3rd Grade Reading
Community Solutions Action Plan
DUBUQUE, IOWA
Part One: Community Overview

Our community greets the grade level reading campaign with enthusiasm. Upon learning about the opportunity in fall of 2011, the community quickly formed the 3rd Grade Reading Coalition. The Coalition is led by a group of leaders and experts from our schools, colleges, universities, non-profits, business, City government, and philanthropy, which are facilitated by Every Child/Every Promise (ECEP). This Community Solutions Action Plan (CSAP) will share examples of an engaged community that has built supportive partnerships and strong collaborative efforts to create successful outcomes. The strategies put forth in the CSAP will target the remaining students who are not achieving and whose families often require additional supports and innovative approaches.

Dubuque, located along the Mississippi River, is Iowa’s oldest and 7th largest city at 58,000 and a regional center for commerce, industry, education, medical services, culture, and tourism. Dubuque takes great pride in our slogan, “Masterpiece on the Mississippi,” but this wasn’t always the case. In the 1980s, Dubuque endured 23% unemployment, an exodus of residents, struggling downtown businesses, disconnected neighborhoods, and little hope that we could thrive. A billboard proclaimed: “Last one to leave Dubuque, turn off the lights”. In these difficult times, leaders from the private, non-profit, and public sectors facilitated community visioning that helped change Dubuque, focusing on grassroots efforts to address community rebirth. And so, Dubuque has gone from good to great in many areas: job growth and retention, sustainability, partnerships, community development, civic engagement, and education.

Dubuque takes great pride in our quality educational system. Public and private preschools, and programs like Head Start and Parents as Teachers, provide options for educating our young people. Area agencies, such as Boys and Girls Club, Multicultural Family Center, YM/YWCA, St. Mark’s Community Center, Crescent Community Health, Carnegie-Stout Public Library, and the City’s Leisure Services Department, offer education and training for young people and families.

Two K-12 school systems serve the majority of students. Dubuque Community School District (DCSD) serves nearly 10,500 students in two high schools, three middle schools, thirteen elementary schools, and an alternative program that provides multiple pathways to graduation. DCSD ranks #7 out of 2,200 school districts nationwide, according to Expansion Management magazine. Holy Family Catholic Schools (HFCS) has 1,837 students enrolled in its five elementary schools, middle school, and high school. HFCS also offers five preschools and a Spanish Immersion School. DCSD and HFCS have the same calendar and collaboratively share staff, instructional materials, transportation, communication, and other support services.

Clarke University, Loras College and the University of Dubuque offer liberal arts degrees, professional programs, and graduate degrees. Dubuque also is home to Emmaus Bible College and Wartburg Theological Seminary. Northeast Iowa Community College provides strong technical programs, Associate degrees, certification and diploma programs, and GED programs. The result of this education-infused environment is a well-educated community: 37% of adults 25 and older in Dubuque have a high school diploma/GED; 33% have a college degree; and less than 12% did not graduate high school. Nationally, only 29% of adults 25 and older and have graduated from high school and 34% have college degrees.

Like many Midwestern cities, Dubuque has experienced a demographic shift, with fewer whites and growing minority populations. In 1990 minority populations made up less than 2% of the total population. Today Dubuque is 92% white, 4% black, and 2% Hispanic/Latino. Our schools are becoming even more diverse. There are 6,944 young people age 9 and under in Dubuque representing 12% of the population, but with greater diversity: 82% white, 8% black, 5% Hispanic/Latino, and 2.6% other.
Median household income is $41,879 and unemployment is 5%. The poverty rate has increased, including child poverty. Dubuque’s child poverty rate is 13% (vs. 15.6% statewide and 21.6% nationally); for young people under 5 it is 20.6% (vs. 19.6% statewide and 23.0% nationally). The effects of childhood poverty on learning and reading achievement are well documented. In addition to social and developmental problems, young people living in poverty often lack access to books and other reading materials. Children in poverty can also be deficient in oral vocabulary and background knowledge that are critical to reading comprehension. DCSD has seen dramatic changes:

- 13% of students in poverty, up 51% since 2000
- 38% qualify for free or reduced lunch vs. 37% for Iowa, up 10.3% since 2000
- Special education, 15% are entitled vs. 13% for Iowa currently

To help address these challenges, the Community Foundation of Greater Dubuque (CFGD) facilitated the start of Every Child/Every Promise (ECEP) in 2006 to engage the community in delivering the Five Promises: Safe Places, Caring Adults, Healthy Start, Effective Education and Opportunities to Serve Others. In 2007, ECEP developed a tool kit for engaging citizens in the needs of young people. In 2008 ECEP developed the annual Youth Indicators Report, which tracks 36 indicators across the Five Promises. We developed our community’s first Youth Master Plan in 2009.

Today, ECEP facilitates the 3rd Grade Reading Coalition already comprised of 17 agencies, with many more community members as advisors and participants. Over 100 people participated in a workshop to help shape the CSAP. Together we focus on achieving collective impact in three areas: community, families, and policy. Based on our track record of successfully reimagining our city through community partnerships, we are confident we can find solutions that move 3rd Grade Reading Achievement from good to great in our community and become a model for other communities.

Founding Members of the 3rd Grade Reading Coalition include:
- Carnegie Stout Public Library
- Clarke University
- Community Foundation of Greater Dubuque
- Crescent Community Health Center
- Dubuque Community School District
- Dubuque Community School District Foundation
- Dubuque County Early Childhood
- Every Child | Every Promise
- Four Oaks: Parents as Teachers
- Greater Dubuque Development Corporation
- Holy Family Schools
- Iowa State University Extension & Outreach
- Leisure Services
- Loras College
- Multicultural Family Center
- Northeast Iowa Community College
- Operation New View: Head Start
- St Mark’s Community Center
Part Two: The CSAP

Assurance #1: The Problem

To improve outcomes in 3rd Grade Reading and the core challenges of reading achievement -- school attendance, school readiness, and summer learning loss -- Dubuque will need to focus and coordinate the efforts of the community; including public and private schools, non-profits, business, neighborhoods, parents and students, to address and overcome our collective challenges.

The biggest challenge facing our community is the disproportionate achievement rates of minority students and students in poverty. The data tells us that overall, our students are achieving at a high level, yet when the data is disaggregated, the story is more challenging. We are seeing disproportionate rates of minority students entitled to Special Education services: 11.45% black, 2.37% Hispanic, and 2.72% multi-racial in 2011-12. Whether we look at reading achievement, school attendance, or school readiness, the story is the same.

The DCSD has higher proportions of black students eligible for free and reduced lunches, and anecdotally, lower high school completion rates than state averages. Four out of thirteen elementary schools serve black student enrollments in excess of 17%, compared to state averages of 5%. Additionally, three out of 13 elementary schools have 80% or more of their student body that is eligible for free and reduced lunch rates.

In the DCSD, the 4-year cohort graduation rate for 2010-2011 was 87.5% vs. the statewide rate of 88.3%. The State of Iowa does not disaggregate data for high school graduation rates by race or ethnicity at this time. However, a district indicator of student enrollment in Advanced Placement course work that has a strong correlation to reading success, rigorous instruction, graduation and movement on to post-secondary education, is broken down by race and ethnicity. For example, in 2009-2010 (the last school year data is available) the AP English Language Arts course was 90% white, 3.5% Asian, 2.6% black, and 0.4% Hispanic.

The DCSD dropout rate for grades 9-12 in 2010-2011 was 3.6% compared to the statewide rate of 3.38%. For 2009-2010 (the last school year data is available), we again see the DCSD’s disproportionate dropout rates of minority students: 18.85% black and 3.28% other non-white.

Many Dubuque students demonstrate success in 3rd Grade Reading Achievement. Based on the Basic Reading Inventory, 86% of all third graders are meeting reading targets. This is true thanks to strong schools, excellent 4-year old preschool programs, and a culture of partnering to achieve collective impact. However, when the data is disaggregated, we find disturbing trends. Of the 14% of students not meeting 3rd grade reading targets, we find that half (7%) are entitled. The remaining 3rd grade students are overwhelming black, male and receive free and reduced lunch services. Many of these students have lived in the district less than a year. We recognize the disproportionate rates of at-risk students in a few schools are creating schools that struggle, while others succeed.

Similarly, students arrive at our schools kindergarten classes ready to learn. 93.7% have attended preschool and nearly all of them are demonstrating readiness in their Social/Emotional Development (96%), Gross Motor Development (98%) Fine Motor Development (99%), Cognitive Development (97%), and Language Development (95%). This is the result of a committed team of early childhood providers and strong partnerships with our schools. An important support to the effort is Dubuque County Early Childhood which serves as a catalyst to bring childhood partners to the table. As the data suggests, our 4-year old preschool is a major success driving our school readiness rates. Yet, the program is at risk due to State funding challenges. This is despite the fact that the 4 year old preschool program features partnerships between our public schools and 26 preschool providers who are committed to high quality preschool. Another challenge to these successes is that we see a disproportionate number of students from at-risk populations not being school-ready by age 5.
We also have a high Average Daily Attendance (ADA) rate of 95% in our schools, ranging from 98% to 91% district-wide. As in the other areas, our opportunity is to reach those students most at-risk who are not attending at rates that promote achievement. Challenges we face include the need to improve our data on attendance. We currently have not viewed ADA by race, gender, free and reduced lunch rates, etc. Our schools recognize this need to be able to disaggregate data by school and by important demographic measures.

Improving summer learning opportunities may be our community’s most significant opportunity. While we have an abundance of summer activities for our young people, there is little coordination among these activities. In addition, there is significant need to integrate learning opportunities into summer programs that support the school curriculum in a coordinated way. Another challenge is the lack of data, especially coordinated data, about summer learning loss, summer program attendance, and the potential positive impact on student achievement of our summer learning programs. In addition, we need to document the vast array of opportunities available to young people during the long summer break.

In addition to the specific problems identified in each of the core challenges above, there are opportunities that impact them all broadly. Improved coordination of our efforts and resources is an important first step. Organizations like Every Child/Every Promise, Dubuque County Early Childhood, Child Care Resource and Referral, and Parents as Teachers all work to improve early childhood outcomes; however, the results of direct services funded or provided by these organizations is not integrated into an overall community strategic plan. Improved coordination within these organizations and with the public and private schools also is needed. Aligning provided and proposed services with a Collective Impact model is a significant opportunity for our young people and their families.

Similarly, the business community is not fully engaged in ways that influence the core challenges and 3rd grade reading. Improved strategies and efficient use of resources are key to improving impact. Our business community partners need information about the challenges our young people are facing, and why that is so critical to our community. The good news is there are examples of effective efforts to engage the business community in supporting the needs of our young people. For example, existing mentoring programs are efforts that we can learn from and build upon to address the core challenges.

Finally, there are policy concerns that need to be addressed. The disproportionate density of poverty and minorities among our schools needs to be addressed to improve achievement overall. Agencies will need to adopt policies that support summer learning for all young people. The health community needs to be engaged to ensure check-ups, lead-testing, immunizations and other wellness care are being provided for all young people. Our state laws do not require Kindergarten attendance or 4-year old preschool attendance, allowing poor attendance habits to be formed early on for some families. Businesses need to be aware of how existing policies impact parents in terms of attendance at parent teacher conferences, school events to which parents are invited, and weather-related school cancelation days. Community based organizations that work with youth should review existing polices to ensure that they address important issues such as school attendance in their normal programming. Schools need to ensure that their attendance policy is fair and consistently enforced across the district.

All of these challenges impact 3rd grade reading achievement and will need to be addressed to reach the populations that we are targeting in our community. Our response must be to find models to impact the remaining students who are most vulnerable while building on the success we have. We recognize we will have to innovate and take different approaches to reach these students. We accept this challenge and will build on our strong history of partnerships, collaboration, and innovation to move our 3rd Grade Reading Achievement from good to great.

Note: See additional data in appendix A

1 Collective Impact Published in the Stanford Social Innovation Review, Winter 2011
http://www.fsg.org/tabid/191/ArticleId/211/Default.aspx?srpush=true
Assurance #2: Desired Outcomes and Impact

3rd Grade Reading Achievement

Dubuque’s Vision: At least 90% of our students in grades 3, 4, and 5 will be proficient on the reading comprehension portion of the Iowa Testing Program (ITP)

To realize our overarching vision we will strive for impact in the way we collaborate, share resources, and engage the community. We will focus on the remaining 14% of our young people who do not read at grade level, many of whom are hardest to reach.

Focusing our efforts on improving 3rd grade reading achievement among the targeted low income and minority students will require initiatives that reach well beyond our current efforts. Facilitating transition from birth to school requires the work of multiple agencies working collaboratively across the community. In fact, given the demographics of the Dubuque community it is essential that our efforts serve to unite our entire community around initiatives that will serve to bridge race, class and socio-economic distinctions.

To realize this goal, we will build an organizational structure that will facilitate setting a shared agenda, developing common assessments and identifying mutually reinforcing activities. Through this organizational structure we can establish and pursue annual goals for school readiness, school attendance and reduced summer learning loss that will engage the community, families, and policy makers at the local and state levels.

When we have come together successfully to achieve our goals we will see radical change in our community, in families, and in the policies that organize our work. In our community we will achieve new levels of collaboration that proactively support and establish braided resources to focus efforts on student learning. Families will seek out the tools and resources to access learning opportunities in full partnership with the Dubuque educational community. Within our political and institutional systems, Dubuque will lead the region in creating sustainable and integrated policies, best practices, and resource allocation which incorporates evidence based strategies to best serve children and their learning needs.

To get started, we have established annual goals for the community, families, and policy makers in the three core challenge areas: school readiness, school attendance, and summer learning.
**School Attendance**

Dubuque’s Vision: Because attendance is a community priority for parents, students, nonprofits, business partners and schools, no students miss more than 10% of school each year.

**indicates how we will measure our progress—specific goals/measures will be developed by the Collaborative in Year 1**

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<th>Years</th>
<th>Community</th>
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| Year 1: | • Develop a common vision with the community around school attendance  
  **Vision document**  
  **Engaged community members** | • Engage parents to increase understanding of the connection between attendance and reading achievement  
  **Parents engaged and students with improved attendance** | • Schools will convene community and review attendance policies  
  **Improved policy opportunities identified** |
|       | • Inform/engage community  
  • Organize for success  
  • Develop a shared vision  
  • Identify numerical targets for each of the objectives | | |
| Year 2: | • Business and nonprofit partners work with schools to increase school attendance  
  **List of businesses/nonprofits**  
  **New strategies being implemented** | • Barriers to student attendance identified, pilot supports to families implemented  
  **Students and families engaged in supports**  
  **Improved student attendance** | • School attendance policy improvements recommended to school policymakers  
  **Improved attendance policies implemented by schools** |
|       | • Building capacity/resources  
  • Early implementation of pilot  
  • Mutually reinforcing activities | | |
| Year 3: | • Partnerships with schools, business and nonprofits are fully implemented  
  **Students engaged in these strategies with improved attendance** | • Evaluate successes and fully implement supports to families  
  **Students and families engaged in supports**  
  **Improved student attendance** | • Revised attendance policies fully implemented by schools  
  **Attendance data reflects new policy** |
|       | • Implement with fidelity  
  • Data gathering with common assessments | | |
| Long-term: | • Convene community members in a workshop to share data, evaluate progress and gather input  
  **Attendance, feedback and new ideas** | • Engage parents in evaluation and feedback process  
  **Attendance, feedback and new ideas** | • Verify effectiveness of attendance policy changes and share outcomes with local, state policymakers  
  **Outcomes and feedback from policymakers** |
| | • Continuous improvement:  
  - Collect and maintain data  
  - Analyze data, monitor progress and modify plans | | |

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Summer Learning

Dubuque’s Vision: Change summertime focus from “keeping kids busy” to purposeful activities that foster skills, including reading, math, and science growth, and instill a love for life-long learning, healthy living, and connection to school.

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<tr>
<td><strong>Year 1:</strong></td>
<td>Convene community members and partners to develop summer learning programs for all students; encourage participation by a diverse population <strong>Common agenda adopted by many community partners</strong></td>
<td>Engage parents to identify desired summer learning opportunities and educate parents about existing summer programming <strong>Parent participation</strong></td>
<td>Engage local policy, school, business and nonprofit decision makers in planning summer programs as a comprehensive way to approach year-round learning <strong>Year-round strategies identified</strong></td>
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<tr>
<td>• Inform/engage community</td>
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<tr>
<td>• Organize for success</td>
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<td>• Develop a shared vision</td>
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<td>• Identify numerical targets for each of the objectives</td>
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<td><strong>Year 2:</strong></td>
<td>Build partnership support and funding streams among existing organizations to implement coordinated summer programming <strong>Increased participation among organizations</strong> <strong>Increased funding</strong></td>
<td>Develop coordinated supports for families that provides access for children to participate in summer learning opportunities <strong>Increased supports implemented</strong> <strong>Increased participation in summer programming</strong></td>
<td>Use common assessments to measure the impact of coordinated programming and integrated learning for targeted students <strong>Common assessments identified and data is gathered, analyzed and shared</strong></td>
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<td>• Building capacity/resources</td>
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<td>• Early implementation of pilot</td>
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<td>• Mutually reinforcing activities</td>
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<td><strong>Year 3:</strong></td>
<td>Scale up training for providers of summer programming and expand programs <strong>More trainings offered</strong></td>
<td>Families are accessing year-round learning opportunities that serve diverse groups of students <strong>Participation rates</strong> <strong>Demographics of participants</strong></td>
<td>Policies that support the sustainability of year-round learning and explore a calendar shift to year-round schooling <strong>Policies identified and shared for review</strong></td>
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<tr>
<td>• Implement with fidelity</td>
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<td>• Data gathering with common assessments</td>
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<td><strong>Long-term:</strong></td>
<td>Community-wide involvement in offering year-round learning opportunities that ensure access and equity for all students <strong>Widespread participation from providers</strong> <strong>Participation by all SES</strong></td>
<td>Families plan for participation in year-round learning opportunities and advocate for additional opportunities <strong>Increased participation rates</strong> <strong>Increased requests for programming</strong></td>
<td>Policies implemented that support year-round learning and a strategy to pilot a year-round school calendar <strong>Planning is done from a year-round perspective</strong> <strong>Pilot for 45/15 calendar identified</strong></td>
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<td>• Continuous improvement:</td>
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<td>- Collect and maintain data</td>
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<td>- Analyze data, monitor progress and modify plans</td>
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## School Readiness

Dubuque’s Vision: All young people in Dubuque are school ready through high quality early education in combination with additional supports to compensate for and overcome early disadvantages for higher achievement levels.

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| **Year 1:** | • Inform, recruit and enroll childcare and preschool providers for the Quality Rating System (QRS) to ensure quality  
** Providers participating in trainings**  
• Build a sustainable childcare and preschool workforce through partnerships between schools and higher ed | • Engage and inform community-based organizations around the issue of evidence-based parent education, child development and family support  
** Selection of a program and implementation of a written plan** | • Coalition will work with Dubuque County Early Childhood and ECEP to engage legislators in issues around quality childcare and preschool centers  
** Monitor legislative contacts** |
| | • Inform/engage community  
• Organize for success  
• Develop a shared vision  
• Identify numerical targets for each of the objectives | | • Advocacy efforts will seek policy support of strategies that increase dual-generation outcomes  
** Convening meetings and number of businesses engaged.** |
| **Year 2:** | • Childcare and preschool centers commit and begin implementing the QRS  
** Number of centers enrolled in the QRS**  
• Schools and higher ed build strategies to improve childcare and preschool workforce | • Create the financial supports to increase the capacity of the partnering agencies to do parent education and home visitations  
** Improved funding streams**  
• Initiate professional development to increase capacity  
** Professional development in place** | • Work with ECEP to inform and encourage the workplace to review policies and employee benefits regarding quality childcare and preschool  
** Convening meetings and number of businesses engaged.** |
| | • Building capacity/resources  
• Early implementation of pilot  
• Mutually reinforcing activities | | |
| **Year 3:** | • Childcare and preschool centers will complete the QRS  
** Number of centers with a rating of 3 or higher**  
• Schools/higher ed fully partnering to increase quality childcare/preschool workforce | • Strategies are put in place to identify at-risk families early-on, even at birth  
• Every family in the community is offered parent education programming, including home visitations  
** Enrollment increase** | • Business and legislators support quality care policies for childcare and preschool  
** Increase of policy and funding support** |
| | • Implement with fidelity  
• Data gathering with common assessments | | |
| **Long-term:** | • Provider community fully embraces QRS  
** Data reflects 90% of providers enrolled in QRS**  
** Annual increase of QRS scores of 3 or higher** | • Parents, schools and providers partnering to engage at-risk families in parent education programming  
** Annual enrollment increase** | • Sustainable policies for 4-year preschool are in place, ensuring long-term support  
** Long-term commitment to 4-year preschool** |
| | • Continuous improvement:  
- Collect and maintain data  
- Analyze data, monitor progress and modify plans | | |
Assurance #3: Integrated and Intertwined

School Readiness

Overall efforts in this area will focus on expanding or scaling our programs and implementing innovative new approaches. Voluntary 4-year old preschool is a well-coordinated success. Current relationships are effective and include 26 of approximately 30 preschool providers in the community who form a network led by the Dubuque Community School District. In addition to the preschool providers, our Parents as Teachers program supports some families with a free, voluntary, family education, and support tools designed to provide practical, timely information to all families regarding child development. This program is supported by Dubuque County Early Childhood, a local, state-funded board, and Four Oaks, a non-profit that supports young people and families.

Going forward we will build upon these successful programs and relationships, which are currently only able to reach a limited number of families. We will scale them to connect to more families and reach beyond 4-year old preschool, reaching to increase 3-year old preschool opportunities. To succeed, we need to increase the number of trained teachers, para-educators, and childcare providers as well as expanded support from agencies. Our planning has identified opportunities to partner closely between schools, providers and local colleges and universities to create model programs where professional development programs are embedded in DCSD and HFCS schools as an innovative approach to addressing this issue. We will focus on improving the quality childcare of licensed home and center providers through the Quality Rating System (QRS). Ensuring the staff capacity of the oversight agency is sufficient and well trained will also be critical.

In addition, we need to increase access for families of children age 0-8 to high quality childcare. We define increased access to include days, hours and slots needed for childcare as well as affordability. Finally, we intend to maintain and improve the quality of interaction and instruction for children age 0-8. Our work will focus around common curricular goals, aligned assessment and delivery of developmentally appropriate practice. Adults will demonstrate proficiency in the use of data analysis tools and response to intervention methods as indicated through established protocols.

At every level, we desire to increase access and programming for families of children age 0-8. Therefore, we need to increase staff capacity to deliver high quality programs. Educational institutions will collaborate to identify career pathways to sustain identified programs. Job-embedded professional development will be used to sustain fidelity for evidence-based programs. Finally, the community needs to recruit specialized early childhood professionals to meet the needs of the increasingly diverse population.

Included in these efforts are plans to better integrate programs like Head Start into the community network. Ensuring these kinds of programs are more closely connected to the state-wide voluntary 4-year old preschool program, facilitated by the DCSD, is an important strategy for this core challenge. We will also seek deeper partnering between our 4-year old preschool, Head Start, and non-profits that support families including strategies that seek dual-generation outcomes. These collaborative efforts will ensure resilient families where parents and children benefit from increased financial security through programs like the Earned Income Tax Credit or from improved health through visiting nurse programs.

Summer Learning

A lack of a coordinated approach and few instances of integrated learning in the past makes summer learning our biggest opportunity for impact. Integrating learning strategies into our abundance of summer programming and identifying an effective approach to our Title 1 summer reading programs in our schools, will benefit our students most.
We will start by building on a successful Out-of-School Time Partnership that has been convened by ECEP. This partnership between schools, non-profits, City Leisure Services Department, Carnegie-Stout Public Library, and philanthropy has recently succeeded in attracting a 21st Century Learning grant to support middle school after-school programs called Leadership Enrichment After-school Programs (LEAP). Convening these partners and bringing in others with the goal of adopting a coordinated approach to summer learning can bring similar outcomes to our summer programs.

Expanding service through new relationships and approaches and by redirecting funding from existing summer strategies that are not achieving desired results, with a focus to underserved young people and their families, will also be important to addressing the gap between our low social-economic status (SES) and middle/high SES students. Focus here will include leveraging the partnerships with our transportation providers to ensure access to programs. Building on the Free Way to Fun City program, which provides free public transportation to young people and their parents is key; for example, ensuring planned routes go where and when summer learning programs are being offered.

Finally, identifying strategies to incorporate summer learning into year-round planning (and possibly even year-round schools) is a critical step to ensure our efforts are sustainable. Building on our strong community partnerships, we will find strategies like Community Schools2 models and others to create pilot programs where providers, schools and the Leisure Services Department partner to plan year-round strategies for learning. No longer will summer activities be focused on “keeping kids busy” nor will it be a secondary objective of the traditional school year learning system. Instead, a year-round approach that integrates learning objectives from the school year and reaches across socio-economic, cultural and racial lines will become the norm.

**School Attendance**

Existing efforts here are getting above average results; opportunities in this area would focus on adapting promising practices from outside the community and scaling best practices within the district to target the last 5% of students with chronic absence. We will better coordinate Parents as Teachers with schools and truancy efforts to ensure the most at-risk families are identified and connected to supports. We will also organize and implement a school attendance campaign targeted to schools with lower than a 97% ADA to educate students, parents, and the community on the importance of regular school attendance.

Adapting promising practices from a pilot program called the Early Bird Attendance Improvement Program is a strategy that has been identified to reach our struggling students and families. The program connected with at-risk families and provided them support getting students to/from school, including simple but effective strategies like providing alarm clocks and individualized pick-up service to ensure children got to school on time. Once there, students received a healthy breakfast, as well as homework help and emotional support to ensure they started their day right and they were ready to learn. Parents were required to attend school improvement sessions and biweekly meetings with other parents who were participating in this pilot program.

We also see opportunity to engage business partners to support mentors for students who are challenged by chronic absence and problems at home. Mentors will be assigned to parents and students in at-risk families. Parent mentors will be parents who have overcome situations in which they themselves struggled to meet all the challenges of being parents of at-risk students. We will build best practices into existing programs and provide improved training for mentors. Additionally, educating employers about the needs of families and encouraging business practices that better accommodate those needs is an important strategy in our community plan as well.

The integration of all of these ideas will implement a safety-net of support for at-risk families and ensure more of our most vulnerable students get to school, ready to learn.
Ensuring a Coordinated Approach

All of our plans and partnerships are built on a Collective Impact model based on a study of the highly-effective Strive (strivenetwork.org) program. This research based approach identifies 5 conditions for collective impact which we adopted as the framework for our CSAP:

- **Common Agenda** - shared vision, common understanding of the problem, joint approach with agreed-upon actions
- **Shared Measurement** - consistent data measurement to align efforts and hold partners accountable
- **Mutually Reinforcing Activities** - partners activities are differentiated yet coordinated to a common plan
- **Continuous Communication** - consistent open communication to ensure mutual trust, objectives and motivation
- **Backbone Support** - separate organization, staffed with skills to coordinate partners

To ensure our approach is coordinated, partners in the 3rd Grade Reading Coalition have agreed to engage in the Collective Impact model. ECEP has agreed to facilitate the effort, taking on responsibility as the backbone support organization. We are adopting proven conditions of Collective Impact into all of our work, which have been effective in building our LEAP program and in developing workforce solutions in our community. In addition, we are identifying other models that support and build collaboration among community partners. Our plans include organizational development training with the partners in the Coalition to ensure best practices are shared among and implemented by, our community partners. An example is our plan for a book study of *The Collaborative Leadership Fieldbook* with leaders from our schools, colleges/universities, City government, Community Foundation, community-based organizations (CBOs) and business partners to enhance our collaboration skills as a Coalition.

One key to supporting a coordinated approach is ensuring strong data is available and shared to drive decision making. We will build on existing data systems and identify new platforms to ensure data is defined, gathered and maintained on summer learning, school attendance, school readiness, and 3rd grade reading achievement.

Together, the integration of innovative ideas, current and new resources and existing partnerships will build on our strong history of community partnership to have a collective impact on 3rd grade reading achievement and each of the core challenges.

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2 Community Schools
http://www.communityschools.org/

3 The Collaborative Leadership Field Book A guide for citizens and civic leaders
Author; David D Chrislip Published by Jossey-Bass 2002
Assurance #4: Connecting for Synergy

Through the 3rd Grade Reading Coalition, we have identified strategies that will break down barriers between schools, colleges/universities, non-profits, business, and government, connect to existing programs and priorities, and share responsibility for our impact goal: 90% of 3rd grade students reading at grade level across the community.

Our schools focus all efforts around student achievement so a 3rd grade reading campaign fits perfectly into their strategic priorities. This campaign will encompass school readiness and attendance, both of which are essential to improving grade 3 reading scores. All Dubuque schools develop continuous school improvement plans which are updated yearly. The districts require annual reading goals and the use of evidenced based strategies to improve student achievement.

The DCSD will better define, gather and maintain data with a focus on the need to disaggregate data around school attendance and reading achievement, helping us find the gaps that exist within current student attendance and achievement. Even though attendance is not mandatory in preschool or kindergarten, the schools will immediately embark on an attendance campaign with community business partners as well as parents to educate all on the importance of regularly attending school so that students are not only prepared for school, but set into healthy attendance patterns from an early age. DCSD, HFCS, and community preschools will continue to focus on recruiting all students to attend as well as implement quality standards and teacher training.

In addition, we must leverage our existing resources to increase programming and sustain elements that ensure quality. Braiding resources from Dubuque County Early Childhood, allocated preschool funds, special education and Title 1 funding enables our current collaboration to exist. By leveraging additional partnerships through ECEP, the business community, religious community, and others, we can build on our successful implementation of the State-Wide Voluntary Preschool Program and make plans for comprehensive quality childcare and education.

Our schools understand that when we strengthen families, we strengthen grade level reading. They embrace a philosophy of partnership that empowers families and calls out the fact that the responsibility for children’s education development is a collaborative effort. As an example of this, the DCSD and Dubuque County Early Childhood invest in home visitation programming. Building upon these types of programs is an important strategy within the 3rd Grade Reading Coalition. Our vision includes developing the option for every child born in our community to benefit from programs like Parents as Teachers or Missouri’s state-wide parent education.

Dubuque’s 3rd Grade Reading Coalition already features 17 partners who have signed on to build and support our CSAP. We have an exciting, engaged committee made up of Schools, colleges, universities, business, City government, youth serving non-profits, and philanthropy who have been meeting since October 2011 planning, developing strategies, data and ideas for on-going collaboration for our CSAP. Many strengthened relationships have come from the process and a few new ones too! Each of them serves an important role in making the Coalition a success. Each of them also has strong connections to this work and many will benefit and even receive support through our plans. There are many examples of strengthened connections and support.

ECEP will connect existing Out-of-School Time efforts, partnerships, and resources to support summer learning goals and will serve as the facilitator of the Coalition going forward. The City’s Leisure Services Department is a key partner in the Out-of-School Time efforts in the community. Through the Coalition, it will strengthen its’ wide array of summer programming and outreach by partnering with Dubuque Community Schools and other partners to integrate learning opportunities into these activities. We will bring minority groups to the table through our faith community partners and Multicultural Family Center who have strong ties to the Black, Marshallese and Hispanic communities.
Similarly, Dubuque Community Schools have many existing connections to Holy Family Catholic Schools, child-care providers, higher-education partners, youth serving non-profits and the business community. The 3rd Grade Reading Coalition will connect to the existing goals of the district and build on them by supporting improved partnerships and collaboration.

Likewise, colleges, universities and the DCSD are building upon their existing partnerships to develop the teachers, early childhood providers and preschool professionals of tomorrow. They are establishing a more specific understanding of the needs and identifying strategies to work together to meet those needs.

To better engage parents, we are including strategies for expanding upon strong partnerships between DCSD and HFCS schools, preschool providers and the Parents as Teachers programs. Better connections between these programs and providers mean better school readiness, attendance and achievement for our students.

Finally, our business community is building upon long standing school partnerships. Led by the Chamber of Commerce, the business community supported a DCSD levy to improve our schools’ infrastructure in 2005. Today, business leaders continue to be involved, this time taking the lead to build partnerships that will support reading and underserved children with needed adult role models in the form of mentors.

There are many more examples of the way our strategies are being developed as extensions and improvements on existing systems, relationships and programs, while identifying and integrating best practices from outside the community. The broad array of community partners, who have signed on to a Memorandum of Understanding (MOU) to support the 3rd Grade Reading Coalition demonstrates the culture of partnership and collaboration that has made our community successful.

4 Parents as Teachers
http://www.parentsasteachers.org/

5 Parent Link, Missouri
http://education.missouri.edu/orgs/parentlink/index.php
Assurance #5: Holders to Data Contributors

Throughout our planning, data has been a key consideration. Our schools are the primary holders of the community data on our young people. They have also committed to collect, review and share data with the 3rd Grade Reading Coalition, through the Annual Report of Progress (ARP), to evaluate our progress as it pertains to the CSAP. Data from out-of-school time providers will enhance and support our school data to provide a clear picture of the impact after-school and summer learning programs are having on 3rd grade reading achievement and the three core challenges.

ECEP has engaged the community by identifying key indicators that help everyone understand the effectiveness of our community efforts to support our young people. ECEP is committed to using the widely distributed Youth Indicator Report6, originally released in 2008, to measure and communicate progress of the initiative. This web-based tool currently tracks 36 indicators of the health, well-being and success of Dubuque’s young people. We will expand the Indicator Report to gather and share data about 3rd grade reading achievement and the core challenges.

Together, the expansive data from our schools combined with the ECEP Youth Indicator Report will help all of our partners and the community to understand our progress and our opportunities in 3rd grade reading achievement and each of the core challenges on an on-going basis. Many of the partners in the 3rd Grade Reading Coalition are engaged in a collaborative effort called the Leadership Enrichment After-school Program (LEAP), supported by a 21st Century Learning grant, which is beginning to understand the effectiveness of shared data and identifying processes for shared measurement. This early experience, along with the momentum of the 3rd Grade Reading Coalition, will help us build the relationships needed to support strong data and evaluation practices.

We will establish baseline trends in 3rd grade reading achievement, school readiness, school attendance, and summer learning using data from the past 5 years. 3rd grade reading achievement will be measured by:

- School Readiness data from Parents as Teachers as well as Creative Curriculum achievement data from the Preschools will help us evaluate our work.
- School Attendance data from the school district student information system will be disaggregated according to race, gender, low socioeconomic status, as well as English language learners. This data will guide our strategies and measure our attendance outcomes.
- In the area of Summer Learning, an asset map of existing programs and providers along with data that describes the level of integration of learning strategies will be established as the baseline.

The DSCD has been actively studying and implementing assessment for learning and data analysis (Stiggins, Popham, Heritage and Love) practices in all classrooms for the past 5 years. This practice has set the stage for a deeper dive into data and for better meeting the needs of all students. Data on non-attending students and/or non-proficient students will be specifically disaggregated to be able to tailor and target instruction and interventions to students in need.

To ensure ongoing availability of data and to build accountability and credibility into our data, partners have begun to sign the Memorandum of Understanding (Appendix B). The MOU makes clear the expectations regarding data sharing and all partners’ roles in the overall participation and support of the 3rd Grade Reading Coalition. This will ensure that partners understand and take seriously our commitment to shared measurement as a part of achieving more significant collective impact on our shared agenda.

In addition to the MOU, regular meetings of the partners will take place. ECEP will convene the 3rd Grade Reading Coalition (Appendix C) on an on-going basis to ensure continuous communication of partners’ efforts and outcomes. An annual workshop or summit also is planned to engage the community in progress reports and in generating support and ideas to continue to build on our work. The workshop held during the CSAP planning process provided valuable input and individual commitments from community members and organizations (Appendix D).
Finally, even with the MOU, data platforms, Youth Indicator Reports, and strategies to follow up and communicate on a regular basis, we recognize that data alone will not create the outcomes we seek. We will also ensure, through collaboration and training, that all partners have the skills to understand and evaluate the data. By utilizing the data to improve understanding of the outcomes, we can increase our collective impact on 3rd grade reading achievement and the core challenges.

6 Dubuque’s Promise, A Youth Indicator Report
Assurance #6: Success and Sustainability

Carefully cultivating relationships between Every Child/Every Promise, the City of Dubuque, Dubuque Community School District, Holy Family Catholic Schools, the business community, and the other partners that form the 3rd Grade Reading Coalition, will ensure broad-based support for the goals and objectives identified in the Dubuque CSAP.

We have official adoption of the plan by the DCSD and HFCS School Boards, local colleges, the ECEP Board, the Mayor and City Council, and will seek adoption by the other Coalition member organizations to ensure long lasting commitment to the goals identified in the CSAP. Many of these organizations have signed the MOU to show their commitment. ECEP has committed to the plan at the Board and staff level and has signed on to facilitate the Coalition by providing backbone support to our Collective Impact model and ensuring shared measurement, continuous communication and mutually reinforcing activities. All Coalition partners are committed to the CSAP.

Following the model used in planning the CSAP, the Coalition will continue to build support for the plan by engaging the community again in a follow up workshop. We already have established plans for the key organizations that support early childhood to begin to convene around the CSAP, with our first meeting planned for late March 2012. We also have established a newsletter and have plans for a ning platform for the community to see progress updates, get information and provide information and feedback to support continued efforts across the community. We will promote the plan to our business partners in late spring/early summer 2012 to begin the process of fully engaging the business community. The Coalition will grow to engage more stakeholders and will meet regularly to review progress and make improvements to the plan.

To expand innovation and understanding of the data, issues and best practices to address the challenges facing our young people, the Coalition has committed to carrying out “community leadership learning circles”. These learning circles will bring school, business, government and non-profit leaders together to learn about new strategies, best practices and processes that our community can use to continue to improve our outcomes.

Dubuque’s 3rd Grade Reading Coalition has formed critical partnerships to ensure funding is aligned with the strategies in the CSAP. By having the DCSD leadership at our CSAP planning table we ensured openness to supporting the strategies being developed. Additionally, the Community Foundation of Greater Dubuque and the DCSD Foundation are very closely aligned and are both members of the Coalition, creating access to grant libraries, donor relationships and other potential partnerships, such as a new group of the largest foundations in the community, facilitated by the Community Foundation, who meet to discuss ways to improve their collective impact in the community. City partners in Leisure Services and other Departments are key members of the Coalition with significant influence on our Summer Learning opportunities. Dubuque County Early Childhood (coalition member) is a key funder of early childhood needs, including Parents as Teachers and other programs. They also have strong ties to the State early childhood efforts. This extensive list of partners, including the business community, who are at the table and helped design the plan, will ensure our ability to identify resources to achieve our goals.

Beyond the 3rd Grade Reading Coalition, beyond the partnerships among organizations, we will need the help of dedicated teachers, families, parents and other volunteers to make the plan a success. By reaching out through community workshops, Parent Teacher Organizations, schools, non-profits, and business partners the individual commitments made at our planning workshop will be called into action. We will also engage the community by asking what commitments they as individuals can make to support 3rd grade reading achievement and the three core challenges. We will ask for ask for commitments to the CSAP and invite everyone to play a role.

The business community in particular has joined the effort by committing to work with the Dubuque mentoring partnership to help engage volunteer mentors to support young people who are at-risk or need reading help and other supports. In addition, the Coalition partners will create on-going opportunities for the business community to learn about the needs identified in our work.
Special effort will be made to connect with disengaged families and parents in underserved areas of our community. Neighborhood organizations and the Multicultural Family Center (also a coalition partner) will play key roles in reaching these families to ensure they are included in the planning and receiving end of the initiatives efforts.
Part Three: Overview of the CSAP Development Process

Building on a Foundation
To develop the CSAP, our community took a collaborative, inclusive approach. We were fortunate to have existing infrastructure to build on, in the form of strong partnerships between public and private schools, City government, philanthropy and CBOs serving early childhood, out-of-school time, health, and parents’ needs. This is evidenced by our community’s Youth Master Plan and Youth Indicators Report.

The Youth Master Plan communicates our shared vision for meeting the needs of our young people. The Youth Indicators Report measures our progress across 36 indicators and the five promises; Caring Adults, Safe Places, Healthy Start, Effective Education, and Opportunities to Serve Others. These tools and the Five Promises have been embraced by our Mayor and City Council, the DCSD and HFCS School Boards, Chamber of Commerce, Community Foundation, non-profit organizations and numerous business partners.

Assembling a Team
Early conversations among leaders at the City, DCSD and HFCS, and ECEP identified the opportunity to work together on this issue and the need to include as many organizations and community members as possible. This led to the formation of the 3rd Grade Reading Coalition- facilitated by Every Child/Every Promise. The Coalition has been meeting weekly since October 2011.

The 3rd Grade Reading Coalition began meeting in October of 2011. The coalition is made up of a group of leaders from schools (public and private), local colleges and universities, early childhood organizations, City government, philanthropy, and parents organizations (Appendix C). Early meetings were focused on understanding the opportunities in our community. Needs assessments and data evaluation in the areas of 3rd grade reading achievement, summer learning loss, school readiness, and school attendance were completed and shared with the Coalition. We identified that while our community was good in many areas, we had an opportunity to be great with a coordinated approach.

A Strong Model for Collaboration
With the needs assessment data in mind, the Coalition identified a Collective Impact model for our work. This research based approach identifies 5 conditions for collective impact which we adopted:

- Common Agenda - shared vision, common understanding of the problem, joint approach with agreed upon actions
- Shared Measurement - consistent data measurement to align efforts and hold partners accountable
- Mutually Reinforcing Activities - partners activities are differentiated yet coordinated to a common plan
- Continuous Communication - consistent open communication to ensure mutual trust, objectives and motivation
- Backbone Support - separate organization, staffed with skills to coordinate partners

Adopting this model ensured everyone was working for the same objectives and had the necessary support. ECEP agreed to support the “backbone support” role, facilitating the process and work of the Coalition.

Getting Community Input
Having a Coalition in place, an understanding of the data and a vision for moving from good to great, our next step was to get input from the community. We held a workshop on February 10, 2012 which was attended by over 100 people. The participants included parents from all neighborhoods, teachers, business leaders, non-profit leaders, philanthropy, faith leaders, school administrators, Mayor and City Council members, police officers and firefighters, former students, university and college leaders, professors and students, and more.
The four hour workshop was kicked off by the Mayor and the Superintendent of Schools who helped frame the importance of the issue, pledged their support and assured the participants that each person’s input was important to the process. Following a brief overview of the state of 3rd grade reading achievement and the core challenges of school readiness, school attendance, and summer learning loss in our community, a team of facilitators utilized a highly engaging, research based process called Collective Social Learning to help participants work in small groups. Working in diverse tables of 6-7 to ensure everyone’s ideas were captured, participants identified what could be, what should be, what can be, and even made commitments in writing and verbally to the group as to what they would do individually to support the effort (Appendix D). All of the ideas were brought back to the Coalition to organize and include in our CSAP.

Writing the Plan

The Coalition identified a group of about a dozen people representing schools, colleges, parents, City government, non-profits, business, and philanthropy to form a writing team. Writing team members utilized local data, researched best practices, and identified innovative solutions from the workshop to build our CSAP. We ensured the plan engaged in three areas -- community, families, and policy, knowing that we need all three working together to move our 3rd grade reading achievement outcomes from good to great.

With our community results in the 85th to 95th percentile, we also cited the need for innovative solutions that focus on the last 5-15% of students who face many more barriers to 3rd grade reading achievement. We noted that many strategies and resources have been identified to support students, schools and communities with large populations who are not achieving. Few of these strategies seem to be targeted at the last few non-proficient students in a community with overall high achievement.

Knowing that many communities are in situations similar to ours, one of our goals was to create a plan that other communities could replicate in order to help others move their 3rd Grade Reading achievement from good to great.

Working the Plan

Today, with our CSAP identified, the 3rd Grade Reading Coalition is beginning the implementation process. Many details and partnerships need to be identified to ensure our CSAP has the impact we expect. We have plans in place to continue to organize around the three core challenges and to begin developing and implementing the strategies we have identified. We also expect that we will continue to add partners to our coalition, bringing more ideas and resources to the table. We are also organizing to share the action plan and engage the entire community.

As we move forward, we cannot overstate the need to ensure our ability to define, gather, and maintain community data on 3rd Grade Reading and the three core challenges. Identifying a shared data strategy that supports community objectives, like 3rd Grade Reading Achievement, will be an important step in our community’s progress.

Our community is energized about our progress, even though we are at an early stage. Our CSAP shows we have gathered partners, identified a platform for collaborating that ensures a common agenda. We have begun to establish plans for mutually reinforcing activities and continuous communication across the community. Together we are enthusiastic and confident that we can build a culture that supports 3rd grade reading achievement for each and every student.
The Table to the left represents disaggregated data from all public school students who were not proficient on reading assessments. Cursory review would indicate that non-proficient students mirror demographics of the district.

**FURTHER analysis of sub-groups reveal a density of need in specific groups. In other words, if we want to move "the needle" on achievement, reading intervention will require intentional and intensive remediation that meets the needs of students.**

The table below contains the average days present by students, average days absent by teacher, % total special education, % ELL, % mobility, certified enrollment, highly qualified teachers, % poverty, % diversity, and % homeless for each district.

**The Reading Story**

**Appendix A**

**3rd Grade Reading Coalition (3GRC) Data Overview**

**The Demographics Story**

**The Reading Story**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th># Not Proficient</th>
<th>Male</th>
<th>Female</th>
<th>Entitled</th>
<th>Non-Entitled</th>
<th>Enrolled Reading</th>
<th>F/R</th>
<th>ELL</th>
<th>Attendance</th>
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<td>K</td>
<td>207</td>
<td>60%</td>
<td>40%</td>
<td>18%</td>
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<td>12%</td>
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<tr>
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<td>143</td>
<td>57%</td>
<td>43%</td>
<td>28%</td>
<td>72%</td>
<td>20%</td>
<td>64%</td>
<td>3%</td>
<td>18%</td>
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<tr>
<td>2nd</td>
<td>223</td>
<td>57%</td>
<td>43%</td>
<td>30%</td>
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<tr>
<td>3rd</td>
<td>102</td>
<td>53%</td>
<td>47%</td>
<td>54%</td>
<td>46%</td>
<td>47%</td>
<td>62%</td>
<td>10%</td>
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Of All Students Not Proficient Of Subgroups Not Proficient

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<td>43%</td>
<td>44%</td>
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<td>B/M</td>
<td>13%</td>
<td>10%</td>
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<td>B/M/Attendance</td>
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<td>80%</td>
<td>89%</td>
<td>88%</td>
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<tr>
<td>B/M/Attendance</td>
<td>69%</td>
<td>40%</td>
<td>67%</td>
<td>25%</td>
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DCSD Early Childhood Reading Data Winter, 2012

The table to the left represents disaggregated data from all public school students who were not proficient on reading assessments. Cursory review would indicate that non-proficient students mirror demographics of the district. HOWEVER....
The School Readiness Story

Creative Curriculum Preschool Assessment
City of Dubuque

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Low SES

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<td>99</td>
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<td>99</td>
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Data not collected on SES until Fall, 2012

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<td>90</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>

*reflects change in Federal reporting guidelines on race and ethnicity
** the cohort reflects less than 10 students and is reflected in large fluctuations of data

Creative Curriculum Assessment Descriptors

| Language Development | • Listening and Speaking- developing a working vocabulary, the ability to orally express oneself, understanding the speech of others
|                     | • Reading and Writing- handling books appropriately, understanding the purpose of print, understanding the meaning of print (comprehension), alphabet knowledge in writing and letters |

| Social/ Emotional Development | • Sense of self- adjustment to new situations, trust in adults, management of feelings
|                               | • Responsibility for Self and Others- character traits and habits such as responsibility, independence, self-direction, and following rules
|                               | • Pro-social Behavior- empathy, sharing, turn-taking |

| Cognitive Development | • Learning and Problem solving- curiosity, persistence and application of knowledge
|                      | • Logical Thinking- comparing, contrasting, sorting, classifying, counting, measuring, patterning
|                      | • Representation and Symbolic Thinking- how children use symbols in thought including pretend play |

| Fine Motor Skills | • Control, coordination and dexterity of the small muscles in the hands including the use of scissors and writing tools. |

| Gross Motor Skills | • Loco-motor Skills- movements controlled by the body’s large muscles
|                   | • Manipulative Skills- throwing, catching, kicking
|                   | • Balance and Stability |
Memorandum of Understanding (MOU)
Preliminary 3rd Grade Reading Coalition

March 1, 2012

In order to improve 3rd Grade Reading Achievement in Dubuque, Community Based Organizations (CBO’s), colleges/universities, local government agencies, schools and philanthropy have joined together to address summer learning loss, school attendance, and school readiness. This preliminary MOU is between members of the 3rd Grade Reading Coalition.

Members of the coalition agree to:

A. Support the Community Solutions Action Plan (CSAP) developed and submitted to the All-America City Award, by identifying and implementing strategies appropriate to the organization.

B. Seek to partner and support the community goals and objective identified in the CSAP.

C. Report and share data that support the shared measurement goals identified in the CSAP.

D. Support joint communication efforts including regular participation in Coalition meetings, newsletters, web tools, and press communication.

This agreement is in effect through the 2014-15 school year, upon with time the MOU can be updated, extended or ended.

Signed,

President/CEO
Community Foundation of Greater Dubuque

Superintendent
Dubuque Community School District

Mayor
City of Dubuque

Board President
Every Child | Every Promise
Molly Glower
President/CEO
Dubuque Area Chamber of Commerce

Sherri Eakle
Executive Director
Dubuque County Early Childhood

Regional Director
Four Oaks, Parents as Teachers

Katie Peterson
4-H Youth Program Specialist
Iowa State University Extension & Outreach

Madeline Cross
Director
Multicultural Family Center

Tina Velg
Executive Director
St. Mark’s Community Center

Drew Harrington
Director
Headstart

Julie Woodyard
Executive Director
Crescent Community Health Center

James F. Buchanan, Ed. Ph.D.
President
Clarke University

James E. Callanan
President
Loras College
Partner Listing

The City of Dubuque has been a very active member of the planning and public input process for the 3rd Grade Reading Initiative. It is our plan to continue to be highly involved as the plan continues to develop and take shape. As part of this commitment the City is a signator to the 3rd Grade Reading level Memorandum of Understanding. The City is proud to be an active partner especially focusing on the summer learning loss component as well as continuing the Community Solutions Action Plan process to involve and commit the community to action in this Initiative.

Thriving Families is a high priority for the Community Foundation of Greater Dubuque, which has a strong history of bringing together community organizations to ensure that all of our children have the resources necessary for success. We commit to provide the leadership needed to reach our goals and to support all organizations in the collaborative; specifically our strategic partner Every Child/Every Promise as the backbone organization for the 3rd Grade Reading Achievement Community Solutions Action Plan.

The Dubuque Community Schools are committed to implementing the CSAP plan to increase 3rd grade reading achievement. Resources will be allocated to improve the school readiness, attendance, and reading achievement of our students. Improved data collection systems will help guide the schools in moving from good to great.

At Four Oaks it is our vision to Expect Success. This vision extends beyond our individual work with children and families to encompass our commitment to working cooperatively with our partners to meet community needs. Four Oaks is committed to actively participating in the 3rd Grade Reading Coalition and can offer staff expertise, particularly in the areas of child development, family support, parent education and self sufficiency. We currently offer early childhood and family support programs that create sound results and have met state and national accreditation standards.

Iowa State University Extension and Outreach provides opportunities for youth to develop the skills they can use now and throughout their life. We empower youth to reach their full potential working and learning in partnership with caring adults. Our vision is to create a world in which youth and adults learn, grow, and work together as catalysts for positive change.

The Every Child | Every Promise board of directors has set 3rd Grade Reading Achievement as a top priority. Staff time and resources will be committed to facilitate the effort, taking on the responsibility as the backbone support organization. In addition, ECEP will research best practices and innovative models that support and build on the efforts of the 3rd Grade Reading initiative.

The Dubuque County Early Childhood (DCEC) Board identifies school readiness and early intervention as priorities based on needs assessment in a community plan. To strengthen a collaborative system to meet priorities, DCEC seeks to improve 3rd grade reading achievement - dedicating board support, staff time, and program resources to local efforts.

Loras College is committed to working with the broad coalition of partners to support efforts to increase 3rd grade reading achievement in our community. Through our commitment to preparing early childhood educators and elementary teachers versed in effective literacy methods, the Division of
Education supports working collaboratively with school and community partners to ensure that all children are reading at grade level by third grade.

**Crescent Community Health Center** agrees that reading skills are essential to success in life. Crescent partners with several community agencies to ensure that children and parents have the opportunity to read to or with their children. Crescent medical staff distributes a book to a child at their well-child visit. During the summer of 2012 Crescent intends to have a gardening program for students which will incorporate reading, math, science and art.

The **Multicultural Family Center** will support 3rd Grade Reading Achievement by requiring all K-5th tutors in our after-school program to dedicate at least 30 minutes of each tutoring session to reading. We will continue to offer our Family Literacy programs, and Summer Educational Camps as out-of-school time literacy options.

**St. Mark Community Center’s** staff and board of Trustees are dedicated to supporting the educational and social needs of school-aged youth and their families. We are determined to help achieve the goals outlined in the 3rd Grade Reading initiative by offering a daily reading component in our after-school programs, making reading at grade-level a focus of our summer educational program and by providing programs to provide parents with the skills and resources they need to help their child read at their grade-level. Staff is also committed to attending community meetings around the 3rd Grade Reading initiative.

The **Operation: New View Community Action Agency’s Head Start Program’s** role in how we would support the 3rd grade reading coalition would to: Develop and implement a systematic procedure for transferring, with parental consent, Head Start program records for each participating child to the school in which the child will enroll. And help parents understand the importance of continued parental involvement in their child’s academic success as the child moves from Head Start to elementary school. Establishing and maintaining ongoing channels of communication between Head Start staff and teachers with their counterparts in the school; and sharing professional development opportunities and meetings that are mutually beneficial for all and support the state early learning standards and Head Start Performance standards.

**Clarke University** will continue to support pre-service teachers by providing best practice information and opportunities to work with literacy initiatives in a variety of settings.

**Northeast Iowa Community College (NICC)** is committed to helping students achieve. As evidence of that commitment, NICC will provide and support efforts to educate parents about the importance of parental involvement and the positive effects on their child’s reading ability.

The **Dubuque Community School District Foundation** secures resources for classrooms. This organization will secure donors and funding for resources needed to implement the 3rd Grade Reading Initiative. We will work closely with the School District to determine needs.

The **Dubuque Area Chamber of Commerce** supports and recognizes the importance of education focusing on the 3rd Grade Reading Achievement. It will be a Chamber priority not only for today’s classroom but for tomorrow’s workforce.
Appendix D

This is a cross section of commitments made by community members at a workshop to gather input for the CSAP on February 10th. Over 100 community members participated including: Parents, Teachers, School Administrators, Business Leaders, School board members, Higher Education, City Council, PTO, Faith community, Library staff, Elected leaders, Police Officers, Firefighters, CBO’s and City administrators.

<table>
<thead>
<tr>
<th>Name</th>
<th>What Action?</th>
<th>When?</th>
<th>How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pat E</td>
<td>Advocate/lobby for mandatory pre-K &amp; K &amp; year round school</td>
<td>April-May ongoing</td>
<td>Emails-Letters</td>
</tr>
<tr>
<td>Chris N</td>
<td>• Continue conversations about family resource center</td>
<td>• March 31</td>
<td>• Email Sue &amp; set-up meeting</td>
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<td></td>
<td>• Define parent involvement &amp; encourage all voices heard</td>
<td>• February 20</td>
<td>• Personal phone call to principal &amp; teacher</td>
</tr>
<tr>
<td>Peggy H</td>
<td>Strengthen transition practices by transitioning appropriate</td>
<td>End of May</td>
<td>Contact the forum</td>
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<td>information regarding individual students on the school system</td>
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<tr>
<td>Kristin W</td>
<td>Provide a community wide educational marketing campaign about being</td>
<td>June 1, 2012</td>
<td>Through radio, print, buses and</td>
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<td></td>
<td>a compassionate, caring community. (Give parents tips, ideas &amp; focus on</td>
<td></td>
<td>billboards</td>
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<td></td>
<td>the importance of summer activities, reading, etc.)</td>
<td></td>
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<tr>
<td>Deb L</td>
<td>Approach PTO to begin volunteer mentoring program for parents</td>
<td>April 1, 2012</td>
<td>Attend PTO meeting, Garner</td>
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<td></td>
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<td></td>
<td>support of parents &amp; Contact</td>
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<td></td>
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<td>eligible needy families</td>
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<tr>
<td>Jana B</td>
<td>Partner with library to provide incentive reading program &amp; pool passes</td>
<td>Summer 2012</td>
<td>Meet with Danielle Day</td>
</tr>
<tr>
<td>Maddy C</td>
<td>• Partner with Leisure Services, library &amp; DCSD to create</td>
<td>• Summer 2012</td>
<td>• Meet with Jana, Tony, Pat,</td>
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<td></td>
<td>summer programs focused on education</td>
<td>• Ongoing Jan 2013</td>
<td>Marie, Library, &amp; Mrs Schechel</td>
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<td></td>
<td>• Reach out to minority population to access needs and create plans for</td>
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<td>• Meet with leaders of minority</td>
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<td></td>
<td>success</td>
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<td>populations</td>
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<tr>
<td>Nan W</td>
<td>connect more closely with organizations that could support the mental</td>
<td>Ongoing rest of year</td>
<td>Invite particular members</td>
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<tr>
<td></td>
<td>health needs of our students</td>
<td></td>
<td>of specific organizations to a</td>
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<td></td>
<td></td>
<td></td>
<td>meeting regarding students</td>
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<tr>
<td>Joanne W</td>
<td>• Volunteer to read/mentor at an elementary school</td>
<td>• Fall 2012</td>
<td>• Contact principal</td>
</tr>
<tr>
<td></td>
<td>• Continue to seek funding for literacy projects for early childhood</td>
<td>• Ongoing</td>
<td>• Seek information/pass it</td>
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<tr>
<td></td>
<td>programs</td>
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<td>along to involved</td>
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<td></td>
<td></td>
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<td>organizations</td>
</tr>
<tr>
<td>Nick H</td>
<td>Work to increase engagement of unengaged parents in our schools</td>
<td>on going</td>
<td>Research, Trial</td>
</tr>
<tr>
<td>Mark L</td>
<td>Support activities that promote positive learning in schools</td>
<td>Now</td>
<td>Meetings, attend &amp; communicate</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>with decision makers</td>
</tr>
<tr>
<td>Kristi D</td>
<td>Become a mentor and spread the word to other parents to recruit other</td>
<td>Now</td>
<td></td>
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<td></td>
<td>mentors</td>
<td></td>
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<tr>
<td>Tim B</td>
<td>Engage faith community to start summer reading programs</td>
<td>Begin Now- aim for 24 months</td>
<td>DACU &amp; Personal contact</td>
</tr>
<tr>
<td>Brian M</td>
<td>Identify present members that need assistance in summer reading program</td>
<td>May 1, 2012</td>
<td>Meeting with school reps of</td>
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<td></td>
<td></td>
<td></td>
<td>club members</td>
</tr>
<tr>
<td>Megan F</td>
<td>Call or meet face to face with my families and let them know about specific</td>
<td>By May 2012</td>
<td>Phone call or meeting</td>
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<td></td>
<td>summer programs for children</td>
<td></td>
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</tr>
<tr>
<td>Lorilee H</td>
<td>Creating materials explaining summer learning opportunities for ELL families</td>
<td>May 1, 2012</td>
<td>Research, Compilation, Possible</td>
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<td></td>
<td></td>
<td></td>
<td>translation</td>
</tr>
<tr>
<td>Larie G</td>
<td>Investigate family-school liaison positions for family outreach to 2nd</td>
<td>Next School Year</td>
<td>Research, Plan</td>
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<td>language and disenfranchised families</td>
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<tr>
<td>Kathleen H</td>
<td>Make more positive personal connections with parents so that trusting</td>
<td>Spring 2012</td>
<td>Work with teachers -provide</td>
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<td>relationships can be built. Then relationships exist when difficult</td>
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<td>information about benefits of</td>
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<td></td>
<td>situations such as truancy need to be discussed.</td>
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<td>positive relationships</td>
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<td></td>
<td>Create the structures for</td>
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<td></td>
<td>more regular &amp; positive parent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>connections to be made</td>
</tr>
<tr>
<td>Kristie O</td>
<td>To help build relationship between schools &amp; families. Work with staff to</td>
<td>Monthly talks</td>
<td>Team meeting, Individual</td>
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<td></td>
<td>help families understand the importance they have in their child’s learning</td>
<td></td>
<td>meetings</td>
</tr>
<tr>
<td>Nancy B</td>
<td>Re-district elementary schools so each has no more than 35% children of</td>
<td>Fall, 2014-2015</td>
<td>Try to influence and support</td>
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<td></td>
<td>poverty</td>
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<td>the decision of the district to</td>
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<td></td>
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<td></td>
<td>move forward with re-districting</td>
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