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The Rogers Promise Neighborhood project is responding to Absolute Priority 1, Competitive Preference Priority 4 and Competitive Preference Priority 6.

A. Need for Project (15 Points)

- (1) The magnitude or severity of the problems to be addressed as described by indicators of need (10 points)
- (2) The extent to which the geographically defined area has been described (5 points).

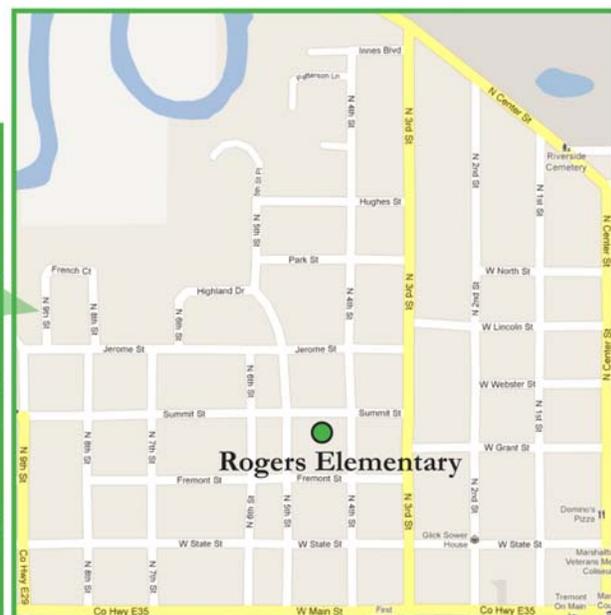
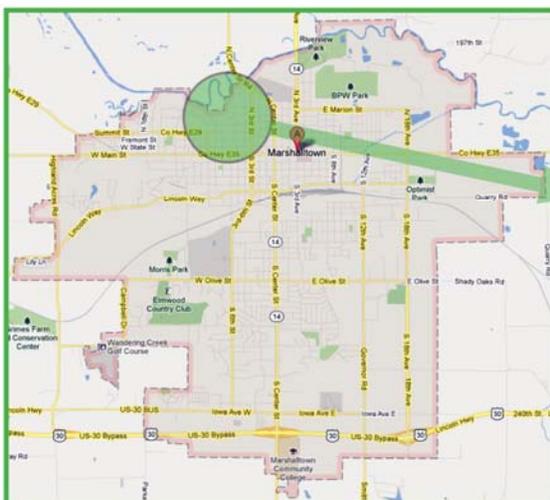
Geographically Defined Area—This project will take place in Marshalltown, Iowa, and is led by Mid Iowa Community Action (MICA), the local Community Action Agency. Marshalltown is located in a rural county in central Iowa and currently has just over 27,500 residents.



The Rogers Promise Neighborhood Project will serve all children and families living within the Rogers Elementary attendance zone. The Rogers neighborhood is made up of 47 blocks of variable size and is bounded by Main Street on the south, Center Street on the east, 9th Street on the west, and the Marshalltown city limits to the north. Rogers Elementary is a PreK-4 attendance center serving 228 students and is part of the Marshalltown Community School District (MCSD).



Marshalltown & the Rogers Neighborhood



The School District—Marshalltown is a small city located in central Iowa within Marshall

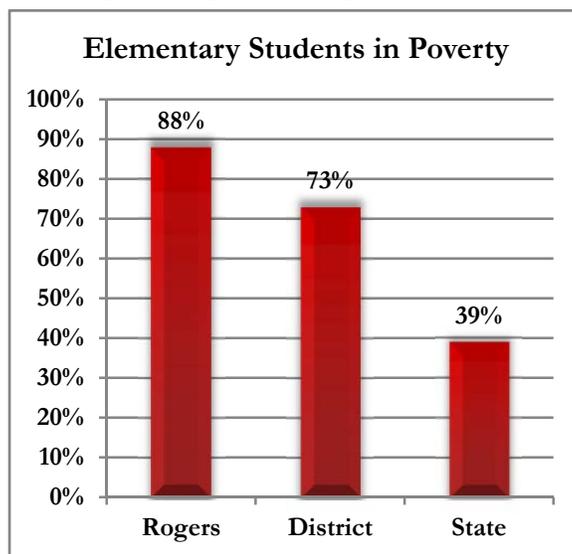
County. With a population of approximately 27,500, Marshalltown is a “tweener” community—not classified as rural or urban and not suburban. Marshalltown faces the daunting task of handling a number of urban-type issues (high poverty, heterogeneous ethnic population, etc.) while grappling with access to very few resources. Our school district is the 16th largest in the state (of 366 total), and the economic challenges in the community can clearly be seen in our district’s free and reduced lunch data. Every elementary school in Marshalltown has a significantly higher percentage of low-income students than the state as a whole.

The 5,100 students in our district attend school in 10 buildings—1 high school (grades 9-12), 1 alternative school (grades 9-12), 1 middle school (grades 7-8), 1 intermediate school (grades 5-6), and 6 elementary schools (grades PreK-4). Of Iowa’s 366 school districts, Marshalltown has the 6th highest rate of poverty.

All children in the Rogers Neighborhood will attend Lenihan Intermediate, Miller Middle, and Marshalltown High School. Currently 7 of the 9 attendance centers, including the target school (Rogers Elementary), the intermediate school, the middle school,

and the high school have been identified as Schools In Need of Improvement. The district as a whole has been identified by the Iowa Department of Education as a District in Need of Improvement. Miller Middle School was identified as a Persistently Low-Achieving School (PLAS) in early 2010. As you read the remainder of this section, you will see that our project is targeting one of the most distressed neighborhoods in our state.

Community History—Like many U.S. communities that had their economic base supported through manufacturing, Marshalltown has experienced significant changes over the past two decades. In the early 80’s Marshall County was the 7th wealthiest county out of the 99 counties in Iowa. Today Marshall County has the 2nd highest free and reduced lunch (FRL) rate of all 99 Iowa counties. Some of the factors contributing to Marshalltown’s challenges include: (1) relocation of the corporate office of Lennox industries to Texas; (2) downsizing of professional and highly skilled employees at



Emerson/Fisher Controls (total staff employed went from 3,600 during the mid 1980's to 1,100 today); and (3) changes in the meat packing industry and subsequent reductions in overall wages to approximately \$12.00 per hour.

Marshalltown has seen a decline of over 10% in total population from 1990 to the present. Over the past 22 years our community has steadily lost high-paying, white-collar jobs as two major companies (Lennox Industries and Fisher Controls) moved their headquarters to other areas, causing many families of higher socioeconomic status to leave the community. Most of the jobs now being created are in the packing plant industry. About 19 years ago the Swift meat packing plant opened in Marshalltown, creating many jobs that have continued to attract immigrant populations. With increased hiring, many Latino families have moved to Marshalltown to work at the plant. In 1993, 9% of the Swift workforce was Latino. Currently, the plant employs nearly 2,000 workers, 70% of whom are Latino. According to the *Kids Count Data Book*, our Latino population has grown over 1,000% since 1990. Most recently the plant has been hiring people from refugee camps throughout the world. Marshalltown now has over 600 people from Myanmar (formerly Burma) whose families have been recruited to work at the plant. This follows smaller waves of other immigrants such as several dozen Sudanese families.

Ethnicity— Compared to the rest of the state, Marshalltown is very diverse. 55% of our K-12 students are members of minority cultures with the largest group being Latino/a (48%). African Americans make up 4%, while Asian and Native American students comprise less than 3%. The state average for non-white students is only 20%. 30% of our K-12 students are English Language Learners (ELL). While the majority speak Spanish as their primary language, the ELL Program contains students speaking over 30 different languages. The percentage of Latino/a students in Marshalltown is one of the largest in the state. In fact, one of Marshalltown's elementary schools has the highest percentage of Latino/a students of any school in Iowa. The dramatic increase in our English Language Learner student enrollment also reflects trends in the workforce.

Poverty—The level of families in poverty in Marshalltown has grown enormously over the past decade. The number of youth living in poverty has more than doubled in the last 11 years. In 1990 the poverty rate was 21.5%. In contrast, the free/reduced lunch rate for the current school year is 73%. Like much of the country, Marshalltown has not escaped the recent economic challenges

gripping the nation. The unemployment rate in Marshalltown has increased from 5.6% in March of 2008 to 9% in March of 2010. The current Iowa unemployment rate is only 6.8%. The economic challenges are also evident in the increase in the free and reduced rate throughout the district, and especially in the Rogers neighborhood. Rogers’ current free and reduced lunch rate is 88%. This is significantly higher than the district’s overall rate of 73%, the Iowa rate of 39%, and the estimated national rate of 39%. Our district has the 6th highest rate of free and reduced lunch in the state and is the 3rd highest “of size” (districts with more than 1,000 students). Rogers elementary has the 5th highest rate of all schools in Iowa.

Quick Facts about our District

- 16th Largest district (out of 366)
- 6th highest poverty rate (out of 366)
- 3rd highest poverty rate for districts of 1000+
- 24th highest dropout rate (of 366)
- 336th in Reading proficiency (of 366)
- 343rd in Math proficiency (of 366)

Quick Facts about Rogers

- 5th highest poverty of any school in Iowa
- Over 70% of Kindergarten students enter Rogers academically “at risk”

General Academic Needs—In relation to the other 366 districts in the state, our district is consistently ranked near the bottom in both math and reading proficiency. We have the 24th highest 9-12th grade dropout rate in Iowa. The table here outlines district proficiency information as measured by the Iowa Assessment. While there are a total of 366 districts in Iowa, 8 of these districts have small cell sizes that negate the ability to report public achievement data, so the total number of districts listed in the table is 358. In relation to the other districts in the state, we are consistently ranked near the bottom in both math and reading proficiency.

Grade	% Proficient Reading	Proficiency Rank Reading	% Proficient Math	Proficiency Rank Reading
3 rd	65.8%	340/358	57.49%	351/358
5 th	65.31%	336/358	57.99%	354/358
7 th	53.35%	347/358	64.37%	339/358
11 th	66.67%	319/358	66.99%	329/358

Rogers Neighborhood Academic Needs—Children in the targeted neighborhood experience challenges all along the cradle-to-college-to-career (C3) continuum. Only 59% of 3rd grade Roger’s students spent enough time in the attendance center to be considered “Full Academic Year.” Nearly 4 out of 10 3rd graders moved in or out of the school in one academic year. The Rogers mobility rate is 39%.

Rogers has been designated as a School in Need of Improvement. As indicated on the

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment, a shrinking number of children enter Kindergarten “ready to learn.” DIBELS results indicate that more than 2/3 of students entered Rogers “at risk” in the domains of initial sound fluency and letter name fluency. The tables on the next page provide a segmented analysis of Rogers students for reading and math. While the proficiency of “all” students is below expected achievement, the achievement gaps experienced by minority and disadvantaged subgroups are substantial. The state currently expects that 82% of all students should be proficient. Rogers students struggle in both math and reading, but especially in reading. On a bright note, you will also see that our initial efforts at improvement in the Rogers Neighborhood are already paying off. We have made **bold** the cells where Rogers students outperform their peers in the district.

% Proficient in Reading (3rd Grade)	All Students	Low SES	Special Ed	ELL	Hispanic	White	Male	Female
Rogers—3 rd Grade	59.5	56.8	25.0	45.5	50.0	83.3	60.9	57.9
District—3 rd Grade	59.6	50.7	17.8	44.4	49.3	72.4	52.6	66.7

% Proficient in Reading (4th Grade)	All Students	Low SES	Special Ed	ELL	Hispanic	White	Male	Female
Rogers—4 th Grade	56.8	51.3	20.0	31.8	42.9	100.0	61.9	52.2
District—4 th Grade	54.9	47.4	13.2	34.2	44.4	65.9	55.5	54.1

% Proficient in Math (3rd Grade)	All Students	Low SES	Special Ed	ELL	Hispanic	White	Male	Female
Rogers—3 rd Grade	73.8	70.3	25.0	68.2	66.7	83.3	73.9	73.7
District—3 rd Grade	75.5	69.7	48.9	63.8	68.9	84.3	73.1	77.9

% Proficient in Math (4th Grade)	All Students	Low SES	Special Ed	ELL	Hispanic	White	Male	Female
Rogers—4 th Grade	72.7	67.6	60.0	54.6	60.7	100.0	81.0	65.2
District—4 th Grade	73.4	70.7	55.3	67.4	72.7	78.3	71.6	75.3

Family and Community Support Needs—According to the Institute of Education Sciences’ National Center for Education, family risk factors associated with poor performance in school-aged children are also linked with lower proficiency in early reading and mathematics skills and general knowledge among children as they enter kindergarten. These risk factors include low maternal education, poverty, single-parent households, and parents whose primary language is not English. The following table presents a snapshot of these risk factors found in families in the MCSD.

Risk Factor		Marshall County/MCSD	Head Start Families*	Iowa
Low Maternal Education	Percent of adults over 25 with no high school diploma (county data)	14%	54%	10%

Poverty	Percent of children under 18 at or below 100% poverty (MCSD)	22%	97%	14%
	Percent of children eligible for free or reduced lunch (MCSD)	73%		39%
Single-Parent Families	Percent of families headed by a single parent (county data)	28%	42%	13%
Parents whose primary language is not English	Percent of limited English proficient students in primary school district (MCSD)	29%	22%	4%

**Head Start families represent a sample of very low-income families*

The free and reduced lunch rates reflect that MCSD is one of the poorest school districts in Iowa. However, few neighborhood residents receive traditional welfare benefits. In 2007 1.7% of residents received Temporary Assistance for Needy Families (TANF). A recent review of data at MICA showed that only 5% of the 22,000 low-income families served by the agency received TANF. A significant proportion of our low-income population is employed.

According to the National Institute of Health, 1 out of 5 children in the U.S. is overweight. In MICA’s entire five county service area 35.5%, or nearly 2 out of 5, of WIC (Women, Infants, & Children) enrolled children are overweight. 40.1% of children served through WIC in Marshall County fall within the top 15th percentile for weight. In Marshall County, 63 births per 1,000 were to teen mothers as compared to the rate of 32 per 1,000 in Iowa and 42 per 1,000 nationally.

While there is no doubt that we are a community in distress, some areas of family and community need that have seen considerable improvement. Nearly all of area children are up-to-date on their immunizations when they enter school. Marshall County’s rate of pediatric asthma is identical to the state’s rate of 9%. Another example of improvement is the county’s rate of lead poisoning. Through a concerted community effort, 100% of children received lead poison testing. This is significant increase over the testing 2005 rate of 77.5%. The overall rate of children testing with high lead levels has been reduced from 15.3% in 2005 to 11.5%. While the community is achieving some success in this area, the County’s percent of children testing positive for lead poisoning is over twice the state rate.

Crime—Violent crime in Marshalltown increased significantly in recent years. According to the annual report presented by the Marshalltown police, the following areas experienced increases last year: assaults +22%; sexual abuse +46%; burglary + 23%; theft +22%; auto theft +21%; criminal mischief +9%. The department states that a reduction in police hours and the worsening economy are the most likely causes of these increases.

Housing—Within the target neighborhood, the high student mobility rate of 39% is reflected in the nature of the housing stock. Currently, 64% of the housing was built prior to 1939 and nearly 45% of the housing is renter occupied. This high percentage of older homes is a contributing factor to the issue of lead poisoning in the community. Fewer than 16% of the homes in the area are at or above the Marshalltown median home value and 47% are valued at less than half of the median home value.

Community Input—Two focus groups were held in early 2010 to gain input from the target area’s residents as to what was needed for Marshalltown to become “an ideal place to raise children.” While a variety of responses were reported, three consistent gaps and weaknesses in services and infrastructure emerged: (1) preschool availability; (2) after-school programming for children; and (3) travel safety for children to and from school.

B. Quality of the Project Design (20 Points)

- (1) The **continuum of solutions** will be aligned with an ambitious, rigorous, and comprehensive **strategy for improvement of schools** in the neighborhood (10 points)
- (2) A **plan to create a complete continuum of solutions**, including early learning through grade 12, college and career readiness, & family & community supports, that will prepare all children to attain an excellent education and successfully transition (5 points)
- (3) The extent to which solutions **leverage existing neighborhood assets and coordinate with other efforts**, including programs supported by Federal, State, local, and private funds (5 points)

To make it clear how we can effectively align a **continuum of solutions** with an ambitious, rigorous, and comprehensive **strategy for improvement** in the Rogers neighborhood school, we begin this section by briefly describing our community’s history of success with collaboration. Next we present our current continuum of solutions, followed by a description of the current school improvement strategies and how they align with our continuum of solutions. Finally we discuss how we are leveraging existing assets and coordinating our efforts with other programs and agencies.

History of Collaboration—We believe our community and the state of Iowa exemplify effective collaboration. Because Iowa is a rural state with only 2 cities having more than 200,000 residents, the tallest structure in nearly every town is the grain cooperative—a place where farmers collaborate to store their grain. Iowa’s farmers work together because sharing responsibility is more efficient and cost effective than managing the burden alone. This spirit of cooperation goes beyond agriculture and permeates all aspects of life in Iowa. As a community, Marshalltown has a long history of effective collaboration to improve schools and neighborhoods dating back to the Caring

Connection, a program that started in the 1980s. In her book *Safe Passage* (1998) Joy Dryfoos highlighted Marshalltown's Caring Connection as one of the nation's 5 exemplary programs for exhibiting effective collaboration to improve schools. The Caring Connection provided for the co-location of human services in the schools long before this was a national trend.

In 1997, Iowa was one of just a few states selected by the US Office of Juvenile Justice and Delinquency Prevention to participate in a "Comprehensive Strategy" program through which selected communities received extensive support and technical assistance to integrate services and improve neighborhoods through a continuum of solutions. The "Comprehensive Strategy" process was a community-focused, research-based approach to youth development that built on and unified the efforts of all service providers to integrate the full spectrum of prevention and youth development efforts in a community. The "Comprehensive Strategy" also called for the mobilization of the entire community to share responsibility for its children by developing a community consensus on a blueprint for system change. Each community was required to perform extensive data collection and assessment as well as develop and implement a community plan. Sites worked to produce 5-year plans that were data driven and outcome based. These plans were used as guides in helping "Comprehensive Strategy" sites decide what they could do to impact youth in their community. Marshalltown was 1 of only 6 sites in Iowa selected to participate in this process and was seen as the leader by the state among these communities.

Through our local "Comprehensive Strategy" efforts, a community plan was completed in 2000 and various groups took responsibility for implementing different aspects of the overarching plan. Since 2000, multiple groups and coalitions have continued planning and implementing strategies to improve schools and neighborhoods, culminating this summer with Marshalltown receiving one of 14 National Civic League All-America City Grade Level Reading Awards, the result of over 150 volunteers devoting over 750 hours to creating a plan to improve reading proficiency. Not surprisingly, during the last 12 years the number of groups engaged in efforts to improve schools and neighborhoods has grown. One result of the increased number of planning groups and initiatives is the lack of formalized coordination of the various efforts which has led to some duplication of service as well as unaddressed gaps in service. **This Rogers Promise Neighborhood planning grant has been designed to unite all of Marshalltown's current efforts**

to improve schools and neighborhoods into a collaborative and comprehensive place-based approach in the Rogers neighborhood that will ultimately serve as model for all of Marshalltown's neighborhoods.

Planning Model—The Rogers Promise Neighborhood planning team will use Mark Friedman's Results Based Accountability (RBA) Framework for our planning and implementation process. The RBA process begins by defining the Promise Neighborhood results we want (in plain language) for families, children, and community. In the second step we refine the indicators we will use to document whether we are achieving our desired results. Next, we examine general and specific subgroup trends in these indicators and discuss the "story behind the data." Once we understand the reason for the direction of the trend lines, we are better able to refine our current Continuum of Solutions by adding, enhancing, or dropping activities. As you will see, the core of our Continuum of Solutions includes: (a) high-quality early learning programs and services coordinated through our active network and designed to improve outcomes across multiple domains of early learning for children from birth through 3rd grade; (b) ambitious, rigorous, and comprehensive education reforms that are linked to improved educational outcomes for children and youth in preschool through the 12th grade; (c) programs that prepare students to be college- and career-ready; and (d) family and community supports delivered by our collaborative of all major service agencies in the City. The evidence basis for the solutions and the indicators that each intervention will address are detailed in Section 3 of this proposal.

Continuum of Solutions—Marshalltown clearly has the experience to build a complete continuum of "cradle to career" solutions that will support the healthy development and well being of children and youth in the Rogers neighborhood. Our community's extensive experience with collaborative planning has provided the Rogers neighborhood with an excellent set of existing interventions that, once they are more closely aligned, will improve outcomes for Rogers students from birth through college. The local Community Action Agency will lead our one-year planning effort. To achieve the results we are seeking for children in the Rogers neighborhood, our comprehensive action plan will: (1) update and refine the current continuum of solutions that exists in Marshalltown including determining those that are evidence based and those that are not; (2) clarify and assign specific roles to partners; and (3) identify stronger mechanisms for collaboration,

accountability, and financing. Our challenges include making sure we have the most appropriate interventions and that all programs are aligned with each other **and** with the school reform strategies currently underway in the schools.

The following tables provide a summary of our current Continuum of Solutions and are organized using the required results and indicators. Thanks to a history of high-level community collaboration, we believe we already have appropriate interventions and activities to address many birth to career issues. Our planning process will ensure we are able to sufficiently align and augment the current Continuum of Solutions to help Rogers students achieve the required indicators. The solutions column in the following tables provides color coding for the programs. **GREEN** items are already in place. **RED** items are in place but will be brought to scale during the planning year.

Education Results	
Result 1: Children enter kindergarten ready to succeed in school.	
<i>Indicator</i>	<i>Continuum of Solutions</i>
Medical home	<ul style="list-style-type: none"> • Maternal and Child Health (MCH) Clinic program focused on care coordination, identifying a medical home (MICA birth through 21) <p>We anticipate gaps in both insurance and access to providers as well as understanding how the health care system works and how to use it effectively-planning process will need to focus on this</p>
3 yr. & K students with appropriate functioning across multiple domains	<ul style="list-style-type: none"> • Preschool Summer Camp (MICA; MCSD; MET Fdn. entering PreK and entering K students) • Preschool recruitment effort including a coordinated application process for Head Start, public pre-K, and pre-K scholarships. (MICA; MCSD; IRVECI; Private Pre-K programs). • Provision of 2 Head Start classrooms located-on a street directly bordering the neighborhood. (MICA) Currently, 12 neighborhood children are served in the Head Start Program. • Little Ones Need Words, a home-based teaching model for dialogic reading. (MICA) • Building Healthy Families (CAPS) <p>We anticipate the planning process will indicate a small lack of capacity for Pre-K and issues with access to Pre-K programming. We anticipate a large gap in capacity for existing 0-3 programming.</p>
Participation in center-based or formal home-based early learning.	<ul style="list-style-type: none"> • Door-to-Door Preschool recruitment: a neighborhood door-to-door campaign to identify all preschool-aged children in the neighborhood to ensure that as many children are enrolled as possible. (MICA) • Child Care Resource and Referral Services.(Orchard Place) • Early Head Start center and home-based programming (MICA) • MIECHV (MICA) • Early Access (AEA 267; MICA) • Healthy Families (CAPS) • Head Start (MICA) • Voluntary PreK (MCSD) • Private Pre-K Scholarships (IRVECI) • Private Pre-K (variety of providers) • Building Healthy Families (CAPS)

	<ul style="list-style-type: none"> Rogers University Summer Pre-K Camp (MICA; MCSD) <p>We anticipate the planning process will indicate a lack of capacity for Pre-K and access issues, as well as a gap in capacity for 0-3 programs.</p>
Result 2: Students are proficient in core academic subjects	
<u>Indicator</u>	<u>Continuum of Solutions</u>
Students at or above grade level in math and reading	<ul style="list-style-type: none"> Rogers University 6 week summer program students entering 1-4 (MICA; MCSD; Community Y; Marshalltown Park and Recreation; Orpheum Theater) Rogers University 4 week summer program for grades 4-6 Ladders to Learning (MCSD) Alternative School Year Calendar Pilot (MCSD) Corrective Reading and 2nd Chance Literature circles (MCSD 5-12) Supplemental math (MCSD 5-12) Project Lead the Way –STEM- (MCSD 7-8) Progress monitoring (MCSD) Instructional coaching (MCSD) <p>Test scores indicate the need for greater intensity and duration of instruction; strategies to increase both will be part of the planning. Results of RU also indicate greater individuation creates more rapid growth. New curricula are being used throughout the district. The results of the implementation of these should be available in the next assessment cycle.</p>
Result 3: Students successfully transition from middle school grades to high school.	
<u>Indicator</u>	<u>Continuum of Solutions</u>
Attendance	<ul style="list-style-type: none"> Case management for students with chronic attendance problems(MCSD SAFE Schools/Healthy Students; Community Y Outreach) Perfectly Punctual Program for Pre-K and elementary to establish attendance habits early (MICA, Spread the Word Initiative) Every Day Counts campaign with materials from Attendance Works (MICA; Spread the Word Initiative) <p>Emphasizing attendance and building a culture of “Every Day Counts” will be a priority. Solutions will be tried as a scale up and solutions being replicated from other communities will be evaluated for their effectiveness. We also believe attendance habits must be developed early and the educational environment must be conducive to supporting attendance. We believe employer policy changes & federal policies that allow immigrant children to attend college will be attendance factors.</p>
Result 4: Youth graduate from high school.	
<u>Indicator</u>	<u>Continuum of Solutions</u>
Graduation	<ul style="list-style-type: none"> Case management (MCSD Safe Schools/ Healthy Students, Community Y Outreach) Mentoring (MEP) Alternative high school programming (MCSD) College scholarship assistance (MEP) Pregnancy prevention programming at Miller Middle School (MICA, Community Y, YSS) SAFE Schools/Healthy Students Learning Support Specialist and 8th Grade Outreach (MCSD and Community Y) Waiver on time in seats for promotion (MCSD) <p>Data indicates Marshalltown has one of the lowest graduation rates in the state. Strengthening current effective strategies, replicating other evidence-based practices and determining directions for innovation will be part of the planning process.</p>
Result 5: High school graduates obtain a postsecondary degree, certification, or credential.	
<u>Indicator</u>	<u>Continuum of Solutions</u>
Obtain post-secondary degree	<ul style="list-style-type: none"> Partnership program with Marshalltown Community College for dual enrollment Marshalltown Education Project (MEP) scholarships (MEP 8-12) MEP Prep k-7 and Baby MEP birth through PreK Career Exploration (MCSD) Lead the Way-STEM (MCSD, IVCCD)

	<ul style="list-style-type: none"> • Summer Career Exploration Programming (MICA; MCSD) Data is needed on rates of post secondary and career entry for neighborhood children. Current data shows 12 students enrolled in pathway to post secondary-this is less than the number of eligible students. However, door-to-door data indicates majority of parents have aspirations for post secondary education for their children.
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Table 2—Family & Community Support Results

Result 1: Students are healthy	
<i>Indicator</i>	<i>Continuum of Solutions</i>
60 minutes of moderate to vigorous physical activity daily	<ul style="list-style-type: none"> • School-based teams integrate movement into PE classes and other parts of the school day • Partnerships with families to get kids moving outside of school hours • Community Y school-based programs • Rogers University Summer Program provides 60 minutes each day of physical activity (MICA; MCSD; Community Y; Park and Rec) We anticipate the data will indicate a gap in this area—a study of evidence and research based models to replicate will be helpful.
Eat five or more servings of fruits and vegetables daily	<ul style="list-style-type: none"> • School-based teams work with classroom teachers and food staff on nutrition education • BASICS Program (MICA and MCSD) • School based dental sealant program 3rd and 7th graders (MICA) • WIC and WIC Farmers Market provision of nutrition counseling and access to healthy foods, including fruits and vegetables, for pregnant and nursing mothers and their children.(MICA birth through 5) • USDA School Breakfast and Lunch Program and Summer Meal Program (kindergarten through 12) USDA fresh fruits and vegetables program in MCSD schools in conjunction with breakfast and lunch program We anticipate a gap will surface in this area-particularly as it relates to food children eat outside the school day and the school year.
Fully immunized	<ul style="list-style-type: none"> • Private physicians • Home Care Plus and WIC Immunization Clinics (birth through 12th) Data indicates virtually 100% of children are immunized by 5 years of age. We need to continue current programs.
Result 2: Students feel safe at school and in their community.	
<i>Indicator</i>	<i>Continuum of Solutions</i>
Feel safe at school	<ul style="list-style-type: none"> • PBIS at all grade levels and in Pre-K and child care settings (MCSD, MICA) • Marshalltown Project “Not in our Town” anti-bullying campaign (Times-Republican, community) • Aggression Replacement Training (MCSD) While much has been done in this area recently, we anticipate there will be more to do in this area. Specific neighborhood data is needed.
Result 3: Students live in stable communities.	
<i>Indicator</i>	<i>Continuum of Solutions</i>
Mobility	<ul style="list-style-type: none"> • HUD Section 8 Rental Assistance Program, (City) • Security Deposit Assistance, (City) • HUD Lead Hazard Control Grant, (City) • Healthy Homes Program, (City) • Rental Housing Inspections (City) • Nuisance Abatement/Code Enforcement, (City) • Building Inspection (City) • State Lead Program (Childhood Lead Poisoning Prevention Program) (City) • Weatherization((MICA) • Strong Parents, Strong Children Financial Counseling (MICA) High mobility rates in the neighborhood indicate a need for greater stabilization and for creating affordable housing options.
Result 4: Families and community member support learning in Promise Neighborhood schools.	

<i>Indicator</i>	<i>Continuum of Solutions</i>
Read to their child	<ul style="list-style-type: none"> • Abriendo Puertas/Opening Doors (MICA) • Early Head Start, Head Start (MICA) • Healthy Families (CAPS) • Little Ones Need Words (MICA) • Spread the Words-Read by 3rd (MICA, MET Fdn.) <p>We anticipate we will find a range of understanding of the importance of reading to children and in the amount of reading.</p>
Encourage reading	<ul style="list-style-type: none"> • Spread the Words-Read by Third Campaign (MICA, MET Fdn.) • Abriendo Puertas/Opening Doors (MICA) • Rogers Family Resource Night (MCSD) • Marshalltown Public Library various programs including Summer Reading Program • We have little knowledge of the degree to which this is occurring in families
Promote college/career	<ul style="list-style-type: none"> • MEP • Career Exploration (MCSD) Summer Component • Leading the Way- STEM (MCSD, IVCCD) Summer Component • We anticipate insufficient opportunities exist to provide children and youth with a broad range of vocational & educational options, though we also anticipate parent aspirations for their children regarding education are high.
Result 5: Students have access to 21st century learning tools.	
<i>Indicator</i>	<i>Continuum of Solutions</i>
Internet access	<ul style="list-style-type: none"> • Access to school-based computer labs • Access to computers at the public library <p>We have little understanding today of the degree to which families in the neighborhood have access to broadband and what the knowledge and skill level is regarding use of technology.</p>

Current School Reform Efforts—During the past school year (2011-12) the Marshalltown Schools worked with staff at all levels, students and community members to complete its new strategic plan. The district leveraged significant community input for the plan through a series of “Community Conversations” with stakeholders throughout the community. Our project will utilize similar community conversations to ensure parents, students, and community members continue to have an active voice.

The current district strategic plan is organized around 5 strategies, each focusing on a different area, yet connected through their combined focus on increasing student achievement. Between 2011 and 2015, the district will implement these strategies and their related actions and tasks. The district plans to consistently monitor data and routinely provide reports so the community can evaluate the district’s improvement. The following narrative describes the 5 strategies.

Quality Instruction—With the support of Area Education Agency 267 and the Iowa Department of Education, our district plans to significantly improve the use of student achievement data to align curriculum, refine assessment systems, provide training and coaching to staff, share information in understandable ways with the parents and the community, and allocate student

supports based on need. During the planning year, we will make sure that our Promise Neighborhoods data system is fully integrated with the district’s system. In addition, our Promise Neighborhoods plan will help align early childhood programming in the community with K-12 programming to increase the likelihood that students are ready for Kindergarten.

Strategy 1—Quality Instruction	
MCS D will design and deliver curriculum, instruction, assessment and interventions that support the district’s long-term strategic goals and objectives	
<i>Action</i>	<i>Tasks</i>
Create, maintain and articulate a curriculum fully aligned with content standards	(1) Update all content standards alignment using student data, and state or national standards to update pacing guides; (2) Review 21st Century Skills that all students need to demonstrate; (3) Establish performance standards and exemplars of student work based on the student’s performance levels.
Create assessment systems that provide specific and timely information about student learning.	(1) Provide ongoing training and coaching support for full implementation of the assessment system including data analysis; (2) Monitor the use of assessment systems at the school and district levels for usefulness and quality; (3) Create an annual data analysis calendar that coincides with the district’s annual assessment calendar.
Develop a standards-referenced system for delivery of instruction and monitoring of learning.	(1) Create and implement accountability systems around standards-referenced curriculum planning and delivery at the team, school and district levels; (2) Create and implement a district-wide electronic standards-based reporting system for purposes of monitoring students’ achievement of standards; (3) Create and implement parent-friendly electronic standards-based reporting system.
Implement a responsive instruction and intervention system to address the academic needs of all students.	(1) Institute RTI system that allocates instructional resources based upon individual student needs; (2) Provide engaging and effective core instruction across the district; (3) Provide engaging and effective intervention instruction across the district; (4) Establish grouping strategies to serve highly able students; (5) Establish guidelines and processes for accelerating students according to students’ learning needs.

Safe Schools—An important aspect of the Promise Neighborhoods program is that students feel connected to school and feel safe at school and on the way to and from school. Strategy 2 was designed ensure that the school is a safe place for students, staff and community members. As you will see in all 5 strategies, community members and parents play an important role in addressing these issues.

Strategy 2—Safe Schools	
MCS D will provide a safe and supportive learning environment	
<i>Action</i>	<i>Tasks</i>
Ensure the safety and security of all individuals using district facilities.	(1) Facilitate a comprehensive safety and security audit ; (2) Continuously review safety and security policies and procedures; (3) Collaborate with those in the community who are providing response to emergency situations; (4) Create an environment of prevention .
Create assessment systems that provide specific and timely information about student learning.	(1) Establish Student Support Teams in each school that will utilize a general education intervention system to connect students with services to support social and emotional health and well-being; (2) Formally train teams in each school and implement PBIS ; (3) Train staff at the secondary level to support students through the use of Aggression Replacement Training ; (4) Establish a system for the identification and follow-up to meet the needs of students who exhibit at-risk

	behaviors; (5) Engage parents to provide support to students; (6) Establish and implement a common social skills curriculum .
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Superior Staff—Without excellent staff, Rogers students cannot achieve their potential. Through this strategy, school staff receive professional development for improving instruction and learning. The district will work to ensure quality staff remain at Rogers through a new incentive program. In addition, support staff and teachers will participate in customer service training to improve their ability to partner effectively with parents and community members.

Strategy 3—Superior Staff	
MCSD will employ staff with knowledge and skills necessary to meet the learning needs of all students	
<i>Action</i>	<i>Tasks</i>
Maintain a human resource system and processes.	(1) Conduct annual human resource department audit ; (2) Annually review the current staffing levels and allocate staff; (3) Implement staff customer service training .
Attract and retain high quality staff.	(1) Recruit and retain highly qualified administrative, classified and certified staff; (2) Develop a recruitment/ retention plan ; (3) Build strong relationships among teachers, classified staff and administration; (4) Strengthen relationships through ongoing visits.
Provide professional development.	(1) Create and sustain a district-wide professional development program for focused leadership development; (2) Monitor and evaluate results of professional development.
Performance evaluation process.	(1) Comprehensive evaluation system that improves the quality of teaching and supports higher levels of student performance; (2) Review the evaluation process.
Staff incentive program.	(1) Identify targets and timelines for which incentives could be awarded; (2) Identify individuals and groups eligible; (3) Create a structure for funding of incentives.

Strong Partnerships—This strategy is clearly focused on building effective community partnerships. The activities in our Continuum of Success rely heavily upon services provided by community partners. This school reform strategy also provides for efforts to help motivate parents to become partners in their child’s learning. The Center for Active Family Engagement will help the Rogers Promise Neighborhoods team implement effective strategies to engage parents and families in ways that are culturally competent and support increased student learning. Community members will be critical partners throughout our planning process which aligns with the vision for increasing achievement.

Strategy 4—Strong Partnerships	
MCSD will collaborate with parents, community & business leaders to support increased student achievement	
<i>Action</i>	<i>Tasks</i>
Identify and promote opportunities for parent engagement.	(1) Develop a Parent Advisory Council ; (2) Implement online and centralized location options for registration; (3) Create a Parent Guide to the district; (4) Promote increased use of electronic systems that enable parent access to student records.
Promote partnerships with community agencies.	(1) Expand opportunities for involvement of community partners in the district; (2) Expand partnerships with institutions of higher education.
Promote business and	(1) Create and sustain events and programs demonstrating business support of

education partnerships.	education ; (2) Collaborate with the community on Business/Education Alliance .
Research, develop and implement educational choice options to meet student/community needs.	(1) Develop a portfolio of school and program choice options; (2) Establish a process for school and program choice designs; (3) Align all school and program choice options with the district core instructional program; (4) Create guidelines to ensure all families have equal access; (5) Establish evaluation processes for the district choice option system
Implement a plan for ongoing communication with internal and external audiences.	(1) Conduct satisfaction surveys ; (2) Two-way communication vehicles for customers; (3) Communication processes to keep administrators and teachers informed about curriculum; (4) Identify and implement common expectations for various communication tools; (5) Implement effective translation and interpretation services at the district and building level; (6) Annually review and revise communication plan.

Sound Investments—Through this strategy, the district will bring current and new resources to the Rogers Promise Neighborhood. A key reform strategy being implemented at Rogers in the 2012-13 school year is a change in the school calendar allowing students to attend school year round. The district is implementing a new calendar to help address issues of “summer slide” in reading and math. This innovative attendance strategy will be tested during the coming year at Rogers in preparation for adjusting the school calendar in all schools. Similar to the other 4 strategies, data collection and analysis is a key component. Our project will also be anchored in good data collection, analysis, and discussion.

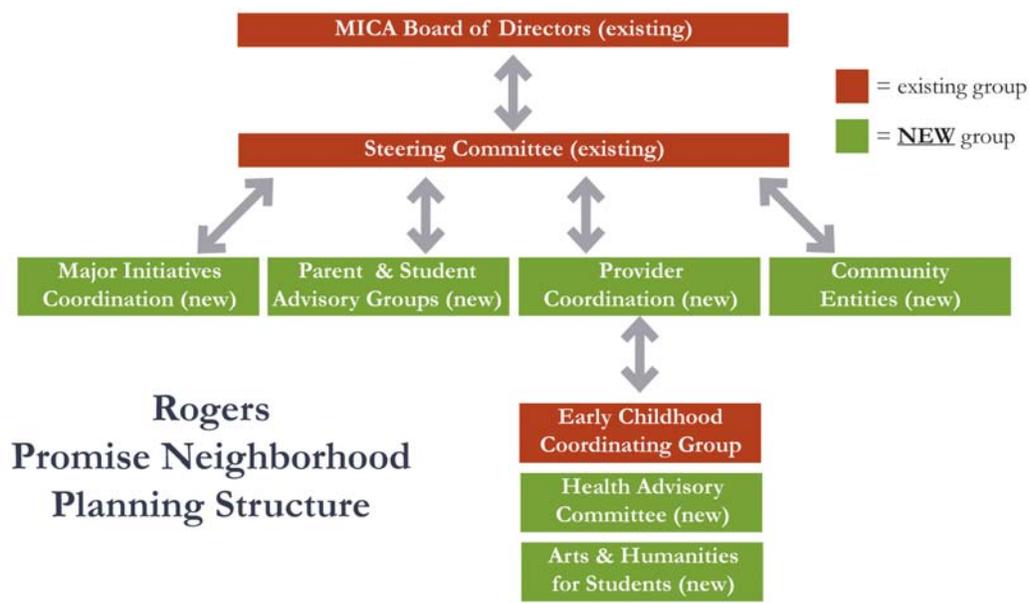
Strategy 5—Sound Investments	
MCSD will improve student achievement through efficient stewardship of district resources	
<i>Action</i>	<i>Tasks</i>
Alignment of district policies and plans.	(1) Annual review of strategic plan; (2) Annually review/revise the Comprehensive School Improvement Plan ; (3) Annually review the Attendance Center plans .
Implement a data-informed and results-driven process for decision making within the district.	(1) Process for analyzing data at all levels; (2) Regularly engage principals, staff members and students in dialogue focused on student academic performance; (3) Fully use of problem-solving protocols ; (4) Develop a consistent system for collecting and communicating district-wide indicator data.
Identify funding priorities and allocate resources for attainment of district goals.	(1) Align all budgeting to best practices ; (2) Provide financial reports that support transparency ; (3) Refine the alignment of the certified budget ; (4) Utilize software to enhance budget process; (5) Audit committee ; (6) Financial resources page on the website ; (7) Provide administrative resources ; (8) Continually seek additional resources ; (9) Routine communication system and feedback loop; (10) System in which management of resources is equitable and consistent with the goals ; (11) Awareness of how procedures, policies and initiatives impact school operations
Ensure student and staff access to technology necessary for achievement.	(1) Initiate a district-wide technology audit ; (2) Equitably deploy software; (3) Implement professional development plans; (4) Initiate annual review of software applications and systems usage to ensure they are meeting the needs of the organization.

Failing Schools Model—As part of the district’s 5 strategies to address school improvement described here, you can see how Marshalltown is employing the **Transformations** model for school-turn around. This includes: (1) replacing the principal at the High School and the Middle School; (2)

providing job-embedded professional development; (3) implementing a rigorous teacher-evaluation and reward system; (4) beginning to offer financial and career advancement incentives; (5) implementing comprehensive instructional reforms; (6) extending learning- and teacher-planning times; (7) creating a community-orientation; and (8) providing operating flexibility and sustained support.

How We Will Create a Continuum of Solutions—As described earlier, since 2000, multiple groups and coalitions have been planning and implementing strategies to improve schools and neighborhoods. While the groups have had similar goals, there has been a lack of coordination among the efforts, leading to duplication of service and unaddressed gaps in service. These processes have not always been data driven nor have they vetted solutions against evidence and research based practices. Our Rogers Promise Neighborhood project has been designed to unite all of Marshalltown’s current efforts to improve schools and neighborhoods into a collaborative and comprehensive place-based approach that will ultimately serve as model for all of Marshalltown’s neighborhoods. Grant funding will allow our Promise Neighborhood Steering Committee to help all groups working in the Rogers neighborhood develop common goals and objectives, align strategies and action plans, and coordinate responsibility and financing to significantly accelerate momentum both in and out of school.

The following graphic illustrates the various groups that will guide the refinement of our Continuum of Solutions and create our implementation plan. The **RED** boxes indicate existing groups while the **GREEN** boxes show which working groups will be organized for this project.



Since MICA is the fiscal and lead agency for this project, the existing MICA Board of directors will provide ultimate project oversight. The key leadership group for this project, however, is our Steering Committee which has been working together for the past year on a birth to 3rd grade reading project that culminated in the receipt of the National Civic League and Third Grade Reading Campaign All-America City Grade Level Reading Award. The Steering Committee membership includes key community leaders who will select members for each of the project’s working groups.

In order to develop a sound Continuum of Solutions, we will form 4 key working groups. The first group will include representatives of all key current initiatives in the Rogers neighborhood. Their task will include determining how to better align their efforts to reduce duplication, determine if efforts have a strong research basis, and to identify gaps in service so that Rogers students achieve the PN indicators. We will also form a parent advisory group and a student advisory group that represent all aspects of the Rogers neighborhood. These 2 advisory groups will help review student and community data to identify key issues. Through focus groups, they will also share their stories and help select appropriate programming.

The third working group will represent current providers—line staff who do the work. Since our Continuum of Solutions has a range of programming from birth to career, this will be the largest of the 4 groups and will require 3 subcommittees—early childhood, health, and arts/humanities. The subcommittees will meet to discuss their content areas and share their ideas with the working group.

The 4th working group will include the range of community entities like churches, civic groups, and the Hughes Grove Neighborhood Association (the only such association in the Rogers neighborhood).

The Steering Committee and all Work Groups will be supported by 4 project staff who will be paid for with grant funds. For this project we will employ a Project Director (1.0 FTE), a Family Engagement Coordinator (0.75 FTE), an Early Childhood Coordinator (0.25 FTE), a Data Systems Facilitator (1.0 FTE), and a project evaluator. The use of paid staff will help ensure each committee can complete its work on time. The Family Engagement Coordinator will help guarantee that families and students have a voice in the planning. This will include a door-to-door campaign as well as multiple focus groups. The Early Childhood Coordinator will manage the issues for the birth to 5 children, while the Data Systems Facilitator will help with the development of a common data system.

Timeline—During the coming year, our planning process will: (1) provide outreach and leadership training that will motivate students, parents and community members from a variety of backgrounds and cultures to participate in the planning process; (2) conduct extensive data collection at multiple levels; (3) complete a detailed analysis of quantitative and qualitative data to identify gaps preventing school success for segments of the neighborhood students; and (4) develop an Implementation Plan which specifies the selected/expanded research-based programs along with explicit structures for school, home, and community collaboration. The following timeline lists key action steps for the creation of our Continuum, the month they occur, and the groups involved in the process.

<u>Planning Time Line</u>	January	February	March	April	May	June	July	August	September	October	November	December	Project Director	P Engag. Coord.	Data Facil.	E. Child. Coord.	Steering Com.	Wrok Groups	Evaluator
	Organization & Start Up																		
Steering Committee meetings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>		
Finalize contracts	<input checked="" type="checkbox"/>												<input type="checkbox"/>				<input type="checkbox"/>		
Finalize work plan	<input checked="" type="checkbox"/>												<input type="checkbox"/>						
Data Collection																			
Data gathering from electronic data sources		<input checked="" type="checkbox"/>											<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>
Review of national data system models		<input checked="" type="checkbox"/>													<input type="checkbox"/>				<input type="checkbox"/>
Segmentation analysis of student/family data			<input checked="" type="checkbox"/>											<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>

(RB3rd)	percent of third graders reading proficiently through increasing attendance; increasing school readiness and decreasing summer learning loss. 150 volunteers participated in the planning process.
Marshalltown Project: Not in Our Town	Community-based anti-bullying campaign. A collaborative of many community groups and individuals led by the local newspaper editor. The goal is to engage the entire community in eliminating bullying of all types.

C. Quality of Project Services (20 Points)

- (1) The extent to which the applicant describes how the needs assessment and segmentation analysis, including identifying and describing indicators, will be used during the planning phase to determine each solution within the continuum (10 points)

We have assembled an excellent team to manage the Rogers Promise Neighborhood needs assessment process and segmentation analysis. For this project we have a full-time project director (Ms. Clarissa Thompson), a full-time data systems facilitator (Ms. Leah Cronk), and an external evaluator (Mr. Ron Mirr). These 3 staff have

“Collecting data is only the first step toward wisdom, but sharing data is the first step toward community.”

—Henry Louis Gates

extensive experience with data collection and analysis, including the use of data for identifying and describing indicators and selecting and refining appropriate interventions that are responsive to student, family, and community needs. Ms. Cronk is currently working with the 4th largest district in Iowa to create a single, integrated data system for joint use by schools and community agencies resulting in “1 family, 1 plan”—a single plan used by all partners to reduce duplication, eliminate gaps in services and help students and families reach their desired targets more effectively. Mr. Mirr works closely with the Iowa Department of Education on 2 projects that help schools and communities use data from multiple sources to design solutions for improving student learning that are responsive to student, teacher, parent, and community needs. The Iowa DE also contracts with Mr. Mirr to provide professional development throughout the state on how to use data effectively in the development of school improvement plans.

Data Collection and Use—Our data collection and analysis process is comprised of 5—(1) updating required indicators; (2) segmentation analysis; (3) determining the “story behind the data”; (4) additional data collection; and (5) refining our Continuum of Solutions.

Step 1	Step 2	Step 3	Step 4	Step 5
Update required indicators	Segmentation analysis	Determine “story behind the data”	Additional data collection	Refine Continuum of Solutions
Review <u>existing</u> data: • School district	Project staff will organize data from all	Work groups meet to review the data for	Collect the necessary additional data to	The 4 Work Groups will use all data

<ul style="list-style-type: none"> • Iowa Youth Survey • Immunization database • Head Start • Providers <p>Gather new data from:</p> <ul style="list-style-type: none"> • Parent survey 	sources and complete a segmentation analysis that will be shared with the 4 Work Groups for discussion.	their area to determine the baseline and to understand the “story behind the data.” One result will be the need for additional clarifying data.	clarify issues through: <ul style="list-style-type: none"> • Door-to-door survey Parent focus groups • Student focus groups • Community focus groups 	collected to establish performance measures for the indicators related to their area and make recommendations for revision of the Continuum of Solutions.
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Needs Assessment—Our needs assessment process will begin by building on the extensive data already collected for the Rogers neighborhood through our Safe Schools/Healthy Students project, the district Strategic Plan, our National Civic League All-America City Grade Level Reading planning process, the Rogers 21st Century Community Learning Center project, the Drug Free Communities Coalition project, and other community efforts (**Phase 1**). Our Steering Committee, project staff, and our evaluation team will undertake the initial review of existing data along with gathering new data from a parent survey in the Rogers neighborhood. All data will be combined to provide primary information on patterns of issues and needs by area and population group. We will organize these indicators in tables and charts to identify trends and compare areas of need for the Rogers neighborhood, the city (as a whole), and the state. The following tables list the minimum set of indicators for which we will collect data along with the source of the data.

Education Indicators & Data Sources	
Result 1: Children enter kindergarten ready to succeed in school.	
<i>Indicator</i>	<i>Data Source</i>
• # and % of students who have a medical home.	Door-to-door survey M/CH data found in IDPH
• # and % of students who enter Kindergarten ready to learn.	Kindergarten entry assessment DIBELS scores Head Start GOLD assessment MCSD PreK GOLD assessment Early HS GOLD assessment
• # preschool slots vs. # of children; number of home visiting slots vs. number of children; number of entering kindergarten students with pre-K experiences	Door-to-door survey, Parent Survey, Provider inventory
Result 2: Students are proficient in core academic subjects	
<i>Indicator</i>	<i>Data Source</i>
# and % of students at or above grade level in math and reading (K-12)	Student database
Result 3: Students successfully transition from middle school grades to high school.	
<i>Indicator</i>	<i>Data Source</i>
• Average daily attendance rates for Rogers students	Student database
Result 4: Youth graduate from high school.	
<i>Indicator</i>	<i>Data Source</i>
• The % of the Rogers Neighborhood 9 th grade class in ‘07 that graduated in ‘11	District records
Result 5: High school graduates obtain a postsecondary degree, certification, or credential.	

<i>Indicator</i>	<i>Data Source</i>
• % of students obtaining post-secondary credentials (by type)	Door-to-door survey

Family & Community Support Indicators & Data Sources

Result 1: Students are healthy

<i>Indicator</i>	<i>Data Source</i>
• # and % of students who get 60 minutes of moderate to vigorous physical activity daily	Pedometer data collection with students in K-12
• # and % of students with healthy BMI	District fitness testing
• # and % of students who eat 5 or more servings of fruits and vegetables daily	Iowa Youth Survey fruit/vegetable questions adapted from YRBS
• # and % of students who are fully immunized	Door-to-door survey, IRIS System

Result 2: Students feel safe at school and in their community.

<i>Indicator</i>	<i>Data Source</i>
• # and % of students reporting they feel safe at school and to/from school	Iowa Youth Survey

Result 3: Students live in stable communities.

<i>Indicator</i>	<i>Data Source</i>
• # and % of students starting the year who do not finish the school year	Door-to-door survey
• Other indicators developed by Work Groups	Student database

Result 4: Families and community member support learning in Promise Neighborhood schools.

<i>Indicator</i>	<i>Data Source</i>
• # and % of parents or family members who report that they read to their child three or more times a week (0-5)	Door-to-door survey Iowa Youth Survey (parent tool)
• # and % of parents or family members who report encouraging their child to read books outside of school (K-8)	Door-to-door survey Iowa Youth Survey (parent tool)
• # and % of parents or family members who report talking with their child about the importance of college and career (9-12)	Door-to-door survey Iowa Youth Survey (parent tool)

Result 5: Students have access to 21st century learning tools.

<i>Indicator</i>	<i>Data Source</i>
• # & % of students with school & home access to broadband and a connected computing device	Door-to-door survey
• % of the day students have access at school to broadband and a connected computing device	School records
• All students have access to broadband internet in school; ratio of students to computers in schools	Parent and student focus groups

Segmentation Analysis—Project staff and the evaluation team will analyze available data from our partners, especially data from the school district, to identify the children with the most pressing needs by both population group and neighborhood location (**Phase 2**). This analysis will be integrated with survey and focus group data on the availability and utilization of specific services to identify service demands at a most basic level in relation to supply to identify service gaps. This will inform our efforts to target current and new resources to the children most in need and the services most in demand. Students missing school for more than 10% of school days in a month and those who score low on district assessments will be the initial focus. We will use this segmentation

analysis both to connect individual students to services as well as to examine patterns of issues and service gaps. We will present these data in hard copy and online for community access and use during the next phase.

The Story Behind the Data—Our 4 Work Groups will meet to review the data for their content area (**Phase 3**). For each indicator in their focus area, the Work Groups will create a **statement of concern**, discuss **why the issue is happening**, and describe **why the issue is happening in the Rogers neighborhood**. Their discussions will help identify trends, provide feedback on the data and whether it is consistent with perceived needs, determine what other data might be useful, and clarify the “story behind the data.” These activities will help each team identify the most important concerns and barriers to services faced by families, the adequacy and quality of services, and resident’s level of connection to the schools and service providers in the area.

Additional Data Collection—During **Phase 4**, project staff will collect additional clarifying data through a door-to-door campaign and a series of focus groups. MICA staff will visit with every household in the Rogers neighborhood. Data from this door-to-door campaign will be “mapped” using special software that plots the location of those answering the questions. Project staff will conduct a series of focus groups with students, parents, teachers, agency staff, and community members. These “community conversations” will support refinement of our Continuum of Solutions and the establishment of RBA Performance Measures for both systems and programs within them (**Phase 5**).

(2) The extent to which the applicant describes how it will determine that solutions are based on the best available evidence including, where available, strong or moderate evidence, and ensure that solutions drive results and lead to changes on indicators (10 points).

The culminating task of the planning period will be to create an implementation plan that employs evidence-based strategies and services that are highly responsive to identified student, family, and community needs. All 4 project Work Groups and the various subcommittees will provide input into the Implementation Plan that will be finalized by the Steering Committee. Project staff will help ensure that each of the proposed solutions can be implemented with fidelity and can be done on a scale so that we can have the collective impact to “turn the curve” on the selected indicators.

Determining appropriate solutions—In October 2010, Iowa was one of 11 states to be

awarded funding by the U.S. Department of Education to measure and improve statewide conditions for learning, which include school safety, student and family engagement in school, and the overall school environment. The program is called Iowa Safe and Supportive Schools. The Iowa Department of Education has used the Iowa Safe and Supportive Schools project to develop tools and process that help communities be effective and efficient in their planning. These tools are based upon Mark Friedman's Results Accountability Framework (www.resultsaccountability.com) presented in his book *Trying Hard is Not Good Enough* (2006). The initiative has also produced quality processes for using data to appropriately diagnose student, family, and community needs. The project has created excellent guidelines for selecting evidence-based interventions that are likely to improve the identified problems in ways that ultimately lead to increased student learning and preparedness for adulthood.

Members of our project team have taken an active role in the Iowa Safe and Supportive Schools project and will assist the Rogers Neighborhood Work Groups to use these highly effective processes. Our project evaluator (Mr. Ron Mirr) leads the evaluation team for the Iowa Safe and Supportive Schools project as well. As part of his role in the project, Mr. Mirr has led the development of the tools available for communities in Iowa to use with their local data to identify key indicators and select appropriate interventions. The Iowa Department of Education uses Mr. Mirr to provide training and support to consultants and community teams throughout the state on these tools and processes. Mr. Mirr will help guide the Rogers Promise Neighborhood Work Groups and our Steering Committee to employ the Iowa Department of Education's recommended process for effective strategy selection.

Many elements of the preliminary Continuum of Solutions already exist in Marshalltown and in Iowa, especially those related to preschool and early childhood services. Gaps in the continuum will be identified during planning and result in the selection of additional evidence-based interventions where called for. We will also apply "PolicyLink," Promise Neighborhood Institute's suggestions on building an evidence-based continuum, including consideration of required staffing skills, training, and internal evaluation to support growth efforts.

During the needs assessment and segmentation analysis, our Work Groups will create documents which provide the following information for each indicator: (1) a **statement of concern**,

(2) a discussion of **why the issue is happening**; and (3) a description **why the issue is happening in the Rogers neighborhood**. Once additional clarifying information as been gathered, the Work Groups will continue their discussion by adjusting any of the previous information (as necessary) and then developing a listing of what we could do more of or start doing now that would improve our indicator data. Project staff will help the Work Groups understand what the research tells us about how well the selected interventions would work to address the indicators. Finally, the Work Groups will use the Iowa Department of Educations rubric for strategy selection. For programs to be chosen, each will need to have a rating of “exemplary” or “promising.”

During the course of the Iowa Safe and Supportive Schools project, the Department of Education has worked intensively with 27 communities to analyze their data and select appropriate strategies for addressing student, family and community concerns. The quality of the plans developed ranges from very poor to excellent. What we have learned from the Iowa Safe and Supportive Schools project is that **the key to creating plans with an exemplary “diagnosis” of the problem and an exemplary selection of appropriate evidence-based strategies is the quality of technical assistance and support the planning group receives during the entire process**. For this reason, we have included 2 staff in this Rogers Promise Neighborhood project (Mr. Ron Mirr and Ms. Leah Cronk) with a long history of helping planning groups develop implementation plans which include a thorough needs assessment and a selection of interventions which are most likely to improve identified indicators.

We will also rely on our expert advisors and the local expertise of the agency staff to establish effective monitoring systems to help ensure, first, that the solutions are implemented with fidelity, and second, that they are having the desired collective impact on the indicators we have identified. We will work with each intervention to develop specific performance measures (using the Results Based Accountability framework) that will provide ongoing feedback on reach and impact. Our monitoring process will help the Rogers neighborhood answer 3 basic questions—(1) **How much** did they do?; (2) **How well** did they do it?; and (3) **Is anyone better off** as a result? While collection of data is an important aspect of the overall plan, **we are most concerned about how we can use our data** to adjust project performance to improve results for students, families, and the community. Our project database will provide powerful data on the reach of each intervention as

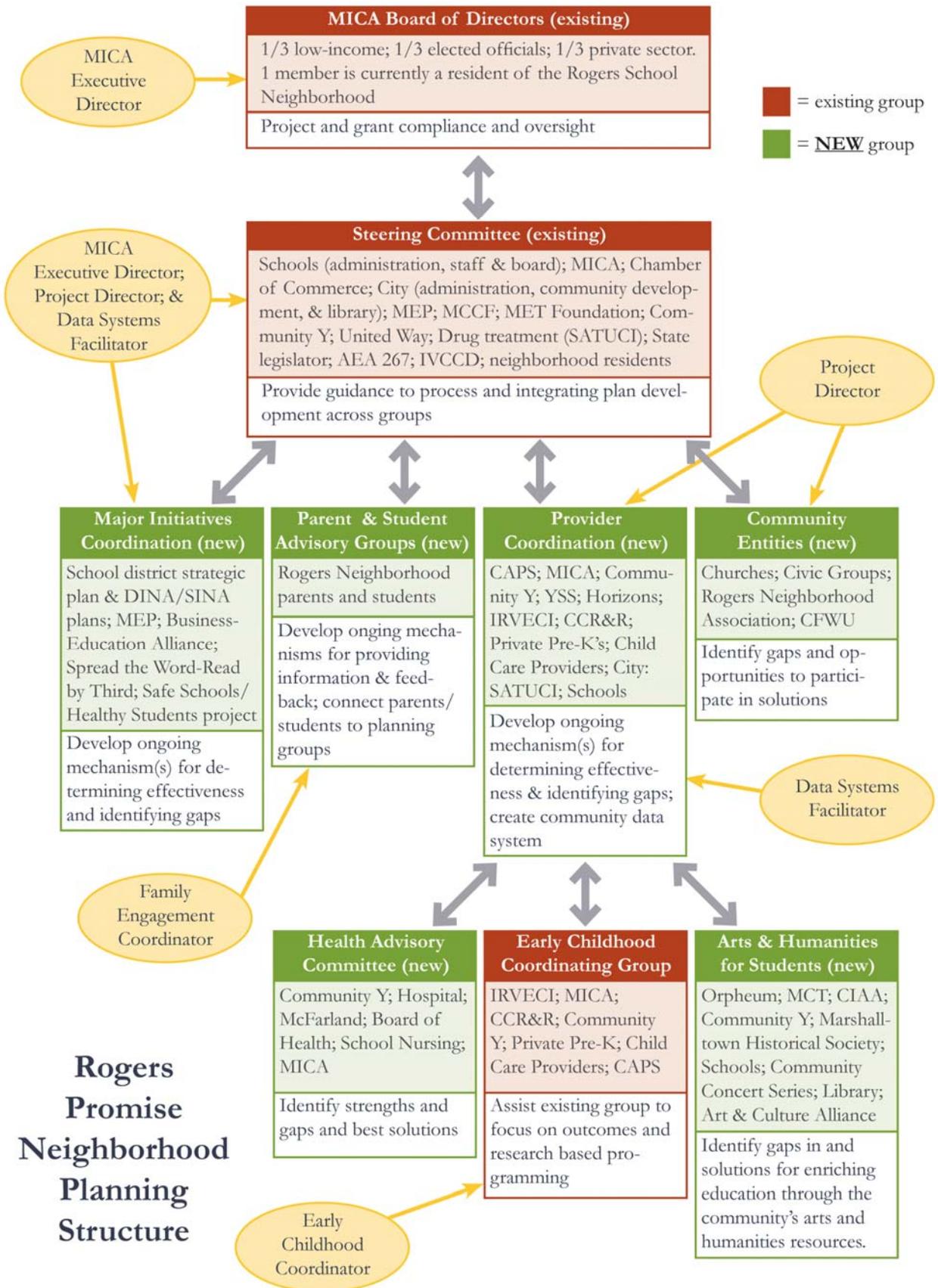
well as on family outcomes identified through the ongoing home visiting and communication with families.

Evidence Base—Our use of the Results Based Accountability framework will help the Work Groups select evidence-based interventions that are responsive to the identified needs. The following table lists the interventions from our existing Continuum of Solutions that are currently being led by MICA (the project’s lead agency). This sample from the lead agency demonstrates the evidence-base for each of its programs and shows which of the Promise Neighborhood indicator areas are impacted. Our planning process will help all providers identify whether or not they are operating research-based interventions and whether or not their resources allow them to maintain fidelity to those models.

Program	Evidence Base	Academic						Community				
		Medical home	PK participation	Ready for K	Proficiency	Attendance	Graduation	Post secondary	Healthy students	Students feel safe	Stable Community	Family support
MCH Clinic for medical home	Grason, H.A. Guyer, B. (1995) Public Health Functions Framework: Essential Public Health Services to Promote Maternal and Child Health in America DHHS, Maternal and Child Health Bureau	★							★			
Rogers University Preschool Summer Camp	White, 1906; Heyns, 1978; Entwisle & Alexander 1992; Cooper, 1996; Downey et al, 2004; Alexander et al, 2007		★	★					★			★
Early Head Start	Research to Practice: Preliminary Findings from the Early Head Start Prekindergarten Followup, April 2006		★	★					★			★
Head Start	Head Start Impact Study: Final Report 2010 Westat; Chesapeake Research Associates; Abt Associates; Ronna Cook Associates; The Urban Institute; American Institutes for Research Decision Information Resources, Inc.		★	★					★			★
Door-to-door recruitment	Based on Harlem Children Zone Model and COFI (Community Organizing on Family Issues) Model		★	★								★
Early Access	Model determined by Iowa Department of Education, IDPH, DHS and Child Health Specialty Clinics		★	★								

parent and student advisory groups will meet monthly to give input to the work. The **RED** boxes indicate existing groups while the **GREEN** boxes show which Work Groups will be organized for this project.

The graphic also illustrates the project staff who will support each of these groups. Appendix B includes biographies and resumes of key leaders and project personnel, while the table on page 28 lists the primary organizational partners and their roles. The extensive experience and expertise of these organizations and individuals will bring considerable strength to the planning project. In the table on page 28 we have indicated which groups are part of the Steering Committee and which agencies will lead the Work Groups (subcommittees).



Rogers Promise Neighborhood Planning Structure

Partner Agencies	
<u>Agency</u>	<u>Function</u>
Mid Iowa Community Action (MICA)	Local community action agency; Grantee; Lead agency ; neighborhood service provider Convener of Early Childhood Subcommittee
Marshalltown Schools (MCSD)	Local community school district; Participant on Steering Committee ; Participant on Major Initiatives Subcommittee
Area Education Agency (AEA) 267	Local arm of state school system support organization; Participant on Steering Committee ; Participant on Early Childhood Subcommittee; Provider of Neighborhood Services
Marshall County Board of Health	Local overseer of public health issues and programming; Participant on Health Subcommittee
Child Abuse Prevention Services (CAPS)	Provider of services and advocacy around child abuse issues; Participant on Early Childhood Subcommittee; Provider of neighborhood services
Commercial Food Workers Union (CFWU)	Union representing workers at JBS Swift-large community employer; largest employer of immigrant family members; Participant on Community Subcommittee
Chamber of Commerce	Business association; Participant on Steering Committee and Convener of Major Initiatives Subcommittee
Day Care Home Child Care Providers	Providers of care for children from birth through 5; Participants on Early Childhood Subcommittee; Providers of neighborhood service
Child Care Resource and Referral (CCR&R)	Local source of training and support for child care providers; Participant on Early Childhood Subcommittee; Service Provider
Churches	Participant on Community Subcommittee
Central Iowa Art Association (CIAA)	Local association for the promotion of the visual arts and educational programming; Participant on Arts and Humanities Subcommittee
City of Marshalltown	Includes administration, Public Library, Community Development and Public Safety. Participant on Steering Committee ; Neighborhood Service Provider
Civic Groups	Participants on Community Subcommittee
Community Concert Series	Community group bringing musical entertainment of all types to the community. Participant on Arts and Humanities Subcommittee
Community Y	YWCA and YMCA. Participant on Steering Committee ; Neighborhood Service Provider; Convener of Health Subcommittee
Marshall County Historical Society	Maintains museum on Marshall County history. Provides education and programming. Participant on Arts and Humanities Subcommittee
Horizons	Case management for families and youth. Service Provider
Iowa Valley Community College District (IVCCD)	Postsecondary education and adult and continuing education provider. Participant on Major Initiatives; Participant on Steering Committee ; Neighborhood Service provider
Iowa River Valley Early Childhood Iowa (IRVECI)	Funder of early childhood programming. Participant on Early Childhood Subcommittee; Funder and Provider of Neighborhood Services
Art & Culture Alliance	Provides coordination and advocacy around community arts and cultural events and issues. Convener of Arts and Humanities subcommittee
McFarland Clinics	Network of physicians and associated health services providers. Participant on Health Subcommittee; Provider of services
Marshalltown Community Theater	Local volunteer theater company. Participant on Arts and Humanities Subcommittee
Marshalltown Medical and Surgical Center (MMSC)	The local hospital; Participant on Health Subcommittee; Provider of services
Martha-Ellen Tye Foundation (MET Fdn.)	Local family foundation providing funding and leadership around Marshalltown issues including education, arts and humanities. Participant on Steering Committee
Orpheum Theater	Local community college theater and theater education company. Provider of children's theater program. Participant on Arts and Humanities Subcommittee; Provider of Neighborhood Services
Hughes Grove Neighborhood Association	Neighborhood association found in the heart of the Rogers Neighborhood. Participant on community subcommittee
Substance Abuse	Local drug treatment and prevention education agency. Neighborhood service

Treatment Unit of Central Iowa (SATUCI)	provider, Provider Subcommittee participant
Youth and Social Services (YSS)	Provider of case management and other services for youth. Service Provider, Provider Subcommittee participant

The lead organization for our Rogers Promise Neighborhood project is Mid Iowa Community Action (MICA), the local Community Action Agency. MICA has a 45-year history of developing and managing successful human service programming. A private, nonprofit organization funded during the “War on Poverty,” MICA provides a wide range of services to over 22,000 people each year through its staff of 240 individuals. MICA’s primary activities for this planning project will include management of project staff, parent & student leadership training, community organizing, research, and collaborative planning and action. Project staff will be housed at MICA and in Rogers Elementary, which is physically located in heart of this Promise Neighborhood project.

There is a strong relationship between MICA, local government and the Marshalltown schools. Representatives from the Board of Education, the district superintendent and administration, the target school, the city, and many service providers responsible for major components of the Continuum all serve on the body guiding the work of this project. Our project has also also engaged the City Manager and the library director. The local United Way director, the President of the Chamber of Commerce and representatives from the teacher’s union and a local private foundation are also active participants.

The Rogers Promise Neighborhood project also has strong political support from State Representative Mark Smith who will be a member of the Steering Committee. Rep. Smith lives and works in Marshalltown and is a ranking member on the House of Representatives Human Services Committee. He is also a licensed mental health clinician who has extensive experience working with families and students from the Rogers neighborhood.

(1) Working with the neighborhood and its residents; the schools described in paragraph (2)(b) of Absolute Priority 1; the LEA in which those schools are located; Federal, State, and local government leaders; and other service providers (10 points)

The Rogers Promise Neighborhood project brings together representatives of the community and every agency in Marshalltown involved with education, health, and family strengthening, all of whom have extensive experience with and are already working within the Rogers neighborhood and Rogers Elementary. They will bring to the table their experience and lessons learned through many

recent collaborative initiatives along with their understanding of local capacity building needs. As the leadership “backbone organization” of the planning project, the Steering Committee brings extensive understanding of the neighborhood gained through involvement in numerous education-focused community organizing and engagement efforts to the process. Our Steering Committee also has a long track record of engaging diverse and “harder to reach” parents whose voice is often left out of public discussion.

The Steering Committee brings together the committed leadership of the community’s major initiatives and Rogers Neighborhood resident leaders to lead the business of the planning effort and oversee activities in the target neighborhood. It includes the schools (administration, staff & board); MICA; Chamber of Commerce; City (administration, community development, & library); Marshalltown Education Project; MCCF; MET Foundation; Community Y; United Way; substance abuse treatment (SATUCI); State legislator; Area Agency 267; Iowa Valley Community College; and neighborhood residents (parents and students). The Steering Committee will have primary leadership in the coordination of cradle-to-career planning, policymaking and budget setting, and bringing together the 4 Work Groups on a regular basis. They will play the central role in keeping the initiative on track and will regularly review the composition of the 4 Work Groups to ensure that key parent and community leaders needed to advance the strategies are engaged.

While the Steering Committee will oversee the project, the 4 Work Groups will lead the data review and planning for the Continuum of Solutions in their own content area. The first Work Group will include representatives of all key current initiatives in the Rogers neighborhood. Their task will include determining how to better align their efforts to reduce duplication, determine if efforts have a strong research basis and to identify gaps in service so that Rogers students achieve the PN indicators. We will also form resident Work Groups—a parent and a student group that represent the diversity of the neighborhood. These 2 groups will help review student and community data to identify key issues. Through focus groups, they will share their stories and help select appropriate programming.

The third Work Group will represent current providers—the line staff who do the work. Since our Continuum of Solutions has a range of programming from birth to career, this will be the largest of the 4 groups and will require 3 subcommittees—Early Childhood, Health, and

Arts/Humanities. The subcommittees will meet to discuss their specific content areas and share their ideas with the larger Work Group. The final Work Group will include the range of community entities, including churches, civic groups, and the Hughes Grove Neighborhood Association (from the Rogers neighborhood).

The Steering Committee and the 4 Work Groups (and all subcommittees) will be supported by 4 project staff who will be hired with grant funds. For this project we will employ a Project Director (1.0 FTE), a Family Engagement Coordinator (0.75 FTE), an Early Childhood Coordinator (0.25 FTE), and a Data Systems Facilitator (1.0 FTE). The presence of paid staff will help ensure each committee can complete its work on time. The Family Engagement Coordinator will help guarantee that all families and students have an active voice in the planning process. This will include a door-to-door campaign as well as multiple focus groups. The Early Childhood Coordinator will manage the issues for the birth to 5 children, while the Data Systems Facilitator will help with the development and implementation of a common data system. Special efforts will be made to keep parents motivated to participate, including child care assistance, transportation, stipends, meals and translation—especially important for the many Spanish-speaking families in the Rogers Neighborhood. The Steering Committee and the 4 Work Groups will also use a variety of strategies to ensure that a diverse audience is aware of and engaged in the work of the project, including a website and electronic newsletters, photographs, materials in Spanish and English, and use of local print and online newspapers.

Executive Director- Ms. Arlene McAtee serves as MICA’s Executive Director. While Ms. McAtee has provided leadership to a number of MICA’s departments over the years, she has also been a key architect and led many of MICA’s national research projects including the HHS Comprehensive Child Development Program, the HHS Head Start Transition Program, the SAMHSA Strengthening Families Project, and MICA’s 21st Century Learning Center component and AmeriCorps projects. Ms. McAtee was also the leader in designing and implementing the comprehensive model for assisting families to exit poverty known nationally as the Family Development Approach. She is the author of *Family Development: Empowering Families to Move Out of Poverty*. She has trained in over 40 states on a wide array of topics including transformational leadership, nonprofit management, and service design for agencies working with families to achieve

economic self sufficiency. As the organizational leader, Ms. McAtee will provide oversight to the project and supervise the director of the project: Clarissa Thompson.

Project Director—Ms. Clarissa Thompson will serve as the Project Director for the grant. Currently she is the Family and Community Development Director for MICA which includes leading the Rogers Elementary 21st Century Community Learning Center Program. She will serve full time as Project Director and will have a lead role in coordinating the planning process, convening stakeholders and parent leaders, working with the evaluation team, and securing and integrating funding streams for the planning period and beyond. She will draw upon MICA staff who are bilingual/bicultural and have significant community organizing and home visiting experience.

Early Childhood Consultant—Ms. Carrie Sadders is currently the MICA Early Head Start Services Coordinator as well as the MICA Head Start and Early Head Start Disabilities Coordinator. She is a certified Early Childhood Special Educator and will devote 25% of her time to this project. During the planning year she will provide support to the Provider Work Group and especially to the Early Childhood subcommittee of this working group. Her 20+ year of experience in early childhood in Marshalltown and helped her develop strong relationships with all community providers.

Data Systems Facilitator— Ms. Leah Cronk will coordinate data retrieval from our various sources as well as lead the effort to design an integrated data system for our project. Ms. Cronk possesses an MBA along with special skills in data management and reporting. During the past 2 years, she has worked with an intermediate school district in Iowa to design a Learning Supports Database that will significantly improves access to critical mental health, social service, and school data. That Learning Supports Database will be ready for use this fall and will serve as a model for all districts in the state.

Family Engagement Coordinator—Ms. Alison Vaughn will be employed 0.75 FTE as to lead our family engagement efforts. She has spent the last 12 years working with families in Marshalltown and is currently MICA’s Family Development Director for Marshall County. She is a trainer Abriendo Puertas/Opening Doors Program.

Project Evaluator—Mr. Ron Mirr is a master’s level social worker who has been a consultant since 1988. During that time Mr. Mirr has received 184 grants from public and private agencies at the local, state and national level totaling nearly \$110 million. 52 of these grants have

been awarded by the US Department of Education. Mr. Mirr is an expert on the implementation and evaluation of grants and has been used by the US Department of Education several times as a trainer on these topics. Since 2003, Mr. Mirr has directed the evaluation of 28 projects funded by federal and state grant programs. Prior to becoming an independent consultant, Mr. Mirr worked for the University of Iowa Center for Evaluation and Assessment—a joint project of the College of Education and the School of Social Work.

For the past 7 years, Mr. Mirr has been working with many districts in Iowa to use their Social Emotional Learning (SEL) data in a continuous improvement process. Mr. Mirr was trained by Mark Friedman (www.resultsaccountability.com) of the Fiscal Policy Studies Institute to use Mr. Friedman’s model for helping teachers and community providers identify realistic program measures and track the progress of these measures over time. Mr. Friedman’s process helps schools and communities understand if their efforts are having the desired effect on the target population. As part of a statewide data grant with the Iowa Department of Education, Mr. Mirr used Mr. Friedman’s model to design a series of data toolkits that communities are using to understand if their programs are having the desired effect. His work with schools and communities on the data toolkits has been one of his most successful professional efforts. For this project, Mr. Mirr will support the Steering Committee and the Work Groups in the following areas: (a) refinement of the Continuum of Solutions based on their deep knowledge of the fields involved; (b) support with data collection, analysis, and presentation protocols; and (c) work with the National Evaluators to ensure provision of all data required.

The Rogers Neighborhood Steering Committee has been building this project for the past year. Anticipating many of the key elements of the Promise Neighborhoods initiative, Marshalltown is well positioned to complete a successful 1-year planning project. In preparation for this application, there have been multiple meetings of the Steering Committee members to discuss larger themes for planning the grant application. In between, drafts of the plan were shared for feedback with more than key parent, school and community leaders. Comments were integrated into this final application.

(2) Collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability (15 points)

The lead partners in this project all have extensive experience in collecting, analyzing and using data for decision-making, learning, and accountability. Our project team fully realizes the indicators for this project (especially the achievement data) can be sensitive topics for schools and that many schools struggle with issues related to sensitive data. As districts strive to maintain a positive image in the public eye, they often find it difficult to openly share data that describe student needs. We believe it will be important to review the lessons learned in other states regarding similar efforts early in our project efforts. We also know that not all school staff members and community members are completely comfortable using data in ongoing processes. Our team is also very aware that not all schools have had great success with gathering data from parents and community members and then engaging parents and community members in ways that effectively support increased student learning. We are also sensitive to the fact that whatever system of assessment and reporting is designed, it must be **simple and easy to implement** if we expect the district to continue to use the system after grant funding ends. Accordingly, we will employ Mark Friedman’s Results-Based Accountability (RBA) process to guide our data collection, analysis and reporting efforts. RBA provides a set of common sense methods that can be used at all levels and are equally applicable to the work of professional staff and the participation of citizens. RBA has a growing worldwide track record of measurably improving community quality of life and the performance of government and non-government services. It is being used in over 40 US states and many countries including Australia, Canada, Ireland, New Zealand, the Netherlands, Norway and the United Kingdom.

Mr. Friedman’s data process will help us move the Rogers Promise Neighborhood plan from “talk” to “action.” The RBA process will: (1) help our project understand how **other Promise Neighborhood projects** have successfully addressed a Continuum of solutions based on **best-known practice**; (2) effectively and efficiently gather meaningful data from **students, parents, and school staff** on all indicators; (3) create a data collection process that successfully incorporates **existing data** and **minimizes additional data** collection; (4) solicit the input of **MCS D central office staff, teachers, parents, and students** in the design; (5) produce a system of data collection that the district can **easily continue** after grant funding ends; (6) provide reports for partner agencies, community members, and parents that are **easy to understand** and **simple to use** in a local planning process; and (7) assist the project partners to understand **what** they have done in this project, **how**

well they have done it, and if students in the Rogers Neighborhood are **better off** as a results.

Our data efforts will be significantly easier because the Marshalltown Schools already have a sophisticated student information system (Infinite Campus) along with a data warehouse system to analyze, disaggregate, and report all student information and assessment results. Mr. Ronnie Mathis is the school district's database manager. He was a key player in the identification of data for use in this application and will contribute significant time to support our planning efforts. We will build our analytic and program management capacity by integrating individual child level data from the school district (mindful of legal protections under FERPA and HIPPA) and from partner agencies, for rapid tracking of academic performance, behavioral risk factors (e.g., truancy) and the performance and impact of the community services system working to support student success. All data will be linked across sources by a common student identifier and connected to the families geographically using home address.

During the planning year, we will also use a focused door-to-door campaign to gather data from every resident of the Rogers Neighborhood. MICA staff have completed similar efforts each of the past few years and use an iPad with mapping software to geographically track resident responses. We will also assess training needs and develop a plan, including the specific process and curriculum, to train all participating agency staff in Mark Friedman's Results Based Accountability data system.

(3) Creating formal and informal partnerships, including the alignment of the visions, theories of action, and theories of change described in its memorandum of understanding, and creating a system for holding partners accountable for performance in accordance with the memorandum of understanding (10 points)

MICA (the lead agency) has a long and successful history of building community connections to advance programs, policies and budgets that improve the lives of Marshalltown children and their families. Our theory of change is described in the MOUs and summarized in the box on the page 35.

The MICA Board is composed of 1/3 parents, 1/3 elected officials, and 1/3 community members. MICA has learned that the power of this interagency and resident collaborative has been critical to important community victories. While MICA's core service area includes 5 counties in Central Iowa, the agency provides services in more than 30 counties. In the course of MICA's history, it has gained a state and national reputation for outstanding services in a variety of areas including early childhood, youth development, family development, advocacy, health, and housing.

This history includes the implementation of numerous national research projects that required the utilization of high-quality staff, the development of intricate data management systems, and the creation and maintenance of collaborative relationships across the community, state, and country. These programs included services that span the continuum. Four complex, research-rich programs worked directly in the Rogers neighborhood and with Rogers Elementary. One of these, the Head Start Public School Transition Project, renamed locally as Taking Action for School Kids (TASK), was designed to enhance the early public school transitions of former Head Start children and their families. These children, like many others living in poverty, were at risk for poor school achievement. This program was launched to test the value of extending comprehensive, Head Start-like supports "upward" through the first four years of elementary school. MICA was awarded one of 31 Demonstration Programs and implemented major initiatives related to parent involvement activities, educational enhancement—especially to promote use of developmentally appropriate practices and continuity in children's education - and family social support services. TASK was instrumental in the introduction of full-day kindergarten to the district as well as the family resource center concept. This program included a longitudinal national evaluation component. As the children “aged out” of this program and moved onto the middle school, MICA sought and obtained a national substance abuse prevention project through the Substance Abuse and Mental Health Services Administration. This project implemented the evidenced-based Strengthening Families curriculum both in groups and in home with families with children in Miller Middle School.

In 1995, MICA was awarded an AmeriCorps project. The focus of MICA’s AmeriCorps work was youth development utilizing a two-prong place-based approach in target schools (one of which is Rogers). The first prong introduced daily after-school activities on site at the school. The second prong focused on engaging low-income children in developmental activities such as music lessons, dance classes, and sports. This project involved a thorough internal evaluation comprised of extensive pre- and post-intervention surveying. The success of this project led to the creation of the

Theory of Change Summary

- We need a place-based and parent focused approach where neighborhood residents help lead the change process.
- Our Continuum of Solutions must be an integrated series of evidenced-based programs and services to support the wide range of needs of families and children at every developmental stage with school at the center.
- Our work will be data-driven and evaluation-focused, using accurate timely data with full, open dialog about its implications.
- We will foster collaboration and parent involvement, valuing a diverse group of voices in planning to identify and address root causes.
- Our plan will promote a culture of success throughout the Rogers Neighborhood.

Marshalltown Youth Foundation (MYF). MYF continues to provide funding to allow access to developmental activities for low-income children. MICA also served as a significant partner in the MCSD's successful application and implementation of a 21st Century Community Learning Centers program. In this national research project, MICA produced from inception to implementation place-based programming including after-school activities and in-home family development services in the target schools and their neighborhoods.

Along with the above place-based projects MICA implemented a Comprehensive Child Development Program (CCDP) site. A national demonstration project, CCDP tested whether a newly designed comprehensive service delivery program could identify needs for families with children ages 0 to 5 and provide in-home development coaching and instruction for parents to increase their capacity to nurture their children's physical and cognitive growth. The original Comprehensive Child Development Act of 1988 authorized the establishment of a set of programs to operate for five years at \$25 million per year across all programs. 22 CCDP projects were funded in 1989, one of which was developed and implemented by MICA. The objectives of each CCDP grantee were to intervene as early as possible in children's lives, involve the entire family, to ensure the delivery of comprehensive social services; to address the intellectual, social-emotional, and physical needs of infants and young children in the household; to ensure the delivery of services to enhance parents' ability to contribute to the overall development of their children and achieve economic and social self-sufficiency; and to ensure continuous services until children enter elementary school at the kindergarten or 1st grade level. MICA's CCDP evolved into one of the first Early Head Start programs in the nation and was a part of the national research program on these initial efforts.

Each of these efforts left a positive, lasting mark on the community. The district has instituted full-day, full-week kindergarten in each of its elementary buildings. Also, the district has clearly recognized the importance of early education as it has competed for, and won, state funding for public preschools in a number of the elementary buildings. Since the inception of the AmeriCorps projects, the district has included after-school activities at some level, even without AmeriCorps' programmatic and fiscal support. Another lasting hallmark of these programs was the successful harnessing of collaborative partners. MICA's staff unceasingly strives to identify and cull the resources needed for low-income families to thrive. This requires a high level of partnership-building

ability. **Interagency collaboration is so strong that over 40 organizations currently partner with MICA on a regular basis.**

During the planning process, the Steering Committee will use the planning and deliverable schedule to hold all partners and consultants accountable for fulfilling their roles during the planning year as articulated in the MOU (attached). Team members have learned from recent successful initiatives that regular communication and reporting and a focus on specific objectives are essential parts of: (1) aligning partner visions, theories of action, and theories of change; and (2) building an effective accountability system. Our Work Groups will rely on accessible web-based reporting tools and on regular meeting and committee reports to ensure full partner alignment and accountability in accordance with the MOU. As part of the planning process, the Planning Team will use the RBA framework to design the system for accountability and monitor results from the system level down to the program level using a RBA Report Card and data system.

(4) Integrating funding streams from multiple public and private sources, including its proposal to leverage and integrate high-quality programs in the neighborhood into the continuum of solutions (10 points).

Our project partners bring extensive experience to this initiative for securing and integrating an array of public and private funding streams to accomplish specific community goals. As one example, the budget features nearly ██████████ in local matching funds from the school district alone. Our budget will support a scaling-up of outreach, project coordination, expertise to help integrate data management and program delivery, efforts to build the collaborative culture required, and local evaluation. The Steering Committee has ambitious plans to scale up project activities to implement the full cradle to career Continuum and eventually expand the project to reach more Marshalltown schools and neighborhoods over the next 3-5 years.

The School District—This project is firmly aligned with the district’s programs and priorities. The district has had foundational involvement throughout the development of the plan which included the district’s Superintendent; Associate Superintendent; the district’s Data Specialist; and numerous building principals, classroom teachers, and Learning Support Specialists. This high level involvement has insured that the Rogers Promise Neighborhood efforts align with and compliment the current district strategic plan. District staff has been integral to providing the data needed to better understand the community’s current reality and have committed to ongoing

provision of needed data as per the Memorandum of Understanding (MOU) found in the appendices. The district's commitment to the community effort to improve outcomes utilizing innovative approaches can be seen in the coordination for Rogers University (RU), a test site for an enhanced school calendar. In support of RU, the district committed significant leadership staff time and Title I dollars. The district has since filed for a waiver to the traditional school year calendar and a waiver allowing for student promotion based on proficiency.

The district's long history of community involvement and openness is reflected in current initiatives including the federally funded demonstration Safe Schools/Healthy Students (SS/HS) program. SS/HS includes an initiative to integrate the research-based Positive Behavioral Interventions and Supports (PBIS) throughout all of the systems that work with school aged children and into programming for children from birth to age five through training of child care and preschool providers. This will allow for a single approach to behavior management vertically across age groups and horizontally across the community. Through the SS/HS schools initiative the district has also engaged learning support specialists to work directly with families and community providers to ensure better outcomes for families.

The Community—The Rogers Promise Neighborhood initiative has its roots in efforts that began more than 6 years ago. In 2006, Mid-Iowa Community Action acted as a convener for 10 Marshalltown community entities representing business, education, human resources, elected officials, and the faith-based community. They gathered at the invitation of Charles Bruner from the Child and Family Policy Council and the Northwest Area Foundation to examine poverty. The group was charged with creating a methodology to increase community knowledge of poverty in order to fuel momentum for community change. Utilizing community feedback, the group decided to focus on combating poverty through improved education—**Start Sooner** (stronger early childhood education for all children), **Stay Longer** (every child graduates), and **Keep Learning** (all participate in postsecondary and lifelong learning). The consensus of the group was to begin our efforts by focusing on the “Start Sooner” end of the continuum. Through the leveraging of American Reinvestment and Recovery Act funding and other local financial resources, a series of programs were initiated in order to increase the number of children entering kindergarten prepared for formal education. A two pronged approach was initiated: (1) increase the number of children who

experience a quality early learning environment; and (2) increase parental awareness of cutting-edge research in regard to language and reading development. A neighborhood focused door-to-door campaign was initiated to locate preschool-aged children and to begin mapping one of the most challenged neighborhoods—the Rogers Neighborhood.

The Start Sooner, Stay Longer, Keep Learning project served as the platform from which the recent Read by 3rd initiative and this Rogers Promise Neighborhood program was launched. It would be impossible to include all of the community connections utilized and developed throughout these efforts in this limited space, however a sampling of the community entities and efforts contributing to the ongoing efforts to strengthen education include: Parents, MICA, Marshalltown Chamber of Commerce, MCSD, Martha-Ellen Tye Foundation, Iowa Valley Community College District, City of Marshalltown, Community Y, Substance Abuse Treatment Unit of Central Iowa (SATUCI), Marshalltown Education Association, Marshalltown Medical And Surgical Center, Marshalltown Public Library, Marshalltown Area United Way, and the Marshall County Arts & Culture Alliance. This wide array of participants in the coordinated planning process allows the partners to connect existing programs and increases the projects ability to create a unified, integrated system of service. The 10 organizations that initiated the Start Sooner, Stay Longer, Keep Learning initiative have continued to be involved over all these years and have been an integral part of the Rogers Promise Neighborhood plan. The initial planning group from 2006 has grown to over 100 representatives of those and other groups participating in this planning process and promising long-term commitment to collaboration and better outcomes for children through our Rogers Promise Neighborhood effort. In 2009, representatives from the Start Sooner, Stay Longer, Keep Learning initiative traveled to New York City in order to attend a conference sponsored by the Harlem’s Children Zone and Policy Link. This led to the adoption of a significant place-based strategy in the Rogers Elementary Neighborhood. The ongoing development of the community partners continued in the summer of 2011 when a group attended the National Summer Learning Institute which focused on the development of effective summer learning strategies.

Another example of the community’s ability is the Marshalltown Education Partnership (MEP). MEP was developed in 2004 by a group of business, community and education leaders to impact the future workforce in the community by making post-secondary education available to all

graduates of Marshalltown High School. The program addresses 2 significant barriers that prevent many students from furthering their education—poverty and lack of information about the college experience and its potential to greatly improve quality of life. Initiated following an educational forum sponsored by the Martha-Ellen Tye Foundation, the Marshalltown Education Partnership has thrived under the direction of Terry Buzbee, President, Emerson Process Management, a locally grown but now global business. His ability to engage other business and community leaders along with their donated dollars has facilitated MEP’s growth to serve over 300 students in the 2011-2012 school year at MHS, nearly 25% of the student body. Since 2005, 73 MHS graduates have received MEP scholarships to attend Marshalltown Community College (MCC). 25 first generation students have graduated from MCC with six now pursuing a bachelor’s degree and one student, pursuing a master’s degree. In the last 18 months Terry has also led a one million dollar fund raising campaign to assure MEP’s financial operation well into the future. To date, he has raised over \$800,000 from all segments of the community, including major commitments from the community’s largest employers.

The community’s ongoing commitment to this effort was also seen on September 26, 2011 when the City Council of Marshalltown unanimously adopted a resolution to support the MICA led All-America City Grade Level Reading community solutions action plan. These are a handful of examples chosen from the ongoing culture of collaboration and partnership that has developed regarding the success of our children. Long-term partner and financial sustainability of the Rogers Promise Neighborhood will be built on the ability of the project to develop a thoughtful, realistic implementation plan that uses a model data management system to inform strategies that improve student academic performance.

Commitment to Work with National Evaluator—The Rogers Promise Neighborhood team is fully committed to working with the national evaluator to ensure that data collection and program designs are consistent with plans to conduct a rigorous national evaluation of the program. Our evaluation team will work with the evaluator on evaluation strategy, including identifying a credible comparison group if desired. We will make all relevant program and project data available to the evaluator in aggregated form to protect participant privacy. We will identify and collect reliable and valid baseline data for both program participants and a designated comparison group of non-

participants (children in other Marshalltown neighborhoods and schools). We are prepared to adjust this plan based on the needs of the national evaluator.

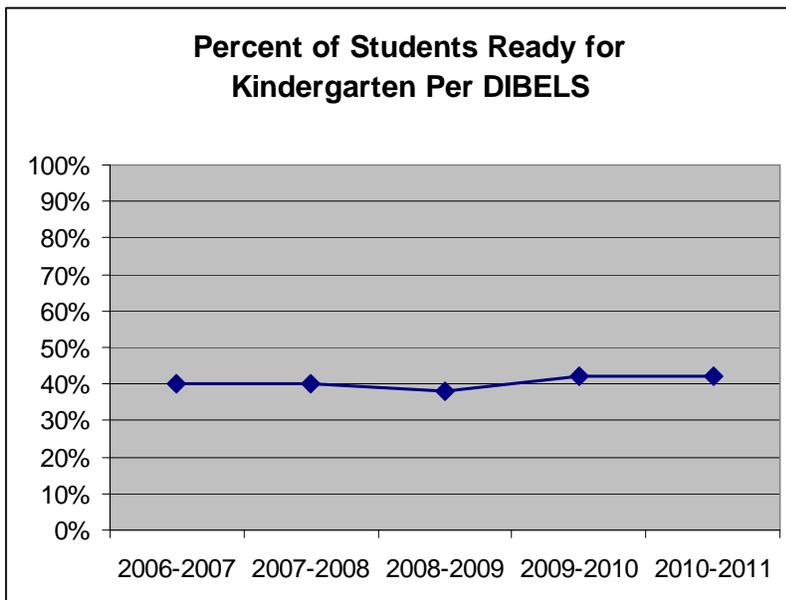
Competitive Preference Points—We are applying for additional points for Priority 4 (Early Learning Network) and Priority 6 (Arts and Humanities).

VI. Competitive Preferences

Comprehensive Local Early Learning Network (Priority 4)—

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

One issue that contributes to the troubling data regarding the outcomes for Rogers Neighborhood children is the fact that many of students do not come to the public school “ready” for kindergarten. On the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), one of the common assessments utilized at MCSD, only 42% of entering kindergartners scored at low risk for reading difficulties. In other words, 58% of children entered school without the expected core competencies for reading and school success. This is not a new phenomenon. During the past 5 years only 40% of students have entered school ready, as indicated by the DIBELS. This, however, is not a reflection of the aspirations parents in the neighborhood have for their children.



During the most recent Rogers neighborhood Door-to-Door Outreach Campaign, over 90% of parents stated they wanted their children to attend college.

The current slots available for preschool are not adequate to

meet the needs of the community's children. With the current capacity, approximately 209 three and four year olds have no access to preschool. Most of the available Pre-k programs are offered to students for ten hours a week nine months of the year. And, while the community has access to some evidenced-based programs for support of parents of 0-3 year olds, there is not nearly enough availability to meet the need. It is estimated that only 25% of parents in need of such assistance receive it.

In order for children to experience high levels of success, they must enter school with the full set of experiences that allow them to be able to experience that success. Schools that are prepared to assist every child to find that success are the other necessary ingredient.

The Comprehensive Early Learning Network Planning will work on a number of key initiatives and will use the same process as the larger Rogers Promise Neighborhood, Mark Friedman's Results Based Accountability (RBA) Framework, for the planning and implementation process. However, the focus of this effort will be the adoption of a common set of expectations of school readiness which will become generally known, taught and measured across the community. This will create a community system of early learning that is of a high quality and accessible to all children in the Rogers neighborhood.

This planning will build upon previous activity in this arena including the already existing Early Childhood Coordinating Group, the current effort to train all day care (center and home based) and Pre-K providers in use of Positive Behavior Intervention Support (PBIS) philosophy and techniques, and the Spread the Words-Read by 3rd campaign for grade level reading School Readiness Task Force. The goal of the planning process will be aligning the efforts of all early learning providers with a single accepted set of results and indicators related

to the early learning and development of children in the neighborhood and upon scale up, throughout the community.

The process will integrate the work of these various efforts into a planning process that will focus on providing children with the best possible start in their growth and development, targeting the resources in the community toward an agreed upon set of expectations for our children entering kindergarten and minimizing transitions children experience horizontally as the move across service providers and systems and vertically as the age through programming and services, including entry into and movement through the earliest years of public school.

The process will bring together the most important Marshalltown and Rogers neighborhood players in children's early growth and development. This would include parents as well as providers of programming and services, the Marshalltown schools and interested community members. They will engage in a process that will:

- Define the current results of the early learning system by mining and analyzing data on how children are doing.
- Review the current efforts of the community and create an inventory of capacity and an analysis of the research-basis for the service models in the inventory.
- Review frameworks for describing expectations and quality programming and determine a set of easily communicated expectations that matches what is known and understood about the children in the neighborhood and the broader community. This framework will be chosen/developed from among such options as the Head Start Child Development Framework, the Early Childhood Iowa *Getting School Ready in Iowa*, and Nemours BrightStart!. This will also include reviewing the Iowa Quality Rating Standards for early

care and education and determining the degree to which high quality programming meeting the standards is readily accessible to the Rogers families.

- Determine the degree to which Marshalltown schools are “ready” to teach the youngest of their students and identify ways professional development, training and technical assistance can be shared across the early care and education provider and district networks.
- Create a plan for implementation of the standards and expectations and for building the capacity needed to provide quality programming in the neighborhood. Such a plan will also contain a methodology for tracking the early care and education children receive, coordinating the use of resources for individual children and for the neighborhood and measuring what is working and for which children over time. Resources that can be integrated and collaborations that can sustain the effort over time will be identified and codified.

This process will be led by Ms. Carrie Soddors. Ms. Soddors is currently the MICA Early Head Start Services Coordinator as well as the MICA Head Start and Early Head Start Disabilities Coordinator. She is a certified Early Childhood Special Educator and will devote 25% of her time to this project. Her 20+ year of experience in early childhood in Marshalltown and helped her develop strong relationships with all community providers. During the planning year she will provide support to the Provider Work Group and especially to the Early Childhood subcommittee of this working group. It is that Early Childhood Subcommittee that will undertake the activities of this process. She will also have access to the Parent Work Group and Focus Groups.

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

Several factors have resulted in a decrease of access to arts and humanities programming for children in the Rogers neighborhood. As reported by Dr. Susan Pecinovsky, Associate Superintendent for Student Achievement, the amount of the school day required for core instruction has greatly decreased the amount of time available for the provision of non-core subject matter, particularly the arts and humanities programming of the past. In addition, budget restrictions over the years have decreased the number of staff that could be employed by the district to provide arts and humanities curricula.

Rogers neighborhood children come from low-income homes where money for extracurricular activities of all kinds is limited or non-existent. A study by MICA of low-income children showed that while access to such activities was limited, aspirations regarding participation were the same as other children until 6th and 7th grade when youth begin to state they are not interested. It was clear when talking with the youth that they had wanted to participate when younger, but the inability over time to participate like their peers led them to reconstruct their perspective to one where they did not participate because they did not want to do so.

Ms. Mary Giese, Executive Director of the Marshall County Arts and Culture Alliance (and a retired elementary school principal) and Ms. Sue Martin, Executive Director of the Martha-Ellen Tye Foundation are interested in taking lead volunteer roles in the Rogers Promise Neighborhood Planning Process regarding the provision of arts and humanities education and opportunities through the schools and during out of school hours. Ms. Giese believes there are ways to integrate teaching of core curricula and the arts into the school day. Ms. Martin and her

foundation have been supporters of the Rogers University Summer Learning Program enrichment components which have included opportunities to explore such areas as art, theater, dance and service learning. Ms. Martin has taken the message to the community that middle-income children entering kindergarten are likely to have had 1300 more “unique experiences” than their low-income counterparts, including a much broader range of experiences with arts and humanities. This contributes to the achievement gap that is present upon entry into Rogers and Marshalltown schools and follows low-income students throughout their educational period. As part of the Rogers Promise Neighborhood Planning Process, the provision of arts and humanities programming to neighborhood children will be studied and a plan to assure access to the arts and humanities will be developed.

This process will be led by Ms. Clarissa Thompson, Project Director. Ms. Thompson has considerable experience with integrating arts and humanities into programming for low-income, minority and other students. She began her career at MICA performing outreach to low-income families and children and linking them to developmental activities. She was one of the founders of the Marshalltown Youth Foundation, an organization that assists low-income families with the costs of participating in sports and other developmental activities-particularly band and orchestra. She organized recreational and enrichment programming for an after school program in one of the poorest and most diverse elementary schools of that time. She is the architect of the current enrichment programming associated with Rogers University Summer Learning Program.

The process will be led by Ms. Thompson and Ms. Giese and will achieve the following over the course of the one year planning period:

- Identify the current and planned offerings of the school district regarding the arts and humanities.

- Identify other arts and humanities opportunities readily available in the neighborhood and in the community.
- Educate their subcommittee on the research regarding arts and humanities as a tool to teach core curriculum.
- Develop a pilot program for Rogers neighborhood children that provides both place-based and broader community access to the arts and humanities and does so through in school and out of school hour programming.

There is not any current effort to coordinate school age programming and opportunities in the area of the arts and humanities. The work in Rogers neighborhood would be the first of its kind in the community and would serve as a model for future work in creating a richer environment for children and youth.