadvantage Index (CDI) is the Department of Justice’s Office of Juvenile Justice and Delinquency Prevention (OJJDP) endorsed report. CDI reports of dreadful conditions in Ogden. CDI considers several census tract measures (the percent of persons living below the Federal poverty line, the percent of persons receiving public assistance, and the percent of families with minor children that are female-headed) and is considered extremely reliable (alpha=.89). Of the city’s 25 census tracts, the CDI shows 10 are 90-100% worse than other communities across the country and 6 have living conditions 70-90% worse than the rest of the country (GIS SMART).

Although Ogden has many communities with need, OUPN will specifically target the most high-need census tracts and schools that serve children from those neighborhoods. Project planners define high-need based on income level, concentration of extreme poverty, high crime and unemployment, and historically low-performing schools. The high-need

Figure 1: OUPN’s Selected Neighborhoods



neighborhoods have been limited to those that have a minimum of an 8 CDI. OUPN will focus

on the following 10 Census tracts: 2004, 2008, 2009, 2011, 2012, 2013.01, 2013.02, 2018, 2019, and 2108.

Figure 1 (see p. 4) is a map of Ogden census tracts. The darkened areas indicate the OUPN tracts. The children from the OUPN tracts attend the following elementary schools: T.O. Smith, Madison, Odyssey, Dee, and Gramercy Elementary. These schools feed into Mound Fort and Mount Ogden junior high schools, and later into Ben Lomond, Ogden, and Washington high schools. OUPN will serve the schools listed above (five elementary, two middle, and three high schools). All OUPN schools, except Mount Ogden, are Transformation schools. Mount Ogden has taken the initial step to be a Transformation school by replacing its principal and will become a Transformation school within the next three years. Eight of the ten OUPN schools are PLAS: T.O. Smith, Madison, Odyssey, Dee, and Gramercy Elementary and Ben Lomond, Ogden, and Washington high schools. In total the OPN elementary, junior highs, and high schools serve 6,429 students. OUPN will further delineate areas of need through a block-by-block analysis of the targeted census tracts and Community Needs Assessment.

Education Indicators of Need (Response to Absolute Priority 1, Section 1)

(a) Low Performing Schools

Eight of OSD's schools are listed as Persistently Lowest Achieving Schools (five elementary and all three high schools). OUPN target junior highs and high schools rank in the bottom 20 on the Utah State Office of Education's School Performance Standards. Table 2 specifically outlines the academic disparities at OUPN's elementary schools on Criterion-Referenced Test (CRT).

Table 2: 2010-2011 CRT Proficiency Rates at OUPN Target Schools and State Ranking

School	Language Arts (% Proficient) and State Ranking					Math (% Proficient) and State Ranking				
	Ranking of 547	All	F/R	Hisp	ELL	Ranking of 547	All	F/R	Hisp	ELL
Dee	544	41	39	37	33	543	27	27	25	23
Gramercy	498	61	60	57	51	539	39	36	34	30
Madison	545	41	42	42	33	541	32	32	29	22
Odyssey	540	47	47	45	29	538	40	40	36	28
T.O. Smith	533	50	49	50	53	540	36	37	32	18
School Ave.	NA	49	49	47	38	NA	35	34	31	27
Statewide	NA	82	77	86	44	NA	69	62	60	37

Without a solid foundation in elementary school, poor academic performance extends to Jr. high and then to high school. In 2010-2011, the four-year adjusted cohort graduation rate indicates that **39% of OSD seniors *did not* earn a diploma**. Many of the students who did not graduate were low-income (47%) or Hispanic (41%). Table 3 summarizes the graduation rates for all project high schools in comparison to the state average.

Table 3: Percent Who Did NOT Graduate—2010-2011 Four Year Adjusted Cohort Graduation Rates

	All	White	F/R	Hispanic
District	39	36	47	41
Statewide	24	20	35	43
Difference	15	16	12	2

Dropout rates are another area of concern for OSD high schools, particularly for George Washington High (GWH), the district’s alternative high school. The dropout rate for GWH is a staggering 67%, Ogden High 13%, and Ben Lomond at 9%. The district’s overall average high school dropout rate of all three high schools at 30% is significantly higher than the state’s 21%.

(b) Other Indicators of Education Need

Achievement Gaps Between Subgroups of Students. Table 2 highlights the drastic achievement gaps that exist between school-wide averages and selected sub-groups of students.

Note that every school average is significantly below statewide proficiency rates for every demographic. The achievement gaps between demographics within the state continue through high school. Table 3 (see p. 6) shows that the Four Year Adjusted Cohort Graduation Rates for all demographics are significantly lower than their peers within the state.

Pre-K Education. Local Head Start authorities provide services for approximately 800 children, with an additional 200-300 on a waiting list throughout the year. 2010 Census data reveals that 61% of children ages 3-5 do not participate in any formal education.

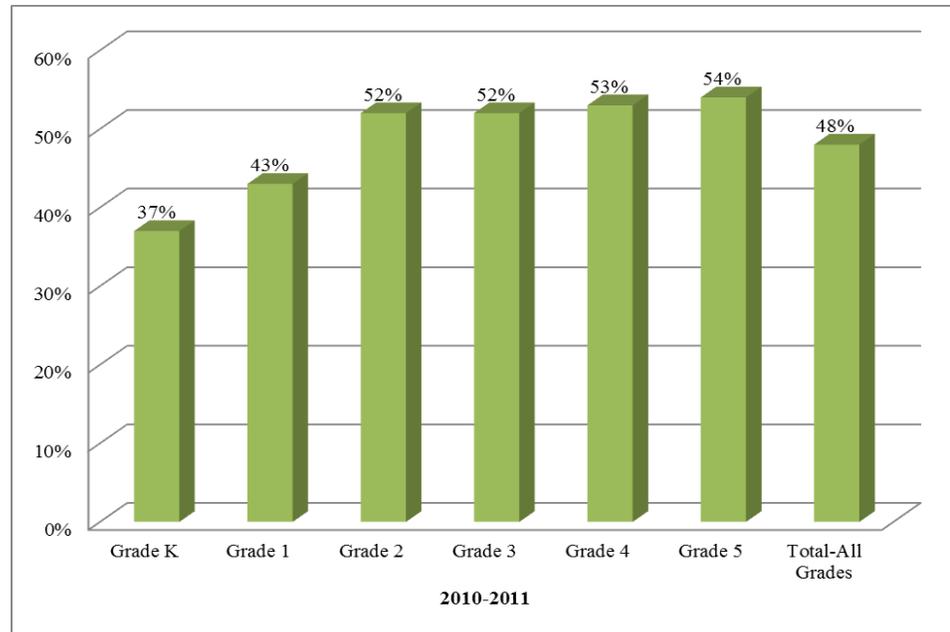
High Teacher and Principal Turnover. Like many low-income, urban school districts, OSD struggles to retain highly qualified teachers. Each year, approximately 10% of OSD's teachers resign from their contracts or are non-renewed. This past school year, OSD replaced its superintendent and one of three Executive Directors, with another retiring August of 2012. Moreover, eleven of the schools will have new principals to begin the 2012 school year. Seven of the schools will have principals with less than three years' experience in the lead role. In addition to turnover, the absenteeism rate among teachers is skyrocketing. In 2010-11, OSD's 700 teachers tallied 9,024 total absences, excluding workshops and professional development, which would add an additional 1,951 absences. Of this total, 5,196 were illness related.

High Student Absenteeism. OSD's absenteeism and truancy are high. The average attendance rate for OSD's twenty schools (14 elementary, 3 junior highs, and 3 high schools) is 93%. More significantly, in a recent study conducted by Attendance Works, more than half of OSD's chronically absent students are elementary age. Specifically 1,571 K-6th graders missed more than 10% (or 18 days) of school. Figure 2 (see p. 8) shows the percent of OSD's elementary students satisfactory absence (less than 5%). Moreover, the high schools post higher rates with at least 804 students in grades 10-12 defined as being chronically absent (46%) and

another 360 having (20.6%) at-risk absences. These numbers are even more startling when you examine them in

relation to grade level reading and graduation rates. According to Attendance Works, new research conducted on a cohort of students in San Mateo and Santa Clara confirms that

Figure 2: Grade Levels and Satisfactory Attendance



chronic early absence can profoundly affect early school success. Furthermore, data analyzed by National Center for Children in Poverty with a study in Chicago shows strong data correlating kindergarten and first grade attendance with academic performance in 5th grade. The Baltimore Education Research Consortium (SY 2009-2010) reported that 6th grade chronic absenteeism is a clear predictor of school drop-out. Utah data mirrors these reports. According to a recent report released from the University of Utah, 63% of the state's dropouts were chronically absent. Looking at this trend by subgroup also presents a clearer picture. For example, OSD high school students receiving free/reduced lunch have a chronically absent rate 5 points higher than their full price lunch peers and 53% of Hispanic OSD high school students miss more than 10% as compared to 40% of the Caucasian youth. Finally, the district has the second highest truancy rate in the state, with over 550 students being cited for truancy in the 2010 school year.

Academic Attainment. The low commitment to academics seen in OSD schools mirrors the community as a whole. Twenty percent (20%) of Ogden's adults 25 years and older are not high school graduates. This percentage is 10% below the state and 5% below the national average. Of those who graduated from high school, only 18% of adults 25 years and older hold bachelor's degrees or higher. This number is roughly 10% below the national and state average (2010 Census). When looking at the individual OUPN tracts, the education attainment rates are even more shocking. For instance, 54% of the adults in the Odyssey Elementary census tract did **not** graduate from high school, and approximately 37% of the adults in the Dee, Madison, and T.O. Smith census tracts did **not** receive high school diplomas.

Family and Community Support Indicators of Need (Response to Absolute Priority 1)

(a) Children with Preventable Chronic Health Conditions

Ogden's children have several health indicators for preventable conditions that show they are less healthy than their peers statewide and nationally. These *health factors include obesity, poor nutrition, asthma, and dental problems.*

Obesity and Poor Nutrition. As defined by Body Mass Index, 20% of children in Utah and 17% nationally are considered overweight or obese in comparison to 39% reported by downtown Ogden community health clinics. According to the Youth Risk Behavior Surveillance Survey (YRBSS), only 7% of Utah youth, grades 9-12, eat 2 or more fruits or 3 or more vegetables a day in comparison to 9% of the same age group nationwide. YRBSS data cannot be obtained on a county or city basis, but there is no indication that Weber County youth are different than their statewide peers in fruit and vegetable consumption. The Utah Department of Health (UDOH) discovered that fruit and vegetable consumption in Weber-Morgan Health

District (WMHD), between 2007-2010 (which includes Ogden), did not increase, though obesity increased during this same time period. They speculate that this may be a causal relationship.

Asthma. Children in the WMHD have the same rate of asthma as the state average of 6.9%. However, in 2010, 18.5% of children in WMHD were hospitalized for asthma in comparison to the state average of 16%. Also, UDOH found that 56% of the asthmatic population in WMHD was diagnosed by the age of 17. Twenty-six percent (26%) of children with asthma in WMHD missed 1-5 days of school, and 18% missed more than 5 days in 2010.

Tobacco Use. Tobacco is intrinsically related to several preventable diseases such as asthma and allergies and has significant connections to obesity, cancer, and low birth weight. Overall, the WMHD population has a higher rate (13%) of tobacco use in comparison to the state average of 9%. According to the Youth Risk Surveillance Survey, 19% of WMHD youth in 8, 10, & 12 grades report ever using tobacco in comparison to the state average of 8.5%. Exposure to environmental tobacco smoke (ETS) also poses a great risk. Over 4% of Children, ages 0-17, in WMHD were exposed to ETS in the home in 2010 compared to the state average of 1.9%.

Dental Problems. Dental caries is considered one of the most common health problems in the U.S. and is an indicator of overall general health and adequate access to health care. In 2006, 73% of WMHD's 6-8 year olds had at least one dental caries in comparison to the state average of 55%. Also in 2006, twenty-five percent (25%) of WMHD 6-8 year olds had untreated dental decay while the state average was 20%.

Low and Preterm Births. Low birth weight (weight less than 5 lbs. 8oz.) and preterm birth (born before 37 weeks gestation) increases the risk for infant mortality and morbidity. Between 2008 and 2010 downtown Ogden had a higher number of low birth weight babies (10%) in comparison to the state (7%) and the nation (8%). For the same time period, 13% of

downtown Ogden babies were born preterm contrasted to the state average of 9.7% and the nation at 12%.

(b) Immunization Rates

Utah ranks 35th in the nation for childhood immunization rates with only 66.7% of its children immunized before age 2. Ogden, which is part of the Weber-Morgan Health District (WMHD), scores even further below the state average in immunization rates. Forty-three percent (43%) of children under 2 in the Ogden area are inadequately immunized. Also, with the recent pertussis outbreak, the WMHD is experiencing more cases (17.8 per 100,000) than the state (10.7 per 100,000) demonstrating that the pertussis or the combined tetanus, diphtheria, and pertussis (Tdap) vaccinations are not sufficient in the area. Specifically, only 61% of teens, ages 13-17, in the WMHD are adequately immunized against Tdap diseases in comparison to 77% statewide.

(c) Rates of Crime (Violent Crime, Drug & alcohol Use, & Gang Involvement)

Overview. According to the Office of Juvenile Justice and Delinquency Prevention (OJJDP), positive social interactions in school, community, and family environments promote protective factors that influence and shield youth from participating in risky antisocial behaviors (e.g., gangs and crime). The district's 2011 Student Health and Risk Prevention (SHARP) survey results, summarized on Table 4 (p. 12), show that OSD students are at risk of developing or further developing antisocial behaviors when compared to their state peers.

Table 4: OSD 2011 SHARP Survey Results and Risk Factors

	6 th Grade		8 th Grade		10 th Grade		12 th Grade	
	OSD	State	OSD	State	OSD	State	OSD	State
Community—Low Neighborhood Attachment	62%	36%	34%	28%	38%	34%	52%	40%
Family—Parent Attitude Favorable to Antisocial Behavior (ASB)	42%	31%	53%	46%	60%	51%	55%	50%
School—Academic Failure	40%	30%	42%	31%	44%	32%	32%	36%
Interaction with Anti-Social Peers	58%	28%	38%	26%	41%	24%	43%	25%
Gang Involvement	4%	3%	7%	5%	8%	4%	14%	5%
Family—Opportunities for Pro-Social Involvement	44%	63%	61%	66%	52%	63%	60%	63%
Community—Rewards for Pro-Social Involvement	26%	51%	50%	58%	43%	57%	34%	58%
Peer—Belief in the Moral Order	48%	69%	60%	69%	51%	60%	60%	59%
Interaction with Pro-social Peers	49%	67%	59%	69%	61%	73%	50%	70%

Crime. Crime rates in Ogden are high. The 2010 FBI Uniform Crime Report indicates that Ogden has the second highest reported rates of violent crimes and property crimes in the state. Ogden’s overall 2011 crime rate (62.24 per 1,000 residents) is up 3.74 from 2008 and higher than the state average of 33.57, which actually decreased 1.43 since 2008. Ogden’s total number of arrests is triple that of any neighboring city, and more than half for all of Weber County, whose total population is more than three times the size of Ogden. Between 2,600 - 3,300 (20%) of Utah’s parolees reside in Ogden at any given time. Sixty five percent (65%) of Ogden’s parolees return to prison.

According to the Department of Public Safety’s 2008 Crime in Utah report, Ogden has the second highest number of juvenile arrests in the state at 1,948 per year. Over 13% of these arrests were youth 14 years old or younger. The juvenile probation for persons under the age of

18 is 7 per 1,000 for Ogden, which is over four times higher than the state rate. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) 2009 data shows that nearly 20% of all arrests in Weber County were juveniles. Of the crimes Juveniles were arrested for, 10% of the arrests were for violent crimes (i.e., murder, forcible rape, and robbery) and 27% were for property crimes (e.g., burglary, larceny-theft, motor vehicle theft, and arson) (2009 FBI Arrest Statistics).

Drug and Alcohol Use. Of the 1,948 juvenile arrests, 943 were for possession of alcohol, tobacco, or other drugs (2008 Crime in Utah). Ogden youth are far more likely to abuse alcohol and drugs than their statewide peers. For example, 35.4% of Ogden's 8th graders report using alcohol in their lifetime vs. 18.7% statewide. Additionally, 14.9% report having ever engaged in "binge drinking" vs. 4.3% statewide, and 19.7% report have used marijuana vs. 6.8% statewide. A quarter of OSD 8th graders feel that their parents' attitudes are "favorable to drug use" vs. 14.1% statewide. They also report that over a third report that their friends use drugs vs. 26.6% statewide. Moreover, twice as many OSD 8th graders, 34.3%, intend to use drugs when compared to the state 13.8% statewide average.

Gang Involvement. The Ogden Metro Gang Unit's Gang Involved Activity Report's 2005-2009 year-end comparison chart reports that gang-related incidents have increased explosively from 201 incidents to 818, and juvenile gang arrests increased from 145 to 412. Local law-enforcement officials estimate that one of every ten Ogden youth belongs to a gang. To address the gang problem, Ogden Police Department implemented unprecedented gang injunction in 2010 that prohibited gang-involved individuals to congregate with one another, possess a firearm, alcohol, and even imposed an 11 pm curfew. The 2010 SHARP results show

that 8% of 10th graders and 13% 12th graders self-report belonging to a gang (more than double the state average).

(d) Student Mobility Rates

All of OSD's schools have a high student mobility rate. The rates span from 8% to as high as 57%. On average, the district reports a mobility rate of 14%.

(e) Teenage Birth Rates

In 2010, the Utah Department of Health (UDOH) reported the birth rate of 15 to 19 year-olds in the downtown Ogden area was 69 per 1,000. This rate is not only significantly above the state average of 27 in 1,000 girls, but it is double the national average of 34 in 1,000 girls. In fact, downtown Ogden is considerably higher than Mississippi's teen birth rate of 55 in 1,000, the highest rate in the nation. Ogden's Hispanic teen population accounts for the area's 15 to 19 year-olds birth rate being higher than the national and state average. Between 2008-2010 the WMHD's Hispanic birth rate for 15-19 year-olds was 179 per 1,000, meaning that, on average, Hispanic births account for well over 50% of the teenage births in the area.

(f) Children in Single-Parent or No-Parent Families

Ogden is above state (15%) and national averages (26%) for children under 18 living in single-parent households. Twenty-seven percent (27%) of Ogden's children are from single-parent households, 21% of those households are female householders with no husband present. Forty-five percent (45%) of these families live below national poverty levels. Fourteen percent (14%) of Ogden's children live in no-parent families (i.e., with a grandparent, relative, or nonrelatives.) This percentage is 4% higher than the state and 2% higher than the nation (2010 U.S. Census). Ogden has an estimated 888 School-aged homeless children. According to Utah

Division of Child and Family Services (DCFS), 1,926 children entered into state foster care in 2011.

(g) Rates of Vacant or Substandard Homes, Housing Costs, Home Ownership

Vacant or Substandard Homes. Ogden has several downtrodden neighborhoods with dilapidated buildings and homes. The 2010 census reveals that 31% of Ogden homes were built before 1950, a time when high level lead paint was used in homes and 69% of the homes were built before 1979 when lead paint was banned for home use. Also, 3.4% of Ogden homes lack phone service, 1.3% lack kitchen facilities, and .4% have no plumbing. The 2010 census indicates that the 5-year estimate for vacant housing in Ogden is 12%. Downtown Ogden is particularly afflicted with substandard homes. According to the 2010 Census, downtown Ogden has 5 census tracts (2,266 households) that are Neighborhood Revitalization Strategy Areas (NRSA) as deemed by the Department of Housing and Urban Development. The strategy is geared toward improving living conditions in the most distressed areas. The census reports that over 85% of people living in NRSA neighborhoods are 80% below the area median income and the majority of the people living in these neighborhoods are minorities. The 2010-2011 Ogden Housing Action Plan indicates that most of the NRSA homes are old housing stock, and 61% of these homes were built before 1950. In the action plan, Ogden City officials recognize the need for more widespread affordable housing as currently the most affordable housing for individuals with low-income and no employment or underemployment are in the NRSA tracts. The average cost to rent a two bedroom housing unit is \$721. With many families earning between 50-80% of the median income of \$38,956, housing costs become overly burdensome.

Housing Costs and Home Ownership. Housing is another problem that Ogden residents must confront. Forty-one percent (41%) of Ogden's residents rent, and 59% own a home (2010

U.S. Census). Throughout the city, the median price for an owner-occupied home in Ogden is \$133,200, which is nearly \$85,000 less than the state's median and less than \$35,000 than Weber County's median. Residents who live in owner-occupied homes pay on average \$1,103 for their mortgage, a significant portion of residents' income.

(h) Residents Living at or Below the Federal Poverty Threshold.

Poverty Levels. Ogden is economically depressed. Twenty-one percent (21%) of Ogden residents live below the poverty level, which is 10% above the state average and 7% above the national poverty levels. Circumstances for children are even worse. Twenty-four percent (24%) of the children in Ogden live below the poverty level. This number is 13% above the state and 8% above the national averages. *All* of the census tracts in Ogden report poverty rates for children under 18 as exceeding the state poverty levels. Specifically, 74% of children under 18 in the census tract that feeds into Dee Elementary and 72% of the tract that feeds into Gramercy live in poverty. This means that the poverty level for the direst part of Ogden is 62% higher than the state average of 10%. The poverty rate in Ogden for children under 5 is 35%, which is 21% higher than the state average and 17% higher than the nation.

Government Assistance for Food. The 2010 Census estimates that 15% of the city's residents use food stamps, which is double the Utah average and 5% higher than the national average. Some of the tracts in Ogden receiving food stamps are significantly higher than the city average, with 37% of the Dee Elementary tract and 36% of the Madison Elementary tract receiving food stamp assistance. Collectively, nearly 75% of the students qualify for F/R lunch, with Odyssey, Madison, Dee elementary schools at 100%, and Washington High at 95% reporting exceedingly high F/R lunch numbers.

Government Assistance for Healthcare. Twenty-six percent (26%) of Ogden’s residents are uninsured and 28% have public health coverage compared to 21% and 15% respectively statewide. More significantly, 20% of children under 18 in Ogden have no health care coverage in contrast to 11% statewide and 8% nationwide. Ogden’s Hispanic population accounts for a large percentage of those without healthcare coverage. Forty-three percent (43%) of Hispanics in Ogden do not have any health coverage.

Unemployment. Ogden’s unemployment rate is 15.8%, which is 6.5% higher than the state average and 5% higher than the national average. Those in Ogden with employment work jobs for low wages. The mean household income for the city is \$52,133, which is \$18,118 below the state average and \$18,740 below the national average. Some census tracts within the city have overall household income rates lower than \$30,000 a year (2010 U.S. Census).

Gaps or Weaknesses in Services, Infrastructure, or Opportunities

Although clearly identifying the severity, the extent, and specific locale of gaps is an important function of this planning grant, project planners have identified three overall gaps that this project will further explore, both in terms of need and solutions. Table 5 highlights the three gaps.

Table 5: Identified Gaps

Gap	Gap Defined
1	Poor School performance (e.g., absenteeism, dropout rates, and achievement gaps, lack of early childhood education, and poor standardized test performance) demonstrates that the Ogden community must better meet the academic needs of its students.
2	High poverty rates, high crime rates, and other social factors (e.g., children’s health, teen pregnancy, and mobility rates) reveal the Ogden community does not have the family and support infrastructure and services in place necessary to help children and youth succeed academically and professionally.
3	Although Ogden has developed Ogden United, Agencies often work in silos without an over-arching focus on cradle to career.

A purpose of this planning project is to determine the specific needs of each neighborhood and demographic subgroup within the census tracts identified and to determine which community-based solutions will be most effective to meet those needs. This planning project fills the identified gaps. A strong collaborative network through OUPN will continue to build upon resources and break down the silos that keep Ogden’s community from achieving one common drive: help Ogden’s children and youth achieve academically and professionally.

STRATEGY

B. Quality of the Project Design

1. Continuum of Solutions Will Be Aligned with an Ambitious, Rigorous, and Comprehensive Strategy for Improvement of Schools in the Neighborhood

This Promise Neighborhoods grant opportunity comes at an ideal time when Ogden has come together with unprecedented focus and commitment on improving education throughout the city. OUPN has a strong network of the most talented and impactful leaders in the city working together on common goals, a shared theory of change, and a commitment to strengthening the continuum of solutions partners contribute at the outset of this project. OUPN will focus on four goals:

- **Goal 1:** Clearly understand the educational, family, and community resource needs of Ogden residents through collecting and analyzing qualitative and quantitative data.
- **Goal 2:** Develop a plan that fosters children and youth from cradle-to-career academically and ensure access to 21st century learning tools (Results 1-4 & 9).
- **Goal 3:** Develop a plan from cradle-to-career that fosters student health, safe, stable and supportive families, schools and communities (Results 5-8).

- **Goal 4:** Develop a plan to scale up the community school strategy that is working effectively already in Ogden schools.

OUPN's four goals encompass a shared theory of change for OUPN: *Through cultivating a unified academic, family, and community support network, changes in kindergarten readiness, student proficiency, seamless transitions between grades and schools, graduate rates, student health, school and community safety and stability, and availability of 21st century learning tools can impact academic and professional success.*

OUPN will develop strategies that support the district's efforts to transform its schools. OSD has already created an advisory team consisting of parents, teachers, support staff, and administrators that selected the University of Virginia Darden School of Business's Specialist Turnaround Program (UVA). Since 2004, UVA has worked in ten states with over 138 schools and touts average proficiency gains of 36% in reading and 46% in math. Over the past three years, OSD has committed [REDACTED] of School Improvement Grant funding, [REDACTED] from state Enhancement-At-Risk funding and [REDACTED] through Title monies, to implement the UVA model at 9 schools. To support the UVA model, OSD's School Board, United Way of Northern Utah's Board, and Ogden's City Council passed a joint resolution to adopt Community Schools as a wrap-around strategy that provides cradle-to-career services for families. The Coalition for Community Schools states, "A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development, and community engagement leads to improved student learning, stronger families, and healthier communities. Schools become centers of the community and are open to everyone – all day, every day, evenings and weekends" (2012). Over the past four years, UWNU has committed over [REDACTED] cash and in-kind

resources to develop community schools. OSD has committed over [REDACTED] from its Full Service Community Schools Grant and over [REDACTED] per year in district and Title funds to implement this strategy. Ogden City Recreation has provided [REDACTED] in resources, with numerous local agencies like Weber Human Services and Weber State University providing over [REDACTED] resources.

Extending beyond the community school strategy, OUPN’s cross-boundary leadership will develop a continuum of solutions that offer a cradle-to-career pipeline of services and that enable children and youth to accomplish the results outlined in Table 6. The desired results in Table 6 align with OSD’s Theory of Change and the UVA Turnaround Model.

Table 6: OUPN’s Continuum of Solutions Based on OSD’s Theory of Change

Result 1	Children enter Kindergarten ready to succeed in school
Result 2	Students are proficient in core academic subjects
Result 3	Students successfully transition from junior high school grades to high school
Result 4	Youth graduate from high school prepared to obtain a postsecondary degree, certification, or credential
Result 5	Students are healthy
Result 6	Students feel safe at school and in their community
Result 7	Students live in stable communities
Result 8	Families and community members support learning in PN schools
Result 9	Students have access to 21 st century learning tools

Tables 9-11 (see pp. 45-50) show possible solutions with moderate to strong evidence that project planners will investigate to provide cradle-to-career services to meet the desired results.

To identify specific solutions, the OUPN Advisory Board and Communities of Practice will engage in the following:

- Identify the overall results OUPN intends to accomplish and set goals to achieve those results
- Conduct Community Needs Assessment (CNA) with segmentation analysis
- Prioritize areas of need based on the CNA and current services

- Build a plan for the continuum of solutions
- Implement the OUPN continuum of solutions while tracking indicators.

2. Plan to Create a Complete Continuum of Solutions...That Will Prepare All Children in the Neighborhood to Attain an Excellent Education and Successfully Transition to College and a Career

How the Applicant Will Build Community Support (Response to Absolute Priority 1, Section 2)

OUPN will utilize a strong team of effective and engaged community partners to participate in the planning project. These partners have committed financial and program support (see the MOU in Appendix C) and Table 7.

Table 7: Partners and Their Services

Partner	Cradle-to-career Services
Ogden School District (OSD)	Implement the community schools strategy to affect the whole child.
Weber State University	Provide academic support and college readiness experiences through the Community Involvement Center, Educational Access and Outreach, and Work Study programs. Leverage Trio, GEAR UP, and Upward Bound resources to increase college readiness for OSD students.
Department of Workforce Services	Provide career readiness classes for Ogden adults and youth; participate on Ogden United.
Hall Family Foundation	Provide funding for after school programming and social service programs; participate as member of Ogden United.
Ogden-Weber Applied Technology College (OWATC)	Provide instructors at OSD high schools and campus concurrent enrollment for OSD 11 and 12 graders; participate as member of Ogden United; provide summer camps for youth.
Ogden-Weber Community Action Partnership (OWCAP)	Provide Head Start as an early childhood program; chair the Early Childhood Communities of Practice; organize Community Conversation; facilitate the VITA program; house a drop-out prevention program for GEAR UP students and provide the required funding match; oversee the Marshall White Center’s recreation programs; fiscally

	manage the CROSS gang intervention and suppression program.
YMCA of Northern Utah, Youth Impact, The Boys and Girls Club of Weber-Davis County, Ogden City Recreation	Participation on OUPN; data collection; participation in research and planning; participation on all communities of practice
Parent Teacher Student Association (PTSA)	Assist in facilitating and participate in focus groups; communicate needs assessment and PN information/updates to OSD parents; participate as member of Ogden United.
Ogden School Foundation	Provide over ██████ per year to implement summer camps, arts programs, and artists in residence activities.
Striving for Excellence in Education (SEEd)	Assist in facilitating and participating in focus groups; communicate needs assessment and PN information/updates to OSD parents; participate as member of Ogden United.
Weber Human Services	Commit funding from state grants to provide over ██████ in prevention activities for OSD youth and over ██████ to provide mental health services in four of our Tier 1 OUPN identified schools.
Reading Today Tutor Program (The Church of Jesus Christ of Latter-day Saints, United Way, Weber State University, and AmeriCorps)	Provide 40 tutors for the k-3 Reading Today program and tutors for several college readiness projects.
Ogden City's Mayor's Office	Lead the effort to develop "Round It Up for Education," a citywide scholarship program for upcoming high school graduates through residents rounding up the change on their water bills to the next dollar.
Midtown Community Health Center	Provide vouchers for child well-care visits that include immunization, operate a clinic at Madison Elementary School, and collaborate with Weber Human Services to provide mental health services.
Earn It, Keep It, Save it (EIKISI) Coalition	Provide financial education courses for families and classrooms; as well as implement the Volunteer Income Tax Assistance (VITA), which helped hundreds of Ogden families complete their 2012 taxes.

The Ogden-Weber Chamber of Commerce	Host an annual Teacher Academy focused on the development of 21 st Century employment skills; runs a Partners in Education subcommittee that encourages and recognizes through a yearly breakfast businesses with strong education partnerships; and converses with local government leaders on educational needs. Educate legislators on Prosperity 2020 plan.
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OUPN will implement the communities of practice strategies to build upon these current efforts and to continue to assess real-time neighborhood issues and pilot, advocate and fund possible solutions.

Plan to Build a Continuum of Solutions (Response to Absolute Priority 1, Section 2)

OUPN partners, along with diverse economic and minority representatives recruited from the PTSA and local churches will build upon current structures and local collaborative groups like the Ogden Area Youth Alliance (OAYA) and Earn It, Keep It, Save It (EIKISI) to meet monthly in *communities of practice*. Each community of practice will be led by an OUPN Specialist and have 10-15 members with a chairperson. These *communities of practice* are charged with the task of developing specific elements of the OUPN implementation plan. In order to ensure participation and representation of key stakeholders, each of these action teams includes representatives from target schools, neighborhoods in the geographic areas, non-profit providers, and UWNU. They are responsible for building collaborative capacity among members, assessing and defining OUPN priorities for the local context, developing a common system of evaluation for programs and services among partners, and developing an action plan that proposes a range of solutions to address assigned OUPN indicators. The partners will form into six communities as defined in Figure 4 (see p. 26), which will serve each stage in the pipeline of cradle-to-careers and have a specific focus of need within the community. Three communities will focus on education (Birth to Kindergarten, K-12, Post-High School) and three

on family and community (Health and Wellness, Youth Development, and Revitalization). The *communities of practice* will be led by project staff who work closely with Ogden United Board to receive continuous feedback and promote cross-group collaboration. The chairperson of *communities of practice* will participate as a member of Ogden United Board of Directors, the project's governing board.

The Youth Development community of practice will focus on youth pro-social and development activities that include the arts, as well as science, technology, sports, fitness, and literacy through self-assessment and data collection. Representation will include the Boys and Girls Club of Weber-Davis, the YMCA of Northern Utah, the Marshall White Center/Ogden Weber Community Action Partnership, Youth Impact, Ogden City Recreation, Ogden School District Athletics, and other youth program providers as identified through the needs assessment.

The Health and Wellness community of practice focuses on services and activities to increase the overall physical and mental wellness of families. Participants include Midtown Community Health Center, McKay Dee Hospital, Weber Morgan Health Department, Weber Human Services, Ogden School District's Nutritionist, Weber State University's College of Nursing, and other agencies as identified through the needs assessment.

The revitalization community of practice focus is the economic status of Ogden's families in terms of employability/employment, housing, and financial stability. Representatives include Ogden City, Ogden Weber Community Action Partnership, Cottages of Hope, Chamber of Commerce, Utah Department of Workforce Services, Weber State University College of Business, and other agencies as identified through the needs assessment.

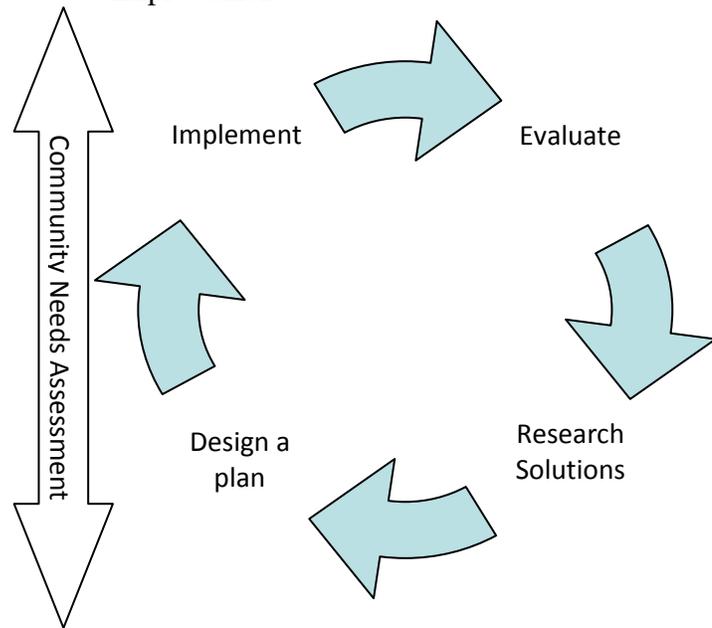
The education communities of practice will be subdivided into three separate groups: Birth to Kindergarten, Kindergarten through High School, and Post High School. The Birth to Kindergarten community of practice will consist of representatives from Head Start, Weber State University Child and Family Studies, Prevent Child Abuse Utah, Ogden School District, and other agencies as identified through the needs

assessment. The K-12 community of practice will consist of representatives from Ogden School District, local charter schools, and parent groups: PTA and Striving for Excellence in Education (SEEd), Weber State University’s College of Education, and other agencies as identified in the needs assessment. The Post High School community of practice will

consist of representatives from Weber State University’s Educational Access and Outreach Department, Ogden Weber Applied Technology College, Ogden School District, and other agencies as identified through the needs assessment.

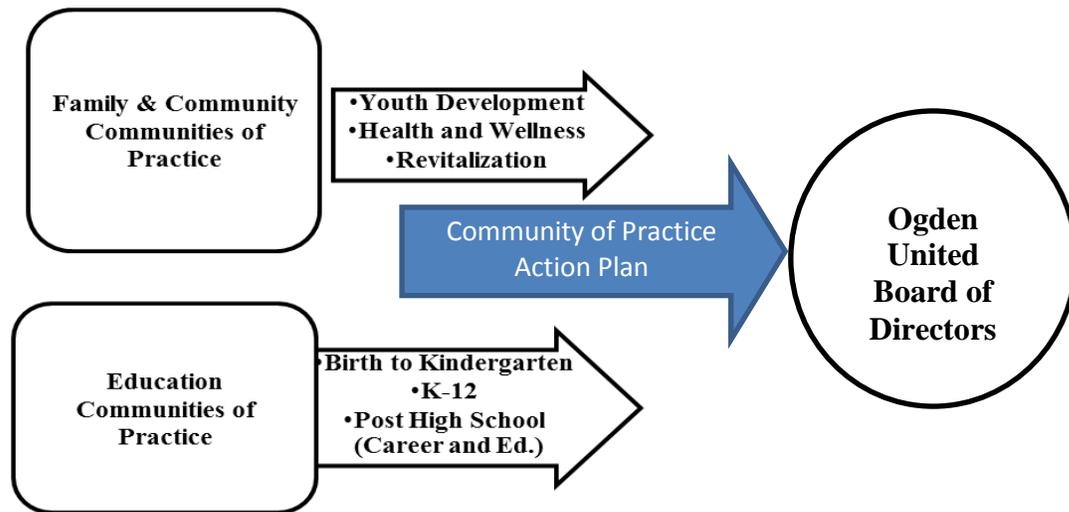
The Ogden United Board of Directors (see Table 1, pp. 1-2) also serve on the community of practices to ensure cohesiveness. The chairperson for each community of practice is a member of the Ogden United Board. Figure 4 diagrams the decision making structure between the communities of practice and the Ogden United Board of Directors. Figure 3 shows the cyclical

Figure 3: OUPN’s Strategy for Continuous Improvement



process of how the communities of practice and Ogden United will determine and refine the continuum of solutions.

Figure 4: OUPN’s Community of Practice and Governing Structure



The Ogden United Board of Directors, with direct input from the six communities of practice, will oversee OUPN’s theory of change: *Through cultivating a unified academic, family, and community support network, changes in kindergarten readiness, student proficiency, seamless transitions between grades and schools, graduate rates, student health, school and community safety and stability, and availability of 21st century learning tools can impact academic and professional success.* The community partners have all committed to identify and help create solutions that begin at birth and span to prepare youth for college and careers.

The solutions will have *moderate to strong evidence*. Project leaders will look at evidence-based practice databases that support educational outcomes and the healthy development of children and youth. As a member of the Coalition for Community Schools and The National Center for Community Schools, OUPN has access to their research and resources. The *communities of practice* and Ogden United will review additional solutions using the

following: 1) Institute of Education Sciences (IES) What Works Clearinghouse, a trusted and reliable source that provides credible, scientific evidence, critically assessed to help provide high standards for students and educators; 2) The 21st Century Learning Tools (www.p21.org/); 3) IES recommended Promising Practices Network (PPN) (www.promisingpractices.net) features lists of evidence-based, proven programs geared toward fostering academics (K-12 and early childhood education), physical and mental health, family support services, parent education, youth development, and provides links to community-based organizations and service providers; 4) the Promise Neighborhoods Research Consortium; and 5) other Promise Neighborhoods Planning Grant awardees.

How the Plan Ensures That Children and Youth in the Neighborhood Who Attend the Target Schools Have Access to a Complete Continuum of Solutions (Response to Absolute Priority 1, Section 2)

Ogden School District is committed to transforming its schools and implementing effective community schools. The goal of community schools is to offer cradle-to-career services as part of the continuum of solutions. By Fall 2012, OSD will have six (five of which are OUPN target schools) operating community schools. To become a community school, OSD relies upon its community partners to leverage resources toward providing cradle-to-career services at these school sites. OUPN facilitates this goal by leveraging the needed community resources into a singular pipeline: 1) Each school develops a yearly school improvement plan based on its specific data and needs and 2) The school's principal, the improvement team, the school support team, and the community schools specialist work together to identify how community partners can fill gaps to develop a full continuum of services. OSD is well-equipped to implement the community schools model. Three community school partners, United Way, YMCA, and Boys

and Girls Club, have worked with OSD in the past to implement the community schools model by providing community schools coordinators who oversee services and evaluate their effectiveness. Although the district and community partners have worked together closely in the past, this Promise Neighborhoods planning project would be the first comprehensive effort to collaborate together under the structure outlined in Figure 4 (see p. 26) and Figure 5 (see p. 51).

How Children and Youth Not living in the Neighborhood but Attending Schools in the Neighborhood Will Have Access to the Proposed Continuum of Solutions (Response to Absolute Priority 1, Section 2)

Although OUPN intends to examine the needs of families in the stated Census Tracts using a block-by-block analysis, some students who attend the target schools may not live in the specific neighborhoods identified. However, all OSD families with children attending the project schools will have access to the continuum of solutions.

Students, regardless of the school they attend, can participate in several programs that are already in place. For example, OSD, UWNU, Boys and Girls Club and YMCA offer summer programs at Odyssey, Madison, and Dee that are available to all children in the Ogden area. The OUPN lead organization, UWNU, facilitates a continuum of services throughout Ogden. For example, UWNU currently collaborates with AmeriCorps to provide 40 volunteer tutors for each elementary school in Ogden. Like with current programs, OUPN expects to scale up its solutions to all neighborhoods of need in Ogden.

Strategy to Build a Continuum of Solutions Will Be Based on the Results of the Project, As Measured Against the Project Indicators (Response to Absolute Priority 1)

The project's stakeholders will use the results from data from the project indicators identified in tables 9-11 (see pp. 45-50) to complete the following steps to build a logical and

feasible continuum of solutions: (1) develop, strengthen and scale-up existing community partnerships and assess partner capacity; (2) determine need by thoroughly identifying education, economic, health, and social welfare issues using already compiled data, collecting new data, and conducting segmentation analysis of the data; (3) define problems and issues based on data, which includes education indicators and family and community support indicators; (4) present data to community partners and stakeholders; (5) formulate possible solutions; (6) determine solutions to implement.

Determine Which Solutions within the Continuum of Solutions to Implement (Response to Absolute Priority 1, Section 2 a, b, & c)

The communities of practice and the Ogden United Board of Directors will collectively determine which solutions to implement by examining qualitative and quantitative data, researching best practice solutions, and by piloting the proposed solutions on a small scale. To do so, the communities of practice will begin by examining the results of a needs assessment—complete with segmentation analysis—to offer solutions that best meet the need of the target neighborhoods’ children and families. The communities of practice will focus on indicators that are connected with the OUPN goals and have a strong evidence base. In addition, the Communities of Practice will rely on Eris Harris’ “Six Steps to Successfully Scale Impact in the Nonprofit Sector,” to assess following critical elements:

1. The solution is research-informed and evidence-based.
2. The solution is scalable.
3. The intervention is targeted at the highest need portion of the community based upon the Segmentation Analysis.
4. The capacity and infrastructure of the OUPN partner is sufficient to manage the solution.

5. A plan is in place to evaluate and sustain the scaling process.
6. The successful practices and lessons learned will be appropriately documented to share with others.

In addition to basing decisions on needs assessment data and evidence-based practices, the communities of practice and Ogden United Board build their own knowledge of successful solutions through educational opportunities. The communities of practice and Ogden United Board will participate in professional learning communities through membership journals to national organizations like the National School Based Health Care, Association for Curricula Development, Afterschool Alliance, etc. The National Center for Community Schools and its recommended partners consult with the communities of practice three times each during the project period. Decision makers will travel to successful Promise Neighborhoods Planning Grant Awardees, the annual Promise Neighborhoods Project, the National Council for Community and Educational Partnership Conference, and the Coalition of Community Schools National Forum. Members will share their findings of best practices through e-reports and meetings. Moreover, Ogden School District's School Support Team will share School Improvement Grant efforts and school appraisal data and reports. Final solutions for OUPN will be chosen using Robert's Rule of Order. Solutions will at least include the following: Early learning programs and services, comprehensive education reforms, programs to prepare students for college and careers, and family and community supports.

(a) Early Learning Programs and Services

OUPN has already identified birth to kindergarten as a priority need. According to 2012 Census data 61% of children in target neighborhoods are not attending early learning programs. In 2010-2011, 79% of students entering kindergarten at OUPN schools were significantly behind

national norms. Ogden does not have a coalition in place to address these issues; early learning agencies work in silos; and the state does not mandate kindergarten, nor does it fund a full day of learning for such programs.

OUPN currently participates in The Campaign for Grade Level Reading and has examined several successful early childhood models like Educare’s Bounce Center, early learning programs and services for children from birth to third grade. OUPN does partner closely with The Ogden Weber Community Action Partnership (OWCAP), located in the target neighborhoods, who provides Head Start to over 200 Ogden 3-5 year olds. OWCAP utilizes Mound Fort as a community schools site for four Head Start classes and a member from OUPN participates on its Policy Board. As the YMCA grows in Ogden, it intends to implement childhood education programs and Kindergarten Academy to provide a structured environment that strengthens children's language, math, literacy and fine motor skills. Weber State University’s Department of Child and Family Studies offers childcare referrals and an annual Families Alive Conference with national speakers like *Love and Logic*’s Jim Fay and *Mind in the Making*’s Ellen Galinsky.

Connecting these partners through communities of practice is a vital next step to disintegrating the silos to develop a comprehensive approach for target schools. Programs will be in alignment with the state of Utah’s early learning and development standards, practices, and strategies. See more about OUPN’s early learning programs and services plan on pages 71-72 under Competitive Preference Priority 4.

(b) Comprehensive Education Reforms

Since 2008, Ogden School District has received over [REDACTED] in federal and state competitive grants to implement reform. The Utah State Office of Education awarded [REDACTED]

in School Improvement Grants, [REDACTED] for the Math and Science Partnership, Enhancing Education Through Technology and USTAR Math & Science grant. Federal competitive grants include Elementary and Secondary Counseling, Grants to Reduce Alcohol Abuse, Full Service Community Schools, 2 GEAR UP awards, and Smaller Learning Communities. OSD has used these funds to implement wide-spread reform including, but not limited to 1) a district-wide instructional coaching program, 2) ongoing professional development for teachers, 3) implement Advancement Via Individual Determination (AVID) as a college-readiness effort, 4) services to remove barriers to learning and enrich learning through the academic clubs, arts and recreational sports, 5) a School Support Team to provide targeted professional development and consulting for each school and specific subgroups like English Language Learners and Special Education, 6) 21st Century technology and a technology coach; academic intervention programs, parent engagement opportunities, 7) a school appraisal system, and 8) extended school year and a drop-out prevention program. In addition to these funding sources, OSD leveraged its own money to implement each of the above strategies, as well as fund an International Baccalaureate program and an extra-curricular junior high program.

The University of Virginia's Turnaround Specialist Program (UVA) is being implemented at nine OUPN schools (five elementary schools, one Jr. high, and 3 high schools). UVA requires intensive summer training for leadership with ongoing mentoring, follow-up, and evaluation through the school year. Moreover, eight of the ten are defined as being Persistently Lowest Achieving Schools.

(c) Programs for College and Career Readiness

To support students in becoming college and career ready, OUPN will choose solutions and partners that integrate seamlessly from birth to post high school. OSD leverages federal grant

funding from both of its GEAR UP awards, its Smaller Learning Communities project, and Full Service Community Schools. These grants have specific goals and activities to achieve greater readiness for OSD's students. Moreover, OSD leverages over [REDACTED] per year in its 2012 approved International Baccalaureate program at Ogden High School and is developing a compatible junior high program. Moreover, it recently solicited a partnership with University of Washington's Center on Reinventing Public Education to research how to transform itself into a Portfolio District that includes district-authorized charter and magnet schools, as well as neighborhood and community schools. It expects to apply for federal funding in the spring of 2013 to implement a STEM Magnet Elementary School.

Weber State University's Educational Access and Outreach Department leverages federal TRIO grant dollars and other resources to provide pre-college access and outreach programs that include K-16 partnerships and encourage under-represented students who are traditionally non-college bound to pursue and successfully complete a post-secondary education that meets the mutual needs of the university, public school system and community. WSU also provides concurrent enrollment options for high school students. The OWATC provides onsite instructors in OSD's high schools and allows OSD student enrollment on their campus.

This will include a comprehensive plan that links all programs, services, and resources that serve children and their families over the continuum. The plan will also incorporate shared outcomes, milestones, and time periods while addressing gaps and potential obstacles.

(d) Family and Community Supports

See the response to Family and Community Supports in the following section.

**3. Solutions Leverage Existing Neighborhood Assets and Coordinate with Other Efforts,
Including Programs Supported by Federal, State, Local, and Private Funds**

How the United Way and Its Partners Will Leverage and Integrate High-Quality Programs, Related Public and Private Investments, and Existing Neighborhood Assets into the Continuum of Solutions (Response to Absolute Priority 1, Section 2 d).

Through Promise Neighborhoods, OUPN will be able to both drill down and scale-up its efforts to assess the needs of its community, research best practices, and develop a strong strategic plan by examining specific neighborhoods and creating systemic change for community-wide collaboration. UWNU receives donations from 110 local companies and foundations and is a significant funding source for over 61 nonprofits who serve Ogden. Its leadership serves on 29 local coalitions, boards, and/or committees. It has facilitated community collaboration over the past fifteen years for education, income, and health.

Moreover, Ogden's community-based organizations already work in coalitions like The Children's Health Connection (CHC), Ogden Area Youth Alliance (OAYA), and Community Involvement, Re-entry, Opportunities, Social, Suppression (CROSS) to provide mental health care, wellness, recreation, and academic support for its youth. They hold each other accountable for common goals and leverage resources to provide services. For example, CHC utilizes private and state funding to organize Dental Days and immunization clinics; OAYA uses private and local funds to facilitate an annual youth award program; and CROSS uses city, state, and federal funding to support gang-involved youth become successful citizens.

Moreover, Ogden's community has rallied around the community school strategy. The YMCA, Weber Human Services, the Boys and Girls Club, Midtown Community Health Center, United Way, Ogden School District, and Ogden City are using their existing funding and writing

for private, county, state, and federal grants to provide after school, summer, mental and physical health, recreation, and family education services on-site at school sites. Weber State University facilitates a GEAR UP grant for OSD junior high and high school students, provides volunteers through the Community Involvement Center, manages tutors through work study and America Reads, and provides several community events like the Families Alive Conference

These partnering entities have been identified and recruited for OUPN membership. These entities have agreed to be active members of the communities of practice, who will be charged with researching and identifying solutions. Through this collaborative research and planning, the CBOs, government agencies, parent organizations, youth groups, and school system will leverage funding sources and personnel.

How the Plan Identifies Federal, State, or Local Policies, Regulations, or Other Requirements That Would Impede Its Ability to Achieve Its Goals and How It Will Report on Impediments (Response to Absolute Priority 1, Section 2 d)

On August 22, 2011, the Ogden City Council, with full support of its mayor passed a resolution to support OUPN and the development of its strategic plan. On the federal level, OUPN plans on working with other PN recipients to create a data system that adheres to privacy laws like FERPA and HIPPA. Working through the Coalition of Community schools, OSD has worked with state representatives to help them understand how community schools work and are funded. OSD's Public Relations Department hosted an Educating Our Leaders breakfast where city and state officials learned about effective educational strategies like community schools and AVID. This work will need to continue to ensure state representatives know community schools do not require any new funding. Partnering organizations like the Ogden-Weber Chamber of Commerce have worked other chambers across the state to develop the educational initiative

Prosperity 2020 and present it to the Utah State Legislature. United Way uses its extensive network to educate local, state, government, and private foundation leaders on Ogden's needs and effective solutions. This communication must also continue to ensure that state leaders are aware of the programs Ogden's students need. Any impediments encountered at the local, state, or federal level will be reported to Ogden United. This governing entity will then pool its resources together to develop a strategy to overcome the impediments. Finally, Ogden United will work within the parameters of No Child Left Behind to identify appropriate schools and strategies for transformation.

How the United Way of Northern Utah Will Participate in, Organize, or

Facilitate...Communities of Practice (Response to Absolute Priority 1, Section 2 d)

See Plan to Build a Continuum of Solutions (pp. 23-28) and Figure 3-5 (see p.25, p.26, and 51) for a response to communities of practice.

C. Quality of Project Services

1. How the Needs Assessment and Segmentation Analysis...Will Be Used during the Planning Phase to Determine Each Solution within the Continuum

AND

2. How the Applicant Will Determine That Solutions Are Based on the Best Available Evidence Including...Strong to Moderate Evidence and Ensure that Solutions Drive Results and Lead to Changes on Indicators

How UWNU Will Conduct a Comprehensive Needs Assessment and Segmentation Analysis (Response to Absolute Priority 1, Section 3)

(a) Personnel and Role

To scale-up UWNU's current communities of practice, OUPN will include Spectrum Research, Evaluation, and Development, LLC (SpectrumRED) and Shuster and Eliason, LLC to conduct a thorough community needs assessment by collecting and analyzing quantitative and qualitative data. See Appendix B for resumes of key personnel.

SpectrumRED will take the lead role in completing the needs assessment, segmentation analysis, and reporting results to stakeholders and the community. SpectrumRED is committed to work directly with UVA evaluators and PN national evaluators. SpectrumRED is located near Ogden on the Utah State University Innovation Campus and the personnel are very familiar with the Ogden community and its needs. SpectrumRED has worked closely with the OSD as an external evaluator for the past ten years on many U.S. Department of Education funded projects, for example, GEAR UP, Teaching American History, and Smaller Learning Communities (among others). SpectrumRED's staff, who will conduct the needs assessment and segmentation analysis, hold doctorate-level degrees in Psychology (Research and Evaluation Methodology) and Curriculum and Instruction, and Educational Leadership. The support staff includes technical writers and data managers.

To complete a comprehensive needs assessment, SpectrumRED will mine for data in existing sources and compose and administer surveys. Included in this mining of data will be a concentrated analysis of Ogden's current community schools. Specifically, SpectrumRED will use its expertise to examine correlations between community school services and student achievement outcome. SpectrumRED will also analyze data from Community Conversations that United Way will facilitate and from focus groups that Shuster & Eliason will conduct. Community Conversations are similar to town hall meetings. They will follow a model that the Harwood Institute for Public Innovation developed in collaboration with the United Way. The

Harwood model instructs how to recruit participants, how to identify conversation leaders, where to hold the conversations, how to set up the room, how to lead the conversations, what to ask, how to take notes, how to identify themes, and how to share what was learned. Thomas Shuster, Ph.D. in Psychology (Research and Evaluation Methodology), has extensive experience conducting focus groups and will lead the team at Shuster & Eliason.

With the data, SpectrumRED will compose reports for the project's six communities of practice, Ogden United (the project's governing board), and the Ogden community. With the reports and data, stakeholders will make informed decisions about solutions that best meet the needs of the Ogden community as the project begins the Promise Neighborhoods implementation phase.

(b) Already Available Data

A portion of the needs assessment and segmentation analysis data is contained within existing databases. For further information on how each database will be used to determine numbers and percent for project indicators, see tables 9-11 (see pp. 45-50). See also pages 59-61 for details about the project's database. What follows is a list of existing databases that will be used during the needs assessment and segmentation analysis.

Indicator-Based Information System for Public Health (IBIS-PH). Utah's Department of Health supports this database. The database provides statistical numerical data as well as contextual information on the health status of Utahans and the state of Utah's health care system. This data includes specific information about Ogden City.

2010 U.S. Census. Much of the data from the 2010 U.S. Census is available, and more will become available over the upcoming year.

Youth Risk Behavior Surveillance System (YRBSS). YRBSS monitors six types of health-risk behaviors that contribute to the leading causes of death and disability among youth and adults: behaviors that contribute to unintentional injuries and violence, tobacco use, alcohol and other drug use, sexual risk behaviors, unhealthy dietary behaviors, and physical inactivity. YRBSS also measures the prevalence of obesity and asthma among youth and young adults.

Student Health and Risk Prevention (SHARP). SHARP is a statewide survey administered to students in grades 6, 8, 10, and 12 in 38 school districts across Utah. The survey assesses adolescent substance use, anti-social behavior, and the risk and protective factors that predict adolescent problem behaviors.

Utah State Office of Education (USOE). OSD uses the Utah State Office of Education's (USOE) *Student Information Systems (SIS)*. SIS provides data for student behavior, grades, attendance, and extra-curricular participation. OSD also uses USOE's COGNOS system to track student progress on state criterion-referenced testing, ACT scores, and Advanced Placement data.

United Way of Northern Utah (UWNU). UWNU completes a community assessment on a three-year cycle and houses their data in internal reports and Microsoft Excel spreadsheets. This assessment includes a compilation of independent reports from a variety of community based organizations whose work includes homeless shelters, food pantries, prevention of child abuse, financial stability, homeownership, health and wellness, entitlement services, etc. These findings are reported to United Way's national data clearinghouse.

Ogden City. Ogden City Government collects a variety of data to meet local, state, and federal requirements. Examples include housing, business development, public safety, tourism. These data are readily shared with partnering agencies upon request.

Ogden School District's Federal Grant Interim and Annual Progress Reports (APRs).

Ogden School District evaluates the progress of its grants throughout the year and submits reports. To do so, OSD utilizes DeepWell Data as a warehouse for non-duplicated program data. Current data on the impact that community schools has had on Mound Fort Junior High is stored in this system and has been reported for the past three years. These data will be available for the needs assessment.

Build a Longitudinal Data System. Data from existing data sources will be incorporated with needs assessment and segmentation analysis data. See more about the longitudinal data system on pages 59-61.

(c) Focus Groups and Community Conversations

Some of the planning stage of the grant will be devoted to working directly with individuals in the community to discover needs that the data does not currently indicate and the communities of practice and Ogden United may not know exists. Focus groups and Community Conversations will help identify unseen needs for specific locales.

Focus Groups. Each of the six communities of practices will participate in a focus group. Focus group sessions will concentrate on defining need and identifying solutions. Dr. Shuster of Shuster & Eliason will facilitate the focus groups and provide a final report to the Ogden United Board of Directors and to each community of practice. The sessions will be web-based through GroupSystem. A web-based focus group allows people to share their ideas and respond to the ideas of others freely and anonymously. Another benefit of the GroupSystem approach is it captures a complete record of the group dialogue, allowing for in-depth qualitative analysis. Those with limited-English capabilities and those who prefer more traditional methods will have

opportunities to interact face-to-face. The project will provide translators for language barriers, as well as other adaptations as required for participation.

Shuster & Eliason will analyze the data from the focus groups. During the analysis, they will look for common themes, emerging tensions, and unsure or torn responses and use the results to develop the neighborhood survey. They will report their results to SpectrumRED, who will compose reports for the communities of practice. Ogden United will also receive focus group data reports.

Neighborhood Surveys. Once the focus groups have met to identify needs, SpectrumRED will compose, administer, and analyze the surveys. The focus group conclusions will provide data for creating probing and meaningful survey questions. The surveys will allow focus group conclusions and concerns to extend to the broader Ogden population. Surveys will be administered and completed in the target neighborhoods. This will include a random selection of a designated percentage of residents from each block included in the identified geographic zone, with a goal to gather responses from a sample of 400 unique individuals. OUPN will target events at churches, at schools, or during other community activities, as well as door-to-door. A mix of Ogden United, the communities of practice, SpectrumRED, and United Way staff will conduct the surveys to solicit a community effort. The surveys will be electronically formatted and administered using iFormBuilder software on hand-held devices, which will allow to automatically import the collected data and simplify the data collection process. Surveys will be in both English and Spanish.

Community Conversations. United Way of Northern Utah will report survey, focus group, and segmentation analysis results back to the community through Community Conversations, like a town hall meeting. A *Community Conversation* is a mobilization strategy in which small

groups of community members discuss honestly their perception of their neighborhood, including gaps, needs, aspirations, and assets. Furthermore, the Community Conversations will prioritize issues and brainstorm possible solutions. United Way will report the results from the Community Conversations back to the six communities of practice and Ogden United Board of Directors.

Strategies for Collecting Quality Focus Group, Survey, and Community Conversations Data. Students, parents, teachers and other stakeholders within the community will receive incentives for participating in focus groups, completing surveys, and attending Community Conversations. The incentives will include healthy meals for attending planning events, gift cards to local merchants for participating in focus groups, and eligibility to enter drawings for admissions to local venues like the TreeHouse Children’s Museum, Ogden Nature Center, and Lorin Farr Pool to win prizes for completing surveys.

Because OSD serves a high Hispanic population the project will place an extra emphasis on collecting data from low-income Hispanics, many of whom have limited-English proficiency. As necessary, the project will print materials in Spanish, provide interpreters, and conduct meetings in Spanish. Church groups, schools, and community groups will host and endorse events where the project will collect data. The organizations, schools, and community groups will promote the importance of participating in OUPN, advertise how to participate, and highlight the personal incentives (e.g., memberships and/or meals) for participating. Local Spanish speaking radio stations will advertise the project on their airwaves and school liaisons will directly contact Spanish speaking parents.

(d) How the Segmentation Analysis Will Be Conducted

The data throughout the collecting process will undergo segmentation analysis to better categorize and understand the data demographically. SpectrumRED evaluators will conduct the segmentation analysis. They will consider the following variables, as appropriate:

- Age
- Grade level
- Gender
- School Attended
- Race/ethnicity
- Limited English Proficiency
- Family income level
- Special Education services
- Language spoken at home
- Free/Reduced-Price meals
- Country of Origin, if foreign-born
- Census Tract

Based on the segmentation analysis, SpectrumRED will identify groups or categories of children that demonstrate high needs on a particular indicator. These groups will be considered as target populations for solutions tied to that indicator. SpectrumRED will also map levels of need and the services that exist within the community to determine how well the need aligns geographically to the services, and if changes in service locations would be helpful.

SpectrumRED will report findings from the segmentation analysis back to the OUPN communities of practice, Ogden United Board of Directors, and the Ogden community. Project planners will use the information during policy deliberations, program recommendations, and strategy formation. The segmentation analysis will help in identifying areas of high need and subgroups particularly in need of specific project solutions. Therefore, project planners will be able to target specific populations in specific areas with specific solutions.

(e) Plan and Timeline for Ongoing Data Collection

The strategic plan and timeline outlined in Table 8 will allow for the necessary data collection and analysis to complete the one-year planning phase of this Promise Neighborhoods project. With timely and highly relevant data, project planners will be ready by the end of the planning year to implement evidence-based solutions that address the needs of Ogden’s residents, particularly those living in the target neighborhoods.

Table 8: Data Collection Plan and Timeline

Activity	Timeline	Personnel
<ul style="list-style-type: none"> • Compile and review data from existing data sources and identify gaps in data from existing data sources • Select project database (see pp. 59-61) • Advertise and organize events to collect data (i.e., focus groups, survey events, and community conversations) • Structure focus group questions and sessions 	Sept. - October.	OUPN staff, SpectrumRED, & Shuster & Eliason
<ul style="list-style-type: none"> • Hold focus group sessions 	Nov.	OUPN Staff, SpectrumRED
<ul style="list-style-type: none"> • Compose and conduct survey • Report preliminary results to communities of practice, Ogden United, and community 	Dec.-Jan.	OUPN Staff, United Way, Community Partners & Shuster & Eliason
<ul style="list-style-type: none"> • Analyze survey data and conduct segmentation analysis 	Feb.	SpectrumRED
<ul style="list-style-type: none"> • Hold Community Conversations 	Mar.	OUPN staff, SpectrumRED
<ul style="list-style-type: none"> • Report results to communities of practice, Ogden United, and community 	Apr.	OUPN Staff & SpectrumRED

Educational Indicators, Family & Community Support Indicators, Unique Family & Community Support Indicators (Response to Absolute Priority 1, Section 3 a-c)

Tables 9-11 (see pp. 45-50) state the project indicators. The tables also show the collection method and the project goal the indicator addresses. The last column in the table shows evidence based-solutions that could help increase the number and percentage of the indicator. See a full-text citation for each evidence based solution in Appendix F.

Tables 9-11 state the project indicators. The tables also show the collection method. The last column in the tables shows possible evidence based-solutions that could help increase the number and percentage of the indicator. See a full-text citation for each evidence based solution in Appendix F.

Table 9: Education Indicators, Where to Obtain/Collect Data, and Evidence-based Solutions for Increasing the Number and Percentage of Indicator (Response to Absolute Priority 1, Section 3 a)

Indicator	Obtain/Collect Data	Possible Evidence-based Solutions
# 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	Survey of parents	<ul style="list-style-type: none"> • Bounce Centers (<i>UNC Child Development Center, 2011</i>) • Shared Reading Program (<i>Institute of Education Sciences, 2006</i>) • Pre-Mathematics (<i>Institute of Education Science, 2007</i>) • Healthy Families America (<i>Frankel, et al., 2000</i>) • School-Based Health Care (<i>Basch, 2010; Dryfoos & MacGuire, 2002 ; Dryfoos, Quinn, & Barkin, 2005</i>)
# and % of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate	OSD, identify community-based early childcare providers, and administer an appropriate instrument (e.g., Denver II)	<ul style="list-style-type: none"> • Al's Pals: Kids Making Healthy Choices (<i>SAMSHA's National Registry of Evidence-based Programs and Practices, 2008</i>) • Coordination of Services/develop seamless program (<i>Annie E. Casey Foundation, 2011; National Scientific Council on the Developing Child & National Forum on Early Childhood & Policy and Programs, 2011</i>)

functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures		<ul style="list-style-type: none"> • Expand Head Start & other preschool programs (<i>Annie E. Casey Foundation, 2011, Annie E. Casey Foundation, 2010</i>) • Community Schools (<i>Dryfoos & MacGuire, (2002; Dryfoos, Quinn, & Barkin, 2005; Berg, A., Melaville & Blank, 2006)</i>) • Mind in the Making (Galinsky, E, 2010)
# 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	Census data Survey of early ed. Providers & childcare facilities Head Start rosters Parent Survey	
# 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)	OSD & USOE	<ul style="list-style-type: none"> • University of Virginia’s Turnaround School Specialist Program • Differentiated instruction for reading and math skills in K-8 (<i>Perlman & Redding S., 2009</i>) • Increase the adult to student ratio (<i>Anuszkiewicz, et al, 2008</i>) • Provide expanded learning opportunities for K-8 like double dosing & extended day/year (<i>Annie E. Casey Foundation. 2011; Perlman & Redding S., 2009</i>) • Implement Common Core • Provide access to high-quality professional development opportunities for early childhood education teachers and service providers (<i>Nye, Konstantopoulos, & Hedges, 2004; Joyce & Showers, 2000; Darling-Hammond, 1999</i>) • Strengthen Professional Learning Communities (PLC) to promote faculty use of its student data to driving instruction (<i>Joyce & Showers, 2000;</i> • Instructional Coaching (<i>Tanner-Smith & Kosanovich, 2008</i>)

		<ul style="list-style-type: none"> • Provide extra help programs for struggling students (<i>Balfanz, et al, 2009; Bottoms & Young, 2009; Bridgeland, et al, 2006; Cunningham, Redmond, & Merisotis, 2003</i>)
Attendance rate of students in 6th, 7th, 8th, and 9th grade	OSD	<ul style="list-style-type: none"> • Family Liaisons (<i>Dryfoos & MacGuire, 2002; Dryfoos, Quinn, & Barkin, 2005</i>) • Revise Parent & volunteer program to increase participation and effectiveness (<i>Anuszkiewicz et al, 2008; Balfanz, Hornig Fox, Bridgeland, & McNaught, 2009; Perlman & Redding S., 2009</i>) • Check and Connect (<i>Institute of Education Sciences, 2007</i>) • Develop strong Advisory programs (<i>Bridgeland, et al, 2006; Bottoms, & Young, 2009; Osofsky, Sinner, Wolk, 2003</i>). • Develop Community Campaign (<i>Anuszkiewicz, et al, 2008; Balfanz, et al, 2009</i>)
# and % of graduation rate (as defined in this notice)	OSD	<ul style="list-style-type: none"> • Use one-on-one advisories to track and support individual student progress (<i>Bottoms & Young, 2009; Bridgeland, et al, 2006; Osofsky, Sinner, Wolk, 2003; Newmann, Wehlage, & Lamborn, 1992</i>) • Revise traditional parent teacher conferences to meet individual student needs (<i>Bridgeland, et al, 2006; Epstein, et. al., 2002; Miller, H 1998; Perlman & Redding S., 2009</i>) • Develop an early warning system for at risk students (<i>Balfanz, Hornig Fox, Bridgeland, & McNaught, 2009; Bridgeland, et al, 2006</i>)
# and % of Promise Neighborhood students who graduate with a regular high school diploma, as defined in 34 CFR 200.19(b)(1)(iv), and obtain postsecondary degrees, vocational certificates, or other industry-	OSD	<ul style="list-style-type: none"> • Create parent and student postsecondary program that provides financial, testing, and opportunity education (<i>Bridgeland, et al, 2006; U.S. Department of Education, 2009</i>) • Offer workforce development opportunities for out-of-school youth ages 16-24 (<i>Miller, 1998</i>) • <i>Personalized Instruction: A Changing Classroom Practice</i> (Keefe, W. 2000) • <i>TRIO programs: Upward Bound & Talent Search, 2012</i>

recognized certifications or credentials without the need for remediation		
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Table 10: Family and Community Support Indicators, Where to Obtain/Collect Data, and Evidence-based Solutions (**Response to Absolute Priority 1, Section 3 b**)

Indicator	Obtain/Collect Data	Possible Evidence-based Solutions
# and % children who participate in at least 60 minutes of moderate to vigorous physical activity daily	IBIS-PH & survey of OSD students based on YRBS from the CDC	<ul style="list-style-type: none"> • Create a health program to include physical activities, policies, procedures, and a health council to manage planning (<i>Basch, 2010; Dryfoos & MacGuire, 2002</i>) • School-Based Health Care (<i>Basch, 2010; Dryfoos & MacGuire, 2002 ; Dryfoos, Quinn, & Barkin, 2005</i>)
# and % students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment (as defined in this notice)	Student survey, OSD, SHARP PNA, & YRBS	<ul style="list-style-type: none"> • Create safe school environment by implementing an effective approach to discipline, bullying prevention, gang prevention and drug abuse prevention education through school-based programs (<i>Alignment Nashville, 2010; Annie E. Casey Foundation., 2011; Perlman & Redding S., 2009</i>) • Al’s Pals: Kids Making Healthy Choices (SAMSHA’s National Registry of Evidence-based Programs and Practices, 2008)
Student mobility rate (as defined in this notice)	OSD	<ul style="list-style-type: none"> • Assist residents with securing quality, affordable housing through offering programs that focus on budgeting and <i>financing</i> (<i>Annie E. Casey Foundation, 2011</i>) • Provide homeownership and basic financial literacy training and counseling (<i>Annie E. Casey Foundation, 2011</i>)
For children birth to kindergarten entry, the # and % of parents or family members who report that they read to their	Parent survey	Create parent education program with a focus on the importance of reading (<i>Alignment Nashville. 2010; Annie E. Casey Foundation, 2010; Educare; Epstein, J. et. al. 2002</i>); <i>Perlman & Redding S., 2009</i>)

child three or more times a week		
For children in kindergarten through the eighth grade, the # and % of parents or family members who report encouraging their child to read books outside of school	Parent survey	
For children in the ninth through twelfth grades, the # and % of parents or family members who report talking with their child about the importance of college and career	Parent survey	<ul style="list-style-type: none"> • Create parent and student postsecondary program that provides financial, testing, and opportunity education (<i>U.S. Department of Education, 2009</i>) • Offer workforce development opportunities for out-of-school youth ages 16-24
# and % students who have school and home access (and % of the day they have access) to broadband internet (as defined in this notice) and a connected computing device	Parent survey	<ul style="list-style-type: none"> • Deploy academic-based, digital learning opportunities for students in grades K-12

Table 11: Unique Family and Community Support Indicators, Where to Obtain/Collect Data, and Evidence-based Solutions (**Response to Absolute Priority 1, Section 3 C**)

Indicator	Obtain/Collect Data	Possible Evidence-based Solutions
# and % children who consume five or more servings of fruits and vegetables daily	IBIS-PH & survey of OSD students based on YRBS from the CDC	<ul style="list-style-type: none"> • Create a health program to include physical activities, policies, procedures, and a health council to manage planning (<i>Basch, 2010; Dryfoos & MacGuire, 2002</i>) • School-Based Health Care (<i>Basch, 2010; Dryfoos & MacGuire, 2002 ; Dryfoos, Quinn, & Barkin, 2005</i>)
# and % of children who are obese	IBIS-PH	

# and % of children diagnosed with diabetes	IBIS-PH	
# and % of children who participate in high-quality learning activities during out-of-school hours after the traditional school day ends	OSD	<ul style="list-style-type: none"> • School-based after school/summer programs like Boys and Girls Clubs (<i>Annie E. Casey Foundation, 2011; Balfanz,, Hornig Fox, Bridgeland,, & McNaught, 2009</i>) • Summer Learning (<i>National Summer Learning Association, 2011</i>) • Community Schools (<i>Dryfoos & MacGuire, 2002; Dryfoos, Quinn, & Barkin, 2005; Berg, A., Melaville & Blank, 2000</i>) • AVID (<i>Watt, Huerta, & Mills, 2010; Cunningham, Redmond, & Merisotis, 2003</i>) • Parent Learning at Home classes (<i>Annie E. Casey Foundation, 2010; Epstein, et al, 2002</i>)
The share of housing stock in Ogden area that is rent protected, publically assisted, or targeted for redevelopment with local, State, or Federal funds*	U.S. Census & Ogden City	<ul style="list-style-type: none"> • Assist residents with securing quality, affordable housing through offering programs that focus on budgeting and <i>financing</i> (<i>Annie E. Casey Foundation, 2011</i>) • Provide homeownership and basic financial literacy training and counseling (<i>Annie E. Casey Foundation, 2011</i>)

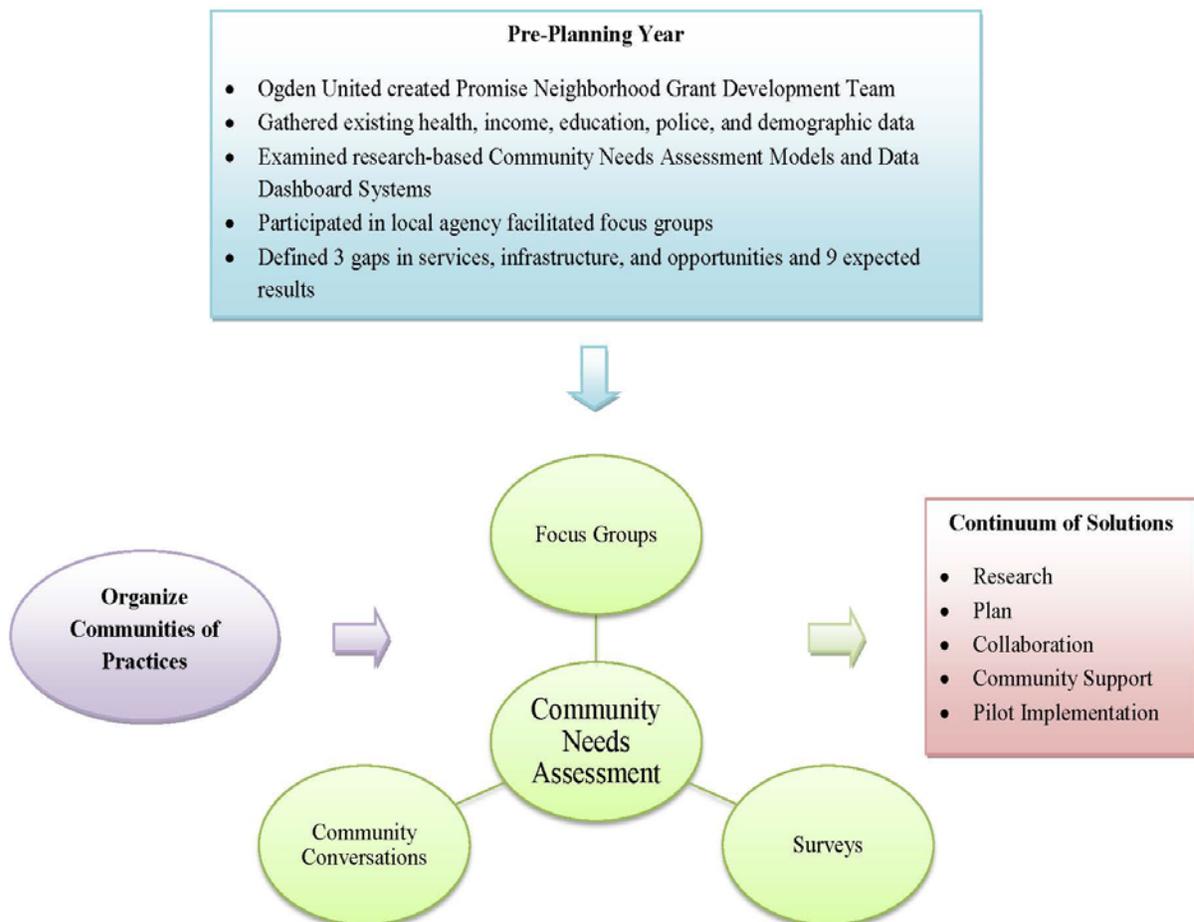
How UWNU Will Use the Needs Assessment and Segmentation Analysis to Determine the Children with the Highest Needs (Response to Absolute Priority 1, Section 3)

SpectrumRED will analyze, present and report the data to help the Ogden Community, communities of practice, and the Ogden United Board of Directors better understand the following questions:

- How are our children, families and other members of the neighborhood doing?
- What are our problems and how serious are our problems?
- What are our successes and what are we doing well?
- What are the experiences of neighborhood residents who are doing well?

- What are the experiences of people who are struggling?
- How do children and youth who are doing well differ from those facing serious challenges?
- How are we doing compared to other neighborhoods?
- Have nearby neighborhoods experienced the same problems?
- Have they achieved the results we want?
- What are the root causes?
- What are our neighborhood's assets and strengths?
- What resources do people turn to for help?
- What resources can we use better?

Figure 5: OUPN Community Assessment Strategy



CAPACITY

D. Quality of the Management Plan

1. Working with the Neighborhood and Its Residents; the Schools; the LEA; Federal, State, and Local Government Leaders; and Other Service Providers (Absolute Priority

1, Section 4 a)

Experience and Lessons Learned AND Building Capacity

(a) Solutions and Strategies Implemented

United Way of Northern Utah (UWNU), Ogden United, and Ogden School District (OSD) have been strategically collaborating with parents and schools and federal, state, and local government leaders. These experiences will help build the capacity to plan a successful PN project.

Over the past four years, UWNU and OSD have led the discussion to make Ogden one of the nation's PNs. During that time, OSD and UWNU identified that creating community schools is a vital step to confronting Ogden's problems. OSD through the assistance of the Full Service Community Schools federal grant has successfully changed Mound Fort Junior High to a community school and has implemented to various degrees the community school ideals in other schools in the district. Serving 748 individuals, 378 unduplicated students, and 252 families, the community school's project at Mound Fort has seen the following positive results:

- The number of 9th graders on track for graduation increased 26% over the past four years
- The Peer Mentor Program-Students Against Destructive Decisions (SADD) had 36 student participants actively involved in 2011-12
- The YMCA extended learning program served 193 unduplicated students
- Weekly Zumba classes served 63 participants

- 68 students and their parents received mental health services that included home visits
- 38 students improved their reading by two grade levels through the University of Utah Reading Tutoring Program.

UWNU has also worked closely with United Way of Salt Lake and YMCA of Greater Salt Lake to educate state legislators on community schools as a strategy can meet the diverse and growing needs of communities.

The community school strategy makes sense in Ogden because it offers a continuum for cradle-to-career pipeline that utilizes and reallocates existing services that Ogden so desperately needs. To provide such extensive services the base of the community schools model is collaborating with local agencies, government officials, and parents to identify need and maximize the services offered. As part of these efforts, Ogden United was formed in May 2010 after participating in the Coalition of Community School's National Forum. Ogden United includes Ogden's Mayor and a City Council chairperson along with other local agency leaders defined in Table 1 (see pp. 1-2).

Ogden United (OU) has been very successful in implementing new programs and has learned several lessons. First, OU has learned that organizing partners around big goals like increasing graduation rates has a much greater effect than just implementing programs. OU developed a multi-faceted plan centered on the goals of improving academic success for students, with an emphasis on third grade reading and completing algebra by 9th grade, increasing parental involvement, and increasing graduation rates, and increasing the number of students participating in pro-social activities like sports and arts. From there, OU implemented several successful strategies to achieve these goals: Family Empowerment Expo (over 30 agencies and 1000 participants), Ogden City Recreation/Ogden School District summer youth

sports camps (over 275 children participated), Truancy Commission (Ogden Police, Truancy Court, Ogden Schools), Pilot volunteer elementary school tutoring program at Taylor Canyon Elementary and Madison Elementary Schools (80 volunteers for children K-3), Pilot merit pay system for teachers (currently at five schools with district-wide implementation in three years), Department for Workforce Services career development classes for youth and adults (Every 9th and 12th grader), Boys and Girls Club after school and summer programs at Odyssey Elementary School, and School-based mental health at Madison Elementary School. Through the planning and implementing process, OU has learned how to work as a team that breaks down silos to share responsibilities, complete assignments, and compromise to reach a collective vision.

Ogden in its efforts has worked in isolation. The UWNU serves the small municipality of Brigham City to the north and has a strong partnership with the United Way of Salt Lake (UWSL), both of which are involved in similar processes in the development of community schools and organizing its community agencies to increase results. This has resulted in a strong collective state voice, as well as in the sharing of resources. For example, The National Center for Community Schools provides consultant services for each area, with all sharing the travel expenses of the staff. Both UWNU and UWSL each held conferences on improving education with different subtopics and formats and invited each other to participate. In a team effort, they researched electronic data dashboards.

Lessons learned from working toward developing community schools and a data dashboard system over the last three years is that with a clear viable vision that includes a high quality program with identifiable outcomes, partners are willing break silos and come together to participate. In developing a community school at Mound Fort, community partners were able to see firsthand the benefits of collaboration at a school-based setting. By building on this

collaborative relationship, partners realized that leverage funding and resources provided greater outcomes. OUPN partners realize that vital to success is strong and detailed Memorandums of Understanding which could be revised throughout the implementation process. From previous experience, OUPN partners have learned that building trust was the essential first step into aligning our resources to create a common vision. Finally, the partners learned that this is a process that needs to be thoughtfully implemented over a period of time so that partners feel a sense of ownership to the product and obligation to their peers.

(b) Experience Managing Large Projects

UWNU and OSD have had extensive experience managing large projects. The project director, Ms. Bideaux, from OSD, has nearly a decade of experience managing federal grant programs. She has directed several other projects of similar size and OUPN to the proposed Promise Neighborhoods program, including four *Smaller Learning Communities* projects, a *Full Service Community Schools* project, two *GEAR UP* projects, *Grants to Reduce Alcohol* project, and an *Elementary & Secondary Counseling* project. OSD will complete a five-year bonding effort to rebuild and raise new school buildings and is in the midst of a five-year contract with the University of Virginia to transform its low performing schools.

(c) Fundraising Successes and Relationships with Community Partners

UWNU includes over 55 corporate partners, 17 Community Impact/Safety Net Agencies, and 44 Allied Agencies. It serves as the Principal Combined Fund Organization (PCFO) for Intermountain CFC, one of the largest and most successful Combined Federal Campaigns in the nation. The Combined Federal Campaign (CFC) is the annual voluntary fundraising drive for charity in the federal workplace. Since 1961, federal employees have contributed more than ■■■

██████ of their personal income to non-profit organizations of their choice. Intermountain CFC raises more than ██████ annually.

OSD's Ogden School Foundation, a partnering organization, raised through private donations over nine million dollars to renovate Ogden High School's historic Auditorium. In addition, the foundation fundraises approximately three-quarters of a million dollars annually to provide supplemental funding for classrooms and schools to enrich their students' education. Examples of their funded projects include live theater productions, author visits, Festival of the Arts, museum visits, technology in classrooms, etc.

Private Foundations like the Hall and St. Benedicts Foundations provide funding for after school programs, the arts, and family social services. For example, St. Benedicts commits approximately ██████ toward OSD peer leadership activities and the Hall Foundation contributes ██████ to the Boys and Girls Club of Weber-Davis. Moreover, the Swanson Foundation historically provides the Ogden School Foundation ██████ annually and Eccles historically allocates ██████ on a yearly basis. Each of these agencies, as well as others, participates in United Way's Safety Net Coalition and often share board members.

(d) Successes Securing Funds to Institutionalize, Sustain, or Expand Projects

UWNU strengthens the Ogden community by supporting dozens of programs at many local non-profit agencies that are held accountable to produce results. All funded programs are reviewed annually for effectiveness and efficiency. Significant to Promise Neighborhoods is UWNU's pilot ██████ (yearly) Community Schools project at Mount Ogden Junior High and its assistance with the development of community schools at both Odyssey and Madison Elementary Schools. Moreover, UWNU has committed an additional funding for research and planning of a systemic community schools plan for Ogden. In addition, UWNU (in a partnership

with AmeriCorps, OSD, and The Church of Jesus Christ of Latter-day Saints) is piloting a volunteer tutoring program to bring 40 volunteers into kindergarten through third grade classrooms in each school. UWNU has currently pledged [REDACTED] toward this implementation. UWNU, Ogden City, and OSD are currently writing a [REDACTED] Cities of Service grant to support this reading volunteer tutor effort.

Moreover, UWNU offers The Zada Haws Community Grant Center & Cooperating Collection as a resource for its partners. This center acts as an authoritative source of information on private philanthropy in northern Utah. The center helps grant seekers, grant makers, researchers, policymakers, the media, and the general public better understand the field of philanthropy. Volunteer staff provides instruction on funding research and helps with proposal writing. An Example of a UWNU funded project is the Oasis Farmers' Market, a project funded through a [REDACTED] year federal grant from the U.S. Department of Agriculture. The grant was awarded to improve the availability of healthy food to the neighborhood. The inner city Ogden residents did not have a grocery store and were forced to purchase their food from convenience stores. Through UWNU's efforts, the residents can use their food supplemental funds at a market with fresh, Utah-grown products.

The Earn It, Keep It, Save, It Coalition increased its partnerships to provide VITA tax services at 6 locations in 2012 and provided assistance with over 2,400 tax returns. YMCA has grown its service over the past 5 years by securing private, state, and federal grants. Recently, YMCA organized a capital campaign and secured [REDACTED] from the Larry H. Miller Foundation toward building a community center adjacent to Lincoln Elementary School.

Lesson learned include that the development of a clear vision with concrete goals are the foundation for any project to be sustained and/or scaled up. From experience, UWNU knows

key elements for developing a successful project are to begin with research, implement in manageable increments, collect data, and evaluate for effectiveness.

2. Collecting, Analyzing, and Using Data for Decision-Making, Learning, Continuous Improvement, and Accountability (Absolute Priority 1, Section 4 b)

Plan to Build, Adapt, Expand, or Expand a Longitudinal Data System (Response to Absolute Priority 1, Section 4 b, i)

All of OUPN's stakeholders agree that sharing data and developing a central database for case-management, analysis, planning, and program evaluation is of extreme importance at the beginning of the project. The data that is currently available is in isolated data islands or is not formally collected at all. Project planners are equipped, eager, and ready to move quickly in finding a database solution that will provide optimal services during the planning year and into the project's implementation phase. In anticipation of Promise Neighborhoods and wanting to have a system compatible across northern Utah, OUPN teamed with the United Way of Salt Lake to research several databases used by other national organizations and Promise Neighborhood awardees like Nashville Promise Neighborhoods. As a result, OUPN has made a preliminary decision to contract with Social Solutions Efforts to Outcomes. ETO enrolls each participant with a unique identifier that remains consistent as he/she move across the various services. As a result, the database will be able to track participants' progress over time and programs. For example, if a child attends OWCAP's Head Start and then proceeds to a local elementary school where they receive tutoring through the Reading Today program, the district will be able to examine student achievement contextually. Upon funding, project leaders will work with SpectrumRED to ensure that this system will generate the specific reports needed to analyze the community data and evaluate project goals.

How the UWNU Will Link the Data System to School Based, LEA, and State Data Systems
(Response to Absolute Priority 1, Section 4 b, ii)

UWNU, OSD, and other partners will not need to create the database from scratch. ETO has been tried and proven as an effective tool by other PN awardees. Each organization has data islands that will be linked into OUPN's comprehensive database. UWNU completes a community assessment on a three-year cycle and houses their data in internal reports and Microsoft Excel spreadsheets. OSD uses the Utah State Office of Education's (USOE) Student Information Systems (SIS) for student behavior, grades, attendance, and extra-curricular participation data. It also uses the USOE's COGNOS system to track student progress on state criterion-referenced testing, ACT scores, and Advanced Placement data and has recently purchased DataWise to provide rapid time data for its schools. In addition, OSD's federal grants utilize DeepWell Data, a contracted service, to organize, manage, and manipulate data to meet federal requirements using student identifiers and tallying unduplicated participants. Weber State University also tracks its own data, as does each participating organization like Ogden City, OWCAP, Department of Workforce Services, etc. And, although each agency shares data as requested and allowed, what each lacks is an electronic way to share their data to develop collective reports. OUPN will provide a data system to link these data islands.

The database will have the essential features to link these data islands. The database must have a longitudinal data system and be able to easily upload, store, and report project indicators and project segmentation data. The system will have the ability to upload historical participant data, capacity to initially load existing information (plus piecemeal data), and the ability to integrate with other systems (e.g., downloading data into Excel, SPSS, nSQELO). The data system must also have the ability to link information about program services and activities to

outcomes for program participants. The data system will be able to create different reports based on user need and will have capabilities for the user to easily organize reports. The system will also offer features to track individual data like attendance, grades, and participation in community programs while also having options to view data disaggregated into groups and subgroups. The system must also be flexible and programmable to create different staff reports, to create new reports, and to track (among others) demographic, attendance, outcome, financial, geographic, and assessment data. In addition to the above, the database will have the following features:

- Referral management
- Identification and tracking of key trends
- Monitoring and assessment of program and staff effectiveness
- Determine which staff, services, programs and efforts are the most effective at achieving desired outcomes.
- Reporting capabilities that allow for the reporting of multi-funder obligations in mere minutes.

How the Database Will Be Accessible While Abiding to Privacy Laws (Response to Absolute Priority 1, Section 4 b, ii)

The database will be accessed through the Web on a secure server that requires a username and password. The database will have tiered access allowing parents/students, school personnel, project leaders, and evaluators with permissioned usernames and passwords to view different types and degrees of data. Partners, at different sites, will be able to access and input data into the same database post-hoc or in real-time through electronic devices like PCs, i-Pads, and smartphones. The database will comply with FERPA, HIPPA, the Privacy Act and other

federal, state, and local policies governing privacy. Data will be presented without the use of a social security number and only authorized users (e.g., parents, students, teachers, counselors, and principals) will have the ability to view names or any other personal identifiers. The system will operate on parental consent and be able to remove individual data if a parent wishes it removed.

How the System Will be Managed and Maintained (Response to Absolute Priority 1, Section 4 b, ii)

OUPN has budgeted PN funds to contract with a database vendor, with United Way as the lead agency. The database vendor will work with OUPN partnering organizations' informational technology departments (IT) and OSD's Data Wise system to integrate existing systems into the new database. To ensure that project personnel find the database useful and relevant, the vendor will commit to ongoing trainings and periodic usability and feasibility testing with project personnel. The database vendor will provide training for project partners, staff, and evaluator. The vendor will also offer individualized or small-group technical assistance through the telephone or Internet on an as need bases. The vendor will also commit to providing customized training. The vendor along with IT personnel will provide the necessary periodic maintenance to the system, scan for security breaches, set up any system changes, and ensure data backup.

How *Rapid Time* Will Be Used during the Planning Year and Once the Promise

Neighborhoods Strategy Is Implemented (Response to Absolute Priority 1, Section 4 b,iii)

To create customized performance measures, SpectrumRED will work with OUPN's partners during the planning year. The performance measures will help partners 1) monitor their progress toward providing services; 2) document the progress of program participants, and 3)

track specific program and project indicators. SpectrumRed will report results back to all project partners, communities of practice, UWNU and OU. The reports will include engagement rates, participation, and interim outcomes. Along with identifying customized performance measures, SpectrumRED and project partners will agree to the procedures for and frequency of uploading or entering data into the project's database. SpectrumRED at regular intervals will review the data to track patterns, identify problems, and pinpoint successes.

How the Planning Process Will Be Documented, Including the Lessons Learned (Response to Absolute Priority 1, Section 4 b, iv)

SpectrumRED will conduct a process evaluation to document the planning process and challenges encountered during the project planning. The process evaluation will include tracking program data from OUPN's data system, structured observations of meetings and program activities, interviews with key personnel, and focus groups with the communities of practice. Community Conversations and focus groups will offer opportunities for all segments of the population to have access to the data and to be involved in the analysis and interpretation of the data. Knowing the data will allow the all segments of the population to participate in the process of selecting the continuum of solutions that best meet the community's need.

3. Creating Formal and Informal Partnerships, Including a MOU that Describes How the Partners' Visions, Theories of Action, and Theories of Change Align with PN and Holding Partners Accountable (Absolute Priority 1, Section 4 c)

Partner's Financial and Programmatic Commitment (Response to Absolute Priority 1, Section 4 c. i)

For OUPN, UWNU will partner with 11 community agencies (see Table 1 for UWNU's partners and their programmatic commitment). UWNU selected partners based on successful

history of collaborations. In particular, UWNU and these partners had positive experiences with implementing Full Service Community Schools and Ogden United initiatives. Each partner brings unique services and strategies that benefit the citizens of Ogden and complement PN's cradle-to-career vision. All partners have committed their services to help establish a comprehensive continuum of solutions for OUPN. Partners will also help in the process of identifying what is working well in project schools and how to scale up those efforts. Furthermore, all partners have promised contributions that will meet the 50/50 match requirement. For more information about partners' roles and match contributions, see the MOU in Appendix C and Table 1 (see pp. 1-2) and Table 7 (see pp. 21-23).

How Each Partner's Existing Vision, Theory of Action, Theory of Change, and Existing Activities Align with the PN Strategy (Response to Absolute Priority 1, Section 4 c.ii)

For a full description of OUPN's partners' existing vision, theory of change, and existing activities, see pages 1-3 of the MOU in Appendix C. In summary, each partner's *existing vision* is collective and simple: *plan a continuum of solutions from cradle-to-career that once implemented will improve the educational outcomes of Ogden's children and youth.* The partners also have a clear and collective *theory of change*: *Through cultivating a unified academic, family, and community support network, changes in kindergarten readiness, student proficiency, seamless transitions between grades and schools, graduate rates, student health, school and community safety and stability, and availability of 21st century learning tools can impact academic and professional success.*

OUPN partners are also unified in their *theory of action*. OUPN will focus on four goals: 1) Clearly understand the educational, family, and community resource needs of Ogden residents through collecting and analyzing qualitative and quantitative data, 2) Develop a plan that fosters

children and youth from cradle-to-career academically and ensure access to 21st century learning tools, 3) Develop a plan from cradle-to-career that fosters student health, safe, stable and supportive families, schools and communities, 4) Develop a plan to scale up the community school strategy that is working effectively already in Ogden schools. OUPN will *analyze existing community data; seek community input through focus groups, Community Conversations, and surveys; and determine a continuum of solutions through a governing structure that includes communities of practice and Ogden United's Board of Directors.*

The variety of partners that OUPN includes allows each partner to build upon *existing activities* and services. For example, the project includes a variety of *organizations that provide distinctive services*: health organizations, early childhood education providers, healthy family agencies, youth groups, religious institutions, postsecondary education, and financial organizations.

Governance Structure and System for Holding Partners Accountable (Response to Absolute Priority 1, Section 4 d)

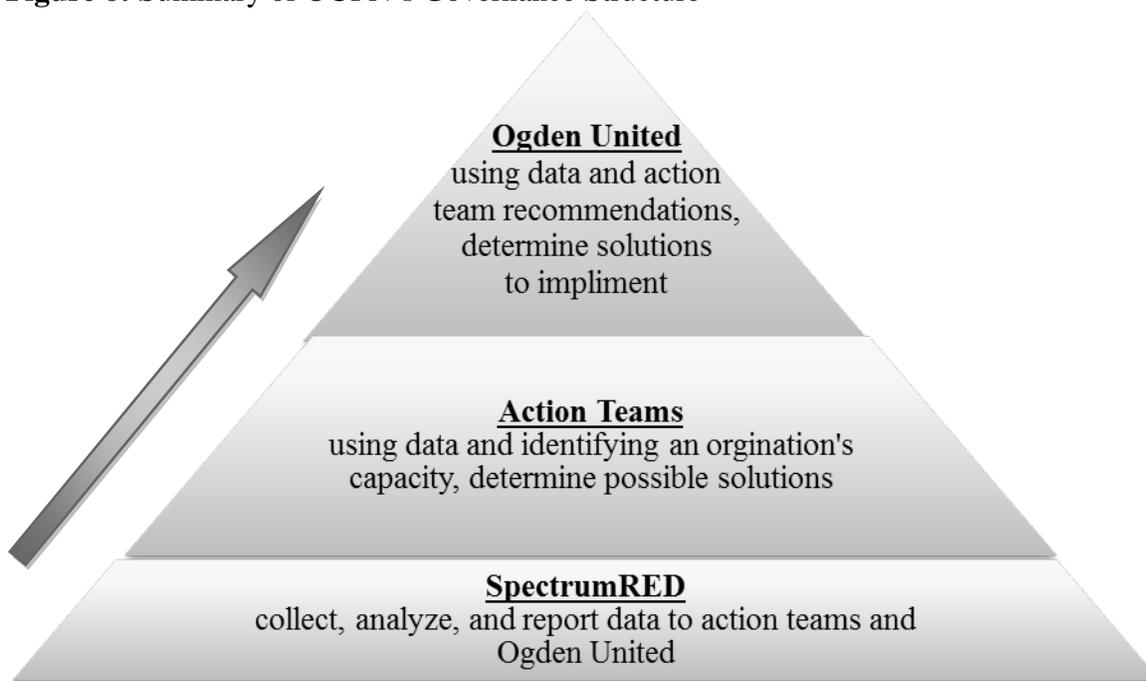
(a) Governance Structure

OUPN's governing system is straightforward: OUPN will hire a project director and two specialists (community and education) who will facilitate the project and guide the six communities of practice through the assessment, data analysis, and development of the continuum of solutions. These staff will report to the Ogden United Board of Directors. SpectrumRED will collect, analyze and report data to Ogden United Board and the communities of practice. Table 8 (see p. 44) on summarizes data collection.

The Ogden United Board will meet monthly. At the meetings, the board will implement a decision-making standard (e.g. Robert's Rules, 75% approval), and will assist the project director

in identifying potential members for the communities of practice. In addition, the board will oversee the budget and approve any significant adjustments to the planning process. The board will also work with the communities of practice to endorse the strategic plan developed through Promise Neighborhoods. Please note that as the fiscal agent, United Way of Northern Utah, will assume all fiscal responsibilities and management.

Figure 6: Summary of OUPN’s Governance Structure



(b) Experienced Project Personnel

Project Director. Ms. Bideaux is Ogden School District’s Federal Grants and Research and Development Specialist. She has earned a BA in English Education and a MEd in Curriculum and Instruction. Ms. Bideaux holds both a teaching and an administrative license. She has 11 years’ experience as a classroom teacher and 10 years’ experience implementing education reform projects. She is a member of OSD’s School Support Team, as well as the Ogden Weber Chamber of Commerce’s Partners in Education and Workforce Development committees, Weber State University’s Gateway to Education committee, the Ogden Area Youth

Alliance, the Ogden Education Association, various other community-based advisory committees, and was a founding member of Ogden United. Ms. Bideaux will devote **1.0 FTE** to this position.

Through her efforts to build sustainability for the Full Service Community Schools Grant, Ms. Bideaux built the partnerships vital to Ogden United's success. Moreover, she is a member of the Coalition of Community Schools' Urban Network and has a close working relationship with the Children's Aid Society's National Center for Community Schools. She has attended and presented at a number of national and local conferences. With a successful OUPN grant award, Ms. Bideaux will delegate the role of Project Director for the final year of the Full Service Community School grant by expanding the responsibility to the current Community Schools Site Facilitator to include additional sustainability.

Because of her expertise and relationship with both the external community partners and internal educational departments, Ogden School District has agreed to place Ms. Bideaux on special assignment to direct the Promise Neighborhoods Planning Grant and will work closely with United Way to ensure its success. Ms. Bideaux will remain an OSD employee throughout the project, but will have office space at United Way. She will be supervised and supported by the Ogden United Board of Directors.

Education Research and Planning Specialist. As part of a joint partnership with UWNU, the Academic Research and Planning Specialist (**1.0 FTE**) will be an OSD employee, who functions both as a member of the district's School Support Team (the team of specialists assigned to work directly with district schools under federal improvement) and as member of Ogden United's research team. The specialist will be supervised and supported by the OUPN project director, as well as OSD structures. The successful candidate will hold an advanced

degree in education, have at least five years' experience in teaching, and have an active knowledge of the OSD's School Improvement Grants and district federal improvement plan. The specialist will collaborate with both higher education institutions, like Weber State University and the Ogden Weber Applied Technology College, as well as with early childhood agencies, like Head Start and Prevent Child Abuse Utah, to assess needs, research best practices and strategies, and develop a strategic plan that addresses those needs. The specialist will facilitate the three education communities of practice and will report to the project director.

Community Research and Planning Specialist. The community research and planning specialist will be an Ogden City employee who functions under a special assignment from the Mayor's Office, in a joint partnership with UWNU. The successful candidate will hold an advanced degree in social work, management, or a similar field and have at least three years of experience working with a nonprofit organization or in revitalization projects. The specialist will be supervised and supported by both Ogden City and OUPN project staff. The specialist will collaborate with agencies within Ogden City government, youth development organizations, private and public health entities, churches, etc. She or he will report to the project director and be responsible for facilitating the three family and community support communities of practice. The specialist will assist in the compilation of data, as well as research and developing a strategic plan.

Schools and Community in Ogden Planning Excellence (OUPN) will include significant community involvement and clear commitments by key partners, specifically UWNU, OSD, and Ogden City. These three primary partners will collaborate with personnel to achieve the OUPN goals.

(c) Holding Partners Accountable

To ensure that partners are fulfilling their programmatic and financial commitment described in the MOU in Appendix C, Ogden United and SpectrumRED will conduct evaluations of its partners twice during the planning period. If partners are fulfilling their commitments they will secure their place in OUPN's implementation grant.

How the Governing Board Is Representative of the Geographic Area AND How Residents of the Geographic Area Will Have an Active Role in the Organization's Decision Making
(Response to Absolute Priority 1, Section 4 d)

The Ogden United Board will be representative of the geographic area to be served. The board is committed to creating a collective voice for the Ogden area. The board includes public officials, non-profit organizations, school district leadership, parent groups, and higher education that provide services to Ogden's citizens.

Having the community participate actively is the heart of OUPN. UWNU will ensure that the community is aware of the project that is being developed and will invite input from community members and stakeholders. Without the community's input to identify needs and provide overall support for solutions, a planning project cannot succeed. The community is involved in OUPN's decision making in many ways. Focus groups, Community Conversations, and surveys offer an opportunity for the community to provide input that will help in decision making. Individual representative of the community will also have the opportunity to participate in the communities of practice and the Ogden United Board. Furthermore, the community partners (the project's key stakeholders) that UWNU has selected for this project work directly with Ogden residents who are familiar with and are sympathetic to their needs. OUPN partners have helped in the development of the planning grant. Specifically, OSD has provided data,

school information, and support for the writing of this grant. UWNU and OSD jointly led the Ogden United partnership through every aspect of their PN grant application and sent electronic copies for the partnership to review the application and provide comments.

4. Securing and Integrating Funding Streams from Multiple Public and Private Sources, Including Its Proposal to Leverage and Integrate High-Quality Programs in the Neighborhood into a Continuum of Solutions (Response to Absolute Priority 1, 4e)

Philanthropic Partners

In recent years, UWNU, OSD, and other OUPN partners have received support from private and corporate foundations committed to work within the proposed PN neighborhood. In particular, OSD received over [REDACTED] in private donations through its Foundation to renovate Ogden High School.

Existing Government Grants (Federal, State, City), Experience Managing Large Government Grants, and System in Place to Do so

UWNU, OSD, and other participating community organizations already have longstanding partnerships in federal, state, and county grants. These federal grants include Full Service Community Schools, GEAR UP 2008 and 2011, Smaller Learning Communities (Cohorts 3, 5, 6, and 10), Readiness and Emergency Management, Grant to Reduce Alcohol Abuse, and Secure Our Schools-COPS grant. The state grants include 21st Century Grants, Gang Prevention and Intervention, and Utah Gang Reduction. At the county level, the OUPN partners have successfully participated in Weber RAMP 2009 (Outdoor Recreation Development), 2011 (Restoration of Ogden High Auditorium), and RAMP 2012 (Summer Arts Camps).

OUPN has selected Ms. Bideaux, Ogden School District's Federal Grants and Research and Development Specialist to serve as the project director. Ms. Bideaux is thoroughly familiar

with the day-to-day processes of running a federal grant program. She is proficient in managing project programming and budgets, directing the efforts of project staff and partners, and meeting federal reporting requirements. These are difficult competencies to master. Ms. Bideaux's background will ensure that the project has strong leadership from the start. Ms. Bideaux currently is the Project Director of OSD's Full Service Community School grant and has served as the project director for the following projects: Smaller Learning Communities, Readiness and Emergency Management, Grants to Reduce Alcohol Abuse, and GEAR UP: Own Your Future (Years 1 & 2). (Ms. Bideaux's qualifications are further described on pages 65-66.)

UWNU, OSD, and other community partners have a long history of collaborating to implement projects within the Ogden community. For example, many of the same community partners participating in OUPN are successfully participating in two OSD GEAR UP grants and are partners in OSD's Full Service Community School project. Pages 55-56 provide a description of UWNU and OSD's fundraising track record. In summary, UWNU serves as the Principal Combined Fund Organization (PCFO) for Intermountain CFC, which raises more than [REDACTED] annually, and OSD fundraises approximately three-quarters of a million dollars annually.

Who Is Responsible for Leveraging Government Funds

All organizations participating in OUPN, either as members on the Ogden United Board of Directors or as members in the communities of practice, will leverage funding and resources together to research and develop a viable plan to increase success through the community schools strategy. The project director will be responsible to collaborate with OUPN partners to identify and integrate funding sources.

COMMITMENT TO WORK WITH A NATIONAL EVALUATOR

In **response to Absolute Priority 1, Section 5 a-c** OUPN's project leaders are committed to working with an external evaluator as follows. See also the MOU in the Appendix. *The department and the national evaluator will have access to relevant project data, including on a quarterly basis if requested by the Department.* Project leaders will develop in consultation with the national evaluator, an *evaluation strategy including identifying a credible comparison group.* Also in consultation with the national evaluator, project leaders will develop a plan *for identifying and collecting reliable and valid baseline data for both program participants and a designated comparison group for evaluation purposes.*

COMPETITIVE PREFERENCE PRIORITIES

Competitive Priorities for Award Points

Planning Grant Priority 4 (Competitive Preference): Comprehensive Local and Early Learning Network

UWNU believes that high school dropouts are 12 years in the making, and too many children do not have early childhood opportunities. Therefore OUPN focuses on supportive communities, effective schools and strong families — strategies and approaches rooted in research. Tackling the education challenge requires reframing education on a **birth to 21 continuum**. To achieve academic or career success by age 21, children in their early years must have the social, emotional, and cognitive skills they need to succeed. Ogden has a shortage of early childhood programs for children of poverty. For instance, on average, over 175 children annually are on the waiting list for Head Start. But, an overall lack of data on children attending preschool makes it difficult to assess the current need for low and mid-income children. Early research in Early Learning Networks indicates that Educare/Bounce Centers has shown success

through other United Way efforts in Miami-Dade, Chicago, and Oklahoma. National Bounce Centers serve as catalysts for very young children at risk of failure by focusing on early care and education. After a thorough assessment of need, OUPN intends to investigate Educare/Bounce Centers and other nationally acclaimed strategies in more depth.

Furthermore, OUPN intends to utilize the National Forum on Early Childhood Program Evaluation and Center on the Developing Child at Harvard University's *Early Childhood Program Evaluations: A Decision-Maker's Guide*, to evaluate the effectiveness of early childhood programs researched as part of the planning grant. This document identifies five key questions to frame the research: (1) Is the evaluation design trustworthy, (2) What program services were actually received, (3) How much impact did the program have, (4) Did the benefits exceed the cost, and (5) How similar were the programs participants to your community (2007).

Planning Grant Priority 6 (Competitive Preference): Arts and Humanities

The OUPN believes in the positive outcomes that participation in the arts and humanities can provide. Ogden City has a history of supporting the arts, most recently with the renovation of Ogden High School's Auditorium by over ██████████ in private donations. Weber County Commissioner awarded the Ogden School Foundation ██████████ to implement summer art camps for youth. The Foundation contributed an additional ██████████ toward the project, as well as allocating over ██████████ toward other OSD art efforts. A partnership with WSU's strings program allows students at OSD community schools to learn violin at affordable rates. Ogden also hosts an outdoor amphitheater, the Eccles Community Art Center, and multiple art events. In fact, Ogden was awarded the 2012 Governors Leadership in Arts Award.

Unfortunately, less than 10% of Ogden youth participate in school-based elective arts courses and clubs. Students at OUPN's five elementary schools share two music instructors, and

fine arts is almost nonexistent. With OUPN, UWNU has the means needed to develop a needs and resources assessment. Like the other priorities it will research best practices by examining United Way programming across the United States, as well as successful Community Schools models. From here, the Youth Development and Education/Academic communities of practice will develop a plan of action.

Other Competitive Priorities Addressed (NOT for Award Points)

Planning Grant Priority 5 (Competitive Preference): Quality Internet Connectivity

OUPN will strive to bring quality Internet connectivity, computer equipment, and training to all students and families in the PN neighborhood. This will be achieved through collaboration between the project's community partners and local Internet providers. In 2011, Comcast implemented Internet Essentials, a plan to provide low cost internet and equipment for families whose children qualify for free/reduced lunch. In response, OSD trained two staff members on the initiative, advertised the program in all OSD schools and through multi-media, and offers free computer classes for parents.

OUPN believes that increased access to technology will improve academic outcomes for students (homework assignments and grade monitoring), provide a stronger family commitment (parents are able to monitor their children's social media), and increase parents' competitiveness in the workplace.

Planning Grant Priority 7 (Competitive Preference): Quality, Affordable Housing

OUPN in the planning phase is committed to creating solutions that will improve the quality and affordability of housing in Ogden's PN neighborhoods. The Utah Housing Coalition and Ogden Housing Authority, along with other community partners and local government agencies, will help the project reach its housing goals. The project will plan how to complete the

rehabilitation of single-family affordable housing units in the most in need PN communities. OUPN will also explore how to offer opportunities to provide low-income households the funds necessary to make urgent repairs to single-family housing units. Part of OUPN's plan is to work with developers in the construction and rehabilitation of rental housing units. Solutions will be developed to assist Ogden residents qualify to purchase a home by providing down payment assistance. The project will also plan educational opportunities for residents to learn about the essentials for purchasing a home and have successful homeownership experiences.

INVITATIONAL PRIORITY

Family Engagement in Learning through Adult Education

Through OSD's School Improvement Grants and federally required district improvement plan, it adopted Joyce Epstein of Johns Hopkins University's framework for defining six different types of parent involvement to assist educators in developing school and family partnership programs. Epstein writes, "There are many reasons for developing school, family, and community partnerships. The main reason to create such partnerships is to help all youngsters succeed in school and in later life." The first of her six keys is parenting, which is defined as helping families establish home environments to support their children as students. Included are parent education, family support programs, and home visits at transition points to pre-school, elementary, middle, and high school.

OUPN adapted Epsteins's work with Harvard University/Boston Public School's Parent /university models to develop Ogden United Family University Learning (OUFL). OUFL will offer classes in parenting, money & income, healthy living, and personal interests for the adults in the community, while providing tutoring and recreational activities for their children. Adult participants will be able to earn Continuing Education credit from Weber State University.

Schools and Community in Ogden Promising Education (OUPN)

Memorandum of Understanding

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1. Existing Vision

All of *Ogden United for Promise Neighborhoods*’ partners agree on one simple vision for this Promise Neighborhoods project: ***plan a continuum of solutions from cradle-to-career that once implemented will improve the educational outcomes of Ogden’s children and youth.***

2. Theory of Change

As a unified group, OUPN’s partners have identified a collective theory of change:
Through cultivating a unified academic, family, and community support network, changes in kindergarten readiness, student proficiency, seamless transitions between grades and schools, graduate rates, student health, school and community safety and stability, and availability of

21st century learning tools can impact academic and professional success. Table 1 summarizes OUPN desired results.

Table 1: Desired Results for Ogden’s Children and Youth

Result 1	Children enter Kindergarten ready to succeed in school
Result 2	Students are proficient in core academic subjects
Result 3	Students successfully transition from middle school grades to high school
Result 4	Youth graduate from high school prepared to obtain a postsecondary degree, certification, or credential
Result 5	Students are healthy
Result 6	Students feel safe at school and in their community
Result 7	Students live in stable communities
Result 8	Families and community members support learning in PN schools
Result 9	Students have access to 21 st century learning tools

3. Theory of Action

Project partners agree jointly on a strategy in planning the desired change stated above. OUON defines its theory of action as an organization’s strategy regarding how, considering its capacity and resources, it will take the necessary steps and measures to accomplish its desired results. The theory of action is based in the project’s four goals. These goals are as follows:

- **Goal 1:** Clearly understand the educational, family, and community resource needs of Ogden residents through collecting and analyzing qualitative and quantitative data.
- **Goal 2:** Develop a plan that fosters children and youth from cradle-to-career academically and ensure access to 21st century learning tools (Results 1-4 & 9).
- **Goal 3:** Develop a plan from cradle-to-career that fosters student health, safe, stable and supportive families, schools and communities (Results 5-8).
- **Goal 4:** Develop a plan to scale up the community school strategy that is working effectively already in Ogden schools.

To meet the desired goals, OUPN will *analyze existing community data; seek community input through focus groups, Community Conversations, and surveys; and determine a continuum of*

solutions through a governing structure that includes communities of practice and Ogden United's Board of Directors.

4. Governing Board Represents the Geographic Area AND How Residents in the Area Will Have an Active Role in the Project's Decisions

Ogden United, the governing board for OUPN, is representative of the geographic area. It includes: public officials, non-profit organizations, school district leadership, parent groups, higher education, and businesses. Together, it is committed to create one voice for Ogden.

The community is involved in OUPN's decision making in many ways. Focus groups and Community Conversations offer an opportunity for the community to provide input that will help in decision making. Community members will provide decision making input into the project through completing surveys. Furthermore, the community partners selected for OUPN work directly with Ogden residents and are sympathetic to their needs.

5. How the Applicant Will Secure a Commitment from Local, State, and Federal Leaders to Develop Policies, Practices, and Resources That Support a Continuum of Solutions and Scale Up These Resources That Are Proven Effective

In August 2011, United Way of Northern Utah, Ogden City Council, and Ogden School Board all formally approved a resolution to support the ongoing work of Ogden United to improve educational outcomes for Ogden's residents. Each partner organization has pledged resources. Embedded in these resolutions is each organization's commitment to the development and implementation of a strategic plan. Each already committed personnel and resources throughout the pre-planning phase and will continue to do so throughout the project. Each organization will educate their constituents and invite other leaders to participate in the initiative.

6. Applicant Commitment

United Way of Northern Utah

Existing Activities That Align with Proposal

Community Schools Program at Mount Ogden; Community School Research, Development, & Technical Assistance; Ogden United facilitation; Safety Net facilitation and needs assessment; Community Impact needs Assessment; Reading Today Volunteer program; Partnerships with Ogden school District on current federal grants; and participation on organization boards.

Programmatic Commitment

Fiscal management of Promise Neighborhoods; oversee Implementation of Promise Neighborhoods; coordination of needs assessment, database, research, planning, and selecting; facilitation of Ogden United Board of Directors; office and meeting space; Zada Haws Grant Development Center resources; and facilitation of communities of practice

Financial Commitment

██████████: Salary and benefits for Community Schools Pilot programs; Participation in Ogden United and communities of practice; and Contracted Services (consultants, trainings, facilitation, and registration fees); and Other (office and meeting space)

7. Commitment from Partnering Organizations

Ogden School District

Existing Activities That Align with Proposal: Community Schools Pilot Programs; University of Virginia Turnaround Model implementation; Indicators of School Quality needs assessment; Community Liaisons Personnel; Research, Development, and Data Analysis personnel;

participation in Ogden United; Community Schools technical assistance; Public Relations personnel and resources; participation in School Health and Risk Prevention Needs Assessment (SHARP); School improvement grants (five schools); participation on Ogden United and other coalitions; School Effectiveness Appraisals (twice yearly); teacher professional development

Programmatic Commitment: Research and development personnel and resources, facilitation of School-Based Needs Assessment, participation on Ogden United Board of Directors, OUPN data collection, pilot research-based solutions as determined by OUPN Kindergarten through High School Education community of practice, participation on Youth Development community of practice; co-chair Birth-K community of practice; participation on Health and Wellness community of practice; and participation on Post High School community of practice

Financial Commitment: ████████: In-Kind: Salary and benefits for participation in Ogden United and communities of practice; 10% salary & benefits match funding for PD; technology staff for data collection; and community liaisons for needs assessments and communities of practice; Contracted services (consultants, registration fees, and needs surveys); and Other (office and meeting space)

Ogden City

Existing Activities That Align with Proposal: Participation on Ogden United, Calendaring of Ogden United meetings, Partnerships with Ogden School District on current federal grants

Programmatic Commitment: Participation on Ogden United Board of Directors, co-facilitation of Community Conversations, OUPN data collection; participation in research and planning, Chairperson of Revitalization community of practice; representation on Youth Development community of

practice; incentives for citizens to participate in focus groups and surveys; lead Round It Up program implementation; office space for OUPN staff; and assist with public relations campaign

Financial Commitment: [REDACTED] In Kind-Salary and Benefits for participation in OUPN and communities of practice; office space; facilitation of Round It Up program; supplies and materials for incentives to be used for community participation in surveys, focus groups, and Community Conversations)

Weber State University

Existing Activities That Align with Proposal: Participation on Ogden United, Lead agency on Gateway to Education Project and partnerships with Ogden School District on current federal grants

Programmatic Commitment: Participation on Ogden United Board of Directors, Chairperson of Post High School community of practice, Utilization of Community Involvement Center students for needs assessment, and Work Study student for clerical work

Financial Commitment: [REDACTED] In-Kind salary and benefits for participation in OUPN, community needs assessment; and communities of practice

Ogden Weber Chamber of Commerce

Existing Activities That Align with Proposal: Participation on Ogden United, Partnerships with Ogden School District on current federal grants, facilitation of Partners in Education and Workforce Development committees, Co-facilitation of Teacher Academy

Programmatic Commitment: Participation on Ogden United Board of Directors, OUPN data collection; participation in research and planning, participation on Revitalization community of practice, and utilization of Chamber of Commerce website and newsletter as public relations and communication tools

Financial Commitment: [REDACTED] In-Kind salary and benefits for participation in OUPN; communities of practice; and Other (meeting space for communities of practice)

Utah Department of Workforce Services

Existing Activities That Align with Proposal: Participation on Ogden United; partnerships with Ogden School District on current federal grants, collaboration with Ogden School District on development of career-readiness curricula

Programmatic Commitment: Participation on Ogden United Board of Directors, OUPN data collection; participation in research and planning; participation on Revitalization community of practice

Financial Commitment: N/A

Striving for Excellence in Education (SEEd Parent Advocacy Group)

Existing Activities That Align with Proposal: Participation on Ogden United, partnerships with Ogden School District on current federal grants, collaboration with Ogden School District in implementation of the International Baccalaureate and honor's junior high program

Programmatic Commitment: Participation on Ogden United Board of Directors, OUPN data collection and needs assessment; participation in research and planning, participation on all Education communities of practice

Financial Commitment: [REDACTED]: In-Kind for volunteer hours for participation in OUPN and communities of practice

Parent Teacher Association (PTA)

Existing Activities That Align with Proposal: Partnerships with Ogden School District on current fundraising events, and collaboration with Ogden School District in implementation of the school improvement plans

Programmatic Commitment: Participation on Ogden United Board of Directors, data collection; participation in research and planning; participation on all education communities of practice

Financial Commitment: [REDACTED] In-Kind volunteer hours for participation in Ogden United and communities of practice

Ogden Weber Community Action Partnership

Existing Activities That Align with Proposal: Participation in OSD Full Service Community Schools Grant, participation in United Way of Northern Utah's Safety Net and Community Assessment Teams; provide Head Start program and operate Marshal White Community Center

Programmatic Commitment: Host communities of practice and Community Conversations; assist with data collection; participation in research and planning, co-chair Birth-K community of practice, participation on Youth Development and Health and Wellness communities of practice

Financial Commitment: [REDACTED] In-Kind for salary and benefits for participation in OUPN and communities of practice

Midtown Community Health Center

Existing Activities That Align with Proposal: Participation in OSD Full Service Community Schools Grant, co-founder of Madison Elementary School Midtown Community Health Center; partner with Weber Human Services for mental health services; participation in Safety Net and Community Assessment Teams

Programmatic Commitment: Participate in OUPN, communities of practice and Community Conversations; assist with Health and Wellness data collection, participation in research and planning, and participate on Health and Wellness community of practice.

Financial Commitment: [REDACTED]: In-Kind for salary and benefits for participation in OUPN

YMCA

Existing Activities That Align with Proposal: Partnerships with Ogden School District on current after school and summer youth development and extending learning programs; collaboration with Ogden School District in implementation of the school improvement plans; family asset-building activities; adult learning and early childhood

Programmatic Commitment: Participation on OUPN; data collection; participation in research and planning; participation on all communities of practice

Financial Commitment: [REDACTED] In-Kind volunteer hours for participation in Ogden United Board, OUPN, and communities of practice

Youth Impact

Existing Activities That Align with Proposal: Partnerships with Ogden School District on current after school and summer youth development and extending learning programs; collaboration with Ogden School District in implementation of the school improvement plans; family asset-building activities.

Programmatic Commitment: Participation on OUPN; data collection; participation in research and planning; participation on all communities of practice

Financial Commitment: [REDACTED] In-Kind volunteer hours for participation in OUPN and communities of practice

Boys and Girls Club of Weber-Davis

Existing Activities That Align with Proposal: Partnerships with Ogden School District on current after school and summer youth development and extending learning programs; collaboration with Ogden School District in implementation of the school improvement plans; family asset-building activities.

Programmatic Commitment: Participation on OUPN; data collection; participation in research and planning; participation on all communities of practice

Financial Commitment: [REDACTED] In-Kind volunteer hours for participation in OUPN and communities of practice

Ogden School Foundation

Existing Activities That Align with Proposal: Partnerships with Ogden School District on fundraising events to support arts, and financial support for Ogden School District in implementation of the school and classroom improvement plans

Programmatic Commitment: Participation on OUPN, data collection; participation in research and planning; participation on all communities of practice for Arts Priority

Financial Commitment: [REDACTED] In-Kind staff salary and benefits for participation in Ogden United and communities of practice.

Weber Human Services

Existing Activities That Align with Proposal: Partnerships with Ogden School District to provide mental health services in 4 elementary schools and parent education classes in 4 elementary schools; prevention instruction in classrooms; membership on Safety Net and OAYA

Programmatic Commitment: Participation on OUPN, data collection; participation in research and planning; participation in Health and Wellness communities of practice

Financial Commitment: [REDACTED] In-Kind staff salary and benefits for participation in Ogden United and communities of practice.

Alan and Jeanne Hall Foundation

Existing Activities That Align with Proposal: Funding source for after school and social services programs; participation on Ogden United and various non-profit boards.

Programmatic Commitment: Participation on OUPN, data collection; participation in research and planning; participation on communities of practice; consult on private foundation support

Financial Commitment: [REDACTED] In-Kind staff salary and benefits for participation in Ogden United and communities of practice.

Earn It, Keep It, Save It Coalition

Existing Activities That Align with Proposal: Partnerships with Ogden School District to provide financial education classes in schools for parents; IRS VITA program

Programmatic Commitment: Participation on OUPN, data collection; participation in research and planning; participation in communities of practice

Financial Commitment: [REDACTED] In-Kind staff salary and benefits for participation in OUPN and communities of practice.

Ogden City Recreation

Existing Activities That Align with Proposal: Partnerships with Ogden School District on current after school and summer youth development and extending learning programs; collaboration with Ogden School District in implementation of the school improvement plans; family asset-building activities.

Programmatic Commitment: Participation on OUPN; data collection; participation in research and planning; participation on all communities of practice

Financial Commitment: [REDACTED] each [REDACTED] total: In-Kind volunteer hours for participation in Ogden United and communities of practice

Ogden-Weber Applied Technology College

Existing Activities That Align with Proposal: Participation on Ogden United; partnerships with Ogden School District on current federal grants, collaboration with Ogden School District on development of career-readiness curricula; provide instructors in OSD high schools

Programmatic Commitment: Participation on OUPN ;data collection; participation in research and planning; participation on education community of practice

Financial Commitment: [REDACTED]

Reading Today Volunteer Reading Program

Existing Activities That Align with Proposal: Provide forty volunteers for each elementary school

Programmatic Commitment: Participation on OUPN, data collection; participation in research and planning; participation on communities of practice

Financial Commitment: [REDACTED] In-Kind staff salary and benefits for participation in Ogden United and communities of practice.

8. Total Match

Organization	Match
United Way of Northern Utah	[REDACTED]
Ogden School District	[REDACTED]
Ogden City	[REDACTED]
Weber State University	[REDACTED]
Ogden Weber Chamber of Commerce	[REDACTED]
Striving for Excellence in Education	[REDACTED]
PTA	[REDACTED]
Ogden Weber Community Action Partnership	[REDACTED]
EIKISI	[REDACTED]
Alan & Jeanne Hall Foundation	[REDACTED]
Ogden School Foundation	[REDACTED]
YMCA	[REDACTED]
Boys and Girls Club of Weber-Davis	[REDACTED]
Youth Impact	[REDACTED]
Reading Today Program	[REDACTED]
OWATC	[REDACTED]
Weber Human Service	[REDACTED]
Ogden City Recreation	[REDACTED]

Midtown Community Health Center	
Total Match	
Total Federal Request	

9. Signatures

United Way of Northern Utah

 Robert Hunter
 President & CEO

Ogden City School District

 Brad C. Smith
 Superintendent

Ogden City

 (Signature)
 Michael Caldwell
 Mayor

Weber State University

 Jack Rasmussen
 Dean of Education

Chamber of Commerce

 Dave Hardman
 CEO & President

YMCA of Northern Utah

 Richard West
 CEO

Utah Department of Workforce Services

 R
 Wasatch Front North Service Area Director

Striving for Excellence in Education

 Danette Pulley
 Founding Member

Parent Teacher Association (PTA)

 Genette Biddulph
 Region II PTA President

Ogden Weber Community Action Partnership

 Dr. Donald Carpenter
 Administrator

Midtown Community Health Center

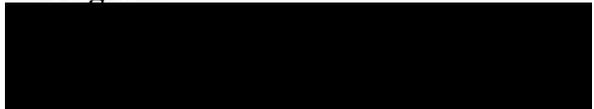
 Lisa Nichols
 Executive Director

Alan & Jeanne Hall Foundation



Jeanne Hall
CEO

Reading Today Volunteer Tutoring Program



Reed Richards
Chairperson

Boys and Girls Club of Weber-Davis



Judy Kasten Bell
Executive Director

Ogden School Foundation



Janis Vause
Executive Director

Weber Human Services

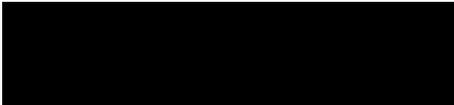


Ogden Weber Applied Technology College



Colette Mercier
President

Earn It, Keep It, Save It Coalition



OSBG Coordinator, OWCAP

Youth Impact



Nicole Hall
Finance and Development Director

Moderate to Strong Evidence Solutions

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