

## **ADC Promise Neighborhood Proposal to the U.S. Department of Education**

**NEED FOR THE PROJECT** - 10 points

**Description of the neighborhood and level of distress and geographically defined area.**

Abyssinian Development Corporation (ADC) is a comprehensive community development corporation that serves NYC's famed Central Harlem neighborhood. ADC's proposed Harlem Promise Neighborhood (HPN) will focus on the area that surrounds the 202 year old Abyssinian Baptist Church (134th to 140th from St. Nicholas & Edgecombe Avenues to the West and Lenox Avenues to the East<sup>1</sup>). (See Appendix F for a map of the project area). According to the 2000 US Census this area has a population of approximately 14,651 people with the following average demographics:

- 82% African American and the remaining balance mostly Hispanic;
- 25% of the population is under 18, 64% of the population is between 18 and 64, and 11% are over 65;
- Median Household Income of \$21,195; with 33.4% of the population deemed to be living below the poverty line;
- Unemployment rate of 19.8%
- Homeownership rates of 12%

Roughly only 25% of individuals in the HPN between the ages of 18 and 34 were estimated to have attained a Bachelor's Degree; roughly 6% an Associates degree; and roughly 40% never graduated from high school. In a society where professional degree holders are having challenges finding employment, based on the educational attainment statistics cited above, the residents in the HPN are at a severe disadvantage in the workforce.

The Harlem PN lies in Congressional District 15 (parts of which are known as NYC's Community Board or District 10/Central Harlem). The District is a densely populated, urban area within the Upper Manhattan Empowerment Zone that has been federally identified as a distressed community. Although strides have been made by many government entities, nonprofits, and individuals to improve the quality of life for local residents, Harlem remains one of the neediest urban communities in the country and still has a severe need for high-quality

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<sup>1</sup> Census tract 221.02, 228, and 230

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integrated services focused on addressing the myriad of health, crime, education and other youth development challenges outlined below.

Health Issues. Residents in Community Board 10 suffer from chronic health conditions and serious environmental and health challenges at disproportionately higher rates than the citywide averages. The following chart shows how Community Board 10 residents compare to the rest of Manhattan and New York City as it relates to leading health indicators.

Key health demographic data	Community Board 10	Manhattan	NYC
Asthma hospitalizations per 1,000 residents <sup>2</sup>	6.6	2.4	3.2
Elevated blood lead levels <sup>3</sup>	8.3	5.4	4.5
Births to teens less than 20 years old <sup>4</sup>	11%	6%	7%
Low birth weight less than 2500 grams <sup>5</sup>	11%	4%	8.5%
Late or no prenatal care <sup>6</sup>	6.9%	3.5%	6%
Infant mortality rates per 1,000 live births <sup>7</sup>	11%	4%	5.5%
Child immunization rate <sup>8</sup>	51%	*****	79%

Also, 11.3% of CB 10 residents have been diagnosed with Diabetes, versus 9.7% city-wide; 38.4% of residents' battle high blood pressure, a drastic ten percentage points higher than the city-wide average of 28.8% and 28% of the community's adults and children are struggling with obesity<sup>9</sup>. These statistics on manageable chronic diseases are more discouraging in light of the fact that nearly 25% of HPN residents do not have a regular doctor, are nearly twice as likely to receive emergency care rather than timely, preventive care; and 11% of residents go to local emergency departments for care versus 6% of residents in Manhattan and 8% of residents in

<sup>2</sup> *State of New York City's Housing and Neighborhoods – 2008 Report*. New York University's Furman Center for Real Estate and Urban Policy, March 2009.

<sup>3</sup> Ibid.

<sup>4</sup> Claritas, The Nielsen Company, Inc. using 2007 population projections based on 2000 U.S. Census Data

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

<sup>8</sup> *Unequal from the Start: A check-up on New York City's Infants and Toddlers*. New York Zero-to-Three Network, 2008.

<sup>9</sup> *Community Health Survey, 2008*. New York City Department of Health and Mental Hygiene

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New York City overall <sup>10</sup>. In addition, the neighborhood has a higher teen birth rate than surrounding communities, with Community Board 10 at 36.4 per 1,000 girls and the rest of Manhattan at 26.4 and 30.5 in New York City as a whole<sup>11</sup>.

Crime Indicators. While the incidents of crime appear to be dropping within the community in general, there is a rise in Central Harlem children involved with crime. Between 2007 and 2008 (the last year from which data was available) the number of children under 16 arrested for felonious crimes nearly doubled from 84 in 2007 to 142 in 2008<sup>12</sup>. Crime is an even worse problem for youth between the ages of 16 to 20 in the neighborhood, where felony arrests rose to 654 in 2008 and misdemeanor arrests in 2008 rose to a borough-wide high of 1,349<sup>13</sup>. These numbers are exponentially more troubling when data shows that 12% of youth between the ages of 16 to 20 in the community are not in school and not in the labor force; the highest percentage of any of Manhattan's twelve community districts<sup>14</sup>. In addition, CB 10's Juvenile crime rate of 18.2 per 1,000 juveniles eclipses the city-wide rate of 13.1 and the Manhattan rate of 16.5<sup>15</sup>. Crime rates in the HPN have stayed relatively consistent over time<sup>16</sup> – indicating a stubborn and persistent problem. New York Police Department (NYPD) data shows negligible difference between the number of crimes committed between 2009 and 2010, aside from rape and murder<sup>17</sup>. Numbers for robberies, felonious assaults, burglaries, and grand larceny remain at some of the highest levels in all of Manhattan<sup>18</sup>. The crime data suggests that the underlying factors driving

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<sup>10</sup> *Community Health Profiles: Take Care Central Harlem*. New York City Department of Health and Mental Hygiene, Second Edition – 2006.

<sup>11</sup> *Ibid.*

<sup>12</sup> *Ibid.*

<sup>13</sup> *Ibid.*

<sup>14</sup> *Ibid.*

<sup>15</sup> *Ibid.*

<sup>16</sup> *32nd Precinct: CompStat Data*. Police Department, City of New York. (Data showed minimal yearly difference.)

<sup>17</sup> *Ibid.* Large disparity in murder and rape cases is likely the result of incomplete data for 2010.

<sup>18</sup> *Ibid.*

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crime are affecting and influencing all age-ranges within the community and allowing crime to become an accepted part of the community.

Academic Indicators. Ninety percent of the children that live in the HPN are served by the eight Title 1 public schools that exist in that area. While attendance levels are high in the neighborhood – so are suspension rates. One of the neighborhood middle schools reported 70 suspensions during the 2008/2009 school year<sup>19</sup>. Although this school had the highest number of suspensions this year, the other schools followed closely behind. In addition, only half of the schools in the neighborhood have been successful in retaining qualified teachers, leaving the schools with few teachers with even two years of experience, let alone five years of experience<sup>20</sup>.

Students’ performance on annual state and federal examinations also provide a clear picture of the educational obstacles facing children in the HPN. The table below shows how the area’s six elementary and middle schools performed on NY State standardized exams<sup>21</sup>.

<b>% of Students in the HPN who are NOT Meeting or Partially Meeting NYS Learning Standards on NYS Standardized Exams, 2008-2009</b>		
	<b>State ELA Exam</b>	<b>State Math Exam</b>
PS 175 Henry H Garnet (M175)	41.9 %	18.4 %
P.S. 092 Mary McLeod Bethune (M092)	49.9 %	21.9 %
P.S. 123 Mahalia Jackson (M123)	46.0 %	21.8 %
Kappa IV (M302)	27.2 %	15.5 %
Academy of Collaborative Education (M344)	62.2 %	54.1 %
Thurgood Marshall Academy for Learning and Social Change (M670) (TMA)	26.5 %	19.4 %

The table indicates, on average, 47.7% and 24% of elementary and middle school students in the HPN are *not* meeting NY State’s Learning Standards for English Language and

<sup>19</sup> New York City Department of Education

<sup>20</sup> Ibid.

<sup>21</sup> Ibid.

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Math respectively<sup>22</sup>. Performance on NYS Regents exams is even worse. The table below demonstrates how high school students in HPN schools perform on these exams.

<b>% of H.S. Students in the HPN Who Did Not Pass NYS Regents Exams 2008-2009</b>				
	English	Algebra	Global History	U.S. History
Thurgood Marshall Academy (TMA)	17 %	37 %	29 %	21 %
Mott Hall High School	36 %	52 %	6 %	46 %
Bread & Roses Integrated Arts High School	52 %	65 %	58 %	58 %

As shown above, the pass rates at the neighborhood schools are very low. At two of the neighborhood's three high schools more than 50% of students failed the NY Regents exam for Algebra and at those same schools almost 50% and 60% failed U.S. History. Students must pass the NYS Regents with a 65 or greater in order to graduate. In addition to the specific data for each school, data at the school district level further highlights the educational difficulties the HPN residents face.

The HPN is located in **Harlem's Community School District 5**, a high poverty school district with 74% of the students eligible for free lunch; and 6% for reduced lunch. Historically, Central Harlem families have sought quality education outside of the neighborhood due to subpar educational outcomes that plague District 5. 1,090 teachers worked in District 5; but only 33% with Master's degrees plus 30 hours or Doctorate degrees and 17% had fewer than three years of experience.<sup>23</sup> In 2008-2009, District 5's overall accountability status was "In Need of

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<sup>22</sup> Percentages calculated using data from the New York City Department of Education

<sup>23</sup> Ibid.

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Improvement (Year 2)” which means it did not make Adequate Yearly Progress (AYP) for two years in a row.<sup>24</sup>

In 2008-2009, only 27% of graduating students in District 5 received a Regents Diploma with Advanced Designation, suggesting a gap between meeting academic standards and being prepared to handle the rigors of higher education. Although the district has seen a marginal increase in high school graduation rates the district is lagging behind NYC overall in the percentage of students obtaining college degrees.

*Identified gaps or weaknesses.* For 21 years ADC has worked to increase the quality of life in Harlem and decrease poverty, and as such, has created many interconnected programs and services to address the needs of a broad range of Harlem residents. When residents come to ADC for assistance with one issue, they can not only get help with that issue, but gain exposure and access to a myriad of other ADC programs and services that will help them acquire and/or maintain a good quality of life. Through this new opportunity to create a HPN and conduct a Comprehensive Community Needs Assessment, modeled after the one used by the Federal Head Start program, ADC will further identify specific gaps or weaknesses in services, infrastructure, or opportunities in the community and will convene multiple partners and service providers to tackle community challenges in a more deliberate and interconnected way.

ADC intends to conduct its Needs Assessment in two phases. First, ADC will collect and analyze publicly available data on various proposed indicators, as well as embark on a comprehensive collaborator/competitor analysis. During this data analysis period, ADC will ascertain trends to inform the second phase of this process, which is the segmentation analysis. The segmentation analysis will be focused on investigating more deeply the potential areas where ADC should differentiate our interventions based on constituent and community need.

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<sup>24</sup> Ibid.

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### QUALITY OF PROJECT DESIGN - 20 points

*Plan to build a continuum of solutions.* The existing ADC Board of Directors is the governing body for the HPN. They, along with HPN staff, will lead the process to establish an Advisory Board who will ensure quality program planning and implementation. The Advisory Board will be comprised of staff and constituents representing each of the 15 partner organizations, as well as members of the community. The Advisory Board will be responsible for managing various project objectives, which will be facilitated through sub-committees. As with ADC's Board of Directors, some of the sub-committees will be open to community members who are interested in supporting the HPN, but are not Advisory Board members. Some of the project objectives that sub-committees will be focused on are: supporting and advising the charrette process, data collection and management, community needs assessment and determining best practices and lessons learned.

In order to build the HPN continuum of solutions, we will utilize the National Charrette Institute (NCI) Charrette System™ model to conduct a community planning charrette<sup>25</sup>. We expect to use the following timeline to manage our year-long planning period:

HPN Planning Process							
Start-Up (1 Month)	Needs Assessment (2.5 Months)	Segmentation Analysis Prep (1.5 Months)	Segmentation Analysis (2 Months)	Charrette Planning (1 Month)	Charrette (2 Weeks)	HPN Work Plan (2.5 Months)	Implementation Plan (1 Month)
Hire HPN staff Announce HPN to the community Select HPN Advisory Board and	Collect data for proposed HPN indicators Benchmark Competitors Analyze data and	Create survey, interview and focus group tools Identify focus group and interview	Deployment and analysis of findings	Participant research and outreach Staff training Participant education	Conduct 5-7 day community charrette	Create work plan with well defined roles for all partners Define specific, measurable	Write implementation plan

<sup>25</sup> The NCI Charrette System™ is a design-based, accelerated, collaborative project management system that spans the entire planning period. It is a proven, flexible, and customizable three-step framework. The NCI Charrette System™ is used by public and private planners, designers, architects, developers and community activist. [www.charretteinstitute.org](http://www.charretteinstitute.org)

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determine the roles & responsibilities of members Develop partnership agreements for 15 HPN partners	determine trends, gaps and opportunities	participants		about process Charrette studio set-up Develop preliminary plans		outcomes Develop indicators to measure feasibility to implement our plan Build data management extranet	
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Using a community planning charrette will ensure that our HPN plan is sufficiently informed by the community members that we intend to serve, as well as a diverse group of experts across all necessary fields. The Advisory Board sub-committee focused on the charrette process will become the team charged with leading this effort and will be supported by consultants who are skilled at conducting community planning charrettes.

In order to effectively execute the charrette we will advertise the project to the community through a variety of means, including but not limited to an HPN webpage<sup>26</sup>, press releases to local media outlets and bulletins, letters and other printed materials to schools, businesses, organizations, churches and other community institutions. ADC will invite all relevant community stakeholders, meaning anyone who can approve, promote or block the project, to participate in the charrette process. To ensure that HPN staff and partners, as well as community members clearly understand the role of and how to engage in the charrette properly, there will be community meetings and trainings during the charrette planning phase.

The charrette will take place over the course of seven days. ADC will identify a site within the geographic context area that will be open to the public for the entire week.

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<sup>26</sup> ADC will create a page on the ADC website dedicated solely to the HPN. This webpage will include an overview of the project’s purpose and goals, information about the community being served, and updates regarding the project’s implementation. Community members will be invited and encouraged to stay informed by visiting the webpage frequently.

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Community members will be encouraged to visit the Charrette studio and engage with the planning team by asking questions, sharing feedback and viewing images and success stories of the partners' current work that will be displayed in the Charrette gallery. Using the NCI Charrette System™ as a model, ADC's charrette will include all the required components to ensure community support, as indicated in the HPN Charrette Schedule in *Appendix F*.

ADC has established an aggressive timeline to ensure that everyone invested in the project will have a clear understanding of the project and can see their feedback being incorporated into the project without the lag that is often associated with community planning. Additionally, the compressed schedule builds trust quicker, encourages the participants to think creatively and reduces the likelihood of unconstructive negotiation tactics.<sup>27</sup>

Once the charrette has ended, the Advisory Board will develop a work plan for the proposed solutions, each attached to specific, measureable outcomes. Implementation milestones will be determined to help the team measure their progress towards ensuring the feasibility of the HPN plan. Some of the indicators will be tied to fundraising and staffing. To maintain community support, ADC will make presentations at community meetings, share updates through the HPN webpage and mailing list, and convene charrette participants for follow-up meetings.

***Significant improvements in target schools.*** ADC seeks to implement the transformation approach to lead to significant improvements at Bread and Roses Integrated Arts High School (Bread and Roses), and to sustain the progress and achievement at Thurgood Marshall Academy for Learning and Social Change (TMA). Bread and Roses is considered a persistently low-achieving school because of its ongoing struggle regarding graduation rates. ADC intends to use

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<sup>27</sup> Bill Lennertz, *Comprehensive Report & Best Practices Guide, 3<sup>rd</sup> Edition*, 2003, <http://www.charretteinstitute.org/resources/NUN-charrette-agent-change.html> (June 2010).

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the Lead Partner Model, which is supported by the research of Mass Insight, to implement our transformation. In this model, the Lead Partner is responsible for providing “comprehensive technical assistance but shares authority and accountability with the school and the district.”<sup>28</sup>

Lead partners can help bring coherence to the school improvement effort and may be the most effective approach to leverage outside capacity.<sup>29</sup>

ADC’s ultimate long-term goal is to ensure that traditional public schools in Harlem’s School District 5 are world class institutions where: students can learn, grow and excel and be prepared for college; families are engaged as partners; faculty operate as a community of learners, sharing best practices; and the community and its resources are leveraged to support student and school excellence. During the planning year, ADC and its HPN partners, will work in concert to ensure that the proposed solutions are not only intended to meet the needs of the community, but are also focused on improving student achievement at the HPN target schools. The following goals will guide our transformation work and will be achieved through, but not limited to, the accompanying solutions, which are aligned with the components of the Transformation Model:

1. **Improve student performance** by ensuring that all students are well prepared academically, ideally with high level literacy and math skills and socially, with a high sense of exigency and self esteem to excel in college and beyond.
  - a. Enroll infants and toddlers in developmentally appropriate preschool settings.
  - b. Deploy academic-based, digital learning opportunities for students in grades K-12 to foster individual learning for HPN residents.
  - c. Create academic-based expanded learning time opportunities for grades 6-8.
2. **Improve school climate** by ensuring target schools create a physically and emotionally secure environment in which everyone can focus on student learning.
  - a. Create safe school environment by implementing bullying prevention, gang prevention and drug abuse prevention education through school-based programs.
  - b. Create a Coordinated School Health Program(CSHP) at target schools to include physical activities, policies, procedures and a health council to manage planning.

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<sup>28</sup> 2009 Mass Insight Education & Research Institute A New Paradigm

<sup>29</sup> Ibid.

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- c. Use one-on-one advisories to track and support individual student progress.
3. **Improve teacher and leader quality** by ensuring that teachers and school leaders have develop and hone their skills and core competencies for effective pedagogy and leadership.
  - a. Provide access to high quality professional development opportunities for early childhood education teachers and service providers.
  - b. Strengthen Professional Learning Communities (PLC) in target schools to promote faculty use of its student data to driving instruction.
4. **Increase meaningful parental engagement** by ensuring that parents are engaged and empowered to advocate for educational excellence (for their children and all children) and able to navigate supports for themselves
  - a. Create parent education program.
  - b. Conduct home visits.
5. **Increase presence and participation of community based organizations** by ensuring that community resources and partnerships are leveraged to provide wrap around support services to schools.
  - a. Implement a kinship care program for grandparents raising their grandchildren.
  - b. Offer workforce development opportunities for out-of-school youth ages 16-24.
  - c. Assist HPN residents with securing quality, affordable housing.
  - d. Provide homeownership and basic financial literacy training and counseling.

In order to implement the transformation, ADC will work with NYC DOE, SUNY and the UFT to establish a strategic framework, which will be structured as follows. *First*, NYC DOE, acting pursuant to Section 355(2) (n) of the New York Education Law, which provides authorization for SUNY and NYC DOE to enter agreements for the education of students, will transfer oversight, authority and control of Bread and Roses to SUNY. *Second*, SUNY will then enter into an arrangement with ADC granting certain rights with respect to oversight, authority and control of the ADC. *Finally*, recognizing that the ultimate success of the transformation depends, in large part, on modifications to certain provisions of the existing UFT collective bargaining agreement, ADC, NYC DOE, and the UFT will negotiate and enter into a collective bargaining agreement to afford the opportunity for incentive-based compensation, increased professional learning opportunities, extended school day and year, and operational flexibility and accountability.

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ADC, as sponsor and developer of TMA, currently has operating flexibility and provides intensive support to the school and its leaders. Therefore, we will continue to deepen and enhance our role as sponsor to ensure TMA's success.

**Use of data.** ADC has vast experience and success in collecting and managing data. Some examples include:

- For many years, the Abyssinian Head Start program has been required to conduct community needs assessments in compliance with federal standards.
- ADC has well defined strategic priorities that are measured and assessed by the ADC Board of Directors and Executive Team in the Quarterly Dashboard report. This report measures ADC's progress toward a variety of programmatic and infrastructural indicators that spans the entire organization.
- ADC is in the process of creating an organization-wide outcome measurement system. The development of this system is modeled after the United Way of America's approach, which has become an industry best practice.<sup>30</sup> This system will modernize ADC's systems and policies regarding data collection and management.
  - To date, programmatic outcomes have been assessed in order to ensure that program activity and intended outcomes are in alignment; the ADC Technology department, working in concert with the Programs department and Office of Strategy Management has developed an intranet-based data collection and management system for the Workforce Development unit. This system will allow staff to easily share program performance data from other data management systems that they are required to use, namely the US Department of Labor (DOL), and more effectively, manage progress towards the outcomes that the DOL site does not seek data on.

In order to manage data and ensure that the HPN is data- and results-driven, we will undergo a process focused on (1) determining the outcome measures, (2) building the system and determining the operating policies and procedures, and (3) collecting and analyzing data regularly.

ADC has undergone many collaborative planning efforts; the most recent experience related to our *College Ready Communities* (CRC) initiative in which ADC works with youth development and advocacy organizations, as well as two public middle schools, to develop and

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<sup>30</sup> *Measuring Program Outcomes: A Practical Approach* is the manual that human service agencies and youth- and family-serving organization have to come to rely on to develop their outcome measurement systems. This manual explains the United Way's eight step process and provides tools and resources to assist organizations.

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implement a comprehensive plan to reform the schools' academic rigor and culture.<sup>31</sup> The CRC process will serve as a guide for HPN. Individual planning and implementation teams will be formed focused on each of the proposed solutions. Advisory Board members, HPN staff, and community members, where appropriate, will finalize the scope of work, delineating specific activities and goals associated with the proposed solutions. These planning teams will also be charged with determining specific, measureable outcomes tied to each solution, based on the proposed project indicators in this proposal, which are discussed in the *Quality of Project Services* section of the proposal. ADC will seek to create a balanced system of assessments that includes both formative and summative forms of assessment, and is intended to drive student-based education reforms at the target schools and the community.

As outcomes are determined, the data sub-committee of the Advisory Board will work with ADC's Technology department to create an extranet that will be used to collect and manage data. The extranet will provide technology-based access to our partners. The extranet site will include reporting mechanisms, like dashboards and status bars, to assist the Advisory Board with quickly and easily assessing progress and performance.

The Data sub-committee will determine policies and procedures for utilizing the extranet. Some of these policies will focus on frequency for which data is collected and updated, as well as analyzed and reviewed. The Data sub-committee will also determine the schedule and reporting mechanisms to share data reports with partners and the community. HPN staff will

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<sup>31</sup> In August 2009, the Abyssinian Development Corporation (ADC) was chosen as one of four grantees to implement the College Ready Communities initiative for middle and high schools sponsored by the Deutsche Bank Americas Foundation and the Bill and Melinda Gates Foundation. ADC was the only traditional public middle school-sponsor selected. This two-year pilot program will provide the critical resources necessary to achieve high quality academic supports for 423 young Harlem public school students in grades 6-8.

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ensure that frequent updates on program implementation are made available on the HPN webpage.

*Needs assessment indicators.* The following table describes the academic and family and community support indicators to be used for the needs assessment.

<b>Needs Assessment Data Sources <i>per result</i></b>
<b>Academic Results</b>
<b>Children are kindergarten-ready.</b>
<ul style="list-style-type: none"> <li>- # and % of children birth to five years old who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.</li> <li>- # and % of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning (as defined in this notice) as determined using developmentally-appropriate early learning measures (as defined in this notice)</li> <li>- # &amp; % of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or publicly-funded preschool</li> </ul> <p style="text-align: center;"><i>Data Sources</i></p> <p>Program records from: North Manhattan Perinatal Partnership’s Comprehensive Prenatal-Perinatal Services Network (CPPSN), NYC Administration of Children Services (ACS), Child Care Inc. (CCI) and the NYC Department of Health and Mental Hygiene (DoHMH)</p>
<b>Students are proficient in core academic subjects.</b>
<ul style="list-style-type: none"> <li>- # &amp; % of students at or above grade level according to State mathematics and English language arts assessments in at least the grades required by the ESEA (3rd through 8th and once in high school)</li> <li>- # &amp; % of teachers proficient or greater in the use of data to drive instruction</li> </ul> <p style="text-align: center;"><i>Data Sources</i></p> <p>NYS Department of Education (DOE): Results from the New York State ELA &amp; Math Tests and Quality Reviews</p>
<b>Students successfully transition from middle grades to high school.</b>
<ul style="list-style-type: none"> <li>- Attendance rate of students in grades 6-9</li> <li>- # &amp; % of students on track for promotion to the next grade</li> </ul> <p style="text-align: center;"><i>Data Sources</i></p> <p>NYC Department of Education (DOE): School Demographic and Accountability Snapshot and School Records</p>

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**Youth graduate from high school.**

- Graduation rate (as defined in this notice)
- # & % of students on track for promotion to the next grade
- # & % of students suspended
- Attendance rate of students in grades 9-12

***Data Sources***

NYC Department of Education (DOE): Graduation Outcomes Report, School Records, and School Demographic and Accountability Snapshot

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

- # & % of Promise Neighborhood students who graduate with a regular high school diploma, as defined in 34 CFR 200.19(b)(1)(iv), and obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials without the need for remediation

***Data Sources***

United States Census Bureau: American Community Survey (ACS); College Planning Office at target schools; School Records

**Family & Community Support Results**

**Students are healthy.**

- # & % of children who participate in at least 60 minutes of moderate to vigorous physical activity daily and consume five or more servings of fruits and vegetables daily
- # & % of high school students who are obese

***Data Sources***

NYC Department of Health and Mental Hygiene (DoHMH), Youth Risk Behavior Surveillance Survey (YRBSS) and Community Health Survey (CHS)

**Students feel safe at school and in their community.**

- # & % of students who feel safe at school and traveling to and from school, as measured by a school climate survey (as defined in this notice)
- # & % of youth arrested
- # & % of students suspended

***Data Sources***

NYC Police Department-32nd Precinct Crime Statistics

NYC Department of Education (DOE): NYS School Survey and School Demographic and Accountability Snapshot

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**Students live in stable communities.**

- Student mobility rate (as defined in this notice)
- # & % of children being raised by non-parental caretakers, i.e. grandparents, relatives or foster parents
- # & % of young adults (16-24) that are unemployed, i.e. out-of-school youth
- homeownership rate

*Data Sources*

NYC Department of Education (DOE)- School Demographic and Accountability Snapshot  
US Census Bureau- 2000 Census

**Families & community members support learning in Promise Neighborhood schools.**

- # & % of family members who attend parent-teacher conferences

*Data Sources*

NYC Department of Education (DOE): School Records

**Students have access to 21st century learning tools.**

- # & % of students who have school and home access (and % of the day they have access) to broadband internet (as defined in this notice) and a connected computing device
- # of community technology centers
- # & % of schools that have modern technology in classrooms (smart boards, up-to-date software, computerized instruction tools, etc.)

*Data Sources*

New York State Office of the Chief Information Officer – New York State Office for Technology: NYS Universal Broadband Strategy

As shown, ADC will utilize various real-time sources to collect data for the needs assessment. In addition to using publically available data, we will create customized data collection tools, like surveys to obtain data specific to the schools that reside within our HPN geographic area. Our approach to collecting data for the needs assessment and segmentation analysis will be described in more detail in the *Quality of Project Services* section of this proposal.

**National Evaluator.** ADC understands and values the importance of the DOE conducting a national evaluation across all Promise Neighborhood projects. ADC currently works with an independent evaluation team from the New School Center for New York City Public Affairs to inform the evaluation of our College Ready Communities initiative. This work has been thought-provoking and constructive to our collaborative, the evaluator and the funder. We look

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forward to establishing a similar relationship with the DOE and national evaluator for the Promise Neighborhood initiative.

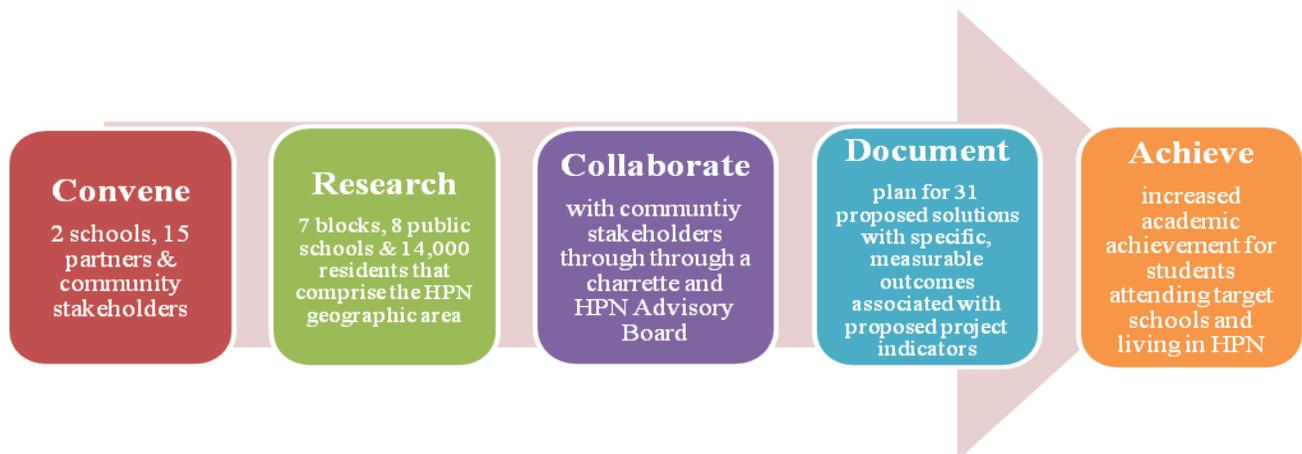
In order to assist and support the DOE and the national evaluator, we will dedicate HPN staff to be the liaison between the Advisory Board and the evaluation team. These staff will avail themselves to the evaluator by: assisting them with gaining a stronger understanding of our project; connecting them to the necessary people and resources needed to conduct the evaluation; providing data; and extending invitations to HPN activities and events.

***Coordination.*** The HPN project will be one of several activities that ADC has undertaken to fulfill the organization's three established programmatic strategic priorities to: fortify educational opportunities through groundbreaking systemic change, prevent displacement through a community-driven multi-faceted strategy, and model comprehensive community-building in a specific context area (where ADC has already won an EPA Smart-Growth Award). The HPN project complements and builds upon each one of these priorities, and the activities already underway among them. ADC's existing approach includes utilization of human and financial resources from several community, State and Federal sources, such as local community partners and Community Boards, funding through Borough, City, State and Federal agencies; discussions, negotiations and partnerships with elected officials at every government level; participation in professional affinity groups across the scope of services provided; collaboration of service provision with health-care providers, local Principals and afterschool programs, corporate partners (for financial literacy and workforce development, for example); and Colleges and Universities. ADC has also acted as a convener on issues of importance to this constituency. HPN is a key project that spans every facet of ADC's mission, and will therefore access most existing collaborative relationships in addition to spawning many more, by nature of its design.

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### QUALITY OF PROJECT SERVICES - 15 points

The HPN theory of change is: *if* students living in poverty facing a myriad of socioeconomic challenges are provided with the right supports, services and coaching *then* they will achieve healthy, academic and developmentally-appropriate gains. ADC's theory of action for this project is visually represented by the Harlem Promise Neighborhood Quilt (see Appendix F). The quilt represents the fragmented services offered through a variety of organizations, each with its unique features, values and attributes. ADC will serve as the needle and thread to stitch the partners together, through the proposed robust planning process, to achieve the ultimate goal of improving student achievement in the community. Hence,



ADC has developed solutions that provide a continuum of solutions from cradle to career that provides seamless transitions at key transition points for students. The following bolded and numbered solutions correspond to the stated Promise Neighborhood Results. Children enter kindergarten ready to learn: **1. Connect pregnant woman and infants with prenatal and infant physical and mental health care** (and entitlements as necessary). Studies have shown significant health care gains for children of women who are connected to programs that: promote healthy nutrition practices such as breast feeding, improve access to physical and mental health

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care practitioners<sup>32</sup> and increase health insurance coverage and related entitlements.<sup>33</sup> These benefits can have long-term effects (McCormick, et. al, 2006). In the area of mental health, early diagnosis can have an important impact in reducing disorders and mitigating symptoms (Waddell, et. al, 2007). ADC will provide services through its Head Start program and will partner with Harlem Hospital, Northern Manhattan Perinatal Partnership's (NMPP) Central Harlem Healthy Start program and the Northside Center for Child Development (NCCD). **2. Assess three- and five year-olds at program intake to determine age appropriate functioning using early learning measures.** To ensure adequate school readiness, children need to attain certain levels of reading, math and language acquisition proficiency by a certain age.<sup>34</sup> Providers: ADC's Head Start Program (AHS) and NMPP's Head Start three-year-olds and children entering kindergarten are tracked using developmentally-appropriate tools required as part of the national Head Start Performance Standards—the Brigance Preschool Screen-II and Creative Curriculum for Early Childhood. In home-based and center-based settings, NCCD's TECC provides zero to three-year-olds access to a battery of specialists that provide clinical and educationally appropriate assessment and treatment services based on their presenting needs. Some of the assessments used include the Developmental Assessment of Young Children,

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<sup>32</sup> Mitchell-Herzfield, S., Izzo, C., Greene, R., Lee, E., & Lowenfels, A. (2005). *Evaluation of Healthy Families New York (HFNY): First Year Program Impacts*. Rensselaer, NY: New York State Office of Children and Family Services. Waddell C, Hua JM, Garland OM, DeV. Peters R, McEwan K (2007). Preventing Mental Disorders In Children: A Systematic Review To Inform Policy-Making. *Canadian Journal of Public Health*, 98(3), 166-173. McCormick, M. C., Brooks-Gunn, J., Buka, S.L. Goldman, J., Yu, J., & Salganik, M. (2006). Early Intervention in Low Birth Weight Premature Infants: Results at 18 Years of Age for the Infant Health Development Program. *Pediatrics*, 117(3): 771-780.

<sup>33</sup> Zambrana RE, Carter-Pokras O (2004). Improving health insurance coverage for Latino children: A review of barriers, challenges, and state strategies. *Journal of the National Medical Association*, 96(4), 508-523. Rose, D., Habicht, J., & Devaney, B. (1998). Household Participation in the Food Stamp and WIC Programs Increases the Nutrient Intakes of Preschool Children. *Journal of Nutrition*, 128(3): 548-555.

<sup>34</sup> Durham, R., Farkas, G., & Hammer, C.S., & Catts, H.W. (2010). *The Importance Of Early Language Skills: An Explanation For Social Class. Social Class Background, Preschool Oral Language Development, And Elementary School Performance*. Available online. Adams, M. J, Foorman, B., R., Lundberg, I., & Beeler, T. (1998). *Phonemic Awareness In Young Children: A Classroom Curriculum*. Baltimore, MD: Brookes. National Research Council. (2009). *Mathematics Learning In Early Childhood: Paths Toward Excellence And Equity*. C.T., Cross, T.A. Woods, & H. Schweingruber, Editors; Committee on Early Childhood Mathematics; National Research Council.

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Battelle Pre-school Language Scale IV, the Rosetti Infant-Toddler Language Scale, the Peabody Developmental Motor Scales, the Vineland Social Maturity Scale, and the Bayley Scales of Infant Development. **3. Enroll infants and toddlers in developmentally appropriate preschool settings.** Children in high quality preschool settings experience higher cognitive and academic test scores, particularly in reading and math, than those who do not attend.<sup>35</sup> These effects can last until later in life (Campbell, et. al., 2001). For infants, home visits are an important component of early childhood care and produce more positive outcomes (Nievar, et. al., 2005). HPN providers include home- and center-based care through partnerships with the NCCD's home-based and center-based Early Head Start program serving pregnant women, infants and toddlers from birth to three-years old; and the three- to five-year olds will be served in center-based programs run by ADC and the NMPP. **4. Provide access to high quality professional development opportunities for early childhood education teachers and service providers.** Preschool children experience greater developmental gains when their teacher has more education.<sup>36</sup> ADC will partner with Bank Street College of Education and Teacher's College. Students are proficient in core subjects: **5. Strengthen Professional Learning Communities (PLC) in schools to promote faculty use of its student data to driving**

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<sup>35</sup> Morrissey, TW, Warner, ME (2007). Why Early Care And Education Deserves As Much Attention, Or More, Than Prekindergarten Alone. *Applied Development Science*, 11(2), 47-70. Nievar, M. A., & Van Egeren, L. (2005). *More Is Better: A Meta-Analysis Of Home Visiting Programs For At-Risk Families*. Online Submission, Paper presented at the Biennial Conference of the Society for Research in Child Development (SRCD) (Tampa, FL, Apr 24-27, 2003). Retrieved from [www.eric.ed.gov](http://www.eric.ed.gov). Magnuson, KA, Waldfogel, J (2005). Early Childhood Care And Education: Effects On Ethnic And Racial Gaps In School Readiness. *The Future of Children*, 15(1), 169-196. Campbell, F.A., Pungello, E.P., Miller-Johnson, S., Burchinal, M., & Ramey, C.T. (2001). The Development of Cognitive and Academic Abilities: Growth Curves from an Early Childhood Educational Experiment. *Developmental Psychology*, 37(2): 231-242. National Association for the Education of Young Children (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*.

<sup>36</sup> Howes, C. (1997). Children's Experiences In Center-Based Child Care As A Function Of Teacher Background And Adult: Child Ratio. *Merrill-Palmer Quarterly*, 43, 404-425. Howes, C., Smith, E., & Galinsky, E. (1995). *The Florida Child Care Quality Improvement Study: Interim Report*. New York: Families and Work Institute. Horowitz, F.D., Darling-Hammond, L., Bransford, J., et.al. (2005). Educating Teachers For Developmentally Appropriate Practice. In *Preparing Teachers For A Changing World: What Teachers Should Learn And Be Able To Do*, eds. L. Darling-Hammond & J. Bransford, 88-125. San Francisco: Jossey-Bass.

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**instruction and understand the impact of its curriculum on student learning.** Building on the existing Inquiry Teams, ADC will work to create PLC teams in its two target schools. These teams will focus on the use of existing technology systems and available data as an early warning system to track student performance and engage students and families in their own academic program.<sup>37</sup>

**6. Create academic-based expanded learning time and out-of-school time/afterschool opportunities for grades K-8.** Students engaged in academic-based activities beyond the school day experience increased academic performance.<sup>38</sup> ADC will build on its successful Expanded Learning Time (ELT) Program offered at the K-5 elementary school it sponsors. The After-School Corporation (TASC) has deemed it a model and will use it to further develop programming at other sites in the City. ADC will continue its partnership with TASC to build a strategy to offer ELT to its HPN target school, TMA for its grades 6-8 and offer it to HPN students K-5. Students transition from middle grades:

**7. Create and offer a Harlem Promise Neighborhood Mentor Core.** Youth engaged in a mentor program experience increased academic performance, improved attendance, decreased engagement in drugs and alcohol, decreased behavioral issues and improved family relationships.<sup>39</sup> Big Brothers Big Sisters will be a partner to develop a program for the HPN as will the ADC's affiliate the Blue

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<sup>37</sup> Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using Student Achievement Data To Support Instructional Decision Making* (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Eaker, R., DuFour, R., & DuFour, R., (2002). *Getting Started: Reculturing Schools to Become Professional Learning Communities*. National Education Service, Bloomington, IN. Stiggins, R. (2006). *Assessment for Learning: A Key to Motivation and Achievement*. *Edge* 2(2), 3-19.

<sup>38</sup> Durlak, JA & Weissberg, RP (2007). *The Impact Of After-School Programs That Seek To Promote Personal And Social Skills*. Chicago, IL: The Collaborative for Academic, Social and Emotional Learning. Vandell, D.L., Reisner, E. R., & Pierce, K.M. (2007, October). *Outcomes Linked to High Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs*. Report to the Charles Stewart Mott Foundation. Anderson-Butcher, D., Newsome, W.S., & Ferrari, T.M. (2003). Participation in Boys & Girls Clubs and Relationships to Youth Outcomes. *Journal of Community Psychology*, 31(1), 39-55.

<sup>39</sup> Tierney, J.P., Gorssman, J.B., & Resch, N.L. (1995). *Making a Difference: An Impact Study of Big Brothers/Big Sisters*. Philadelphia: Public/Private Ventures. Lee, V., et. al. (1999). Social Support, Academic Press, and Student Achievement: A View from the Middle School Grades in Chicago." *Improving Chicago's Schools: A Report of the Chicago Annenberg Research Project*.

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Nile Rites of Passage Program. **8. Create one-on-one advisories that track individual student progress.** Students that have one-on-one relationships with adults about their academic performance have significant gains in achievement test scores, have less behavior issues and experience improvement in their attitude about themselves and school.<sup>40</sup> This will be implemented for ninth graders at target schools. **9. Offer summer programming to transition middle school students to next grade and reinforce school-year learning.** Evidence shows that summer breaks have a negative impact on the continuity of student learning. Students enrolled in summer programs can increase their reading skills by a month. Such programs can also lead to impact when activities are practical and led by senior teachers with small classes.<sup>41</sup> This will build on ADC's existing summer program at TMA and will be offered at target schools. Youth graduate high school: **10. Create one-on-one advisories that track individual student progress.**<sup>42</sup> See solution number eight. **11. Create athletics-based opportunities for students.** Engaging at-risk students in extracurricular activities decreases the likelihood they will drop out; and sports has been linked to small increases in math and science test scores.<sup>43</sup> A partnership with the Harlem YMCA has been secured to further develop sports-based activities

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<sup>40</sup> Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and Schellinger, K. (2008). *The Effects of Social and Emotional Learning on the Behavior and Academic Performance of School Children*. Collaborative for Academic, Social and Emotional Learning, [www.casel.org](http://www.casel.org). Clark, R. (1983). *Family Life and School Achievement: Why Poor Black Children Succeed or Fail*. University of Chicago Press: Chicago, IL.

<sup>41</sup> Chaplin, D., & Capizzano, J. (2006). *Impacts of a Summer Learning Program: A Random Assignment Study of Building Educated Leaders for Life (BELL)*. Report to the Smith Richardson Foundation and the William T. Grant Foundation by researchers from the Urban Institute and Mathematica Policy Research. Terzian, M. & Moore, K.A., (2009). *What Works for Summer Learning Programs for Low-Income Children and Youth: Preliminary Lessons from Experimental Evaluations of Social Interventions*. Washington, DC. Child Trends.

<sup>42</sup> Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and Schellinger, K. (2008). *The Effects of Social and Emotional Learning on the Behavior and Academic Performance of School Children*. Collaborative for Academic, Social and Emotional Learning, [www.casel.org](http://www.casel.org). Clark, R. (1983). *Family Life and School Achievement: Why Poor Black Children Succeed or Fail*. University of Chicago Press: Chicago, IL.

<sup>43</sup> Hartmann, D., (2008). *High School Sports Participation and Educational Attainment: Recognizing, Assessing and Utilizing the Relationship*. Report to the LA84 Foundation. Mahoney, J. & Cairns, R. (1997). Do Extracurricular Activities Protect Against Early School Dropout? *Developmental Psychology*, 33, 241-253. Lipscomb, S. (2006). Secondary School Extracurricular Involvement And Academic Achievement: A Fixed Effects Approach. *Economics of Education Review*, 26(4), 463-472.

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to engage high school students. **12. Deploy academic-based digital learning opportunities for grades 9-12 that fosters individualized learning.** Education-based software that uses

differentiated instruction method has achieved some success in model programs.<sup>44</sup> ADC will work with Renzulli Learning Systems to develop a plan for implementation at its target schools.

**13. Create academic-based out-of-school time/afterschool opportunities for grades 9-12.**

See solution number six.<sup>45</sup> ADC will partner with TASC to build an afterschool program focused on academic support (tutoring, credit recovery, literacy and math), leadership development and life skills, service learning,<sup>46</sup> college preparation (academic admissions requirements, college visits and fairs), drug abuse prevention and summer transitioning to next grade. High school graduates obtain postsecondary degree:

**14. Create career exploration program including internships for grades 11-12.** Students engaged in a career exploration

program are more aware of the connection between school and work.<sup>47</sup> NBC Universal Foundation will partner with ADC on this. **15. Create summer institute to strengthen college**

**readiness.** At-risk students enrolled in summer pre-college programs showed gains key learning and study skills necessary to be successful in college.<sup>48</sup> ADC will work with the City University of New York's College Now program to develop a summer institute focused on strengthening

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<sup>44</sup> Cavanaugh, C., Gillan, K., Kromrey, J., Hess, M., & Blomeyer, R. (2004). *The Effects of Distance Education on K-12 Student Outcomes: A Meta-Analysis*. Naperville, IL: Learning Point Associates. Renzulli, J. S., & Reis, S. M. (1997). *The Schoolwide Enrichment Model: A How-To Guide For Educational Excellence*. Mansfield Center, CT: Creative Learning Press.

<sup>45</sup> Durlak, JA & Weissberg, RP (2007). *The Impact Of After-School Programs That Seek To Promote Personal And Social Skills*. Chicago, IL: The Collaborative for Academic, Social and Emotional Learning. Gerber, S. (1996). Extracurricular Activities and Academic Achievement. *Journal of Research and Development in Education*, 30, 42-50.

<sup>46</sup> Zaff, J.F. & Michelsen, E. (2001). *Background For Community-Level Work On Positive Citizenship In Adolescence: Reviewing The Literature On Contributing Factors*. Washington, DC: Child Trends. Allen, J., & Philliber, S. (2001). Who Benefits Most From A Broadly Targeted Prevention Program? Differential Efficacy Across Populations In The Teen Outreach Program. *Journal of Community Psychology*, 29(6), 637-655.

<sup>47</sup> Kemple, J., Poglinco, S., & Snipes, J. (1999). *Career Academies: Building Career Awareness and Work-Based Learning Activities Through Employer Partnerships*. New York: Manpower Demonstration Research Corporation.

<sup>48</sup> DeRoma, V.M., Bell, N.L., Zaremba, B.A., & Abee, J.C. (2005). Evaluation of a College Transition Program for Students At-Risk for Academic Failure. *Research and Teaching in Developmental Education*.

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students' competencies in core subject areas—reading, math, writing, computer skills, etc.—and develop career exploration activities. **16. Create college retention program to track students as they matriculate into college and provide ongoing support services.** Research states that college retention challenges include individual students feeling social isolation and develop avoidance tactics to cope. A successful college support program should, therefore, include elements that promote value for high academic achievement and social integration. It should include academic support, student and family counseling, career planning, internships, scholarships, etc.<sup>49</sup> ADC will be working with City College to design a program. Students are healthy: **17. Strengthen school-based health center services at target schools.** Academic achievement increases in writing, math and reading when a student is in good health. In research studies, students who use school-based health centers report that they would not get services elsewhere.<sup>50</sup> ADC will work with target schools and Harlem Hospital as well as New York Presbyterian Hospital to develop services to address presenting needs. **18. Create a Coordinated School Health Program (CSHP) at target schools** to include physical activities, policies, procedures and a health council to manage the program planning. This work includes community involvement. Delaware public schools experienced increased achievement on school-wide initiatives when they spent more resources on health related activities.<sup>51</sup> **19. Create**

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<sup>49</sup> Bean, J. & Eaton, S.B. (2001). The Psychology Underlying Successful Retention Practices. *Journal of College Student Retention*, 3(1): 73-89. Martin, D.C. & Arendale, D. (1997). Mainstreaming of Developmental Education: Supplemental Instruction and Video-based Supplemental Instruction. Unpublished Manuscript. Kansas City, MO. University of Missouri-Kansas City.

<sup>50</sup> Geierstanger, S.P., Amaral, G., Mansour, M. & Walters, S.R. (2004). School-Based Health Centers and Academic Performance: Research, Challenges and Recommendations. *Journal of School Health* 74(9): 347-352. Gall, G., Pagano, M.E., Desmond, M.S., Perrin, J.M., & Murphy, J.M. (2000). Utility of Psychosocial Screening at a School-Based Health Center. *Journal School Health* 70(7): 292-8. Jennings, J., Pearson, & G., Harris, M. (2000). Implementing and Maintaining School-Based Mental Health Services in a Large, Urban School District. *Journal School Health* 70(5): 201-5. Geierstanger, S.P., and Amaral, G. (2005). *School-Based Health Centers and Academic Performance: What is the Intersection?* April 2004 Meeting Proceedings. Washington, DC: National Assembly on School-Based Health Care..

<sup>51</sup> Kolbe, L.J. (2005). A Framework for School Health Programs in the 21<sup>st</sup> Century. *Journal of School Health* 75(6): 226-8. Rosas, S., Case, J., & Tholstrup. (2009). A Retrospective Examination of the Relationship Between

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**a physical activity program for HPN residents**, activities are informed by the CSHP. There are a number of inexpensive physical activities that can be deployed in the community that are linked to better academic performance. The SPARK Project students experienced increased reading scores after implemented a regular physical activity regimen.<sup>52</sup> ADC will partner with Harlem Hospital and the Harlem YMCA. Students feel safe at school and in their community:

**20. Create a bullying prevention program for K-8 students.** The Olweus Program, targeted for this age group of students has shown improvements in social interactions among students, a decrease in vandalism and a better classroom environment.<sup>53</sup> ADC and its target schools will work with the New York City Police Department's School Safety Officers to develop an implementation plan. **21. Create a gang prevention and reduction program for HPN residents.** Students involved in the school-based G.R.E.A.T. program reported less gang and delinquency involvement and had greater levels of resiliency in the face of peer pressure.<sup>54</sup> ADC and its target schools will work with the New York City Police Department's 32<sup>nd</sup> Precinct on this issue. **22. Implement drug abuse prevention education through the afterschool program** (see #13).<sup>55</sup> Students live in stable communities: **23. Implement a kinship care program for**

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Implementation Quality of the Coordinated School Health Program Model and School-Level Academic Indicators Over Time. *Journal School Health* 79: 108-115.

<sup>52</sup> Sallis, J.F., McKenzie, T.L., Kolody, B., Lewis, M., Marshal, S., & Rosengard. (1999). Effects of Health-Related Physical Education on Academic Achievement: Project SPARK. *Research Quarterly for Exercise and Sport* 70(2): 127-34. Dwyer, T., Blizzard, L., & Dean, K. (1996). Physical Activity and Performance in Children. *Nutrition Reviews* 54(4 Pt 2): S27-31. Trudeau, F. and Shephard, R.J. (2008). Physical Education, School Physical Activity, School Sports and Academic Performance. *International Journal of Behavioral Nutrition and Physical Activity* 5(10).

<sup>53</sup> Olweus, D., Limber, S. & Mihalic, S.F. (1999). *Blueprints for Violence Prevention, Book Nine: Bullying Prevention Program*. Boulder, CO: Center for the Study and Prevention of Violence. Sampson, R. (2009). *Bullying in Schools: Problem-Oriented Guides for Police Problem-Specific Guides Series No.12*. Washington, DC: Center for Problem-Oriented Policing, Office of Community Oriented Policing Services, U.S. Department of Justice.

<sup>54</sup> National Youth Gang Center (2008). *Best Practices to Address Community Gang Problems: OJJDP's Comprehensive Gang Model. Office of Juvenile Justice and Delinquency Prevention*. Washington, DC: National Youth Gang Center. Esbensen, F-A. (2008). *Preliminary Short-Term Results from the Evaluation of the G.R.E.A.T. Program*. Washington, DC: National Institute of Justice, Office of Justice Programs, U.S. Department of Justice. <http://www.iir.com/nygc/publications/2008-12-esbensen.pdf>.

<sup>55</sup> Sussman, S., Rohrbach, L., & Mihalic, S. (2004). *Blueprints for Violence Prevention, Book Twelve: Project Towards No Drug Abuse*. Boulder, CO: Center for the Study and Prevention of Violence.

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**grandparents raising their grandchildren** to include support services. Research says that children living with grandparents have academic, emotional and behavioral issues often while grandparent is suffering from a stress related challenge. Teachers have reported seeing these issues in their students as well.<sup>56</sup> To address this issue, ADC will develop a strategy for kinship care as part of its existing senior services, NNORC, work. The goal is to connect grandparents to referrals and support services such as legal assistance, counseling, health care, etc. **24. Offer workforce development program for out-of-school youth ages 16-24**, including job training and GED preparation.<sup>57</sup> ADC, through its YouthBuild program, provide GED preparation and job training for youth ages 16-24. It also provides educational support for those who are not able to test into the program due to poor academic skills, it refers people to its Literacy Build program for students who need supplemental support before taking the GED. **25. Assist HPN residents with securing quality, affordable housing and prevent the displacement** of long-term residents. Research suggests that student mobility has a deleterious impact on student achievement. In reading and math students can lose one or two grade levels of academic gains due to one or more moves during the school year.<sup>58</sup> ADC will use its Displacement Prevention

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<sup>56</sup> Cox, C.B. (2002) Empowering African American Custodial Grandparents. *Social Work*, 47(1): 45-53. Davidson, B. (1997). Service Needs of Relative Caregivers: A Qualitative Analysis. *Families in Society: The Journal of Contemporary Human Services*, 78(5): 502-510. Szolnoki, J. & Cahn, K. (2002). *African American Kinship Caregivers: Principles for Developing Supportive Programs*. Seattle, WA: Northwest Institute for Children and Families. Edwards, O. (2006). Teachers' Perceptions of the Emotional and Behavioral Functioning of Children Raised by Grandparents. *Psychology in the Schools*, 43(5), 565-572. Edwards, O.W. (2009). Empirical Investigation of the Psychosocial Functioning of Children Raised by Grandparents. *Journal of Applied School Psychology*, 25(2):128-145. Grant, R., & Kucera, E. (1998). Social and Environmental Stressors Affecting an Inner City School Problem Population. National Assembly on School-Based Health Care. Edwards, O. & Shannon, R. (2008). An Attachment and School Satisfaction Framework for Helping Children Raised by Grandparents. *School Psychology Quarterly*, 23(1): 125-138.

<sup>57</sup> Rappaport, C.D. & Jastrzab, J. (2003). *Promising Practices for Helping Low-Income Youth Obtain and Retain Jobs: A Guide for Practitioners*. Washington, DC: Abt Associates, Inc. Neumark, D. & Rothstein, D. (2005). *Do School-to-Work Programs Help the 'Forgotten Half'?* NBER Working Paper 11636. Cambridge, MA: National Bureau of Economic Research. Shore, R. & Shore, B. (2009). *Reducing the Number of Disconnected Youth. KIDS COUNT Indicator Brief*. Baltimore, MD: Annie E. Casey Foundation.

<sup>58</sup> Rumberger, R. (2003) The Causes and Consequences of Student Mobility, *Journal of Negro Education*, 72(1): 6-21. Levy, D.K., Comey, J. & Padilla, S. (2006). *Keeping the Neighborhood Affordable: A Handbook of Housing Strategies for Gentrifying Areas*. Washington, DC: Urban Institute.

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Unit to assist residents in maintaining their homes and getting quality repairs done. In Harlem, many residents face severe property disrepair, landlord harassment and eviction due to the expiration of owners' mortgage subsidies or their over-leveraging of their real estate portfolios.

**26. Provide homeownership and basic personal financial literacy classroom training** and individual one-on-one counseling to HPN residents. Receipt of such training leads to increased scores on measures of paying on time, use of debt and credit. Homeownership contributes to community stability as owners have more stake in their surroundings than renters.<sup>59</sup> ADC will provide this service through its Harlem Economic Literacy Program. Families and community support learning:

**27. Conduct home visits to parents/families of students** at target schools. A more relational approach, face-to-face interactions, increases level of accountability for both schools and families.<sup>60</sup> ADC will provide this service through its Parent Organizing staff. **28.**

**Create parent education program.** Studies state that parent engagement leads to high student achievement, increased probability of graduation from high school and stronger school preparedness. Similar to a Parent Academy with components to include: parenting skills training and topic-specific parent-child involvement work;<sup>61</sup> training about their role in advancing their

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<sup>59</sup> Elliehausen, G.E., Lundquist, C., & Staten, M.E. (2003). *The Impact of Credit Counseling on Subsequent Borrower Credit Usage and Payment Behavior*. Credit Research Center Monograph, Georgetown University.  
Hartarska, V. & Gonzalez-Vega, C. (2006). Evidence on the Effect of Credit-Counseling on Mortgage Loan Default by Low-Income Households. *Journal of Housing Economics*, 15(1): 63-79. Hira, A. & Zorn, P.M. (2002). Prepurchase Homeownership Education and Counseling: A Little Knowledge is a Good Thing. In N.P. Retsinas & E.S. Belsky, *Low-Income Homeownership: Examining the Unexamined Goal* (pp. 146-174). Washington, DC: Brookings Institution Press.

<sup>60</sup> Warren, M.R., Soo, H., Rubin, C.H. & Uy, P.S. (2009). Beyond the Bake Sale: A Community-Based Relational Approach to Parent Engagement in Schools. *Teachers College Record*, 111(9): 2209-2254. Mediratta, K. & Fruchter, N. (2003). *From Governance to Accountability: Building relationships that Make Schools Work*. New York: Institute for Education and Social Policy, New York University. Westmoreland, H. Rosenberg, H., Lopez, M. & Weiss, H. (2009). *Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement*. Cambridge, MA: Harvard Family Research Project.

<sup>61</sup> Mbwana, K. Terzian, M. & Moore, K.A. (2009). *What Works for Parent Involvement Programs for Children: Lessons from Experimental Evaluations of Social Interventions*. Washington, DC: Child Trends Fact Sheet.

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child's education through active involvement in the school;<sup>62</sup> and topics defined by parents/families themselves. ADC will provide this service through its Parent Organizing staff.

Students have access to 21<sup>st</sup> Century Learning Tools: **29. Deploy academic-based digital**

**learning opportunities for grades K-12** that fosters individualized learning for HPN residents.

Research on Project K-Nect shows an innovative use of cell (smart) phones to improve student engagement and increase math scores. This is an excellent opportunity given the documented market penetration of cell phone in communities of color (See also # 12).<sup>63</sup> ADC will partner

with Digital Divide Partners and Renzulli Learning Systems. **30. Increase the availability of technology hardware, educational software and training** available to HPN residents to improve academic achievement. The use of Internet in the home, research states, can lead to increased standardized reading test scores and higher grade point averages over one year later.<sup>64</sup>

ADC will partner with Digital Divide Partners. **31. Make policy recommendations to promote the use of and financial resources for digital learning tools** in target schools, including professional development for teachers.<sup>65</sup>

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<sup>62</sup> Rosenzweig, C. (2001). *A Meta-Analysis of Parenting and School Success: The Role of Parents in Promoting Students' Academic Performance*. Seattle, WA: Paper presented at the annual meeting of the American Educational Research Association. Marcon, R.A. (1999). Positive Relationships Between Parent School Involvement and Public School Inner-City Preschoolers' Development and Academic Performance. *School Psychology Review*, 28(3), 395-412. Miedel, W.T. & Reynolds, A.J. (1999). Parent Involvement in Early Intervention for Disadvantaged Children: Does it Matter? *Journal of School Psychology*, 37(4), 379-402. Shumow, L. & Miller, J.D. (2001). *Parents' At-Home and At-School Academic Involvement with Young Adolescents*. *Journal of Early Adolescence*, 21(1), 68-91.

<sup>63</sup> Cavanaugh, C., Gillan, K., Kromrey, J., Hess, M., & Blomeyer, R. (2004). *The Effects of Distance Education on K-12 Student Outcomes: A Meta-Analysis*. Naperville, IL: Learning Point Associates. Rogers, Y., & Price, S. (2007). Using Ubiquitous Computing to Extend And Enhance Learning Experiences. In M. van 't Hooft & K. Swan (Eds.), *Ubiquitous Computing in Education: Invisible Technology, Visible Impact* (pp.329-347). Mahway, NJ: Lawrence Erlbaum Associates. van 't Hooft, M. A. H. (2009) Tapping Into Digital Literacy: Wireless Mobile Devices For Teaching And Learning. In Leo Tan Wee Hin and R. Subramaniam (Eds.), *Handbook Of Research On New Media Literacy At The K-12 Level: Issues And Challenges* (2nd Ed.) (pp. 436-456). Hershey, PA: Idea Group Publishing.

<sup>64</sup> Attewell, P., & Battle, J. (1999). Home Computers and School Performance. *The Information Society*, 15, 1-10. Jackson, L. A., Von Eye, A., Biocca, F. A., Barbatsis, G., Zhao, Y., & Fitzgerald, H. E. (2006). Does Home Internet Use Influence the Academic Performance of Low- Income Children? *American Psychological Association*, 42(3), 429-435.

<sup>65</sup> (2003). *Essential Principles of High-Quality Online Teaching: Guidelines for Evaluating K-12 Online Teachers*. Atlanta, GA: Southern Regional Education Board.

## **ADC Promise Neighborhood Proposal to the U.S. Department of Education**

### **QUALITY OF PROJECT PERSONNEL - 25 points**

**Project personnel.** ADC has assembled an excellent, seasoned team to achieve the goals of the Harlem Promise Neighborhood. Team members include leaders from ADC, SUNY, and NYC DOE. ADC's Vice President of Strategy Management **Amma Tanksley-West** will serve as the **HPN Project Director**, responsible for oversight and management of the HPN plan and general supervision to HPN staff. She plays a key leadership role in strategy formulation, execution and review of the organization. Working directly with the President and CEO, Ms. Tanksley-West synthesizes data across ADC's business units, communicates the strategic direction of the organization internally, ensures the alignment of internal systems, and manages ADC's outcome measurement work. She has extensive experience working with local and national program evaluators.

Since 2007, through the Office of Strategy Management (OSM), headed by Ms. Tanksley-West, each ADC program reports its inputs, activities and outputs in ADC Quarterly Dashboard reports. Each programmatic dashboard emphasizes constituent outcomes. OSM has trained staff on the fundamentals of developing and uses of logic models, conducted Strategy Reviews of each programmatic unit, and is working with ADC's Information Technology Department to transition program performance and outcome measurement to a database format.

Prior to joining ADC, Ms. Tanksley-West served as Director, Capacity Building and Special Programs at the New York City office of the Local Initiatives Support Corporation (LISC). She was responsible for LISC NYC's organizational development work and grantmaking activity, which included the management of a \$1 million capacity building initiative. From 2001 to 2006, Ms. Tanksley-West served on a \$2 million annual citywide community development operating support collaborative. In 2004, she also served on the United Way of NYC's Strengthening

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NYC Nonprofits Planning Committee. Ms. Tanksley-West holds Bachelor of Arts and Master of Public Administration degrees from Syracuse University and has a Master of Professional Studies from Cornell University.

Other key leaders involved in this project will include **Rev. Dr. Calvin O. Butts** – ADC Board Chairman, Pastor of the Abyssinian Baptist Church and President of State University of New York (SUNY) College at Old Westbury. His doctoral dissertation was on parent engagement and he has successfully executed a turnaround strategy at SUNY Old Westbury. **Dr. Sabrina King**, is the NYC DOE’s **Chief Academic Officer**, and she already works closely with ADC on improving the curriculum and academic rigor for the schools ADC currently sponsors and will sponsor in the future. At the NY DOE Dr. King is responsible for the development of the Campaign for Middle School Success, The Closing the Achievement Gap Series and Professional Development Program, and leveraging curriculum and professional learning resources to support schools. She has also provided managerial, program, curricular and instructional leadership for three graduate programs preparing exemplary candidates for the continuum of urban school leadership positions. ADC will also draw on the in-house expertise of many of its education, youth development and social services staff members. *Please refer to all Resumes/Bios in Appendix B.*

To fully manage and execute the planning activities described in this proposal, ADC will create three positions: two full-time staff, a HPN Project Coordinator and Data Specialist, and one part-time staff member. The full-time **Project Coordinator** will be responsible for overseeing the HPN work plan, attending planning meetings, managing committees, and ensuring the project is moving forward within the budget, on schedule, adhering to timelines and achieving milestones. The Project Coordinator will be the key link among all partners and

## **ADC Promise Neighborhood Proposal to the U.S. Department of Education**

activities of the HPN. He/she will use an asset based approach to identify opportunities to engage community residents around issues related to residents living in the HPN. The Project Coordinator will be required to have 5-7 years of project management experience and experience working with a multitude of stakeholders. The Project Coordinator will report to the Project Director.

The **Data Specialist** will be responsible for the design and development of survey tool instruments, managing data, supporting the national evaluator, as well as working in conjunction with the Project Executive, graduate interns and consultants to conduct the needs assessment and segmentation analysis. This person will have significant and documented experience in executing education program evaluations. ADC will require both new positions to have at least a bachelor's degree, with some graduate-level study preferred. The Data Specialists' studies should include coursework in statistics and research methodologies, and he/she should be able to gather and analyze data, use analytical methods to draw conclusions, and prepare reports and presentations that communicate complex research findings in clear language. A part-time **HPN Communications Assistant** will help manage outreach to HPN partners and community stakeholders. Additionally, they will manage the HPN Advisory Board meeting calendar, as well as assist with managing the schedule for the general planning meetings. Lastly, this person will update the HPN webpage on a regular basis.

*ADC experience and lessons learned. Working with schools. ADC's Experience With a Persistently Low Performing School: Thurgood Marshall Academy for Learning and Social Change (TMA)* - Soon after opening in 1993, TMA lost its way, acquiring Schools Under Registration Review (SURR) status with an impending close date. In 1996, ADC selected TMA's fourth Principal in three years. Turnaround efforts began immediately. Among the new

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strategies were extensive retraining of staff and professional development, scheduling changes to allow for additional planning and teacher learning, beginning work to change the school culture and to set higher expectations for student performance throughout the school community, engaging parents as partners and seeking out community partnerships to complement curriculum offerings. Additionally, student uniforms were required and scanners were removed. External partnerships grew and ADC increased its presence and became embedded in the school's operations. *TMA's improvements in achievement will be detailed more below.*

ADC has 17 years of experience in implementing and sustaining a turnaround effort in NYC traditional public schools. Using TMA as an example, ADC's leadership was crucial to its success by: connecting TMA families and staff to a full range of ADC's services including housing, workforce development, financial literacy and child care; providing ongoing school leadership development and support, fundraising for and operating on-site educational enrichment programs (college preparatory classes, afterschool programs and summer programs) and constructing the school's state-of-the-art facility. With vision, support, and execution, ADC helped TMA to transform into a school that exceeds citywide student academic performance and positively impacts all stakeholders.

In 2004, ADC also received a \$400K grant from the U.S. DOE for ADC's *Education Corridor*, an unprecedented plan to connect K-12 urban traditional public schools (ADC's sponsored schools), with the community. The project did so through new school development, academic programming and a holistic approach. Proof of the success has been demonstrated by:

- higher levels of achievement reflected among students in the "Corridor," compared to their peers in the district (as mentioned throughout the proposal);
- high quality and retention rates of professionals, both academic and extra-curricular (TMA Leader/Principal Dr. Sandye Johnson received Time Warner's Principal of Excellence award in 2007);

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- the City of New York’s confidence in allocating schools to ADC in the past five years (allocation of two additional Head Start sites and an elementary school).

**ADC’s Work with its Other Schools.** ADC sought to improve the quality of education in its community by committing its resources to building quality public educational institutions. In 1993, ADC established the Abyssinian Head Start Program (AHS) and also began sponsoring (in partnership with the NYC DOE and New Visions for Public Schools) Thurgood Marshall Academy for Learning and Social Change (TMA). ADC was a pioneer in the “small school movement” and constructed a state-of-the-art educational facility for TMA, the first new public high school built in Harlem in over 50 years. Building on this record, in September, 2005 ADC opened the Thurgood Marshall Academy Lower School (TMALS). ADC’s three educational institutions serve about 1,000 students and their families: (1) AHS serves 144 children ages 3-5; (2) TMALS, serves 205 students in grades K-5; and (3) TMA, serves 580 students grades 7-12, adding a 6<sup>th</sup> grade this fall. As the sponsor of these High Poverty High Performing schools, ADC also operates supplemental educational opportunities in the form of academic enrichments and afterschool programming to bolster academic achievement, as well as community support.

**Track Record of Successes.** ADC’s educational institutions out-perform their peer schools. *The Abyssinian Head Start Program (AHS)* in 2002 won the award for the best Head Start Program in New York State. 100% of AHS preschoolers are kindergarten ready, and in 2009 72% of preschoolers transitioned into top performing NYC public, charter and private schools<sup>66</sup>. Parents are part of school’s governance structure and community partners with expertise in mental health and the arts, complement existing curricula offerings.

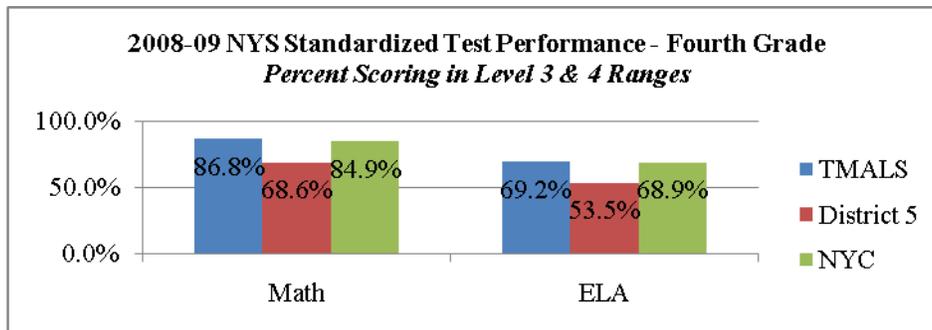
*Thurgood Marshall Academy Lower School (TMALS)* is a premier school in District 5 – one of the highest performing schools on state standardized math and ELA tests in the District.

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<sup>66</sup> Abyssinian Head Start School records.

## ADC Promise Neighborhood Proposal to the U.S. Department of Education

In the 2009 school year, the fourth grade class scored the highest percentage of level 3 and 4 scores in District 5 and NYC, meeting or exceeding the state standards:



TMALS students have a competitive edge over other students beyond test scores. For example, ADC has implemented an Expanded Learning Time Pilot Program in the school. It is held up as a model and is only one of 11 NYC schools pilot programs. In 2008-2009, students received 475 hours of additional learning time representing more than 30% more learning time per day. TMALS families also commit to 20 hours of service during the school year.

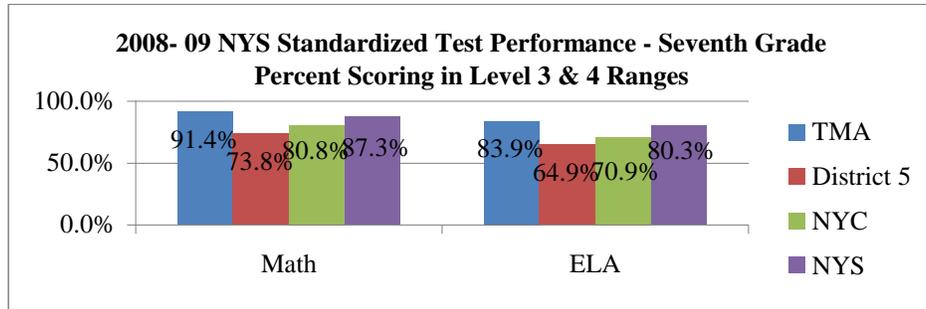
As mentioned, *Thurgood Marshall Academy for Learning and Social Change (TMA)* experienced a complete turnaround in its student performance and culture. The chart below shows the significant growth in student academic achievement from 2006 – 2009.<sup>67</sup>

% Students Meeting Standards in Math & ELA				
Grades 7&8	2006	2007	2008	2009
Math	52.8	54.9	62.1	85.6
ELA	36.2	54.4	60.9	73.5

In 2009 school year, TMA middle school outperformed the District 5 and New York City averages on the state ELA and Math exams, and the seventh grade outperformed New York State averages as well. The chart below depicts the seventh grade’s performance:

<sup>67</sup> NYC Dept. of Education Graduation and Dropout Reports. Cohorts of 2001 through 2005 (Classes of 2005 through 2009), Graduation Outcomes. NYC Results on the NY State English Language Arts Test and Mathematics Test (Grades 3-8). 2006-2009 results by School and Grade.

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For the last two years, over 80% of TMA seniors have matriculated to either a two- or four-year college or university; many attend selective colleges and universities. In 2009, TMA’s four-year graduation rate was 83%, which exceeded District 5 (63%), NYC (59%) and NY State (72%) averages. ADC’s College Planning Office at TMA helped 95% of college-bound seniors receive \$1.5M in financial aid; 45% received merit based scholarships.

In 2008, with TMA’s authorization for the International Baccalaureate Middle Years Program, the only NYS Title I school to receive such a distinction, students in 7<sup>th</sup>-10<sup>th</sup> grades have been exposed to more academically rigorous classes, better preparing them for high school and beyond. In the 2009-10 school year, ADC secured a Deutsche Bank America’s Foundation and Bill & Melinda Gates Foundation grant to implement the Harlem College Ready Communities Collaborative (Harlem CRCC). This collaborative is also leading to a deeper focus on academic rigor and culture for TMA’s middle school. In 2010, through a partnership with ADC and Capital One Bank, TMA now features a student-run bank branch on-site, including a financial literacy program to help prepare students for careers, college and life.

***Serving the neighborhood and its residents.*** ADC has managed several projects of the proposed scope and scale in a variety of areas beyond education. These projects illuminate ADC’s ability to: manage multiple public and private partners, be a responsible steward of public financial resources and deliver a high quality project on time for the benefit of local constituents. ADC

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has built over 1,200 units of housing serving approximately 4,000 residents and owns assets throughout the Harlem community with a current market value in excess of \$600M.

In 1999, ADC built (in two years) the first supermarket in Harlem, a \$16.7M project. The store went on to become the highest grossing PathMark supermarket in the national chain, and was the anchor institution for the economic revitalization of the 125<sup>th</sup> Street business corridor. In 2006, ADC conducted a community charrette with over 160 community stakeholders to hear their needs for the remaining development of a three-block radius (with 1,300 residents) that ADC defined as **The Abyssinian Neighborhood**. In response, ADC is building an educational facility for ADC's Head Start and elementary school, executing its federal Youthbuild program, building 32 affordable homeownership units where there were previously none, and organized block and tenant associations around civic engagement. The Abyssinian Neighborhood achieved national recognition when it was **awarded the U.S. EPA's Smart Growth Award in 2007**.

*Experience collecting, analyzing, and using data.* As mentioned earlier, ADC has vast experience analyzing and using data for decision-making and ongoing improvement. Once an ADC project or program is underway, performance is reviewed on an ongoing basis. ADC adheres to all of its funder reporting requirements, and quickly implements the usage of databases often mandated by large programs, such as DOL YouthBuild, to track and report outcomes.

*Creating relationships, and generating community support.* For ADC, creating formal and informal relationships, and generating community support to achieve results is a key measurable result of our effectiveness. ADC's strategic partnerships have allowed us to work with other leading community organizations to have a larger, greater and deeper impact. In 2009, ADC has been working on two major strategic partnerships: one is the Harlem College

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Ready Communities Collaborative (Harlem CRCC) and the other is the Harlem Neighborhood Naturally Occurring Retirement Community (Harlem NNORC). The Harlem CRCC consists of two middle schools and three community-based groups charged with developing a comprehensive strategy to increase the academic rigor and create a high-achieving culture within the two middle schools. To execute the work of the Harlem NNORC, ADC partners with foundations and over 28 local service providers to serve the 2,500 seniors in the area with health care, case management, civic engagement, and social activities that allow them to live healthy and independent lives within the neighborhood. ADC's NNORC plan was featured in *The Wall Street Journal* as innovative, and is rooted in a history of compassionate service to seniors.

ADC's role as convener means that we typically have administrative, strategic and fiduciary responsibilities over the entire initiative. These challenging times require organizations to find creative and innovative ways to meet the needs of its constituents and strategic partnerships is one way that ADC has found to be extremely valuable. Through these partnerships, ADC has been able to expand its services and reach to a larger number of constituents. In fact, **ADC is already implementing six of the solutions proposed** 1) Head Start assessments, 2) Extended Learning Time and Out of School Time learning opportunities, 3) school-based health clinics, 4) workforce development programs, 5) affordable housing and 6) homeownership and financial literacy counseling. These already existing high-quality and model programs rely on ADC's base of partners, which grows annually. Longstanding partners continue to renew their MOUs with ADC which confirms the effectiveness of these relationships and collaborations to best serve constituents. ADC has learned and demonstrated that success in the Harlem community comes from building on existing assets through its partnerships, leveraging existing community resources and expertise, and meeting residents where they are at now. Through the projects such

## ADC Promise Neighborhood Proposal to the U.S. Department of Education

as the ones described here and many more, ADC has been a successful community pioneer, able to convene partners to address a variety of problems of which educational disparities is one.

*Securing and integrating multiple funding streams.* For over 20 years, ADC, and its education work and in particular, has enjoyed significant investment from a variety of stakeholders, representing a diversity of sources, for small to very large programmatic and capital projects<sup>68</sup>.

ADC has been successfully operating and managing several, large government grants. The chart below briefly illustrates ADC’s experience managing grants and contracts from federal and non-federal sources:

Agency	Funding Period	Amount Awarded	Program
US Department of Education	2004-2008	\$400,000	Education Corridor
HUD	2006-2008	\$400,000	YouthBuild
US Department of Labor	2007 – Present	\$2.2M	YouthBuild
OJJDP	2008-present	\$1.2 M	Youth Programs
HHS/ACF	2008- 2009	\$143,000	Youth Programs
HHS/OCS	2008-present	\$720,000	TMALS Facility Development
NYC Admin for Children Services	1993-present	\$1.5M annually	Head Start Program
NYC Dept of Homeless Services	1987-present	\$750,000 annually	Transitional Family Residence

There are also a variety of nonprofit and private partnerships ADC has connected its institutions with as well. These key collaborations serve to bolster the services that each school can offer its students and families. As each institution began to grow and its strategic programming efforts became clearer, ADC ramped up its efforts to secure more philanthropic support for the school. ADC is prepared to do the same with this project. ADC will also leverage the capacity of the community to ensure sustainability.

As a development corporation, ADC also partially subsidizes its programmatic efforts with the earned income proceeds from real estate transactions, which in 2010 is projected at \$3.5M,

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<sup>68</sup> Over the last four years alone, ADC has raised over \$2.6 M in private support of its educational institutions. Some major donors include:, The After School Corporation (TASC), the 21<sup>st</sup> Century Community Learning Center, NBC Universal, the Robin Hood Foundation, the Hunter Research Foundation, the Bill & Melinda Gates/Deutsche Bank Americas Foundation, Capital One Bank, and local elected officials.

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making for a very healthy funding mix that does not compromise program integrity by relying on singular sources of revenue. ADC will continue this practice.

### **QUALITY OF MANAGEMENT PLAN - 20 points**

*Adequacy of the management plan.* As described earlier in the project personnel section, the Project Director will be responsible for oversight and management of the HPN plan and directly supervise full-time HPN staff which includes a Project Coordinator, responsible for managing the HPN workplan and partner/ community relations, and a Data Specialist responsible for the needs assessment and segmentation analysis including conducting up to 10 focus groups in 5 different areas that need deeper investigation. The team will receive additional support from graduate student interns and consultants. ADC has experience managing consultants and graduate interns on similar projects in the past and has used them to conduct and commission community surveys for its NNORC (community and Visiting Nurse Services Advantage Survey), Head Start, and Abyssinian Neighborhood Project.

The HPN team will implement and manage the timeline and milestones for the project (as described in the project design section) and ensure the project adheres to the proposed goals and objectives. At a minimum planning sessions will happen twice per month for approximately two (2) hours each, which totals 48 hours for planning sessions, as well as approximately four (4) advisory committee meetings per year for approximately three (3) hours each, which totals 12 hours for advisory meetings, and a grand total of 60 hours of team work.

The team will help refine the project timeline and the work plans for planning continuum of solutions. Once the project receives funding, the partnerships will be guided by additional written individual partnership agreements that outline the intent of the partnership, the responsibilities each member will assume, the resources each will provide, and the time period of the collaboration.

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*Memorandum of understanding.* To execute the year-long planning process for the HPN, ADC has formally enlisted 18 partners which collectively will contribute more than \$40,000 in-kind to this planning project, and represent a wide diverse mix of well-known local schools, universities, hospitals, police precincts and respected community based-organizations that were strategically picked because of their existing and excellent delivery of solutions needed to directly address increasing educational achievements and/or reducing poverty in the HPN or in similar communities. These partners also have an existing vision and are making programmatic commitments that align with the HPN's theory of change. *Please see the MOU attached for more details.* As mentioned, ADC's Board which is made up of long-time community residents, with professional expertise spanning many areas including education, social services, real estate development, finance and law will be the governing board. In addition, each formal MOU partner will have at least one representative that sits on the HPN Advisory Board and guides the specifics of the HPN planning work.

*Diversity of perspectives.* ADC values diverse perspectives and often ensures its programs include the perspective of its clients through deliberate and relevant connections made with program participants. ADC engages and listens to its constituency both formally and informally through surveys, interviews, focus groups, ongoing engagement and exchanges represented in trusted relationships between constituents and staff. 80% of existing ADC programs have advisory boards/councils or committees, consisting of ADC program participants, who focus on and evaluate the effectiveness of our programming, inform quality improvements and share ideas for future service offerings. For example, ADC's launch of a NNORC was derived from extensive engagement and outreach to seniors, some of whom now sit on its Steering Committee.

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Also as mentioned, ADC conducted a community charrette to develop the design of the school facility for the new Thurgood Marshall Academy Lower School (TMALS), ADC engaged an architect to implement the City of Learning Process®, which provides stakeholders of the community and the school the opportunity to contribute to the school development process. A series of facilitated planning sessions occurred, in which a number of TMALS students, parents, grandparents, teachers, staff members, ADC board members and staff shared their thoughts and ideas regarding the educational opportunities and challenges that NYC provides in addition to their values about education and the ways in which TMALS should embody them. The Harlem Promise Neighborhood will follow many of these same models to gather diversity of perspectives including having an HPN Advisory Board and subcommittees consisting of ADC staff and constituents, conducting a 5-7 day community charrette, and building on this model with a charrette studio that is open to the public and allows the community to see how their feedback is synthesized and summarized and will inform the implementation of the HPN. In addition, ADC will have a dedicated webpage on its website for HPN feedback as well as conduct town hall meeting and presentations for the community including the already existing audience of parents, 4,000 + church members, and numerous block and tenant associations ADC already has a relationship with.

***Potential for continued support.*** Many of ADC's stakeholders have supported the institution since its founding, and have re-committed their support based upon aligned priorities surrounding a focus on education. As an additional measure, and building upon ADC's past fundraising success, the agency has engaged in a new approach, seeking large strategic investments in the organization that, are able to leverage more significant results. There is currently a multi-million-dollar funding request nearing closing, and several strategic

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partnerships in discussion among individual and collaborating donor prospects, both longstanding and new.

**SIGNIFICANCE-** 10 points

*Tracking available sources and funding.* For over 20 years, ADC has enjoyed significant investment from a variety of stakeholders, representing a diversity of sources, for small to very large programmatic and capital projects. As a development corporation, ADC also partially subsidizes its programmatic efforts with the proceeds from real estate transactions, making for a very healthy funding mix that does not compromise program integrity by relying on singular sources of revenue. ADC will continue this practice.

ADC's sources of funding include foundation, corporate and government grants and contracts, and individual donors. Many of ADC's stakeholders, both institutional and individual, have supported the agency since its founding, and, have re-committed their support based upon aligned priorities surrounding a focus on education. Building upon ADC's past fundraising success, the agency has engaged in a new approach, seeking large strategic investments in the organization that, used in combination, are able to leverage more significant results. There are currently several strategic partnerships in discussion among individual and collaborating donor prospects, both longstanding and new.

ADC's Resource Development department, headed by a VP, External Affairs, with professional staff positions of Director, Grants Manager, and Development Associate, monitors and tracks grant availability through Grants.gov, various on-line announcement mechanisms, professional affiliations and newsletters, and industry publications. Additionally, ADC retains a consulting firm in Washington, DC that keeps the agency up-to-date on the most recent and upcoming announcements. The Development staff is also tasked to maintain high quality and timely reporting, in order to demonstrate responsiveness and good stewardship of grant funds, so

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that grants can be successfully renewed. On the State and local level, ADC's long-time relationship with local agencies, coupled with our active involvement among the leadership of affiliate organizations, guides the reason that ADC is among the first to respond to fund availability notices.

ADC has committed to an additional investment in fundraising, marketing and communications that will allow ADC to target, cultivate, solicit, manage and steward additional funders to further ensure success and sustainability of our efforts. ADC's current fundraising plan details 140 already interested prospects in the following categories: Corporations (35); Foundations (22); Government/Elected Officials (16); Intermediaries (6); and Individuals/Major Donors (61). ADC's successful and diversified funding history and fundraising plan guarantee the sustainability of this effort.

***Identifying Federal, State, or local policies, regulations.*** ADC is a lead agency in New York City and nationwide, on issues surrounding advocacy and regulatory policy on behalf of this community in various areas of community development, but especially displacement prevention, education, and neighborhood-building. ADC participates among the leadership of affiliation groups such as the Association for Neighborhood and Housing Development (ANHD), the Sustained Excellence Alliance Corporation (SEACorp), and the CEO's role on the Advisory Board of the Federal Reserve Bank of New York, and as such, plays a role in monitoring, critiquing, and interpreting the application of legislation, policy, and regulations related to the work of the organization. Historically, because of the size, scope and quality of its programming, ADC has enjoyed access to elected and agency officials and agents and will continue to steward those relationships, to retain frequent and open communication. ADC staff, including the VP, Strategy Management, VP, Programs, and VP, External Affairs regularly

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monitor industry publications to remain current on the requirements of our funding sources, compliance measures, and programmatic alignment.

***Long-term systems change or improvement.*** There is a strong likelihood that the HPN will result in long-term systems change and improvements because the coordination of effort proposed through the HPN planning process convenes the best service providers applying their most successful interventions to effect the highest quality results. Each intervention, applied on its own, has already demonstrated a measure of success. The parties involved have a long history of demonstrated success in improvements in health care, education—early childhood through high school; comprehensive community development and civic engagement, workforce development and family case management. The sustainability of these efforts relies on the providers' ability to leverage each other's strengths-based approach toward a more valuable comprehensive and interconnected strategy. The HPN will provide the forum and the means to coordinate and implement this effort toward long-term comprehensive systems change and improvement. This approach is already tested with ADC's Neighborhood Naturally Occurring Retirement Community (NNORC), which has been mentioned throughout the proposal.

***Building local capacity.*** The HPN planning process is designed to be inclusive, specifically with the intent to integrate systems and strategies within and among several constituent cohorts: parent groups, tenant and neighborhood associations, community-based service providers—including physical and mental health care, businesses, school communities, and individuals. Specific capacity-building elements proposed in the project planning stage include trainings, charettes, community meetings, surveys and assessments, and evaluative processes. As an integral tenet of its mission, ADC has a strong history of civic engagement through these methods; the results have been historic—giving constituents the power to influence new school

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design, maintain and improve quality affordable housing, prevent displacement, and establish services that they themselves identified as needed in their community, such as a workforce development program and a Neighborhood Naturally Occurring Retirement Community. Building upon the success of community empowerment, the goal is to sustain this momentum and further increase and improve the capacity of the members of the HPN community through these proven interventions.

*Promising new strategies.* The HPN planning process builds upon a collaborative and strategy-based approach to community building, as opposed to traditional one-off uncoordinated service interventions. This coordination of efforts that spans a wide scope of expertise is comparable to a current nation-wide trend toward collaborative and integrated service models, from government agencies to community-based alliances. By design, this collaborative strategy promises to serve more constituents with better overall service, at a combined lower cost and with better results than individual uncoordinated intervention.

ADC's proposed comprehensive family support model, in the context of positive education outcomes, is based upon the premise that the success of the student is directly related to the health and stability of her personal and community environment, and therefore it uniquely works toward addressing multiple issues that could impede or enhance academic results. The HPN collaborative's experience and service provision spans the fields of education to housing, health to workforce development, case management to expertise in policy and advocacy on behalf of the community; resulting in multiple interventions toward family stability. A parent who is facing housing challenges, who needs workforce development, who is challenged budgeting—whether for college or even rent, or who needs child care to access work opportunities, can access services that she may discover at a parents association meeting. This combined service

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intervention strategy provides an opportunity for families to stabilize, creating an environment in which students thrive better.

*Applying the model.* The services proposed in the HPN strategy, once launched, are sustainable through a combination of resource development strategies, including fundraising from private and public sources (as outlined in the sustainability section for example), and even a limited amount of support through earned income on some service provision. The fund development required to sustain and apply the model is not unique to this model, is currently in practice among non-profit, for profit and government agencies nationwide, and can be applied in a variety of settings.

The design of the collaborative model includes expertise and service providers that exist in most urban communities where the model is relevant, thus making its replication possible. ADC is poised to continue to share its learnings through local and national associations and peer learning groups in every programmatic area, such as the Association for Neighborhood Housing Development (ANHD) in New York, the Sustained Excellence Alliance Corporation (SEACorp), a national association of the best community development corporations in the U.S., Coalition for Educational Justice, The After School Alliance (TASC) and the National Black Leadership Commission on AIDS (NBLCA). ADC will document the HPN's process, successes and challenges, and provide technical assistance to groups that wish to replicate all or part of the model. ADC has met and consulted with groups nationally and even internationally in response to inquiries on its successful comprehensive approach to community development, and was recently published as an international case study in a 2010 publication, *Organising Local Economic Development: the Role of Development Agencies and Companies*<sup>69</sup>. ADC leadership participates in national conferences, panels and personally consults with groups locally,

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<sup>69</sup> Organisation for Economic Co-operation and Development.

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regionally and nationally, to promote successful models of the work that ADC does. Integral to the success of this HPN model is its potential to be applied in multiple environments, and thus impact an exponential number of citizens, so its ability to be replicated is inherent in its design.