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Competitive Preference Priority 2- Broadly Representative Consortium

We believe our community and the state of Iowa exemplify effective collaboration. Because Iowa is a rural state with only two 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 five 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 five-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 one of only six 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 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, 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 that has led to some duplication of service as well as unaddressed gaps in service. This Marshalltown Community School 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 in three elementary schools and will ultimately serve as model for all of Marshalltown’s neighborhoods.

To undertake the project we have at the ready our Steering Committee. Most members or their organizations have served since 2011, some in even earlier consortiums dedicated to these purposes. Please note that many are the “decision makers” for their organization and are able to act on their behalf. The commitment of these organizations has been unswerving over the last six years. Even when the leadership of the organizations have changed, the new leaders have rapidly engaged with us and maintained both the level of commitment to the overarching goal of every child ready to learn and every school ready for every child and its progress.

Name	Title	Organization
Dr. Theron Schutte	Superintendent	Marshalltown Community School District
Dr. Lisa Stevenson	Director of Instruction	Marshalltown Community School District
Dr. Mick Jurgensen	Principal	Rogers Elementary, Marshalltown Community School District
Arlene McAtee	Executive Director	Mid-Iowa Community Action
Clarissa Thompson	Family and Community Development Director	Mid-Iowa Community Action
Michelle Spohnheimer	Housing and Community Development Director	City of Marshalltown
Michael Tupper	Chief of Police	City of Marshalltown
Sarah Rosenblum	Director, Marshalltown Public Library	City of Marshalltown
Carol Hibbs	CEO	Marshalltown YMCA- YWCA
Kyley Leger	Executive Director	Vision Marshalltown
Jon Nunez	Director	Iowa Valley Education and Training Center
Lynne Carroll	Executive Director	Heart of Iowa Big Brothers Big Sisters

Linda Havelka	Executive Director	Child Abuse Prevention Services
Vickie Lewis M.S., LMSW, IADC	Executive Director	Substance Abuse Treatment Unit of Central Iowa
Susan Cahill	City Council Member Mentor Coach Member	City of Marshalltown Marshalltown Community School District MEA
Dr. Elizabeth Fischer-Jurgensen	Associate Principal	Lenihan Intermediate School Marshalltown Community School District
LuAnn Lura	Title I Instructor	Rogers Elementary Marshalltown Community School District
Stacy Tool-Crawford	Nurse	Marshalltown Community School District
Nancy Steveson	Executive Director	Marshalltown Area United Way
Karina Hernandez	Summer Learning Coordinator Member	Mid-Iowa Community Action Marshalltown Community School District Board

Allison Wilson	Early Childhood Programs Family Service Coordinator	Mid-Iowa Community Action
David Barajas, Jr.	Member	LULAC
Carrie Soddors	Early Childhood Programs Director	Mid-Iowa Community Action
Ben Fletcher	Member	Marshalltown Community School District Board
Lynn Olberding	CEO	Marshalltown Area Chamber of Commerce

Additionally, we have several partners who are participating in many activities that serve as the basis for those found in this project proposal. They include:

Partners	Activities provided
MICA Health Services	Pick a Better Snack, Hawk-I (CHIP) Outreach, In-school dental screenings, varnishes and sealants,
ISU Extension	Gardening
Marshalltown Community School District (MCSD)	School nurses, school counselors, social workers
Through MCSD Center Associates	Mental Health Services
Through MCSD	Mental Health Services

Ardent Wellness Center	
Substance Abuse Treatment Unit of Central Iowa	Life Skills Lessons
Marshalltown YMCA	Swimming Lessons
Marshalltown Police Department	Safety Instruction
Marshalltown Fire Department	Safety Instruction
Big Brothers Big Sisters	Mentoring
Child Abuse Prevention Services	Case management for families meeting migrant classification
Primary Health Care	General health services, including physical, mental and oral health services

Over the course of this project, we will continue to build on this strong community consortium and its history of success. It is simply our way of doing things.

Competitive Preference Priority 3- History of Effectiveness

While the application itself contains many examples of MICA, MCSD, and Marshalltown's effectiveness at building educational and social innovations and improvements, this history goes back decades. This history shows the strong foundation that has been built for project management, educational innovation, and community involvement.

Mid-Iowa Community Action (MICA) — 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.

MICA has learned that the power of interagency and resident collaboration has been critical to important community victories. While MICA's core service area includes five 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 use 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 neighborhoods and with elementary schools. 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 MCSD 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 using a two-pronged place-based approach in target schools. The first prong introduced daily afterschool activities on site at the school. The second prong focused on engaging limited-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 Marshalltown Youth Foundation (MYF). MYF continues to provide funding to allow access to developmental activities for limited-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 afterschool 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. Twenty-two 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; ensure the delivery of comprehensive social services; address the intellectual, social-emotional, and physical needs of infants and young children in the household; 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 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, which it continues to expand through community partnerships. Another lasting hallmark of these programs was the successful harnessing of collaborative partners. MICA's staff unceasingly strives to identify the resources needed for limited-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.

A summary of our most recent successes include:

Community Success

The community has experienced success and recognition for its efforts. Some of them include:

- Over 150 community volunteers participating in the planning process that led to the community's Spread the Words — Read by 3rd! Early Literacy Steering Committee and activities.
- One of the 13 2012 All America Cities for Grade-Level Reading identified by the National Civic League and the Grade-Level Reading Campaign.
- National Grade-Level Reading Campaign Pacesetter community from 2013 – 15 and again in 2017 by the Grade-Level Reading Campaign.
- 2012 Promise Neighborhood Planning Grant recipient
- 2016 White House Rural Council selection as one of ten communities for its Rural IMPACT Project focused on two-generation approaches to child poverty reduction
- Cutting in half (60% to 30%) the number of children arriving at kindergarten without a preschool experience
- Increasing by the reading proficiency of Rogers Elementary School third graders by over 20% to reach a level equivalent to the state average in a school building with a average 88% free- and reduced-lunch rate

The School District—The Marshalltown Community School 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; Director of Instruction; the district's Data Specialist; and numerous building principals, classroom teachers, and Learning

Support Specialists. This high-level involvement has insured that the efforts align with and complement 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. The district's commitment to the community effort to improve outcomes using innovative approaches can be seen in the coordination for Rogers University (RU) — a test site for an enhanced school calendar that was recently scaled up to other buildings as Bobcat University (BU). In support of RU, the district committed significant leadership staff time and Title I dollars.

The district's long history of community involvement and openness is reflected in several initiatives, including the federally funded demonstration Safe Schools/Healthy Students (SS/HS) program. SS/HS included 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 has allowed 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, now known as social workers, to work directly with families and community providers to ensure better outcomes for families.

The Community — This initiative has its roots in efforts that began more than 12 years ago. In 2006, MICA 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. Using 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 RB3! initiative and now this Marshalltown Community School Project was launched. It would be impossible to include all of the community connections used 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 project’s 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 the 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 postsecondary education available to all graduates of Marshalltown High School. The program addresses two 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, MEP has thrived under the direction of Terry Buzbee, then 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 an average of over 150 students per year at MHS. Since 2005, Over 170 MHS graduates have received MEP scholarships to attend Marshalltown Community College (MCC). Terry has also led a successful \$1 million fundraising campaign to assure MEP's financial operation well into the future.

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 was built on the ability of the project to develop a thoughtful, realistic implementation plan that used a model data management system to inform strategies that improved student academic performance.

Competitive Preference Priority 4- Evidence Based, Activities, Strategies, or Interventions

Our data-driven, solution-oriented, outcome-focused processes and plans require us to have evidence-based practices in all areas of our endeavors. Resources are too scarce to undertake major initiatives without a foundation of research and evaluation to inform our choices. As we discussed in our project services section, all strategies are informed by evidence-based practices. To reiterate that commitment, we reprise that section of our grant here.

Transition to School Camps

Evidence demonstrates that in-school transition activities result in better outcomes for entering kindergarten students, particularly among limited-income and otherwise underserved students:

1. Schulting, Amy B., Patrick S. Malone, and Kenneth A. Dodge; “The Effect of School-Based Kindergarten Transition Policies and Practices on Child Academic Outcomes”; *Developmental Psychology* 41(6); pp. 860 – 871.
2. Lisa J. Berlin, Rebecca D. Dunning, and Kenneth A. Dodge; “Enhancing the Transition to Kindergarten: A Randomized Trial to Test the Efficacy of the ‘Stars’ Summer Kindergarten Orientation Program”; *Early Childhood Research Quarterly* 26(2); pp. 247–254.
3. Michael H. Little, Lora Cohen-Vogel, and F. Chris Curran, “Facilitating the Transition to Kindergarten: What ECLS-K Data Tell Us about School Practices Then and Now,” *AERA Open*, available from <http://journals.sagepub.com/doi/10.1177/2332858416655766>.

Attendance Transition Teams

An early emphasis on regular school attendance alleviates the challenges presented by chronic absence. Evidence shows a strong correlation between chronic absence and poor academic performance:

1. Brian A. Jacob and Kelly Lovett, “Chronic absenteeism: An old problem in search of new answers,” Washington, DC: Brookings Institution, 2017.
Available from <https://www.brookings.edu/research/chronic-absenteeism-an-old-problem-in-search-of-new-answers/>.
2. Michael A. Gottfried, ”Chronic Absenteeism and Its Effects on Students’ Academic and Socioemotional Outcomes,” *Journal of Education for Students Placed at Risk* 19(2), pp. 53 – 75.

The transition team approach has been used as an effective tool to both ensure smooth transitions to school and early intervention regarding potential chronic absence:

1. J. Railsback, *Increasing Student Attendance: Strategies from Research and Practice*, By Request Series (Portland, OR: Northwest Regional Educational Laboratory, 2004).
2. Ken J. Smythe-Leistico et al., “Blending Theory with Practice: Implementing Kindergarten Transition using the Interactive Systems Framework,” *American Journal of Community Psychology* 50(3 – 4), pp. 357 – 69.
3. Joyce Epstein and Steven Sheldon, “Present and Accounted for: Improving Student Attendance through Family and Community Involvement,” *The Journal of Educational Research* 95(5), pp. 308 – 18.

Bobcat University

Evidence for the effectiveness of this kind of summer learning program can be found in:

- Jennifer Sloan McCombs et al., *Making Summer Count: How Summer Programs Can Boost Children's Learning*. Santa Monica, CA: RAND Corporation, 2011. Available from <https://www.rand.org/pubs/monographs/MG1120.html>.

Individual Family Attendance Plans

Among the evidence supporting these strategies are:

1. Joyce Epstein and Steven Sheldon, "Present and Accounted for: Improving Student Attendance through Family and Community Involvement," *The Journal of Educational Research* 95(5), pp. 308 – 18.
2. Joyce Epstein and Steven Sheldon, "Getting Students to School: Using Family and Community Involvement to Reduce Chronic Absenteeism," *The School Community Journal* 4(2), pp. 39 – 56.

Abriendo Puertas/Opening Doors

Evidence for the effectiveness of programs like Abriendo Puertas/Opening Doors can be found in:

1. M. L. López, S. Barrueco, & J. Miles, "Latino infants and their families: A national perspective of protective and risk developmental factors." Report submitted to National Task Force on Early Childhood Education for Hispanics and the Foundation for Child Development.

2. R. Crosnoe, “Mexican Roots, American Schools: Helping Mexican Immigrant Children Succeed” (Palo Alto, CA: Stanford University Press, 2006).

Coordinated Community Engagement

Evidence for the effectiveness of coordinated community engagement can be found in:

1. Anne Henderson and Karen Mapp, *A New Wave of Evidence: The Impact of School Family, and Community Connections on Student Achievement* (Washington DC: American Institutes of Research, 2002).

The project design and target population needs

Our Community

Marshalltown is located in the heart of Iowa, in the heart of the country.

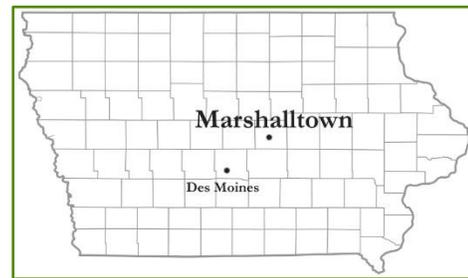


A community of approximately 27,500 people, it has undergone tremendous change in the last two decades.

The Marshalltown of today is, increasingly, a microcosm of our larger country. While Marshalltown

has a large Latinx community (27.6% in the general

community), the community's population is constantly churning. There are sizeable refugee populations from Africa and approximately 1,000 persons from Burma (largely families from refugee camps in Thailand)

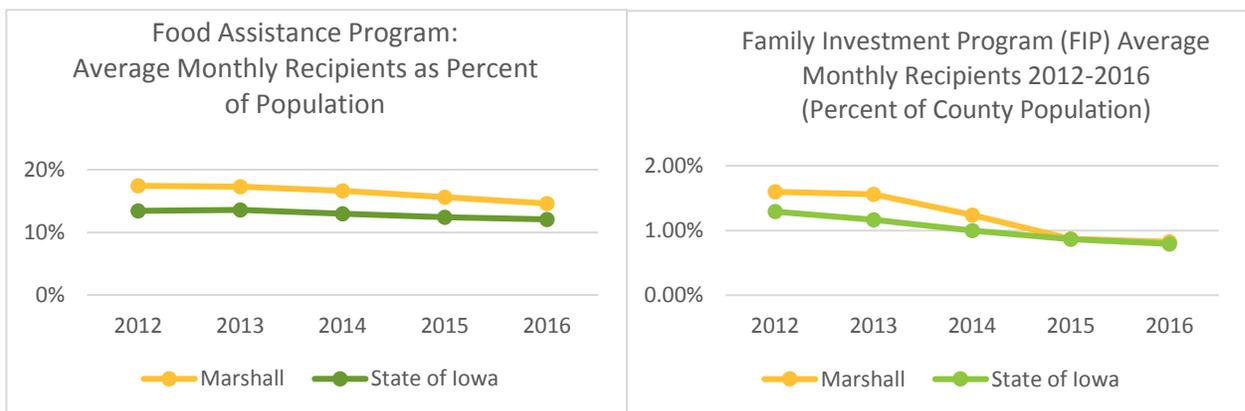
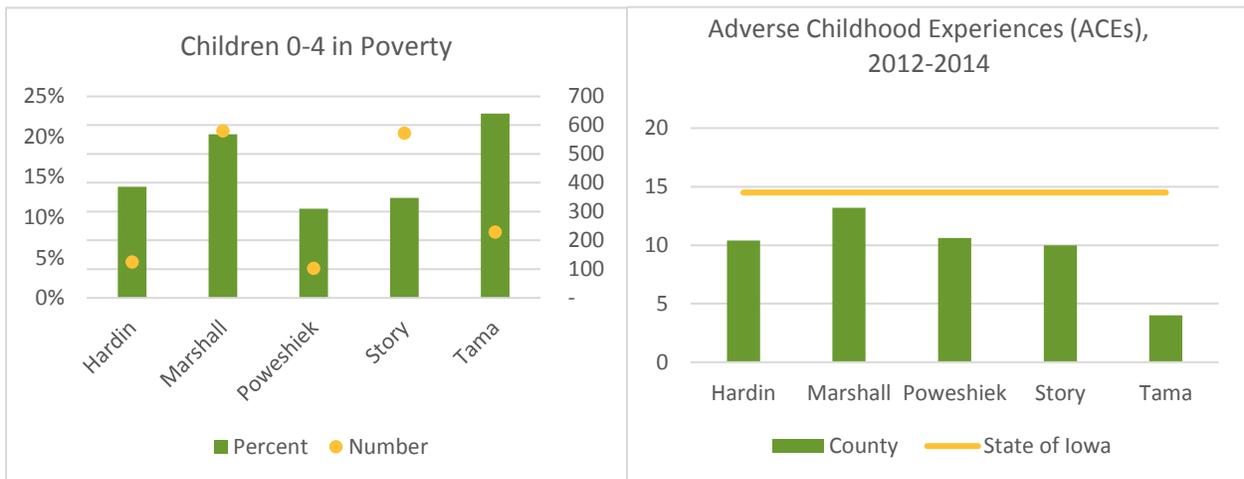


becoming members of the community. It is estimated that 60% of the community from Burma are children under the age of 18. The refugee community from Burma has many ethnic clans, various dialects spoken by those clans, and cultural differences among the clans. This ever-changing Marshalltown population is due to in large part to employee recruitment by the largest employer in the community, JBS Swift, a pork processing plant.

In addition, Marshalltown struggles with other issues often encountered in larger urban areas, without the corollary resources to combat them. As examples, Marshall County reports the second highest rate of teen pregnancy in Iowa and an ongoing epidemic of methamphetamine use. While Marshall County's 5.9% unemployment is relatively high compared to the state of Iowa's 4.5%, most of the adult population is working. However, many of those working do not earn enough to lift them from poverty or much above the poverty level.

The high rate of poverty in the Marshall County area can be validated by the use of the services designed to assist families affected by the conditions of poverty. This is depicted in the charts below which compare Marshall county (where Marshalltown is located) to the state and neighboring counties that MICA also serves.

Other challenges associated with low resources and family stress can be seen as depicted by these state of Iowa statistics.



Further complicating the ability of families to access resources and generally connect to the community are language and cultural barriers.



There are also the issues the families themselves identify as most difficult for them to address. During MICA’s strategic planning process, MICA conducted three family focus groups in Marshalltown – one in English, one in Spanish and one in the Burmese dialect of Karen.

These family groups identified the following issues they regularly face:

Identified Issue	English Speakers	Karen Speakers	Spanish Speakers
Food costs prohibitively high	X		
Utility costs prohibitively high	X		
Lack of transportation		X	
Lack of good-quality, affordable housing; homelessness	X	X	X
Unemployment; no living-wage jobs in the area	X	X	X
Lack of good-quality, affordable child care	X	X	X
Difficult to access resources; not enough information about resources		X	X
Need more education or training (adult) including language barrier	X	X	X
Cliff effect			X

For many of the hard-working parents in our community, knowledge of early childhood development, strategies to promote school readiness, and even an understanding of the educational system is limited. With many parents working long hours, time to develop

knowledge and skills can be constrained, and knowing how to reach out for such information may be nonexistent. There are solutions – our community pursues many innovations and evidence-based practices to address these challenges – and Marshalltown has made progress. This progress is due to no small part to Marshalltown’s unique spirit of collaboration. It has a decades-long history of collective impact projects made possible and successful due to agencies, civic groups, business, education, faith communities, and many others’ willingness to share the work and the resources needed to make change a reality in any number of quality-of-life areas. The high level of effective collaboration among Marshalltown’s institutions has also meant a low level of service duplication. This history of community collaboration instills confidence in the community when it comes to tackling its issues and also has allowed leadership to be developed at many levels and in many places in the community. Examples include:

Examples of Existing Education Related Initiatives	
<i>Initiative</i>	<i>Purpose</i>
<p>Business Education Alliance</p>	<p>Alliance of Marshalltown schools, Iowa Valley Community College, Chamber of Commerce and Marshalltown Economic Development Initiative Corporation working to increase coordination between education and business, particularly as it relates to higher levels of preparation of the workforce and increasing support of education’s vocational development efforts by the business community. Creating better outcomes in education to create a stronger workforce and community.</p>
<p>Marshalltown Education Partnership</p>	<p>Community effort to provide students who might otherwise be less likely to pursue post-secondary education with incentives to perform well in high school in order to be positioned to pursue higher education. Students who</p>

(MEP)	will be first generation college attendees and fulfill other requirements are eligible to receive 25% tuition scholarship and 25% tuition forgiveness for two years at the community college. Mentors are provided through high school to assist students in meeting standards.
Healthy Students	The project supports the social/emotional needs of students through early identification, coordinated case planning, case management services, and on-site and community-based mental health services. Mental health providers provide services in the schools.
Spread the Word- Read by Third (RB3rd)	Associated with the All-America Grade-Level Reading Award and the Campaign for Third Grade Reading, this community coalition developed a four year plan to raise to 90% the 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.
Reach Out and Read	Community volunteers created an advisory group and engaged pediatricians, physicians and other health services providers in providing a quick assessment of infant/toddler exposure to reading and reading materials, provided information on the importance of reading to a child and raised the resources to provide books at each visit to all parents with young children. All of the physicians and clinics in the community that have contact with

	children birth to age 3 participate in the program. MICA assisted as fiscal agent in this endeavor. Many civic groups and organizations participate in raising funds or gathering books for the project. Reach Out and Read operates with no paid staff.
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Community Success (**Competitive Priority 3- History of Effectiveness**)

The community has experienced success and recognition for its efforts. Some of them include:

- Over 150 community volunteers participating in the planning process that led to the community’s Spread the Words – Read by 3rd! Early Literacy Steering Committee and activities.
- One of 13 “2012 All America Cities for Grade-Level Reading” identified by the National Civic League and the Campaign for Grade-level Reading.
- Recognized as a National Campaign for Grade-Level Reading Pacesetter Community from 2013–15 and again in 2017.
- 2012 Promise Neighborhood Planning Grant recipient
- In 2016, Marshalltown was one of 10 communities selected to participate in the White House Rural Council’s Rural Integration Models for Parents and Children to Thrive (IMPACT). Rural IMPACT focused on two-generation approaches to child poverty reduction.
- Cutting in half (60% to 30%) the number of children arriving at kindergarten without a preschool experience

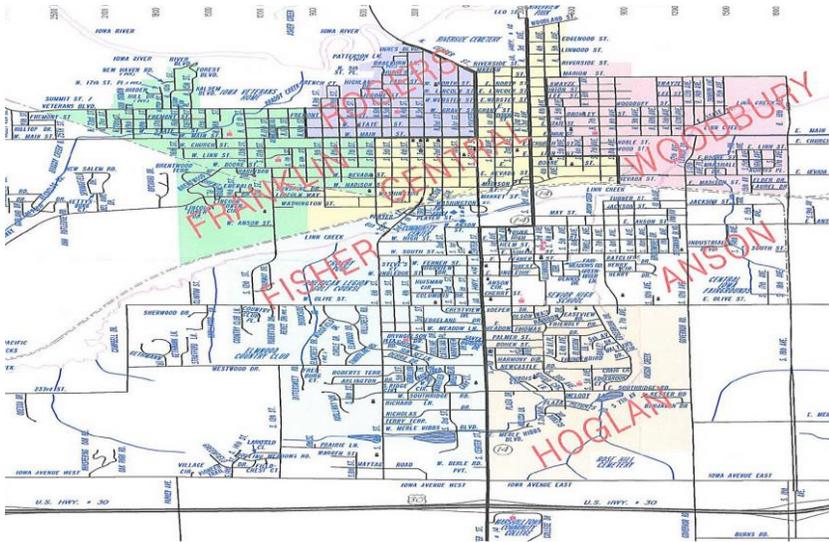
- Increasing the reading proficiency of Rogers third graders by over 20% to reach a level equivalent to the state average in a school building with an 88% free and reduced lunch rate.

Our School District

The Marshalltown Community School District (MCSD) serves 5,219 students in six K-4th buildings, a 5th-6th grade intermediate school, a middle school, and a high school. In Iowa, the Department of Education continues to use the designations defined in No Child Left Behind. Under these designations, the Marshalltown Community School District is considered a district in need of assistance. MCSD is a majority-minority district with 66% non-white students. While Latinx students are the most numerous of the student ethnicities within MCSD (2,727 students according to 2017–2018 data), over 70 languages are spoken by students in the district. With 1,836 (or 37.1%) such students, it has the third largest number and the third largest proportion of Limited English Learner students in the state of Iowa.

Poverty also is an important factor among MCSD students. The district has a 67.2% eligibility rate for the federal free- and reduced-price lunch program. The elementary buildings we propose to serve have rates between 83.1% and 88.1%.

The Marshalltown Community School Project will focus on three of MCSD's elementary buildings – Anson Elementary School, Rogers Elementary School and Woodbury Elementary School (Marshalltown's only Dual Language School- English and Spanish).



The table below includes data regarding challenges faced by the target schools (free- and reduced-price lunch rate, and limited English proficiency) as well as demographics of the student populations.

Characteristics	Anson	Rogers	Woodbury
Enrollment	352	249	382
Free- and reduced-price lunch rate	83.1%	88.1%	85.5%
English Language Learners	57.5%	43.8%	79.8%
Individualized learning program	9.1%	10.2%	9.1%
Student Subgroups			
White	21.3%	25.2%	5%
Native American	.9%	.9%	0%
Black	5.3%	4%	0.6%
Asian	7.8%	14.2%	0.0%
Hispanic	63.7%	49.1%	93.5%

Multi-Racial	1.9%	6.6%	.3%
Pacific Islander	0%	0%	.6%
Ethnicity			
Latinx	219	114	345

The district also reports student mobility rates as high as 40% in some buildings. This means nearly half the students leave the building in any given year and half are there less than a full year.

The challenges implied by the above statistics are reflected in the reading proficiency rates of the three schools’ third-grade students:

School/Year	Reading at grade level
Anson/2016	60.8%
Anson/2017	40.8%
Rogers/2016	78.1%
Rogers/2017	78.4%
Woodbury/2016	50%
Woodbury/2017	46.2%

Perhaps the biggest challenge facing academic achievement in these three schools in chronic absence – missing 10% or more of school days during an academic year. The percentage of preschool through 4th-grade students experiencing chronic absence dropped from 15% in 2016-17 to 12% in 2017-18. However, in the upper grades (7th–12th) the chronic absence rate increased from 21.7% in 2016–17 to 26.4% in 2017–18. MCSP’s focus on attendance-related

services and programs in the target elementary buildings is key to immediate and long-term reduction in this important measure.

Ensuring equitable access to and participation this program for students, teachers, and other program beneficiaries with special needs.

MICA, as lead agency in this grant application, has a clear policy regarding discrimination. The specific statement regarding program participants is:

“No person shall be excluded from participation in, or be denied the benefits of any program or activity of Mid-Iowa Community Action, Inc. because of race, religion, color, creed, gender (including pregnancy), marital status, sexual orientation, national origin, age, or physical and/or mental disability, or genetic information.”

Locating the Site Coordinators and other services in the building will allow access by any and all families with children attending their neighborhood school. Hiring Bilingual Site Coordinators and assuring resources are available for translating and interpreting in all language groups will assist in eliminating barriers related to language. The district has a policy of sending all information home with students in the major languages found in the building.

Regular meetings will be conducted on site with building teams to assure all of them are aware of services for students and all staff know how to request and access them. Teachers and building staff will regularly provide feedback on the efficacy of both services and processes.

The Site Coordinators and the Attendance Specialist will be able to perform home visits to families who may not be able or willing to come to the school to receive support and services. They will also receive ongoing training and technical assistance regarding effective provision of services.

The MCSD building specialists (nurse, Title I, counselors, behavioral specialists, social worker disabilities staff) will be consulted on education and other plans that will need to be developed for children with disabilities. It has been possible in the past to accommodate students in Bobcat University and Pre-K Transition Camps without problems. Parents in need of specialized services will be accommodated through the sit based services or through coordination of community services.

Plan: Marshalltown Community School Project

Mid-Iowa Community Action (MICA), in primary partnership with Marshalltown Community School District (MCSD), will initiate the Marshalltown Community School Project – community school environments in three MCSD elementary schools – Anson, Rogers, and Woodbury Elementary Schools. Project direction will be provided by MICA’s Family Director, Clarissa Thompson (see Management Plan). MICA will hire and place a full-time, Bilingual Site Coordinator in each of the elementary buildings. In addition, the project will hire a full-time Attendance Specialist to focus on the challenge of chronic absenteeism in the three schools. Data services will be provided by MICA’s current Data Manager, Laura Hornberg (see Management Plan below), and evaluation will be carried out by Ron Mirr, with whom MICA and MCSD have collaborated on other evaluation projects.

The Site Coordinators will work together with students and their families to ensure “Every child is ready to learn every day, and every school is ready to teach every child.” Part of impacting MCSD in this way will be through referral to a menu of foundational school and community services provided by MICA, MCSD, and a network of community organizations working in these schools. Foundational school and community services include:

Service	Program	Provider
Early childhood education	Early Head Start/Head Start; Building Healthy Families; Statewide Voluntary Preschool Program	MICA; Child Abuse Prevention Services; MCSD, and partners MICA, Marshalltown YMCA-YWCA, Bobcat Academy, St. Francis Catholic School
Workforce readiness skills	Junior Achievement (currently Rogers only; to be expanded to all three schools)	MCSD
Social supports	Part-time social workers	MCSD
Healthcare services	Full-time nurses; hawk-i (CHIP) outreach	MCSD; MICA
Dental health services	i-Smile; In-school fluoride varnishes and sealants	MICA
Nutrition supports	Free breakfast in the classrooms; Free- and reduced-price lunch programs;	MCSD; YMCA-YWCA; Marshalltown Public Library MICA

	Summer feeding program; Backpack food program; Food pantries; Pick a Better Snack	
Mental health supports and services	Full-time school counselors; Contracted mental health services	MCSD; Center Associates; Ardent Community Wellness Center
Life skills	Life skills classes	SATUCI
Family and community engagement	Family Nights	MCSD

In addition, MCSP will continue to provide certain pipeline services and initiate two new services in each of the schools (see Project Services section) in the pursuit of three outcomes:

- All children enter school ready to learn.
- Students are academically proficient.
- Students are safe, healthy, and supported by engaged parents.

We will also assure scale up in services to increase the number of students and families receiving services over the course of the project.

Project Design

Proposed project goals, objectives, and outcomes

The Marshalltown Community School Project (MCSP) seeks to offer, through provision, referral, and coordination, services in three Marshalltown Community School District (MCSD) elementary schools (Anson, Rogers, and Woodbury). Our project is based in a core partnership between Mid-Iowa Community Action (MICA) and MCSD and will pursue the following outcomes and goals. In turn, these outcomes and goals will be evaluated through relevant objectives. Please note: For all identified outcomes, MCSP will **track the percentage of families and students targeted and receiving services during each program year.**

Full-Service Community Schools (FSCS) Focus Services will be coordinated and implemented to meet the goals, objectives, and outcomes of our proposed project. Foundational School and Community Services are those that are in place and will be looked to for partnerships, coordination, and support to meet the needs of targeted children and families in the community school.

Outcome 1: All children enter school ready to learn.

Goal 1: Provide high quality and highly coordinated community and school-based early childhood programs and services.

	Pipeline service area	Pipeline service	<u>Objectives</u>	Lead Entity/ies	Partners in planning and implementation
FSCS FOCUS SERVICES	c. Support for child's transition to elementary school	Transition to School Camp (existing)	# of camps held #/% of students served	MICA	MCSD; YMCA/YWCA; Bobcat Academy; St. Francis Preschool;
		Ready Freddy Pathways to Kindergarten Success model (new)	# of community preschool providers using Ready Freddy model # of Transition teams established/maintained # of transition plans completed (K only)	MICA	MCSD; YMCA/YWCA; Bobcat Academy; St. Francis Preschool; Child Abuse Prevention Services (CAPS)

Foundational School and Community Services	a. High-quality early childhood education programs	Early Head Start (existing)		MICA	
		Door-to-Door preschool outreach (existing)		MICA	Steering Committee; MSCD
		Building Healthy Families (existing)		CAPS	
		Head Start (existing)		MICA	
		Voluntary preschool - including transportation services (existing)		MCSD	MICA; YMCA; Bobcat Academy; St. Francis;

		Spread the Words – Read By Third! (Marshalltown’s Grade-Level Reading Campaign)		MICA	MCSD; Steering committee
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Outcome 2: Students are academically proficient.

Goal 2: Provide students with opportunities for continued learning and community connections.

	Pipeline service area	Pipeline Service	<u>Objective</u>	Lead Entity/ies	Partners in planning and implementation
FSCS FOCUS SERVICES	b. High-quality school and out-of-school-time programs and strategies	Bobcat University – Summer Learning Program (existing)	#/% of students served % Bobcat University students will maintain or increase academic benchmarks over the summer	MICA/MCSD	<ul style="list-style-type: none"> • Iowa State University Extension • Orpheum Theatre Center • Marshalltown: <ul style="list-style-type: none"> ○ Library ○ Police Department ○ Fire Department ○ Parks and Recreation • YMCA/YWCA • SATUCI
			# of community partners engaged in Bobcat University		

			Students will increase their community experiences by 25% each year of program		
Foundational School and Community Services		<p>Junior Achievement (JA – currently Rogers only)</p> <p>Expansion of JA to Anson and Woodbury</p>		MCSD	<ul style="list-style-type: none"> • Business partners • Community volunteers

Outcome 3. Students are safe, healthy, and supported by engaged parents

Goal 3A: Families have the knowledge, resources and supports necessary to help their children fully participate in school every day.

Goal 3B. Schools have the resources needed to create strong parent engagement partnerships

	Pipeline service area	Pipeline Services	<u>Objective</u>	Lead Entity/ies	Partners in planning and implementation
FSCS FOCUS SERVICES	d. Family and community engagement and supports, which may include engaging and supporting families at	Bringing Attendance Home Model Toolkit (new) Individual Family Attendance Plans (new)	Decrease the number and percentage of chronically absent students: # children with Individual Family Attendance Plans created	MICA/MCSD	Steering Committee;

	school and at home. g. Social, health, nutrition, and mental health services and supports	Coordinated Community Engagement (new)	# of new partnerships formed at each school # of new partnerships formed project wide # of existing partners engaged in coordination efforts # of referrals made #% of referrals used	MICA/MCSD	Steering Committee; MICA; Iowa State University Extension; Center Associates; Ardent Community Wellness Center; CAPS; Big Brothers Big Sisters; Primary Health Care
		Abriendo Puertas/Opening Doors (existing)	# of parents trained # of parents trainers of Abriendo Puertas/Opening Doors	MICA	MCSD; Steering Committee

		Abriendo Puertas/Opening Doors alumni groups (new)	# of parent participants in ongoing training and activities		
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Foundational School and Community Services		Part-time Social Workers; Full-time Counselors; Full-time Nurses; Free meals; Breakfast in classrooms; Summer feeding; Backpack program; Family Nights; Mental Health Services		MCSD	Center Associates; Ardent Community Wellness Center
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Outcome 1: All children enter school ready to learn.

Just as there is an achievement gap in school performance, there is a school readiness gap that separates disadvantaged children from their more affluent peers. Since 2012, Marshalltown has embraced the work of the National Campaign for Grade-Level Reading. As a 2012 National Award Winner from the League of Cities because of our community's plan to address School Readiness, Chronic Absenteeism, and Summer Learning Loss, we have made tremendous strides in improving third grade reading success for low-income children. The School Readiness work focused largely on efforts to enroll children in preschool. The need was readily apparent when a survey of parents at the beginning of the 2009-10 school year revealed only 24.3% of kindergarten students had a preschool experience. A lack of this important early education experience was found, during door-to-door surveys, to be due to a combination of a lack of availability of the classroom experiences – particularly for families unable to pay for the experience, a lack of understanding of the importance of preschool, and inadequate outreach. In 2017, a parent survey revealed two major barriers: 1.) a lack of transportation to classes, 2.) too few hours offered. These barriers made it difficult for families to move their children between preschool and other care arrangements. **The community engaged in a variety of collaborative strategies to increase the number of children with preschool experiences. Strategies included increasing the number of publicly funded preschool slots, adding more time to publicly funded preschool programming, ongoing door-to door neighborhood outreach, adding transportation services, and general community education on the importance of this early education experience. Due to these collaborative efforts, the 2017-2018 school year found 70% of kindergarten students with a preschool experience – an increase of 45.7% from the baseline measure of only seven years before.** However, while we are engaging students in

preschool, our data shows that only 50% are ready for school as determined by the Formative Assessment System for Teachers (FAST)

Marshalltown	2017-2018 Data
Kindergarteners below benchmarks in FAST reading assessment	50%
Kindergarten students without a preschool experience	31%

In Marshalltown, many children and their families are affected by the conditions of poverty and many are not native English speakers or have recently immigrated to this country (as you will see in the description of our community that follows later). For these reasons, the preschool experience is vital but does not eliminate the need for ongoing supports for students and their parents. Baseline data regarding readiness benchmarks in 2009 are no longer reliable measures of change as the assessment used by the district has changed. We measure our future gains in this area using the FAST assessment.

Evidence suggests that school-based transition practices are associated with more positive academic achievement scores at the end of kindergarten, particularly among limited-income students.¹

MCSP will work toward Outcome 1 by providing high-quality and highly coordinated community and school-based early childhood programs. Through the work of the Full-Service

¹ A. Schulting, P. Malone, and K. Dodge; “The Effect of School-Based Kindergarten Transition Policies and Practices on Child Academic Outcomes”; *Developmental Psychology* 41:6, 860 – 71.

Community School Project, we will address the critical needs of our children and families by performing the activities in the chart below.

Pipeline Service	Target population	Needs Identified	How we will address the needs in this service
Transition to School Camp (existing)	120 incoming preschool and/or kindergarten students	No preschool experience Not ready for school	Each target school will hold a full-day transition camp in the summer prior to their entry into preschool or kindergarten. Each program will be staffed by building preschool and kindergarten teachers. The full-day program will mirror a typical Pre-K or kindergarten day. Parents are also engaged through informational meetings and are able to build relationships with teachers during this experience. Teachers are able to assess each child’s level of development and better plan for the school year ahead prior to the first day of school. These camps will a responsibility of the FCSC Site Coordinator.
Ready Freddy Pathways to	179 incoming kindergarten students	No preschool experience	During Year 1, MICA’s Attendance and Transition Model Designer will develop a community wide- transition plan using the

Kindergarten Success model		Not ready for school	Ready Freddy Pathways to Kindergarten Model that will be ready to use for 2019-20 Kindergarten Cohort.
Door-to-Door Outreach	Rogers, Anson and Woodbury Elementary School Zones	No preschool experience Not ready for school	MICA and its community partners will conduct door-to-door outreach in the Spring each year of the grant to “find” preschool- and kindergarten-age children. We will engage their families in preschool or school enrollment and transition activities as well as provide resources and information.

As a community we will also continue to implement foundational school and community services to meet our goal to **provide high quality and highly coordinated community and school-based early childhood programs and services.**

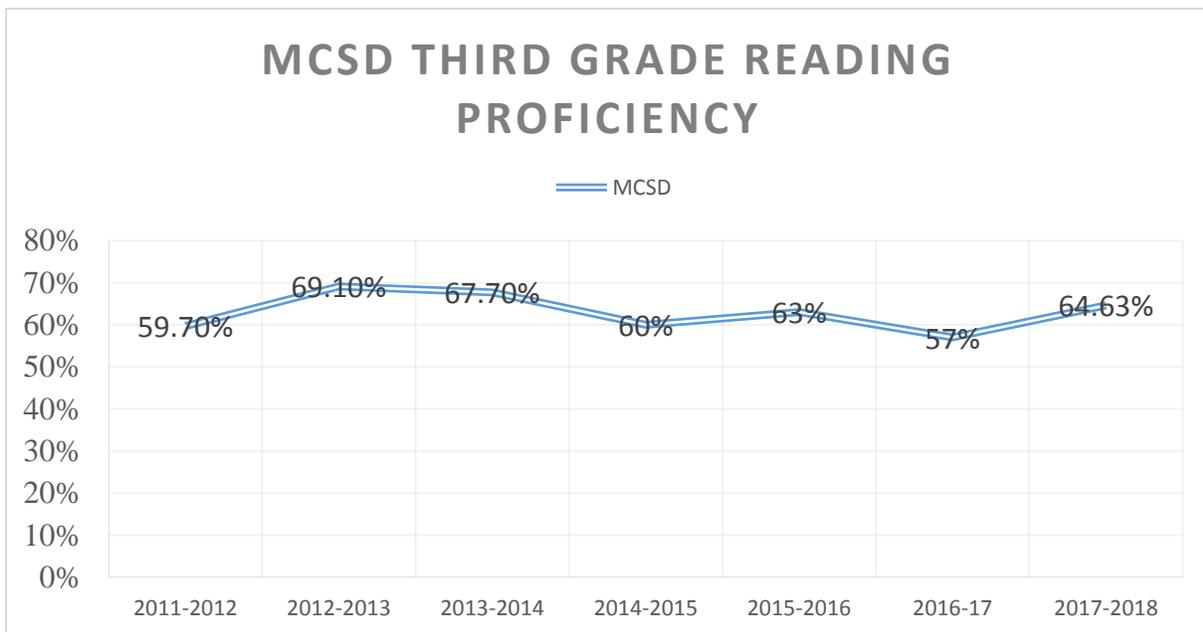
These programs and services include:

- MICA is the local agency operating Early Head Start and Head Start programming in Marshalltown. The evidence-based Head Start model, built scientific and teaching practices, provides comprehensive education, health, nutrition, and social services to limited-income children and families, through classroom and home-visiting models. In Marshalltown, MICA services 144 children birth to five in these programs.

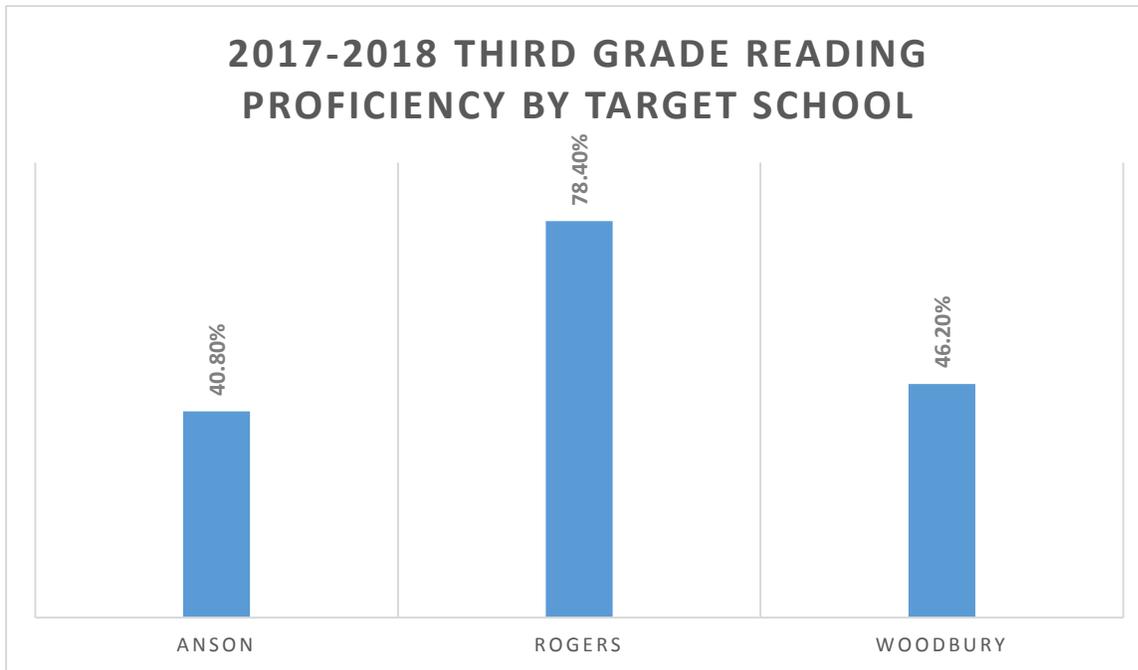
- Marshalltown’s Child Abuse Prevention Services (CAPS) offers the Building Healthy Families Program, a home-visitation program that provides parent education, family support, and early intervention services. CAPS also serves as a link to health care services. CAPS serves approximately 90 families in a year.
- Statewide Voluntary Preschool Programs are administered by MCSD and offered at MCSD elementary buildings; MICA Head Start; the Marshalltown YMCA-YWCA; St. Francis Catholic School; and Bobcat Academy, a privately operated child care center. In the 2017-2018 school year this program and its partners served 274 children.

Outcome 2: Students are academically proficient.

While academic performance at all grades is important, research shows that proficiency in reading by the end of third grade enables students to shift from learning-to-read to reading-to-learn, and to master the more complex subject matter they encounter in fourth-grade curriculum and beyond. Third-grade reading proficiency has long been recognized as an important proxy measure for future performance. In fact, most third-grade students who fail to reach this critical milestone falter in later grades and often drop out before earning a high school



diploma. In Marshalltown, our student's third grade reading proficiency rate is a community-wide concern.



Anson, Rogers, and Woodbury are the neighborhood schools for some of Marshalltown's most at-risk children and families. When data is analyzed by MCSD personnel, for the most part children make a year or more of academic growth (School Administration 2016). Which means what is happening in the classroom during the school year is working, but there is not enough time during the school year/school day for our children to get the amount of instruction they need to be proficient.

It appears that one of our foci must be what happens to that learning and growth when children are not in school. It is this data that has lead our community to address what happens in the summer months to learning.

All young people experience learning losses when they do not engage in educational activities during the summer. Research spanning 100 years shows that students typically score

lower on standardized tests at the end of summer vacation than they do on the same tests at the beginning of the summer.

- Most students lose about two months of grade-level equivalency in mathematical computation skills over the summer months. In addition to this loss in math skills shared by most students, limited-income students also lose more than two months in reading achievement, despite the fact that their middle-income peers make slight gains.
 - More than half of the achievement gap between limited- and higher-income youth can be explained by unequal access to summer learning opportunities. As a result, limited-income youth are less likely to graduate from high school or enter college.
 - Children lose more than academic knowledge over the summer. Most children – particularly children at high risk of obesity – gain weight more rapidly when they are out of school during summer break.
 - Parents consistently cite summer as the most difficult time to ensure that their children have productive things to do.²

Addressing Summer Learning loss as a strategy to improve third grade reading has been a community endeavor since 2010 (even before the community’s involvement in the Campaign for Grade-Level Reading). The campaign’s research and data about what communities can do to end third grade reading deficiency affirmed that our understanding of and investments in summer learning was the right direction for the community to take. As a community, we had the

² The Campaign for Grade-Level Reading, “Summer Learning Loss,” available at

<https://gradelevelreading.net/our-work/summer-learning-loss>.

resources to focus on one school to build a high-quality, evidence-based summer learning program called Rogers University (held at Rogers Elementary School). When we began the program in the summer of 2010, only 59.9% of Rogers Elementary third graders were reading proficiently. **(Competitive Priority 3 – History of Effectiveness) – Seven years of summer learning has made a significant difference. Now Rogers, despite high levels of poverty as well as high numbers of English Language Learners, is the top performing elementary school in the district! In the 2017-2018 school year, 73% of third graders met the reading proficiency benchmark.** Rogers continues to be a target school because it is in the poorest neighborhood in the community and requires a strong commitment to maintain the gains made over the last seven years. Rogers is a model of what is possible, but we have learned that increasing the supports available to families and engaging parents are key to realizing increased growth and achievement for all students.

MCSP will work toward Outcome 2 by providing students with opportunities for continued learning and community connections. Through the work of the Full-Service Community School Project, we will address the critical needs of our children and families performing the activities in the chart below.

Pipeline service	Target Population	Needs Identified	How we will address the needs in this service:
Bobcat University Summer Learning Program	Year 1- 132 students	Low academic performance	Bobcat University, a full-day summer learning program

	Years 2-5 - 187 students	Lack of high-quality affordable summer learning programs Poverty English Language Learners	designed to provide students with intensive reading and math instruction along with a wide variety of unique enrichment experiences. Partner contracts will be secured each year
Community Engagement	Community partners	Students are not exposed to the vast resources in community. Lack of understanding of careers and opportunities	The Full Service Community School Site Coordinators will work with community partners to expand and build community learning

		<p>Children need a wide exchange of experiences to support classroom instruction</p> <p>Do not have swim lessons (life-saving skill)</p>	<p>experiences for Bobcat University students</p> <p>Monthly meetings of key partners</p> <p>Steering committee meetings</p> <p>Coordinator will be point of contact for community referrals and service integration</p>
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Over the course of a full-day, four-week program, certified teachers, MICA staff, and community partners provide each student with 60 hours of academic support and 45 hours of enrichment activities. Remedial education in literacy and math is provided in small-group instruction by licensed MCSD teachers. These small groups are comprised of one teacher, one assistant and 11 students. Three hours of literacy and math instruction are provided each day. Each student has individualized math or reading learning plans developed based on their

academic performance during the previous school year. These learning plans are used by the teachers to plan lessons and craft learning to match the students' reading and math needs.

Afternoons are filled with community enrichment activities – YMCA swim lessons (Teach them to Swim), life-skills instruction, STEM, gardening, art, and community awareness field trips. In each enrichment activity, students gain knowledge or skills related to enrichment activity goals while also providing a broader context for their academic endeavors. The program also works on developing education, training and career aspirations by exposing students to a variety of options in all of these areas.

As a community, we will also continue to implement foundational school and community services to address our goal to **provide students with opportunities for continued learning and community connections**

- Junior Achievement: Junior Achievement (JA) inspires and prepares students to succeed in the global economy through volunteer-delivered, experiential programs steeped in financial literacy, employability, and entrepreneurship skills. Through community-based partnerships, JA enhances the relevance of classroom learning and increases student's understanding of the value of staying in school. JA was piloted in the MCSD during the 2017-2018 school year. At this time, Rogers Elementary is the only target school with this program. As a part of our work in the FSCS project, we will support the district in scaling up JA activities to Anson and Woodbury.

Outcome 3: Students are safe, healthy, and supported by engaged parents.

MCSP seeks to increase and deepen parents' involvement in their children's schools in order to help parents develop the knowledge, resources, and supports necessary to help their children fully participate in school every day.

According to research, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to:

1. Create a home environment that encourages learning.
2. Communicate high, yet reasonable, expectations for their children's achievement and future careers.
3. Become involved in their children's education at school and in the community.

<https://www.education.com/reference/article/benefits-parent-involvement-research/>

However, before parents can focus on their children’s learning, the family’s most basic needs (including health care) must be addressed. Our community has dedicated service providers that the project will engage to ensure students and their families have access to the information, resources, and supports needed to create environments that nurture their children’s success.

Parent Engagement has been the number one focus of the Spread the Words – Read by 3rd! Steering Committee for the past year. The representation on the Steering Committee is a wide cross section of our community. During a 2017 strategic planning process, the need to better support and engage parents (the earlier the better) rose to the top of a list of priorities to “take on” as a community. The FSCS project will give us the mechanism to scale up proven strategies (Abriendo Puertas/Opening Doors), engage and collaborate at even higher, more sophisticated levels as partners, and provide parents the opportunity for greater success.

Pipeline service	Target Population	Needs Identified	How we will address the needs in this service:
Bringing Attendance	Schools	Chronic absenteeism data	During Year 1, MICA’s Attendance and Transition

<p>Home Toolkit/model</p>		<p>Low academic performance</p> <p># of visits by students to the school nurse</p>	<p>Model Designer will use the Bringing Attendance Home toolkit to create the family engagement model that will be used by the Attendance Specialist and partners. In addition, the designer will incorporate the successful work of MICA’s Early/Head Start program in Individualized Family Attendance plans.</p> <p>The designer and the Attendance Specialist will work with each school’s leadership team to ensure a plan is in place to follow the Attendance Works five basic steps to address and reduce chronic absence in schools.</p> <p>We will also use the Attendance Works Tiered</p>
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			System of Supports For Improving Attendance as a guide for our model development. (see graphic 1 immediately below chart)
Individual Family Attendance Plans	Families of children with “early warning signs” related to chronic absenteeism	Chronic absence data	The Attendance Specialist will be responsible for monitoring student attendance. During the first year of our project, the AS will focus on kindergarten student attendance. Based on attendance data, the Attendance Specialist will use the model and system created during the planning phase to work with families to address barriers related to absenteeism. This work will be done one-on-one with identified families in their homes. The Individualized Family Attendance Plans and

			the support provided to implement and maintain them are critical to this process.
Coordinated Community Engagement	Community partners who can help address the needs of children and families in targeted schools	Child abuse data Poverty data ACES data	The FSCS Site Coordinators will work to create systems of support to address the crucial needs of children and their families. These staff will be the key connectors of families to resources and resources to the schools.
Abriendo Puertas/Opening Doors	Parents	Parent education level data Unemployment rates % of persons not born in this country % of families where English is	Abriendo Puertas/Opening Doors is a two-generation training curriculum that builds parent leadership skills and knowledge to promote well-being and positive educational outcomes for their children. The 10-session curriculum trains parents in best practices in early childhood development, literacy, numeracy, bilingualism,

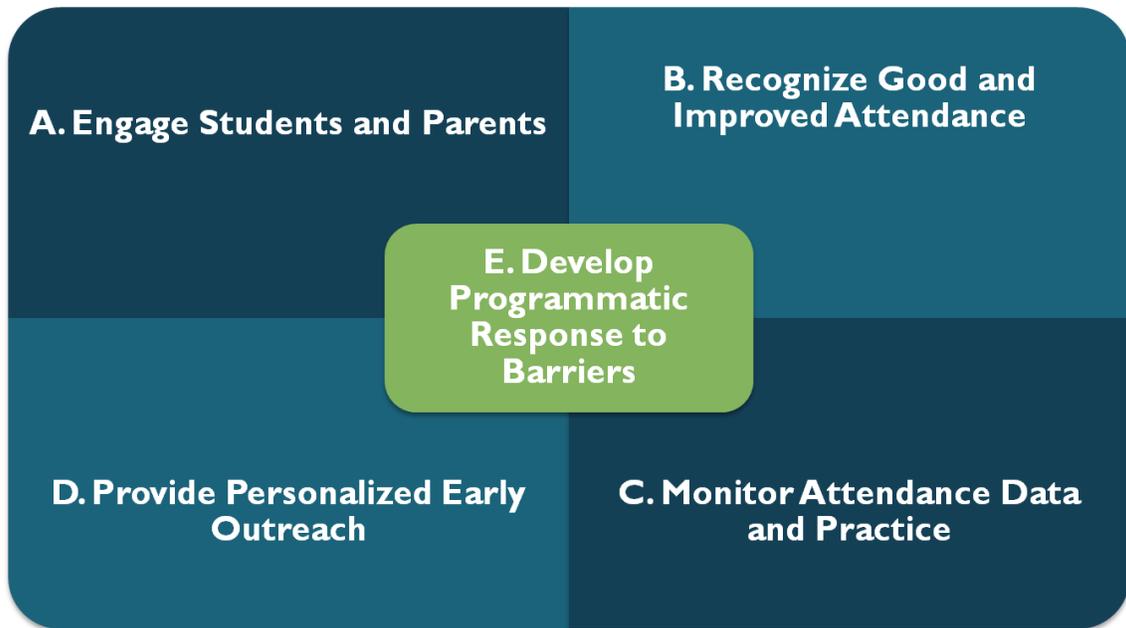
		not spoken in the home	<p>health, attendance, civic engagement, leadership, and goal setting</p> <p>The FSCS Site Coordinators will provide training sessions to parents. Each school will deliver sessions on site at times that work best for parents. The FSCS Site Coordinator will promote the trainings and recruit parent participants.</p>
Abriendo Puertas/Opening Doors alumni groups	Participants in Abriendo Puertas/Opening Doors	No current opportunities in schools for parents to belong to parent associations, groups or trainings.	<p>Upon completion of each session, the FSCS Site Coordinators will promote the next step in a parent's leadership journey through the participation in the alumni group. The focus of the alumni group will be ongoing training and leadership development fostered by the interests of the group. In</p>

			<p>addition, members of the alumni group will be targeted to become Abriendo Puertas/Opening Doors parent trainers.</p>
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AS stated above; our attendance model will include the important and research based elements of Attendance Works. These graphics are will be used in our model, and with community partners and families.

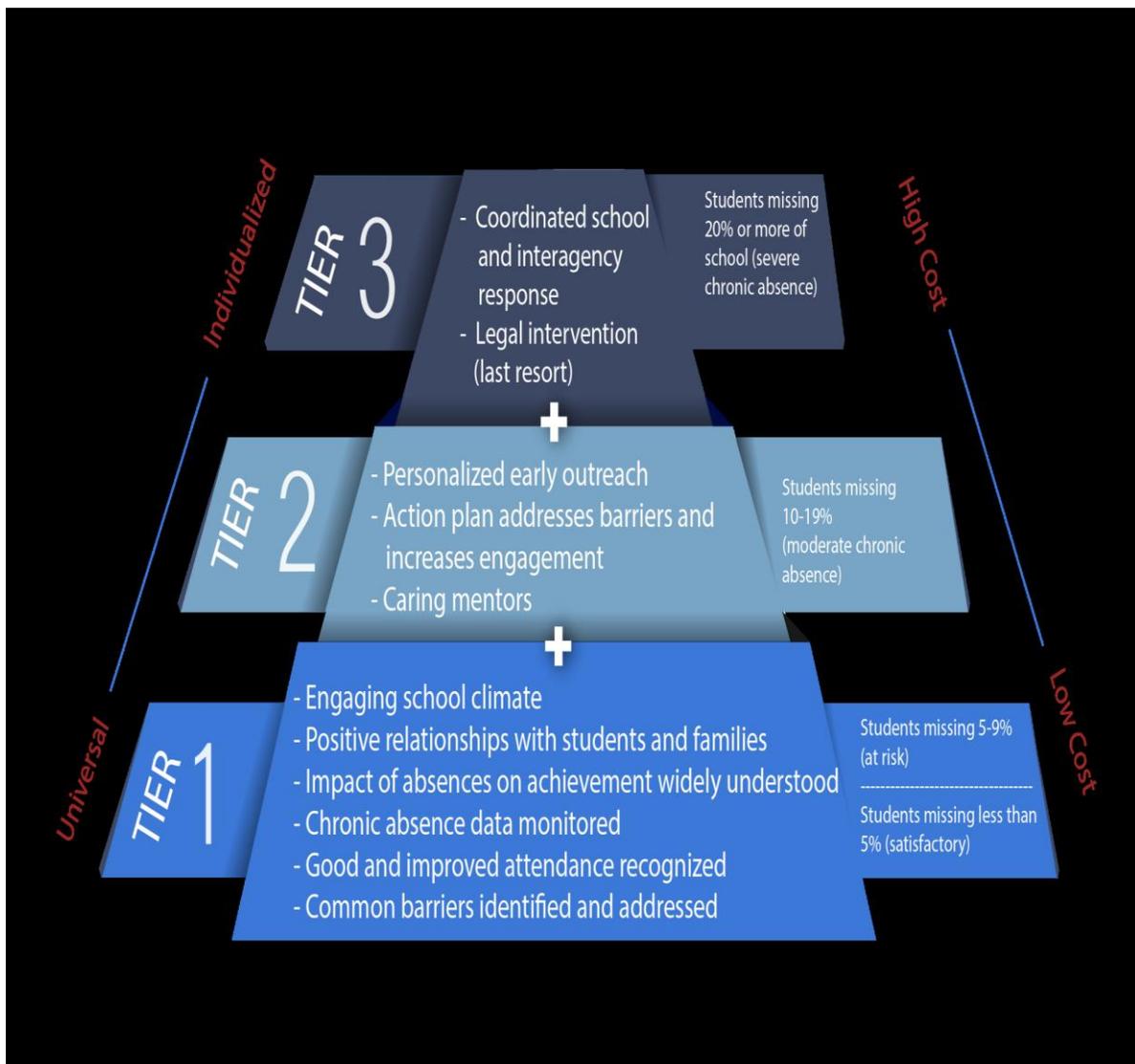
Attendance Works five basic steps to address and reduce chronic absence in schools.

<http://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/strategies-for-school-sites/>



Tiered System of Supports for Improving Attendance

<http://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>



Project Services

The Coalition for Community Schools defines a community school as both a place and a network of partnerships among schools and community resources. Community schools are also community hubs that offer a range of programs and supports for both students and adults. Evidence confirms the positive effects of the community school strategy on student academic achievement. Other scientific studies have confirmed the positive effects of community school components, including out-of-school time programs, increased parent involvement, wraparound supports for students and families, and addressing the effects of child poverty.¹

The Marshalltown Community School Project (MCSP) and its proposed project services meet Competitive Preference Priority 4 of using evidence-based activities, strategies, or interventions. Please see the services below for evidence of service effectiveness.

Pipeline Services of the Marshalltown Community School Project

It should be noted that MCSP will focus its effort on the early years of student development by working with three elementary buildings. Collaboration with the community's early care and education resources will be key to helping every child be ready for school.

Supporting child's transition to elementary school

- Transition to School Camps

¹ Jeannie Oakes, Anna Maier, and Julia Daniel; "Community Schools: An Evidence Based Strategy for Equitable School Improvement," Learning Policy Institute and the National Education Policy Center, available from <https://learningpolicyinstitute.org/product/community-schools-equitable-improvement-brief>.

Transition to School Camp is a summer learning program designed to prepare children ages 4 and 5 to successfully enter school. Its focus is to provide students with the opportunity to begin adapting to the school environment and build confidence for participation in school activities. To address school readiness needs, camps will be held in MCSP targeted elementary schools in conjunction with another of the project programs, Bobcat University. The children who will attend the camps live in each school's neighborhoods and plan to attend one of these schools in the fall.

The Transition to School Camp enrollment target is 120 children (40 for each location), who will become familiar with their schools while receiving instruction from the schools' certified kindergarten and preschool teachers. The daily schedule includes large- and small-group activities, reading, art, lunch, snacks, recess, and rest time. MICA's Pick a Better Snack nutrition education program will provide the children with the opportunity to learn about and try new fruits and vegetables. In addition, the students will receive three free books during the program.

Assessments of early literacy and math skills are conducted with all Transition to School Camp students. The assessments provide teachers with an insight on the student's academic level and behavior. This preview will also help the schools with placements and preparation for services that students may need at the beginning of the year. The camps also help with parent-teacher relationships, as parents have the opportunity to interact with the teachers and get specific information on school expectations.

MCSP will conduct these Transition to School Camps knowing that 31% of the 2016–17 MCSD kindergarten class did not have a quality preschool experience. The camps introduce incoming kindergarteners and their parents to the school environments as well as their teachers, which smooths the transition to the actual school year. Anecdotal evidence reported by MCSD

kindergarten instructors involved in the camps demonstrate that participating students had a smoother transition to school and tended to perform better on early school readiness assessments. Teachers also report they are able to move on to higher level activities with all students much more quickly, saving two or more weeks typically spent on “adjustment.” The teachers themselves are able to enter the classroom with a better understanding of their students and their individual levels of development and needs.

The **Transition to School Camps address Outcome 1**: All children enter school ready to learn.

The project will measure the effectiveness of this activity through two performance measures:

1. # of pre-K camps held
2. #/% of students served

Evidence demonstrates that in-school transition activities result in better outcomes for entering kindergarten students, particularly among limited-income and otherwise underserved students:

1. Schulting, Amy B., Patrick S. Malone, and Kenneth A. Dodge; “The Effect of School-Based Kindergarten Transition Policies and Practices on Child Academic Outcomes”; *Developmental Psychology* 41(6); pp. 860 – 871.
2. Lisa J. Berlin, Rebecca D. Dunning, and Kenneth A. Dodge; “Enhancing the Transition to Kindergarten: A Randomized Trial to Test the Efficacy of the ‘Stars’ Summer Kindergarten Orientation Program;” *Early Childhood Research Quarterly* 26(2); pp. 247–254.

3. Michael H. Little, Lora Cohen-Vogel, and F. Chris Curran, “Facilitating the Transition to Kindergarten: What ECLS-K Data Tell Us about School Practices Then and Now,” *AERA Open*, available from <http://journals.sagepub.com/doi/10.1177/2332858416655766>.

Kindergarten transition teams

An effective transition to school includes early emphasis on regular school attendance. In a district that struggles with chronic absenteeism, particularly among middle school and high school students, the project partners believe early intervention through attendance transition teams and door-to-door campaigns to reach out to families with children at risk of chronic absence will help ameliorate these factors.

The Ready Freddy program was created in collaboration with Pittsburgh Public Schools to improve school readiness in limited-income populations. The Marshalltown Community School Project is interested in the transition team element for this project. Transition teams – usually comprising teachers, early childhood education professionals, principals, community agencies, and parents – work to identify potential kindergartners in the community, register children for kindergarten, and plan activities to bring families and teachers together.

Attendance Works is a national advocacy, policymaking, and research organization focused on advancing student success and reducing equity gaps by reducing chronic absence. Attendance Work’s toolkits provide methods and models for effective school transitions that emphasize the importance of regular attendance. The project partners are evaluating these two toolkits to aid in this transition process model creation.

The **transition team approach will also address Outcome 1** and will be tracked by **two performance measures:**

1. # of transition teams
2. # of transition plans completed (kindergarten only)

An early emphasis on regular school attendance alleviates the challenges presented by chronic absence. Evidence shows a strong correlation between chronic absence and poor academic performance:

1. Brian A. Jacob and Kelly Lovett, “Chronic absenteeism: An old problem in search of new answers,” Washington, DC: Brookings Institution, 2017. Available from <https://www.brookings.edu/research/chronic-absenteeism-an-old-problem-in-search-of-new-answers/>.
2. Michael A. Gottfried, “Chronic Absenteeism and Its Effects on Students’ Academic and Socioemotional Outcomes,” *Journal of Education for Students Placed at Risk* 19(2), pp. 53-75.

The transition team approach has been used as an effective tool to both ensure smooth transitions to school and early intervention regarding potential chronic absence:

1. J. Railsback, *Increasing Student Attendance: Strategies from Research and Practice*, By Request Series (Portland, OR: Northwest Regional Educational Laboratory, 2004).
2. Ken J. Smythe-Leistico et al., “Blending Theory with Practice: Implementing Kindergarten Transition using the Interactive Systems Framework,” *American Journal of Community Psychology* 50(3 – 4), pp. 357 – 69.

3. Joyce Epstein and Steven Sheldon, “Present and Accounted for: Improving Student Attendance through Family and Community Involvement,” *The Journal of Educational Research* 95(5), pp. 308 – 18.

High-quality school and out-of-school-time programs and strategies

Summer learning loss is a well-documented educational challenge. Research spanning 100 years shows that students typically score lower on standardized tests at the end of summer vacation than they do on the same tests at the beginning of the summer.² Most students lose about two months of grade-level equivalency in math skills over the summer months. Limited-income students also lose more than two months in reading proficiency, despite the fact that their middle-class peers make slight *gains*. More than half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities.

Bobcat University (BU) is the scaled up version of Rogers University (RU), the summer learning program that contributed to the gain of 20% in the reading proficiency in a 90% free and reduced lunch building previously known as a building in need of assistance. During the summer of 2018, the RU model was scaled up to all elementary buildings using MCSD, MICA, and community funding. Breakfast, lunch and snacks are provided. Transportation is provided when needed.

Individualized plans for each of the invited students focus on building their reading and math skills through the use of small group instruction, LEXIA reading platform and FS Math. Over the course of four weeks, mornings are split between reading and math instruction and

² Karl Alexander et al., “Lasting Consequences of the Summer Learning Gap,” *American Sociological Review* 72(2), pp. 167 – 80.

practice. Afternoons are spent in enrichment activities that allow students to learn about the community and its resources, develop new knowledge and skills, and contextualize their academic work.

Students are assessed in all academic areas in the spring and the fall of each year using the FAST instrument. Those scores will be used in measuring performance.

The Marshalltown Community School Project has chosen to continue to offer MICA's pioneering elementary school summer learning program as a strategy to reach **Outcome 2: Students are academically proficient**. The project will track progress through **two performance measures**:

1. #/% of students served
2. #/% of Bobcat University students maintaining or increasing academic benchmarks during the summer

Evidence for the effectiveness of this kind of summer learning program can be found in:

- Jennifer Sloan McCombs et al., *Making Summer Count: How Summer Programs Can Boost Children's Learning*. Santa Monica, CA: RAND Corporation, 2011. Available from <https://www.rand.org/pubs/monographs/MG1120.html>.

Family and community engagement and supports, at school and at home.

To this point, we have discussed in-school elements of the Marshalltown Community School Project. However, as mentioned above, a community school is not only a place, but a network of community relationships. The following strategies serve the service area above as well as Outcome 3: Students are safe, healthy, and supported by engaged parents.

Bringing Attendance Home and Individual family attendance plans. As mentioned above, regular school attendance is a key contributor to academic success and must be cultivated in students as early as entry into kindergarten. The Marshalltown Community School Project will initiate two strategies to combat chronic absence in the three targeted elementary sites.

Bringing Attendance Home is among Attendance Works' many toolkits designed to encourage regular school attendance and combat chronic absence. Bringing Attendance Home outlines steps to be taken to reach out to students' families and cultivate the relationships that lead to successful attendance outcomes. The effectiveness of implementing a parent outreach program will be tracked by the **following performance measure**:

- #/% of chronically absent students: Year 1: Kindergarten only; Year 2: Kindergarten & 1st grade; Year 3: Kindergarten – 2nd grade; Year 4: Kindergarten – 3rd grade; Year 5: Kindergarten – 5th grade

Individual family attendance plans

The attendance specialist will work directly with families struggling with chronic absence. Together, they will develop family attendance plans to provide guidance to parents on both the importance of regular school attendance and strategies to encourage attendance. The **3 performance measures** for this strategy are:

1. # of children with individual family attendance plans: Year 1: Kindergarten only; Year 2: Kindergarten & 1st grade; Year 3: Kindergarten – 2nd grade; Year 4: Kindergarten – 3rd grade; Year 5: Kindergarten – 5th grade
2. #/% of identified children and families who develop and implement plan
3. Absence rates for children pre- and post-plan

Among the evidence supporting these strategies are:

1. Joyce Epstein and Steven Sheldon, "Present and Accounted for: Improving Student Attendance through Family and Community Involvement," *The Journal of Educational Research* 95(5), pp. 308-18.
2. Joyce Epstein and Steven Sheldon, "Getting Students to School: Using Family and Community Involvement to Reduce Chronic Absenteeism," *The School Community Journal* 4(2), pp. 39-56.

Abriendo Puertas/Opening Doors

Before children even begin school, their parents act as their children's first and most influential teacher. Many parents want to learn how to be more effective in this role, and the project will use a parent training program, Abriendo Puertas/Opening Doors, to build parent leadership skills and knowledge in order to promote family well-being and positive outcomes for children.

This 10-session, bilingual (Spanish and English) curriculum promotes school readiness, family well-being, and advocacy by addressing best practices in brain development, key aspects of early childhood development, attendance, civic engagement, and parent leadership. Parents identify goals for their children's growth and achievement as well as goals for their own engagement. The program has been conducted by MICA at schools, at the adult education and training center, and in our own facilities. We have conducted groups of mixed ethnicity, Spanish speakers, and with interpreters for families from Burma. All pre- and post-tests show growth in the understanding of their role, their children's development and their connections to others. This is true for all groups.

One of the goals of the MCSP Abriendo Puertas/Opening Doors program is to encourage ongoing involvement with the program, as well as offering a train-the-trainer program for parent alumni in order to effectively expand the program.

Abriendo Puertas/Opening Doors will also support Outcome 3, and its performance will be measured by tracking the following:

1. # of parents trained
2. # of parents training as Abriendo Puertas/Opening Doors trainers
3. # of parents participating in ongoing training and activities

Evidence for the effectiveness of programs like Abriendo Puertas/Opening Doors can be found in:

1. M. L. López, S. Barrueco, & J. Miles, “Latino infants and their families: A national perspective of protective and risk developmental factors.” Report submitted to National Task Force on Early Childhood Education for Hispanics and the Foundation for Child Development.
2. R. Crosnoe, “Mexican Roots, American Schools: Helping Mexican Immigrant Children Succeed” (Palo Alto, CA: Stanford University Press, 2006).

Social, health, nutrition, and mental health services and supports

The project must also look to a strong network of community organizations to provide the access to social, health, nutrition, and mental health services so often needed by limited-income children and families. Also in support of program Outcome 3, working toward coordinated community engagement is key. Ensuring the overall health and well-being of students is crucial to academic success, and only through engaging with community partners will a full range of service and supports be available to the project and the students it serves.

During the early planning phase of the project, MICA and MCSD will be re-affirming ongoing partnerships and pursuing others as needed. MICA currently has collaborative arrangements with over 40 community organizations and entities. Among the organizations to be involved with MCSP are:

Partners	Activities provided	FSCS Project Service Area
MICA Health Services	Pick a Better Snack; Hawk-I (CHIP) Outreach; In-school dental screenings, varnishes and sealants	Bobcat University; Coordinated Community Engagement
ISU Extension	Gardening	Bobcat University
Marshalltown Community School District (MCSD)	School nurses; school; counselors; social workers	Coordinated Community Engagement; Steering Committee Members; Project Site Leadership Team

Center Associates (current provider through the MCSD)	Mental Health Services	Coordinated Community Engagement
Ardent Wellness Center (current provider through the MCSD)	Mental Health Services	Coordinated Community Engagement
Substance Abuse Treatment Unit of Central Iowa	Life Skills Lessons	Bobcat University; Steering Committee Member
Marshalltown YMCA	Swimming Lessons	Bobcat University
	Voluntary Preschool Provider with MCSD	Transition Model Steering Committee Member
Marshalltown Police Department	Safety Instruction	Bobcat University; Coordinated Community Engagement; Steering Committee Member

Marshalltown Fire Department	Safety Instruction	Bobcat University
Big Brothers Big Sisters	Mentoring	Steering Committee Member
Child Abuse Prevention Services	Case management for families meeting migrant classification	Coordinated Community Engagement; Transition Model; Steering Committee Member
Primary Health Care	General health services, including physical, mental and oral health services	Coordinated Community Engagement

The project will track coordinated community engagement through the following

performance measures:

1. # of new partnerships formed
2. # of existing partners engaged in coordination efforts
3. # of referrals made
4. #/% of referrals used

Evidence for the effectiveness of coordinated community engagement can be found in:

1. Anne Henderson and Karen Mapp, *A New Wave of Evidence: The Impact of School Family, and Community Connections on Student Achievement* (Washington DC: American Institutes of Research, 2002).

Effective collaboration in project

Marshalltown, as a community, has an extensive and exemplary history of collaboration.

This project continue will building that legacy.

We begin with the Steering Committee, representing a broad cross-section of the community. MICA acts as the backbone organization for this collaboration. Many of the members have been involved since its creation in 2011, with some actually in planning groups preceding its inception. It has served as the planning and development entity for Bobcat University, Transition to School Camps, and Spread the Words – Read by 3rd! Early Literacy efforts. Data-driven and outcome-oriented, the Steering Committee has provided guidance and advocacy to campaigns and projects. The members (most of whom have completed MOU’s for this project) include:

Name	Title	Organization
Dr. Theron Schutte	Superintendent	Marshalltown Community School District (MOU)
Dr. Lisa Stevenson	Director of Instruction	Marshalltown Community School District (MOU)
Dr. Mick Jurgensen	Principal	Rogers Elementary, Marshalltown Community School District(MOU and letter)

Arlene McAtee	Executive Director	Mid-Iowa Community Action (MOU)
Clarissa Thompson	Family and Community Development Director	Mid-Iowa Community Action (MOU)
Michelle Spohnheimer	Housing and Community Development Director	City of Marshalltown (MOU)
Michael Tupper	Chief of Police	City of Marshalltown (MOU)
Sarah Rosenblum	Director Marshalltown Public Library	City of Marshalltown (MOU)
Carol Hibbs	CEO	Marshalltown YMCA-YWCA (MOU)
Kyley Leger	Executive Director	Vision Marshalltown (MOU)
Jon Nunez	Director	Iowa Valley Education and Training Center
Lynne Carroll	Executive Director	Heart of Iowa big Brothers Big Sisters (MOU)
Linda Havelka	Executive Director	Child Abuse Prevention Services (MOU)
Vickie Lewis M.S., LMSW, IADC	Executive Director	Substance Abuse Treatment Unit of Central Iowa (MOU)
Susan Cahill	City Council Member Mentor Coach	City of Marshalltown (Letter) Marshalltown Community School District (MOU)

	Member	MEA
Dr. Elizabeth Fischer-Jurgensen	Associate Principal	Lenihan Intermediate School Marshalltown Community School District (MOU and Letter)
LuAnn Lura	Title I Instructor	Rogers Elementary Marshalltown Community School District (MOU)
Stacy Tool-Crawford	Nurse	Marshalltown Community School District (MOU)
Nancy Steveson	Executive Director	Marshalltown Area United Way
Karina Hernandez	Summer Learning Coordinator Member	Mid-Iowa Community Action (MOU) Marshalltown Community School District Board
Allison Wilson	Early Childhood Programs Family Service Coordinator	Mid-Iowa Community Action (MOU)
David Barajas, Jr.	Member	League of United Latin American Citizens (LULAC)
Carrie Soddors	Early Childhood Programs Director	Mid-Iowa Community Action (MOU)

Ben Fletcher	Member	Marshalltown Community School District Board (MOU)
Lynn Olberding	CEO	Marshalltown Area Chamber of Commerce (MOU)

Throughout this project description, partners have been identified. All strategies were designed with multiple partners anticipated. The partners who have committed to these activities over time include:

Partners	Partners
ISU Extension	Martha-Ellen Tye Foundation
Rapha Reins Ranch	S.T.E.P. –MCS D High School Philanthropy Club
Orpheum Theater	Community Foundation of Marshall County
Substance Abuse Treatment Unit of Central Iowa	McFarland Clinic
Marshalltown YMCA	MICA Health Services
Marshalltown Police Department	MICA Refugee Services
Marshalltown Fire Department	Iowa Valley Education and Training Center
Grimes Farm	Iowa Valley Community College District

Mid- Iowa Community Action	Community Response Coalition
Marshalltown Public Library	Marshalltown Housing and Community Development
Wayfair Social	Marshalltown Chamber of Commerce
Marshalltown Community School District	Marshalltown Community Theatre
Marshalltown Park and Rec	Iowa Veterans Home
Animal Rescue League	Various colleges and universities

For many of the hard-working parents in our community, knowledge of early childhood development, strategies to promote school readiness and even an understanding of the educational system is limited. With many parents working long hours, there is little time to develop new knowledge and skills, and many parents wouldn't know where to turn for resources. There are solutions. Our community has pursued many innovations and evidence-based practices to address these challenges, and we have made progress. This progress is due in no small part to Marshalltown's unique spirit of collaboration. It has a decades-long history of successful collective impact projects made possible by the agencies, civic groups, businesses, educational institutions, faith communities, and many others' willingness to share the work and the resources needed to make positive change for the children and families in our community. The high level of effective collaboration among Marshalltown's institutions also means there is a low level of service duplication. This history of community collaboration instills confidence in the community when we prepare to tackle an issue, and it has also allowed leadership to be

developed at many levels throughout the community, Examples of these initiatives are provided in the table below.

Examples of Existing Education Related Initiatives	
<u><i>Initiative</i></u>	<u><i>Purpose</i></u>
<p>Business Education Alliance</p>	<p>Alliance of Marshalltown schools, Iowa Valley Community College, Chamber of Commerce, and Marshalltown Economic Development Initiative Corporation. These partners are working to increase coordination between education and business, particularly as it relates to higher levels of preparation of the workforce and increasing support of education’s vocational development efforts by the business community. Creating better outcomes in education to create a stronger workforce and community.</p>
<p>Marshalltown Education Partnership (MEP)</p>	<p>Community effort to provide students who might otherwise be less likely to pursue post-secondary education with incentives to perform well in high school in order to be positioned to pursue higher education. Students who will be first generation college attendees and fulfill other requirements are eligible to receive 25% tuition scholarship and 25% tuition forgiveness for two years at the community college. Mentors are provided through high school to assist students in meeting standards.</p>
<p>Healthy Students</p>	<p>The project supports the social/emotional needs of student’s district through early identification, coordinated case planning, case management services, and on-site and community-based mental health services. Mental health providers provide services in the schools.</p>
<p>Spread the Word</p>	<p>Associated with the All-America Grade Level Reading Award and the</p>

<p>– Read by Third (RB3rd)</p>	<p>Campaign for Third Grade Reading, this community coalition developed a four year plan to raise to 90% the percent of third graders reading proficiently through increasing attendance; increasing school readiness and decreasing summer learning loss. 150 volunteers participated in the planning process.</p>
<p>Marshalltown Project: Not in Our Town</p>	<p>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.</p>
<p>Reach Out and Read</p>	<p>Community volunteers created an advisory group and engaged pediatricians, physicians and other health services providers in learning a quick assessment of infant/toddler exposure to reading and reading materials, provided information on the importance of reading to a child and raised the resources to provide books at each visit to all parents with young children. 100% of physicians and clinics in the community who have contact with children birth to age 3 participate in this program. MICA is the fiscal agent in this effort. Many civic groups and organization participate in raising funds or gathering books for the project. The effort operates with no paid staff.</p>

Community Success **(Completive Priority Preference 3 – History of Effectiveness)**

The community has experienced success and recognition for its efforts. Some of them include:

- Over 150 community volunteers participating in the planning process that led to the community’s Spread the Words – Read by 3rd! Early Literacy Steering Committee and activities.

- One of 13 cities named 2012 All-America Cities for Grade-Level Reading by the National Civic League and the National Campaign for Grade-level Reading.
- Named a Pacesetter Community for 2013–2015 and again in 2017 by the National Campaign for Grade-Level Reading.
- 2012 Promise Neighborhood Planning Grant recipient.
- One of 10 communities nationwide selected for the White House Rural Council’s Rural Integration Models for Parents and Children to Thrive (IMPACT) demonstration project focused on two-generation approaches to child poverty reduction.
- Cutting in half (60% to 30%) the number of children arriving at kindergarten without a preschool experience
- Increasing the reading proficiency of Rogers third graders by over 20% to reach a level equivalent to the state average in a school building with an average 88% free- and reduced-lunch rate.

Adequacy of Resources

The Marshalltown Community School Project (MCSP) has adequate resources for success as a community school model, and has chosen to focus services on three schools eligible for schoolwide programs under section 1114(b) of the Elementary and Secondary Education Act. MICA and MCSD have partnered for years on projects serving limited-income students in the district, particularly in the areas of school attendance, summer learning, and grade-level reading. The following is an accounting of the resources to be shared by the two project partners.

Mid-Iowa Community Action (MICA)

- *Facilities:* MICA will provide use of its office space (administrative and local county offices), including conference rooms, for planning meetings, for coordination and evaluation activities, and project administration. MICA will provide site staff with cell phone, computers, and associated equipment.
- *Administrative Support:* MICA will supply fiscal management of the grant including accountant, payroll and CFO services – fiscal management will average .10 FTE over the life of the grant. MICA will also assure grant compliance through the Project Director and Project Supervisor, each spending assigned to the grant anticipating .10 FTE between the two positions. MICA’s Executive Director and Project Director will provide oversight of partner relations for the project as needed.
- *Data Support:* MICA Data Manager will serve as data specialist and provide data entry training, support, and quality assurance. She will provide coordination of reporting. She will coordinate requests for data from the MCSD Infinite Campus system director. She will devote an average .50 FTE during the first year of the project and on average .20 FTE in years 2-5.

- Out-of-School-Time Programming:* MICA's Site Coordinators will provide planning and supervision of Bobcat University. They will spend an average of .25 FTE on this activity. The Project Director will work with community partners and monitor activity operations, and this will require an average of .06 FTE. A combination of project and school district funding will allow 22 teachers and 12 assistants to conduct classes. Transportation will be provided by the district through district funds. An average of nine community partners will provide a variety of enrichment activities.
- Transition Programming:* The Transition to School Camps, building, and supporting Transition Teams, and related activities will be conducted by the site coordinators and will require .25 FTE from each of the three coordinators. Camps will be staffed with a total of 12 teachers and 6 assistants. We will also have .06 FTE of the Project director and .10 FTE of the Supervisor for this task. Community teams will be developed to carry out the community based Transition campaign. MICA's Attendance and Transition Model Designer will spend .125 FTE in planning in the first six months of year one for this activity.
- Parent Engagement Abriendo Puertas/Opening Doors:* Parent engagement groups will be staffed by Site Coordinators at .25 FTE. The Project Director will spend .03 FTE on this aspect of the project. The Supervisor will spend .10 FTE. By year three, parents will be trained to facilitate groups, and capacity will be expanded through their participation.
- Attendance:* An Attendance specialist at 1.0 FTE will conduct the development of family attendance plans. The Project Supervisor will spend .10 FTE on this activity,

and the Project Director will spend .06 FTE in coordinating community partners and responding to district priorities regarding families.

- *Community Engagement:* Site Coordinators will coordinate the work of the community partners within the schools, provide referrals to families, and follow up to determine if referrals were used and were helpful. They will spend approximately .25 FTE on this activity. The Project Director will conduct community organizing and coordination for this activity and will spend .03 FTE on this aspect of the grant. The Project Supervisor will spend .10 FTE supervising building activities.
- *Staff Hiring, Training and Oversight:* MICA's Project Director will hire, train, and place the FSCS Site Coordinators and the Attendance Specialist. It is anticipated this will require .10 FTE. While hiring will be higher in the first quarter, it should diminish, and more time will be spent in orientation and training. MICA has budgeted resources to purchase training for the Site Coordinators and Project Supervisor. MICA conducts regular family development in-service meetings to which the project staff will be invited. MICA has a Human Resources Department that will provide coordination of the hiring process, the initial staff enrollment, and orientation. They also manage all employee benefits.
- *Grant Coordination:* MICA has fiscal and resource development teams that will assist the Project Director in coordinating current grant funding. The Project Director, Executive Director, and resource development team will seek and apply for future federal, state and local funds to support the MCSP.

Marshalltown Community School District (MCSD)

- *Facilities:* MCSD will provide office space, telecommunications, and internet services for Site Coordinators and the Attendance Specialist. Bobcat University and Transition to School camps take place in the schools as well as other community and parent events.
- *Data Support:* When final data sharing agreements are in place, MCSD will provide MICA staff with access to MCSD’s district data management application, Infinite Campus. Until that time, MCSD will provide reports to MICA’s as requested.
- *Staff:* Principals and other administrative staff, including counselors, school nurses, and social workers will be part of the project leadership planning team and project activities.
- *Funding:* MCSD will provide \$287,500 in matching funds (Bobcat University funding) over the course of the project.

Partner relevance

Marshalltown Community School Project Partners	
Community Partners	Service Description
MCSP Leadership Partners	
MICA	Transition to School Camps, transition planning, door-to-door campaigns, Bobcat University (Pick a Better Snack, dental screenings), attendance strategies, coordinated community engagement, Abriendo Puertas/Opening Doors, facilities, office support, data support, staff hiring/training/oversight, grant coordination, project planning and leadership

MCSD	Facilities, data support, staff, family nights, Bobcat University, project planning and leadership, funding
Other Key MCSP Partners	
ISU Extension	Bobcat University (Gardening, STEM)
Rapha Reins Ranch	Bobcat University (Horsemanship skills)
IVCCD Orpheum Theater	Bobcat University (Art)
SATUCI	Bobcat University (Life skills lessons), project planning, and leadership
Marshalltown YMCA-YWCA	Bobcat University (Swimming lessons), transition to school model, project planning, and leadership
Marshalltown Police Department	Bobcat University (Safety presentation)
Marshalltown Fire Department	Bobcat University (Safety presentation)
Grimes Farm and Conservation Center	Bobcat University (Nature walk and observation tower visit)
Marshalltown Public Library	Summer Reading Program, project planning and leadership
Wayfair Social	Bobcat University (Bowling)

City of Marshalltown	Bobcat University (Parks & Recreation: Leisure activities and sports), project planning, and leadership
Iowa Veterans Home	Bobcat University (Service learning)
Animal Rescue League	Bobcat University (Service learning)
Vision Marshalltown	Project planning and leadership
Iowa Valley Education and Training Center	Project planning and leadership
Heart of Iowa Big Brothers Big Sisters	In-school mentoring, project planning, and leadership
Child Abuse Prevention Services	Child abuse prevention services, project planning, and leadership
Marshalltown Area United Way	Project planning and leadership
League of United Latin American Citizens (LULAC)	Project planning and leadership

Marshalltown Area Chamber of Commerce	Project planning and leadership
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Partner Commitment

At this stage, MCSP comprises 22 active partners, and the project leadership expects more organizations will join the project during the planning and initial implementation phase. Some of these partners now provide services on these campuses, some provide services in the community and will act as referral partners. Partner MOUs are provided in Appendix B. Leadership partners for the project include Marshalltown Community School District and Mid-Iowa Community Action. Other partners will work closely with the project to deliver in-kind resources, leadership, and planning.

Reasonable cost in relation to the number served and anticipated results and benefits.

With an annual federal funds budget of \$500,000, MICA will serve hundreds of children and their families. Number to be served are projected at:

- Transition to School Camp: 600 students (3,000 days of camp)
- Ready Freddy Transition Plans: 524 families (13 transition teams created)
- Bobcat University: 978 students (19,560 days of instruction; 14 partner providers)
- Attendance Plans: 180 families
- Abriendo Puertas: 1,163 parents (850 session days; three parent trainers; 731 parents in alumni activities)
- Community Engagement: 833 referrals (29 organized partners)

The total number of persons served and the level and amount of service is very high for the amount of funding received. In addition, permanent capacity is built in the community that will continue after the grant/project period.

This cost is reasonable considering the number of needed services that will be offered, the convenience of these services being available on neighborhood school campuses, and the high quality of the services scheduled for delivery. Project staff would like to emphasize the unique nature of Marshalltown as a small city with challenges usually seen in much larger urban areas. While Marshalltown has a strong history of effective collaboration, some resources – in particular, funding – are at a premium. Thus, while per-participant cost may be somewhat higher when compared to other applicants, for a city with Marshalltown's unique challenges, we feel the cost involved is reasonable and justified.

One of the strengths of the Marshalltown Community School Project strategies are their efficient use of resources through leveraging existing resources and improving coordination of efforts to more effectively serve our target population. The plan presented in this proposal combines a strategic use of new resources aimed at building capacity at these three elementary campuses as well as improved coordination of contributions by existing providers.

Management Plan

We have developed a robust management plan to ensure this program is implemented, monitored, evaluated, and adjusted as planned. Our community coalition believes that appropriate stakeholder, partner, and agency oversight is critical to program success and sustainability. This management plan provides accountability at all levels to ensure program milestones are met on time and within the established budget.

Position descriptions and clearly defined responsibilities:

MICA Board of Directors: The MICA Board of Directors - made up of 1/3 persons with low-incomes, 1/3 private sector representatives, and 1/3 elected officials – meets 10 times each year. Through those meetings and other related activities, they provide oversight of the operation of MICA and its programs. At every meeting, they will monitor the project budget and review dashboards depicting programmatic progress. At least once each year, and more often as warranted, they will receive an in-person report from the Project Director regarding the project's progress, successes, and challenges. The evaluator's annual reports will be provided for their review and feedback

Steering Committee: The RB3 Steering Committee has been in place since 2011. (RB3 is a community collaboration designed to provide high-quality programs, information and resources to families with children ages 0-8.) Since 2011, the steering committee's work has been focused on creating a strong foundation that builds reading proficiency and inspires future success. The 25 member committee represents the Marshalltown Community School District (MCSD), the City of Marshalltown, MICA, Child Abuse Prevention, Adult Literacy, Big Brothers Big Sisters, Economic Development, Health, Education, Early Education, Philanthropy,

YMCA and Law Enforcement. The committee will bring their diverse perspectives and collective experience providing services to families in the school district to the project's management. Many of the committee members are project partners and have formalized their support for this project and application with letters of support.

Project Director (30% FTE Year 1; 15% FTE Year 2-5): The project director is responsible for the successful implementation of the project. Our project director will be Clarissa Thompson. Thompson (MICA's Family Development Director) will manage key partner and external stakeholder relationships (including ensuring steering committee involvement) as well as supervise the personnel coordinating and implementing the project. She will be responsible for the project meeting its established goals on time and within the project's budget. She will supervise the Attendance and Transition Model Designer, FSCS Project Supervisor, and the Data Specialist. See Appendix A for full job description and resume.

Attendance and Transition Model Designer (ATMD): The Attendance and Transition Model Designer will work to create our community's model to addressing chronic absenteeism and kindergarten transition using the model best practices an evidence-based research from Attendance Works and the Ready Freddy program. Another aspect of this position will be bringing together community partners, parents, and MCSD staff to have input and approval of the model. This is a **one year .25 FTE** position dedicated to planning, which will be held by Allison Wilson (MICA's Family Development Program Coordinator for Head Start and Early Head Start). See Appendix A for resume.

FSCS Project Supervisor (.5 FTE): This position is responsible for the planning, implementation, and operation of Marshalltown's full-service community school model. He or she must have excellent project management skills, ability to build community relationships, and

a broad knowledge of early childhood development theory and practice, family relationship dynamics, and social service delivery models – particularly school-based models. This will be a new position, which will be hired within the first quarter. This position will supervise the three Bilingual FSCS Site Coordinators and the Attendance Specialist. **See Appendix A for full job description.**

FSCS Bilingual Site Coordinator (Anson, Rogers, and Woodbury elementary schools): Our three target schools will **each** have **one full-time bilingual site coordinator**. This position is responsible for the planning, implementation, evaluation, and operation of Marshalltown’s full-service community school model in their assigned school. He or she must possess excellent project management skills, as well as the ability to build community relationships, and a broad knowledge of early childhood development, family relationship dynamics, and social service delivery models. More specifically they will connect community organizations to schools and they will connect families to community partners and resources; implement the Transition model (including the operation of the Bobcat Transition to School Camp); coordinate Bobcat University, facilitate Abriendo Puertas/Opening Doors, and lead Abriendo Puertas/Opening Doors parent alumni groups. These will be new positions, which will be hired within the first quarter. **See Appendix A for full job description.**

Attendance Specialist (1 FTE): This position is responsible for the reduction of chronic absenteeism with identified families in the three elementary schools in the FSCS project. He or she will use a strengths-based approach with families to identify challenges to the family’s well-being and child(ren)’s attendance, establish goals, and develop action plans. He or she will facilitate the use of resources and serve as a source of support. Lastly, they will implement the

attendance model developed during the planning phase by the project. This will be a new position, which will be hired within the first quarter. **See Appendix A for full job description.**

Data Specialist (.50 FTE yr 1; .25 FTE yr 2-yr 5): This position is responsible for preparing agency data systems for the collection and reporting of project data. Additionally, the data specialist is responsible for training project staff on data collection, auditing collected data, and providing data for project reports. She will also work closely with the project director to provide data during regular meetings with the steering committee, project evaluator, project and agency staff, project partners, and stakeholders. This position will be filled by MICA's Family Development Information Systems Specialist II, Laura Hornberg. **See Appendix A for full job description and resume.**

Evaluator (Contracted for 12 half days yr 1 and 6 half days yr 2-5): Our project evaluator will be Mr. Ron Mirr. Mirr will be responsible for evaluating the success of the project. He will play an integral role in evaluation design. He will meet with the project team monthly to evaluate progress and facilitate discussions on continuous improvement. Finally, he will collect data from key stakeholders as part of the annual evaluation. **See resume in Appendix A.**

Project Timeline and Milestones

YEAR ONE: 2018-2019	October	November	December	January	February	March	April	May	June	July	August	September	Project	ATMD	Supervisor	Anson	Rogers	Woodbury	Attendant	Data	Evaluator
	Planning																				
Hiring of Project Staff																					
Establishment of school leadership and FSCS planning team																					
MOU and Data Sharing agreements with partners completed or renewed																					
Transition to school model established																					
Evaluation plan and data collection methods completed																					
Attendance (reducing chronic absenteeism) model established																					
Mapping of community resources																					

YEAR 2-5	October	November	December	January	February	March	April	May	June	July	August	September	Project	Site	Anson	Rogers	Woodbury	Attendant	Data	Evaluator	
	Implementation																				
MOU and Data Sharing agreements with partners renewed														•	•						
Ongoing professional development for project staff														•	•	•	•	•	•		
Steering Committee meetings														•	•	•	•	•			
FSCS planning and operational meetings														•	•	•	•	•			
FSCS Focus Service: Early Childhood Transition																					
Implementation of transition to school model (includes transition teams work)															•	•	•	•			
Planning and coordination of Bobcat transition to school camps														•	•	•	•				

FSCS Focus Service: Community Engagement

Implementation and refinement of FSCS resource and referral system.				•	•						
Coordination and implementation of community engagement opportunities			•	•	•						
Data collection and reporting		•	•	•	•		•	•			

Sustainability Plan

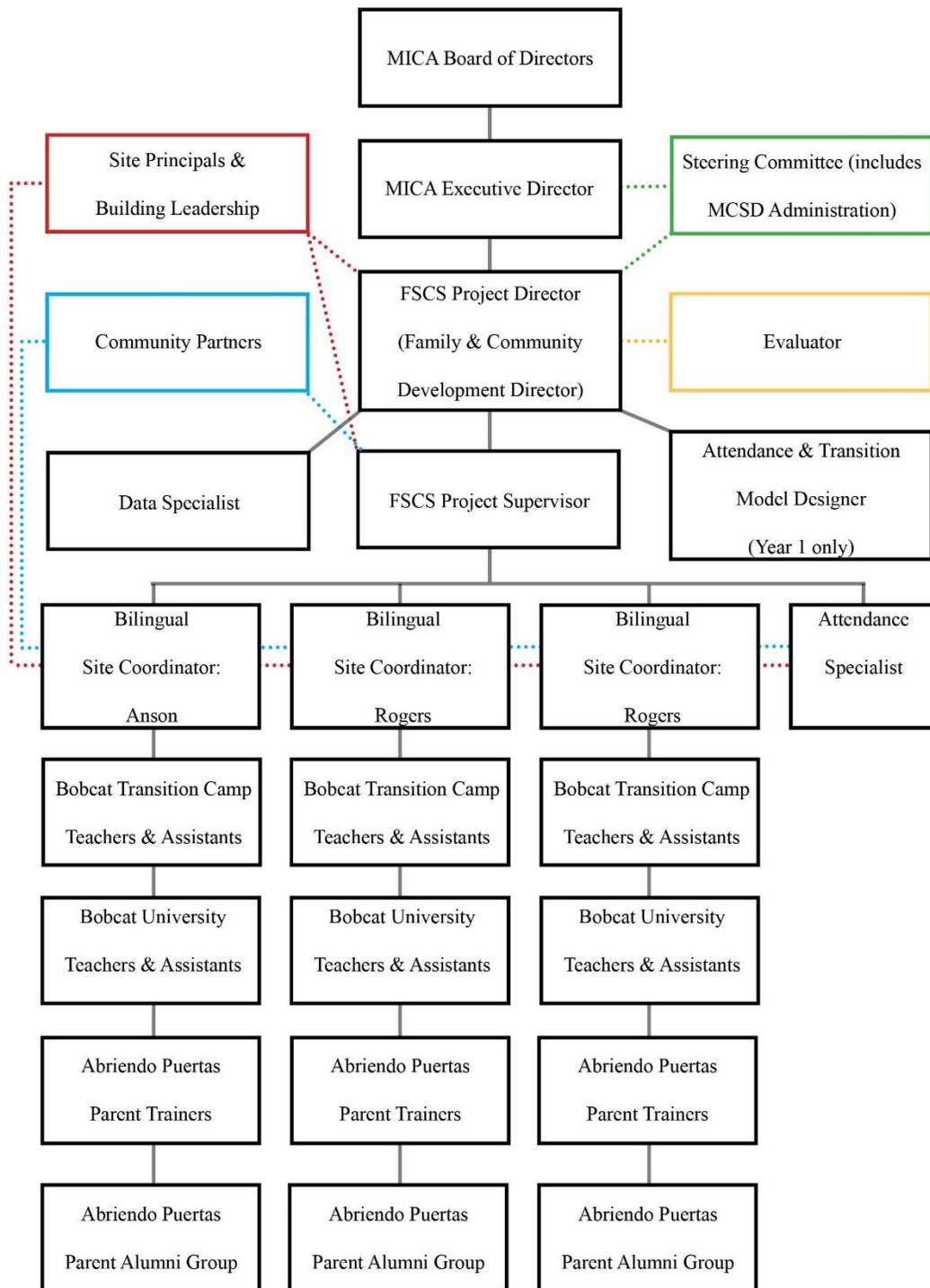
In Iowa, the legislature grants authority to the School Budget Review Committee (SBRC) to provide additional funding to districts with unusual or unique circumstances. According to the Iowa Department of Education’s January 2017 publication, “Financing Public Education in Iowa,” new or unique education programs are among the most frequent requests for additional funding. The administration of the Marshalltown Community School District will pursue this funding to help sustain this project once the grant period has ended. Dr. Theron Schutte, superintendent of MCSD, has also indicated the district is studying an increase in tax asking to grow the at-risk funding available for services –including Bobcat University and associated activities. Additionally, as this project is a natural extension of our community coalition’s successful early literacy efforts, MICA and the steering committee have an existing network of supporters that will likely provide financial support, especially in light of a substantial investment by the district. MICA also has a resource development team that can investigate and pursue funding related to this effort. MICA has also dedicated \$75,000 in federal Community Services Block Grant Funding (CSBG) to this project; however due to federal reporting requirements, this funding has not been identified in the budget or budget narrative.

Organizational chart

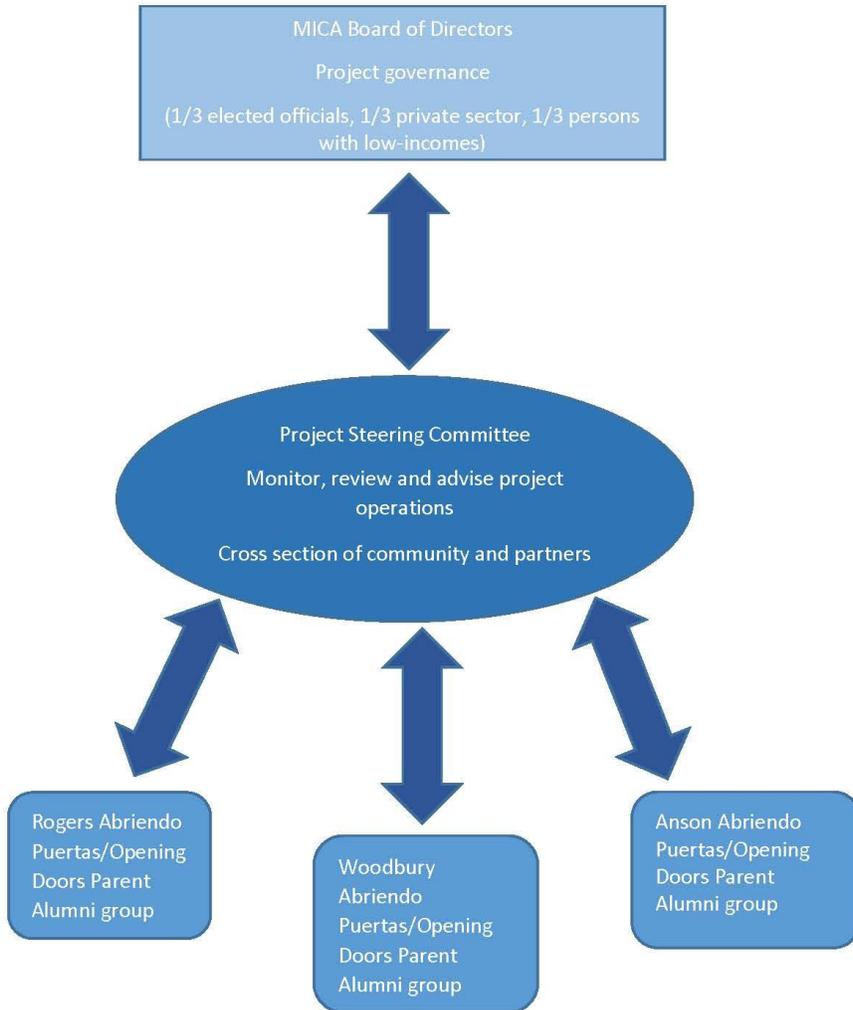
The organizational chart below outlines the personnel and reporting/accountability structure of the project. MICA is serving as the lead entity for the project. However, our community and school partnerships are integral in meeting the goals, objectives and outcomes of our project. Therefore our organization chart has included these partnerships. Lastly, all of our

work will be governed by MICA's Board of Directors and the Steering Committee – see chart below.

Within in each governance/advisory structure are feedback systems in place that allow staff to communicate with the Board and the Steering Committee how the goals, objectives and outcomes of programs and services are being met. Solid lines indicate project management structure, while dotted lines indicate collaborative relationships. Colors signify various partners/partner groups.



FSCS Governance and Advisory Structure



Brief summaries of key personnel and their qualifications

Arlene McAtee, MICA Executive Director

Ms. McAtee earned a Bachelor of Arts in Communication Studies from the University of Iowa. She joined MICA's staff in 1977, held many leadership positions in the agency, and was named executive director in 2003. During her more than 40 years of work on the complex issues surrounding poverty, McAtee has earned a national reputation as an innovator in the human services field. She has been a key architect in MICA's national research projects including the HHS Comprehensive Child Development Program, the HHS Head Start Public School Transition Program, the SAMHSA Strengthening Families Project, and the agency's 21st Century Learning Center and AmeriCorps projects. She was also the leader in designing and implementing the comprehensive model for assisting families to exit poverty known nationally as the Family Development Approach and described in her book, "Family Development: Empowering Families to Move out of Poverty." (See full resume under **Appendix A.**)

Amanda McCoy, MICA Chief Financial Officer

Ms. McCoy earned her Bachelor of Science in Accounting from Iowa State University in 2013. She joined MICA as an accountant in the same year and was quickly recognized not only for her skills as an accountant but for her passion for the agency's anti-poverty mission and her dedication to professional development. McCoy became the agency's Assistant CFO in 2017 and was named CFO in 2018. (See full resume under **Appendix A**)

Ron Mirr, Project Evaluator

Mr. Mirr earned a Bachelor of Arts in Psychology from Purdue University in 1981 and a Masters of Social Work from the University of Iowa in 1987. Mirr was trained by Mark Friedman of the Fiscal Policy Studies Institute to use Friedman's Results-Based Accountability

model for helping community providers identify realistic program measures and track the progress of these measures over time. This process helps communities understand if their efforts are having the desired effect on the target population. During the course of his career, Mirr has directed the evaluation of 28 projects funded by federal grant programs. **(See full resume under Appendix A.)**

Clarissa Thompson, Project Director

Ms. Thompson is MICA's family development director. She received her Bachelor of Science from Iowa State University. Thompson joined MICA in 1995 as an AmeriCorps member. Thompson has a wide-range of experiences from providing direct services to leading major federal, state, and local initiatives designed to improve outcomes for children and families. Thompson's most recent work has been focused on MICA's two-generation approach to addressing rural childhood poverty through the White House Rural Council's Rural IMPACT initiative as well as the scaling up of MICA's premier summer learning program, Bobcat University, which Thompson was the co-designer of and lead implementer in 2011. **(See full resume under Appendix A.)**

Allison Wilson, Attendance and Transition Model Designer

Ms. Wilson earned a Bachelor of Science in Child and Family Services from Iowa State University in 2000. Wilson joined MICA in 2004 and has been integral in the planning and implementation of new and innovative programs and services. In her most recent position, Wilson has been key in efforts to increase attendance in MICA's Early Head Start and Head Start classrooms that have led to a marked increase across all classrooms. Wilson created the Bobcat Transition to School Camp program in 2009 and, since its inception, all target schools have held programs in varying degrees. **(See full resume under Appendix A.)**

Laura Hornberg, Data Specialist

Ms. Hornberg earned her high school diploma from Marshalltown Senior High School and completed two years of fine arts, office assistant, and general studies classes at Marshalltown Community College. Hornberg joined MICA in 2009 as a data specialist. Since that time, Hornberg's technical proficiency and skills as a trainer enabled her to manage the agency's family development data. Hornberg currently manages the agency's family development database (setting the system up for data collection and creating reports), trains staff in how to enter data correctly, audits the collected data, and provides data and reports to agency staff, management, and stakeholders as well as MICA's governing board and funders. (**See full resume under Appendix A.**)

Plans for professional development - Every MICA staff member has a Professional Development Plan (PDP), which is the basis of individual staff development and training. Supervisors conduct monthly PDP sessions with each employee, discussing compliance and performance and culminating in a quarterly staff evaluation. Supervision is designed to support staff in building the knowledge, skills, and resources to meet their program/projects goals. In addition to the PDP process, MICA offers its staff extensive in-house training opportunities on a monthly basis. MICA also supports its staff in attending state and national conferences as appropriate to the staff member's work and development. Each FSCS Bilingual Site Coordinator will attend the Abriendo Puertas/Opening Doors train-the-trainer hosted by Abriendo Puertas/Opening Doors in Los Angeles, California. Staff will also be included in professional development opportunities offered by MCSD. Both MICA and the MCSD are engaged in

ongoing training and skill building in trauma-informed care/trauma-sensitive schools. This training will be integral to the FSCS staff and community partners.

Our project plans for *joint utilization and management of school facilities* and currently has experience with this type of collaboration. The FSCS Bilingual Site Coordinators will each have offices in their assigned building. The Attendance Specialist will have a base office in one of the three target schools, but he or she will be expected to spend time in all locations. MICA and the MCSD currently share school facilities through the implementation of Bobcat University and Transition to School Camps. MCSD provides custodial services, transportation services, food services, classroom space, equipment, internet, phones, computers, and playground area all free of charge to MICA. We anticipate a similar working arrangement in the future and will work together to establish a formalized service agreement related to the FSCS project.

Project Evaluation

Evaluation Design

Our evaluation will answer three basic questions

- How much did we do?
- How well did we do it?
- Is anyone better off as a result?

While collection of data is an important aspect of the overall project evaluation, we are most concerned about how we use our data to adjust project performance to improve results for students and families. Through this project, we will assist staff to turn data into useful answers that help all students succeed. The project director and the data manager will have bi-weekly evaluation conversations. Together they will facilitate monthly conversations with the project team and the project evaluator. During these evaluation conversations, the project evaluator will present summary data to track progress over time for key measures. The evaluation director will help the project director and steering committee review and reflect on the data through the use of the following seven questions:

- Who have we targeted for services and support?
- What are the outcomes they were expected to attain?
- What do our data tell us about their success in attaining these outcomes?
- What other data do we need to collect?
- What would work to do better?
- Do we need any new partners?
- How will we adjust programming in response to current data?

These regular monitoring meetings are not about simply reporting data. Instead, they will help project staff and the steering committee understand the story behind the data so they can reflect on how well current strategies are working. Every monitoring meeting will end with clear action steps that call for adjusting current methods or implementing new activities. The monitoring meetings will keep the focus on the question, “Is anyone better off?”

Project Evaluator

Mr. Ron Mirr will serve as our external evaluator. He is a master’s level social worker who has directed the evaluation of 28 projects funded by federal grant programs. Mr. Mirr was trained by Mark Friedman of the Fiscal Policy Studies Institute (www.resultsaccountability.com) to use Mr. Friedman’s results-based accountability model (RBA) for helping teachers and community providers identify realistic program measures and track the progress of these measures over time. The RBA process helps communities and schools understand if their efforts are having the desired effect on the target population. As part of a statewide grant with the Iowa Department of Education, Mr. Mirr used the RBA model to design a series of data toolkits to help schools engage in meaningful, ongoing conversations to improve student climate and student supports.

Since 2015, Mr. Mirr has served as senior vice president of Scholastic Education. Mr. Mirr was hired by Scholastic Education to build a national consulting business that includes consultative services, professional learning, and program evaluation. He leads team efforts to:

- help schools and districts provide a full-range of learning supports — the resources, strategies, and practices that support intellectual, physical, social, and emotional development to ensure student success
- build the capacity of schools and programs to engage pre-kindergarten – 12 families in ways that support student learning

An important aspect of this work is the evaluation of impact. He is a member of Scholastic Education’s executive leadership Team, reporting to the president of Scholastic Education.

Student Database

The current MCSD student database (Infinite Campus) has been set up to provide administrators with access to important behavioral data — attendance, office referrals, suspensions, and calls to police as well as academic progress and outcomes for students. The Learning Supports Module of the student database has been in place for over six years. One outstanding feature of the database is the ability to know exactly what supports have been provided and for how long. This information will be used to generate program reports that help understand if the various supports have been effective at improving student attendance, behavior, and learning. Not only will the database produce reports to document student progress, the database will report on the effectiveness of our efforts.

New Tracking Systems

Two new tracking systems will be developed during the planning period of the project. Within the first quarter, a system will be developed to track the referrals of families made by the MCSP site coordinators to community resources and the number of those referrals that families actually used. A comprehensive and integrated approach regarding the making of referrals will allow the site coordinators to maintain records by child and family. Use of referrals will be identified through follow-up contacts with families and resources. Consent for information sharing will be completed by family and kept on file. As referrals may be made prior to the completion of the tracking system, information described above will be maintained in family files until it can be uploaded into the new system. While MICA may be able to use its THO CIS for this purpose, other methods will also be investigated. The project evaluator will be able to gather data on referrals through the reports generated by this system.

Also to be completed in the first quarter is a system to track community partners performing activities within each building. The system will track all partners, identify new partners and track the types and instances of activities the partners perform. It will track both organizational involvement as well as individuals involved. Until the system is operational, site coordinators will maintain paper records for input at a later time. The system will provide the project evaluator with the reports needed to evaluate community involvement in the school.

MICA Data

MICA will provide the evaluator with all records and contracts required for completion of the evaluation of all outcome areas, when such records are MICA documents. Many of the items required are contracts and MOUs with partners. However, MICA also tracks all data for Bobcat University and Transition to School Camps through databases it has developed for those purposes.

Process Evaluation

The purpose of this project is to foster the development of children who enter school ready to learn, who are academically proficient, and who are safe, healthy, and supported by engaged parents. Our process evaluation will examine the quality of how well project services were delivered. Through the process evaluation we will:

- identify implementation problems as they occur
- assure prompt feedback to project staff so that adjustments can be made
- provide a record of project inputs and methods used during implementation
- provide judgment about the efficacy of the project implementation process.

We will concentrate on process evaluation issues primarily during the startup phase of our project to ensure the smooth implementation and operation of all project activities.

We will gather data for the process evaluation through observation of site coordinator functioning, review of the student database, review of MICA tracking systems, and through MICA staff reports and MICA and MCSD staff interviews.

Timeline and Data Collection

The evaluation design and plan will be finalized during the planning period at the beginning of the project (within the first quarter) and then updated annually. Data collection will begin immediately after the design is complete and will continue throughout the project. Both quantitative and qualitative data will be collected from students, parents, project staff, school staff, partner staff, and community members. The evaluation will provide aggregate level data for each of the measures listed in the evaluation plan. We will have the ability to disaggregate, analyze, and report data by gender, ethnicity, socioeconomic status, grade level, attendance, school, and program.

Data will be available to review for individual students, but will not be released at the student level in any public documents. Data will also be gathered through a review of project staff records and pre/post tests conducted in certain activities. In addition, perception data will be collected through surveys, interviews, and focus groups with parents, community partners, project, and school staff.

Our project evaluator will finalize data collection procedures and collection tools, and our data manager will develop a structured database for storing all measures that are not already a part of the existing databases. Initial data collection tools will be completed by the end of the first quarter. Additional tools will be developed as needed throughout the five-year project period. Surveys, interviews, and other process evaluation data will be analyzed by the project director and the data manager and reported in summary tables, graphics, and narrative form.

Evaluation Table E2: Evaluation Timeline			
Outcome	Strategy	Data	Timeline (evaluator data gathering)
Evaluation of Outcome 1: All children enter school ready to learn. Goal: Provide high-quality and highly coordinated community and school-based early childhood programs.	Bobcat Transition to School Camp (existing)	# camps held (MICA records);	Annually (end of sessions)
		#/% of eligible students served (MCSD data);	Annually (end of sessions)
		Interviews with pre-K and K teachers on effectiveness of transition activity (Evaluator);	Annually (at the end of the first month of school)
		Interviews with sample of parents on effectiveness of transition activity (Evaluator)	Annually (end of sessions)

	Ready Freddy model for transition planning (new)	# of staff using toolkit (MICA); Observation, interviews and review of notes/records to determine fidelity of staff activity to toolkit protocol (Evaluator); # of teams developed (MICA records); #/% of transition plans developed (MICA records)	Annually (until all staff are documented to be using); Semi-annually (years 1 and 2) Annually (years 3 through 5); Annually (end of fiscal year); Annually (end of fiscal year)
Evaluation Outcome 2: Students are academically proficient.	Bobcat University (existing)	# of students served (MICA and MCSD records)	Annually (at end of sessions)

<p>Goal: Provide students with opportunities for continued learning and community connections</p>		<p>% of eligible students served (MCSD data); % of participating students maintaining between spring and fall FAST assessment (MCSD data); % of participating students improving between spring and fall FAST assessment (MCSD data); % increasing LEXIA reading achievement level (MCSD data); % improving on FS Math achievement level (MCSD data)</p>	<p>Annually (at end of sessions) Annually (at completion of fall FAST assessment) Annually (at completion of fall FAST assessment) Annually (at end of sessions)</p>
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			Annually (at end of sessions)
	# of community partners engaged in Bobcat University	# signed contracts from entities (MICA records); # of activities provided (MICA records)	Annually (at end of sessions) Annually (at end of sessions)
Evaluation Outcome 3: Students are safe, healthy, and supported by engaged parents Goals: Families have the knowledge, resources to supports necessary to help their children to fully participate in school every day. Schools have the resources	Bringing Attendance Home Toolkit (new)	# staff using toolkit; # staff using toolkit with fidelity (interviews, observation and records)	Semi-Annually year 1, Annually years 2-5 Semi-Annually year 1, Annually years 2-5

<p>needed to create strong parent engagement partnerships.</p>	<p>Individual Family Attendance Plans (new)</p>	<p># kindergarten children and families identified (MICA and MCSD data); # children and their families with completed plans (MICA data); Chronic absence rates pre- and post-plan for identified children and their families (MCSD data); Overall kindergarten cohort chronic absence rates (MCSD data)</p>	<p>Quarterly (throughout school year) Quarterly (throughout school year) Annually (end of school year) Annually (end of school year)</p>
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	<p>Coordinated Community Engagement (new)</p>	<p>Tracking system is developed and used by site coordinators and partners; # of partners in buildings; # of new partners each year; # and types of activities provided by community partners; Tracking system for referral developed, users trained and system used; # referrals made by site coordinators; #/% of referrals used by families tracked through follow-up by site coordinators with families and partners</p>	<p>1st quarter Semi-annually Semi-annually Semi-annually 1st quarter Quarterly</p>
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			Quarterly
	Abriendo Puertas/Opening Doors (existing)	# of sessions completed; # of parents participating; #/% parents showing increase in knowledge in pre/post test; # of parents who become trainers	Quarterly Quarterly Quarterly Semi-annually (yrs 1.5 – 5)
	Abriendo Puertas/Opening Doors alumni groups	# of alumni group meetings; # parents participating in alumni group activities	Quarterly Quarterly

Project performance measures, baseline data and evaluation components can be found in the table below, Table E1: Evaluation Overview.

TABLE E1 EVALUATION OVERVIEW

Evaluation of Outcome 1: All children enter school ready to learn.

Goal: Provide high-quality and highly coordinated community and school-based early childhood programs.

	Pipeline service area	Strategy	Objective	Numbers served					Baseline	Evaluation components	
				Y	Y	Y	Y	Y			
				1	2	3	4	5			
FSCS FOCUS SERVICES	c. Support for child’s transition to elementary	Bobcat	# of camps held	3	3	3	3	3	2018 – 3 camps at 3 buildings(MICA records)	<ul style="list-style-type: none"> # camps held (MICA records) #/% of eligible students served (MCSD data) Interviews with pre-K and K teachers on effectiveness of 	
		Transition to School Camp (existing)	#/% of students served	1	1	1	2	2			2018 – 120
				2	4	7	0	4			(projected goal), still
				0/	4/	2/	7/	8/			underway, will be
				4	5	6	7	9			finalized at end of
				4	3	3	6	1			summer (MICA and
				%	%	%	%	%			MCSD records)

										transition activity (Evaluator) <ul style="list-style-type: none"> Interviews with sample of parents on effectiveness of transition activity (Evaluator)
Attendance	Transition teams	P	6	9	1	1	0			<ul style="list-style-type: none"> # of staff using
Works model for Transition planning (new)	#/% of eligible transition plans completed (K only)	* 4 4/ 2	8 8/ 5	1 0 5/ 5		3 1 2 6	3 1 1 1/	0		<ul style="list-style-type: none"> Observation, interviews and review of notes/records to

				0 %		9 %	7 0 %	9 0 %		<p>determine fidelity of staff activity to toolkit protocol (Evaluator)</p> <ul style="list-style-type: none"> • # of teams developed (MICA records) • #/% of transition plans developed (MICA records)
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FSCS FOCUS SERVICES	Pipeline	Strategy	Objective	Numbers served					Baseline	Evaluation
	service area			Y1	Y2	Y3	Y4	Y5		Components
	b. High-quality school and out-of-school-time programs and strategies	Bobcat University (existing)	# of students served % Bobcat University students will maintain or increase academic benchmarks over the summer	132 75 %	158 80 %	189 85 %	227 90 %	272 92 %	2018 – 132 students served (projection, actual will be known at end of summer) (MICA and MCSD records) 2018 – 50% eligible	<ul style="list-style-type: none"> # of students served (MICA and MCSD records) % of eligible students served (MCSD data) % of participating students maintaining between spring

								<p>served (projection, actual will be known at end of summer) (MCS D data) 2018 – % maintaining base score over summer (will be measured at end of summer) (MCS D data base)</p>	<p>and fall FAST assessment (MCS D data) • % of participating students improving between spring and fall FAST assessment (MCS D data) • % increasing LEXIA reading achievement</p>
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									2018 – % increasing base score over summer (will be measured at end of summer) (MCSD data base)	level (MCSD data) • % improving on FS Math achievement level (MCSD data)
			# of community partners engaged in Bobcat University	8	10	12	13	14	2018 – 8 projected (MICA contracts)	• # signed contracts from entities (MICA records) • # of activities provided

										(MICA records)
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Evaluation Outcome 3: Students are safe, healthy, and supported by engaged parents.

Goals: Families have the knowledge, resources to supports necessary to help their children to fully participate in school every day.

Schools have the resources needed to create strong parent engagement partnerships.

	Pipeline service area	Strategy	Objective	Numbers served					Baseline	Evaluation Components
				Y1	Y2	Y3	Y4	Y5		
FSCS FOCUS SERVICES	d. Family and community engagement and supports, which may include engaging and supporting families at	Bringing Attendance Home Toolkit (new)	Decrease the number and percentage of chronically absent students: Year 1 (K only) Year 2 (K & 1) Year 3 (K – 2) Year 4 (K – 3) Year 5 (K – 5)	23	30	38	43	44	33/424 kindergartners in the buildings. (MCSD data base)	<ul style="list-style-type: none"> # staff using toolkit # staff using toolkit with fidelity (interviews, observation and records)

	<p>school and at home.</p> <p>g. Social, health, nutrition, and mental health services and supports</p>	<p>Individual Family Attendance Plans (new)</p>	<p># children with Individual Family Attendance Plans created Year 1 (K only) Year 2 (K & 1) Year 3 (K – 2) Year 4 (K – 3) Year 5 (K – 5)</p>					0	<ul style="list-style-type: none"> • # kindergarten children and families identified • # children and their families with completed plans • Absence rates pre- and post-plan for identified children and their families • Kindergarten cohort chronic absence rates overall
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		Coordinated Community Engagement (new)	# of new partnerships formed	P*/ 5	5	3	3	3	No accurate way to track in-school partnerships at the current time	<ul style="list-style-type: none"> • Tracking system is developed and used by site coordinators and partners • # of partners in buildings • # of new partners each year • # and types of activities provided by community partners • Tracking system for referral developed, users
			# of existing partners engaged in coordination efforts	P*/ 15	20	23	26	29	Does not currently exist	
			# of referrals made	P*/ 98	14	17	196	216		
			#% of referrals used	P*/ 80 %	80 %	80 %	80 %	80%		

										trained and system used <ul style="list-style-type: none"> • # referrals made by site coordinators • #/% of referrals used by families tracked through follow-up by site coordinators with families and partners
	Abriendo Puertas/Opening Doors (existing)	# of parents trained	30	13	30	307	374	<ul style="list-style-type: none"> • 2017-2018 school year • 39 parents trained in 	<ul style="list-style-type: none"> • # of sessions completed • # of parents participating 	
		# of parents trainers of AP	x	3	3	3	3			

		Abriendo Puertas /Opening Doors alumni groups	# of parent participants in ongoing training and activities	x	20	87	237	387	<ul style="list-style-type: none"> • 0 parent trainers developed • 0 parents in ongoing training and activities 	<ul style="list-style-type: none"> • #/% parents showing increase in knowledge in pre/post test • # of parents who become trainers • # of alumni group meetings • # parents participating in alumni group activities
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***P DENOTES PLANNING PERIOD. ACTIVITIES MAY ALSO TAKE PLACE DURING THIS PERIOD.**

Annual and Outcome Evaluation

While our initial focus will be on monitoring implementation, our outcome evaluation efforts will increase significantly as the project progresses. Our outcome evaluation will focus on changes in systems as well as changes in students, parents, and staff that result from the project. Through our outcome evaluation efforts, we will measure both long-term and short-term changes. Long-term outcomes are related to changes in behavior and condition for students, parents, and staff. Short-term outcomes include changes in awareness, knowledge, attitude, and skill level for these same groups. The outcome evaluation will allow project staff, district staff, community partners, students, and parents to answer the question, “Is anyone better off as a result of our services?”

You will find the outcome measures for each object along with a brief discussion of data collection in the **table E1**. A more complete description of the details for each outcome measure will be part of the full evaluation plan that will be completed in the first month of the project. All outcome data will be reported in cross tabulation tables as well as trended over time in line chart format. Data will be shared with the project staff, steering committee, MICA board, MCSD board and individual buildings.

All reports and data will be posted to the Mid-Iowa Community Action (MICA) web site. MICA has access to the *Results Scorecard* and will use this platform to share results throughout the project, as well as the final outcomes. We will share monthly updates that contain information about upcoming project activities, general project information, and reports documenting project activities and successes. At the end of each year, the project director and data manager will produce summary reports for each of the five focus

activities that summarize who was served along with improvements in student attendance, behavior, and learning for those served. One role of the steering committee will be to share evaluation information with their constituent groups and to bring feedback from their constituents back to the project. In addition, the project director will make annual presentations to the MICA board of directors and to the Marshalltown Community School District board. We will also work with the Iowa Community Action Association, the National Community Action Partnership so that others in the state and the national community action network are able to replicate the successful components of this project. Iowa Departments of Education and Public Health to share what we have learned from our evaluation with their constituent groups.