

St. Paul Promise Neighborhood –Narrative

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1) NEED FOR PROJECT

Despite quaint images of Minnesota – such as *Little House on the Prairie* - the urban core of St. Paul, Minnesota is home to children and families who face stark challenges. Residents in St. Paul’s proposed Promise Neighborhood experience significant poverty and wrenching disparities in education, employment, housing, health coverage, and juvenile justice. To emerge from a history of multigenerational poverty, systemic racism, the recent recession, and poorly integrated systems, resources, and services, the neighborhood demands an infusion of coordinated action.

As one of the “Twin Cities”, St. Paul joins Minneapolis as the 13th largest metropolitan area in the United States. Minnesota’s Capital City, St. Paul, is located in Ramsey County, the most densely populated county in the state. Compared to Minnesota as a whole, St. Paul and Ramsey County have greater ethnic diversity and higher percentages of people living in poverty. St. Paul in particular is home to the largest urban population of Hmong people in the world¹.

The Twin Cities metropolitan region has seen a striking rise in its immigrant and refugee population during the past three decades². In 2008, 1 in 10 residents was born outside the U.S., compared to 1 in 28 in 1990. St. Paul is the epicenter of this major demographic shift - home to about 41,000 foreign-born residents (2006-2008). Immigrants comprise about 16% of St. Paul’s population, three times more than Detroit or Cleveland (under 5% each). Few other American cities have so many cultures, faiths, languages, and customs converging in such a small area.

St. Paul’s Promise Neighborhood (PN) is comprised of about 250 city blocks and includes much of the Frogtown and Summit-University neighborhoods. (PN map Appendix F) This area includes much of the historic “Rondo” neighborhood. Rich in local African American history,

¹ <http://cla.umn.edu/news>

² Social Explorer, Professional edition. www.socialexplorer.com

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historians recall³ that Black men in the early 1900s often had postsecondary degrees, yet discrimination kept them from “professional” jobs. Thus, not only the “heart and soul of the Black community,” the neighborhood has been home to college educated adults dedicated to their children’s education. This historic neighborhood was largely destroyed with the construction of Interstate Highway 94, which runs through the Promise Neighborhood.

Though the highway destroyed the neighborhood, it didn’t touch the disparity there or throughout the state. In Minnesota, the educational achievement gaps⁴ between African American and White students are among the largest in the nation; the disparity between White and minority youth in juvenile custody⁵ is one of the worst in the nation; and African Americans are twice as likely as Whites to be uninsured⁶. The Twin Cities in particular have some of the nation's worst racial disparities in mortgage lending⁷.

Black workers in the Twin Cities have an unemployment rate over three times higher than Whites⁸. The 2009 unemployment rate for Blacks in the Twin Cities (20.4) was near equal to the rate in Detroit (20.9); yet the rate for Whites in the Twin Cities (6.6) was well below the national average of 9.3. This disparity cannot be blamed on the educational achievement gap - Blacks with a high school degree are three times as likely to be unemployed as Whites with the same education.

Academic Needs: The proposed PN has an estimated 22,150 residents. The 8,350 children

³ http://www.oralhistorian.org/rondo_history.htm

⁴ <http://www.minnpost.com/stories/2009/05/28>

⁵ <http://www.pacer.org/jj/jjfactsheet.pdf>

⁶ healthcareforamericanow.org/page/-/Inequalities%20Reports/MINNESOTA%20SUMMARY

⁷ "Communities in Crisis" 2009 report - University of Minnesota Institute on Race and Poverty

⁸ <http://www.jobsnowcoalition.org/>

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under age 18 comprise 38% of the population, notable compared with Minnesota as a whole, where residents under 18 make up only 24% of the population. Fully one-third (33%) of SPPS students in the PN missed 11 or more school days during the year, pointing to **high absenteeism**.

Although St. Paul has a school choice system, SPPS has begun building articulated pathways for students. Within the PN, these will lead children to the new Washington Secondary (7-12) (currently Washington Middle School) and Central Senior High. Students will no longer attend Arlington Senior High, as it is closing this year due to enrollment and academic concerns.

During the 2008-2009 school year, Arlington High, Washington Middle, and Central High Schools all demonstrated critical academic concerns; not least among these was Arlington’s **55% graduation rate**. As shown below, both Washington and Central had **significant achievement gaps between subgroups of students** on the Minnesota Comprehensive Assessments (MCA–II), the state-developed standards of what children ought to know at each grade level.

| School | Student Subgroup | Reading Proficiency | Math Proficiency |
|---|------------------|---------------------|------------------|
| Washington Middle School Grades 7-8 | White | 76% | 75% |
| | Black | 54% | 45% |
| | Hispanic | 52% | 49% |
| | Asian | 43% | 50% |
| | Low-Income | 46% | 48% |
| Central High School Grades 9-12 | White | 96% | 78% |
| | Black | 64% | 30% |
| | Low-Income | 69% | 37% |

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Family and Community Support Needs⁹: Students under the age of 18 live in about 3,200 PN households. Of these households with children, 60% are **single parent families**, largely mother-headed households. Of all Saint Paul Public Schools (SPPS) students living in the PN, 82% are enrolled in free lunch, plus an additional 6% in reduced-price lunch. Fifteen percent of children in the PN report having the **preventable chronic health condition** of asthma – compared to just 6% statewide. One-fourth (25%) of SPPS students in the PN transferred schools during the 2008-2009 school year, pointing to a **high student mobility rate**.

A high level of **violent and property crime** occurs in the neighborhood. The serious crime (Part 1) rate in the PN was 6,964 crimes per 100,000 residents (2007-2009 average). Compared to residents across Minnesota, PN residents are 2.3 times more likely to be a victim of a serious crime (murder, forcible rape, robbery, aggravated assault, burglary, motor vehicle theft or arson).

About one third of all PN residents live below the **federal poverty threshold** (\$22,050 annually for a household of four). Almost two-thirds live below 200% of poverty (\$44,100). The median income for all households is about \$33,300, compared to \$57,900 across Minnesota. Recent **vacancy data** revealed 6% (531) of residential housing units as vacant, compared to one percent across St. Paul. Businesses (87) were 11% vacant. The average length of vacancy for both was about 2 years, revealing a stagnancy and lack of investment in this community.

As noted for St. Paul, the proposed PN area also has tremendous racial, ethnic, cultural, and linguistic diversity. People of color comprise just 15% of the state's population, compared to 76% of the Promise Neighborhood's. African American (40%) and Asian (29%) residents include a significant number of foreign-born people, including many who arrived as refugees. One in four residents living in the PN was born outside the country. Fully 15% of all residents were born in Southeast Asia; an additional 8% of all residents were born in Africa.

⁹ Social Explorer, Professional edition. www.socialexplorer.com

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Target Schools: Within St. Paul’s initial PN area, our attention will focus on two SPPS elementary schools – Maxfield, designated by the Minnesota Department of Education as a **persistently lowest-achieving school**, and Jackson, a **low-performing school**.

Of Minnesota’s 2,637 public schools, Maxfield is among the 32 lowest performing. The school has been in the historic Rondo neighborhood for over 100 years. Enrollment is 95% students of color and 92% eligible for free or reduced-price lunch. With eight different principals in the last 10 years, a 50% staff turnover in Fall 2009, and three more teachers replaced since January, the school has seen incredibly **high principal and teacher turnover**. In 2008-2009, MCA–II test results revealed just 30% of students proficient in reading and only 24% proficient in math. Saint Paul Public Schools intend to initiate the **transformation reform model** at Maxfield, an effort that will be closely aligned with the PN initiative.

Despite some recent improvements, Jackson Elementary still performs below state levels. Enrollment is 96% students of color, 89% students enrolled in free or reduced-price lunch, and 71% Limited English Proficiency. Drawing heavily from the Hmong neighborhood, 53% of students in 2009-2010 reported Hmong as their home language. The 2008 Minnesota School Readiness Assessment, conducted with kindergarteners in the beginning of the year, showed 39% proficiency in language/literacy, and 32% proficiency in mathematical thinking – compared to 47% and 44% proficiency in these subjects respectively by entering kindergarteners statewide.

Community Services and Infrastructure Concerns and Needs: In addition to the need depicted by this data, the people who live, work, and dream of their futures in St. Paul’s Promise Neighborhood have a visceral sense of the neighborhood’s challenges. Parents here, like all parents, want the very best for their children, yet they feel disconnected. Poverty, often exacerbated by mental health issues, and linguistic and acculturation issues for many in the PN,

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leads to a sense of isolation and lack of community. PN residents just down the street from one another may not be aware that they have children attending the same school. Neighbors are not connected with one another, so they don't effectively share the information, energy, and insight for community problem-solving that may be possible with successful social networking.

Local providers in the schools, the city, and community organizations know they must work on more effective community engagement. They know that many families don't have the tools to find and secure resources or the knowledge of how to seek information and guidance in order to address their challenges. They recognize a need to address this so PN residents can become leaders in their neighborhood and help their children succeed in school. Given the rich diversity, this must be done in ways that are culturally respectful and culturally relevant for the residents.

St. Paul's PN partners recognize significant existing infrastructure hurdles. The system as a whole lacks universal data in such areas as functioning and engagement in early learning for very young children, as well as a lack of comprehensive data about children and families due to data sharing barriers. Institutions and providers must also improve engagement and inclusion of parent input in policy and decision-making. Agencies conducting good work must now come together with residents to settle on key neighborhood goals. This proposal (crafted and submitted according to the original RFP deadline and guidelines) represents the convergence of high level leadership commitment, a dedication by local organizations to bring their best work forward, and a clear strategy for a genuine community-driven neighborhood transformation.

2) QUALITY OF THE PROJECT DESIGN

As a non-profit provider located in and delivering services to children and families in the PN since 1906, the Amherst H. Wilder Foundation (Wilder) is keenly aware of the area's needs. Wilder Research, an independent unit of the foundation, has been conducting community-based

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research in, around, and beyond the PN since 1917. As lead applicant for St. Paul’s Promise Neighborhood, Wilder will work with neighborhood residents, key partners, and community-based organizations to build a continuum of cradle to career services.

Building on Experience: The Wilder Foundation, the St. Paul Public Schools, the City of St. Paul, and Ramsey County have been working together for over a decade to implement school reform, to streamline programs, policies, and systems, and to link critical academic programs and community supports to change the odds for children and families in St. Paul. Efforts include “Achievement Plus,” a school reform model, community collaboratives, and several current initiatives in which key PN partners are familiar colleagues working toward a mutual goal.

For 13 years, key PN partners have implemented the award-winning Achievement Plus on St. Paul’s East Side (list of awards Appendix F). The model works to transform urban schools through rigorous curriculum, extended learning opportunities, and learning supports for students and families. Now in three SPPS elementary schools in low-income neighborhoods outside the PN, Achievement Plus has demonstrated academic and behavior improvements in students, reducing achievement gaps and surpassing some state averages.

PN partners are also constant colleagues in the St. Paul Children’s Collaborative (SPCC) and the Ramsey County Children’s Mental Health Collaborative (RCCMHC). Partners engage in the SPCC with other stakeholders to strengthen the social and economic fabric of St. Paul to support the healthy development of children. The RCCMHC bolsters these efforts for families with high needs, as a partnership of over 35 members including parents, private and County mental health providers, juvenile corrections, and local school districts committed to maintaining and improving mental health needs of children within the context of their family.

Therefore, key partners are poised to bring the lessons learned and expertise gained in their

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extensive history of successful collaboration. Never before has there been such a sharp focus and commitment to this particular high-need area of St. Paul.

Coordinating Current Efforts: Numerous initiatives have begun that align to support the proposed Promise Neighborhood. “Invest Saint Paul” (ISP) is a key example. Initiated by the City of St. Paul in 2007, the comprehensive neighborhood revitalization strategy focuses on four geographic areas of concentrated and persistent disinvestment. To jumpstart the initiative, the City issued \$25 million in municipal bonds, which has leveraged an additional \$79 million of investment in areas of greatest need and more than \$28 million in federal Neighborhood Stabilization Program funds. ISP engages with residents on neighborhood visioning and collaboration, acquiring and rehabilitating housing, and preventing foreclosure. ISP activities have increased preventive dental service delivery from three to 38 schools, and developed early childhood scholarship and quality rating programs that have increased access to early learning programs for 950 children of low-income families.

In addition to Interstate Highway 94, St. Paul’s PN includes the main city thoroughfare of University Avenue. This “Central Corridor” connects St. Paul and Minneapolis and runs through the proposed Promise Neighborhood. The new Central Corridor Light Rail transit system will unite hundreds of community members. In addition to the near billion dollar public investment (federal, state, and local) to build the line, the Mayor and City Council approved over \$18 million in additional streetscape and station area improvements to assure an attractive city thoroughfare that will enhance the Promise Neighborhood and attract new businesses.

St. Paul’s PN is located in one of six neighborhood-based “Learning Campuses”. The Learning Campus initiative is a City, School, and community-based effort to geographically design a citywide system to coordinate services and resources so all youth have equitable access

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to high-quality learning opportunities. Learning Campus #3 includes St. Paul's Promise Neighborhood, and will be the first campus effort launched in 2011.

Promise Neighborhood partners are invigorated by these visible physical efforts and this significant infusion of physical capital. They are now committed to investing in the human capital that will be critical to build and sustain the neighborhood.

Inspired by results achieved at the Harlem Children's Zone, in August 2009 representatives of the City of St. Paul and St. Paul Public Schools came together to brainstorm ways to support students at Maxfield and Jackson and to promote family and community stability in the surrounding neighborhood – dubbed the “Community Investment Campus”(CIC). In November 2009, the St. Paul Public Schools Board of Directors unanimously passed a resolution to support the work of the CIC partners and directed district staff to help move this work forward.

In January 2010, representatives of the City of St. Paul and Ramsey County travelled to Washington, D.C. to discuss CIC efforts with U.S. Senator Al Franken, U.S. Representative Betty McCollum, and representatives of the Faith-Based and Neighborhood Partnerships at the U.S. Department of Education (DOE). Following this, a team from the DOE travelled to St. Paul to tour Jackson and Maxfield, and to meet with local elected, philanthropic, faith, business, and other community leaders to assess local readiness for a neighborhood revitalization effort.

These activities culminated with a trip to the Harlem Children's Zone “Practitioner's Institute”, attended by representatives of the City, County, SPPS, Wilder, and City District Planning Councils. The CIC area now geographically defines our Promise Neighborhood.

Clearly, St. Paul's current Promise Neighborhood work has grown from and is aligned with an impressive array of successful initiatives. Numerous other examples include: free transportation services that have increased youth access to expanded learning opportunities, free

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tutoring and homework help offered in public libraries, and college tuition scholarships that have benefitted 715 St. Paul Public School graduates. As noted, the SPPS transformation reform work with Maxfield from its *persistently lowest-achieving school* status will be a core supporting element of our PN project.

Community Engagement in Developing the Needs Assessment: To build a continuum of solutions for St. Paul’s PN, it will be vital to involve the community early and to begin leadership development so residents have project ownership. Thanks to support from the Greater Twin Cities United Way, St. Paul’s PN will build on the inclusive work of the CIC partners by commencing with community engagement this summer to develop our needs assessment. This shows the commitment in St. Paul to transforming the neighborhood, and will promote inclusion of local project indicators that are clearly important to community members.

Wilder will convene a Community Advisory Board (CAB) this summer. Members will be recruited via existing personal connections and through networking and “snowball sampling” strategies. Further recruitment may include flier distribution and door-to-door engagement with “unknown” residents – potentially the most important to include in the process. A Youth Advisory Board (YAB) will be convened in coordination with the St. Paul YWCA’s Leap Forward and Youth Achievers programs.

At least 20-25 members will be recruited for each group, with a focus on residents that demographically represent the community. The CAB recruitment will emphasize parents and guardians of children. The YAB will include youth ages 10 to 18 who attend a SPPS school, with emphasis on current and former students of Maxfield and Jackson. CAB and YAB members will sign a commitment statement after learning about the process, timeframe, reimbursement for their time, and any other details of their participation.

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Wilder will hold three 2-hour meetings with each group during summer 2010. The first meeting will describe the PN project and seek input on the general needs assessment process. The second meeting will describe the required academic indicators and family and community support indicators, and seek input on additional indicators. The third meeting will seek input on the final needs assessment plan, including secondary data sources and original data collection methods and tools. The original data collection will include a survey of PN residents.

Before each meeting, CAB and YAB members will receive a packet of relevant information and will be asked to review the materials and be prepared to discuss their response at the start of the meeting. Materials will be translated and interpretation services provided, as needed. To ensure participation, a meal will be served, and child care will be provided. CAB members will be paid \$50 each, and YAB members \$25 each, for each meeting they attend.

Building a Continuum of Solutions: After the summer needs assessment development process, Wilder Research will lead the implementation of the needs assessment. This process will commence with the announcement to the community of St. Paul's receipt of a PN grant.

To launch the planning year, the project will host at least two broad community meetings, coordinated with the Community and Youth Advisory Boards, and the City District Planning Councils. To ensure full community participation, especially among parents and families, meetings will take place during the day and in the evening and will offer refreshments and child care. During the first meeting, the PN Project Director will share the purpose and vision of St. Paul's PN, the work accomplished thus far in collaboration with the community, and the nature and schedule of the planning year. The PN Project Director will also outline the plan to develop a "continuum of solutions" through "Solution Action Groups" made up of participants with an interest, expertise, capacity, and/or concern around a particular component of the continuum.

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In addition to introductory meetings, Wilder will host major community meetings at three additional critical times during the planning year: to share the results of the needs assessment and segmentation analysis; to share the first PN implementation plan draft; and to present the final plan for PN implementation. Community members will have the chance to ask questions, express concerns, suggest changes, and learn about ways to engage more deeply.

Critically, introductory meetings will also further engage providers, policymakers, and interested stakeholders, as well as community members such as the CAB and YAB, to encourage involvement in the Solution Action Groups. To this end, meetings will solicit information about participants and their relationship to key indicators and service areas along the continuum. Questions to spur interest and involvement may include: “What concerns do you have for your children and children you know, and about your neighborhood?”; “What ideas do you have for helping children in your neighborhood succeed, and for increasing the safety and stability of your community?”.

Following the introductory meetings, project staff will group participants according to their expressed area of interest. Key stakeholders or constituency groups that are not represented will be contacted and solicited as participants.

As a result, staff will create six Solution Action Groups - one each to focus on:

- Early Childhood Ages
- Elementary Ages
- Middle School Ages
- High School Ages
- College Ages
- Community-Building Programs

Each SAG will have a Project Director-assigned Chair who will be accountable for the group’s progress and accomplishments. Similar to the early advisory boards, SAG members will sign a commitment statement after learning about the process, timeframe, reimbursement, and any other details of their participation.

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Each age-focused group will include participants with interest and expertise in both academic, and family, social service, and health solutions. The Community-Building Programs group will engage community members representative of block groupings across the PN. With technical assistance and support from Wilder Research, Solution Action Groups will:

- investigate identified solutions, taking needs assessment and segmentation analysis results into consideration, and explore new or additional solutions as needed;
- consider each solution's evidence for effectiveness with St. Paul's PN population;
- use information from current providers of solutions, or existing model definitions if no local provider exists, to estimate per child/per solution unit rate costs; and
- develop and present proposed solutions and corresponding budget projections to St. Paul's Promise Neighborhood Advisory Board (described in *Management Plan* section).

Conducting the Needs Assessment: St. Paul's PN needs assessment will commence immediately in the fall of 2010, in conjunction with the introductory community meetings and the convening of the Solution Action Groups. The assessment will gather data on the academic and family and community support indicators specified in Tables 1 and 2 of the RFP. Data on additional unique or site-specific indicators identified during summer will also be gathered.

Much of the data used to measure the indicators will be existing data that will be obtained by Wilder Research from a number of sources – SPPS student record system, Minnesota Department of Education record system, and other public (city, county, federal) and private data sources. For some indicators, new data will be collected through a survey of a representative sample of families in the Promise Neighborhood. The data on each of the indicators in the baseline needs assessment conducted during the fall of the planning year will be updated on an annual basis using the same methodology as in the baseline year.

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| Project Activity (Months→) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| Community Meetings (2X each series) | | | | | | | | | | | | |
| Needs Assessment, Family Survey | | | | | | | | | | | | |
| Segmentation Analysis | | | | | | | | | | | | |
| Select Data System Vendor | | | | | | | | | | | | |
| Develop Data System with Vendor | | | | | | | | | | | | |
| Collaboration with National Evaluator | | | | | | | | | | | | |
| Solution Action Groups (SAG) meet | | | | | | | | | | | | |
| SAG Chairs meet with Project Director | | | | | | | | | | | | |
| PN Advisory Board (w/SAG Chairs = X) | | X | | | | X | | | | X | | |

(More detailed timeline chart of activities in Appendix F)

Implementing the Household Survey: The survey method will involve a random sample of community residents using Address-Based Sampling, which will ensure that all households have an equal chance of being sampled regardless of whether they have a landline, cell phone, neither, or both. Households that are randomly sampled will be screened for children (age 0 to 18), and only households with children will be asked to participate in the survey.

The survey will have a minimum sample size of N=400, which will provide a low sampling error (under +/-5 percent). Oversampling of certain groups (approx N=200) may be required to obtain sufficient data for the segmentation analysis. The exact methods for completing surveys will be refined with the CAB and YAB groups, though the process will likely include multiple modes for completion, including self-administered (mail and Internet), phone, and in-person. The survey will be translated into and conducted in the primary languages used in the community.

Trained survey interviewers, including bi-lingual interviewers, will implement a rigorous follow-up protocol to ensure full and accessible participation. Wilder Research will train staff of

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the Frogtown and Summit-University Planning Councils and CAB and YAB members to partner with Wilder interviewers to complete door-to-door surveying. This approach, coupled with a \$25 grocery gift card as an incentive, will help to ensure participation. The results of the survey will be prepared by Wilder Research (includes the data cleaning, coding, and analysis).

Needs Assessment Data Analysis, Interpretation, and Reporting: The CAB and YAB will be convened again for 2-3 meetings to assist in the analysis, interpretation, and reporting of needs assessment data back to the community. These report-out meeting(s) may use Wilder's Audience Polling System to fully engage meeting participants in considering the findings. Meetings will also seek community input on programming and share this with each SAG.

Commitment to Working with National Evaluator: Wilder Research (WR) will be responsible for reporting the grant results, including reporting to the national evaluator. WR has 20+ years of experience working as the local evaluator of programs or projects which are part of a national initiative; in these WR has collaborated with the national evaluator. For St. Paul's PN, Wilder Research is committed to fully collaborating with the national evaluator, ensuring the collection and transmission of valid and reliable data, as required by the project and as specified by the national evaluator. This may include obtaining MOUs from participating organizations to permit access to relevant data. WR will develop an evaluation strategy, in consultation with the national evaluator, including a credible comparison group and a plan for collecting reliable and valid baseline data for both program participants and comparison group members.

Program and Project Indicators Data System: During the planning year, data will be gathered on required and site-specific indicators as described. Data on these indicators will come from multiple sources: community survey, school records, and other public and private sources. Some of the indicator data in this data base will be individual child or family level (survey data),

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while other data may be at an aggregate level (e.g. academic data provided by the schools). If data are provided in aggregate form, appropriate breakdowns will be carried out so that segmentation analysis results (described in *Project Services*) will be available for each indicator.

Data collected in subsequent annual assessments will enable WR to track changes in the indicators as the project is implemented and matures. Follow-up assessments will include the segmentation analyses to assess changes in specific target or high-need subpopulations.

Project Participant Data System: Wilder staff are currently engaged with representatives of the Community Investment Campus (CIC) and Learning Campus initiatives in exploring multiple participant tracking data bases including Efforts to Outcomes™. Partners in the PN are working to select a system that can be implemented in the PN, the CIC, and the Learning Campus initiative, so systems are integrated for future scale-up efforts. This group is now meeting regularly to explore options; a system will be finalized during the PN planning year.

St. Paul's PN data system will initially be used for the children and families that receive project services, participate in project programs or activities, or are enrolled in target schools. Multiple organizations will contribute data via direct input or periodic data transfer from existing systems. Project partners will be accountable for participating in the data system, and other organizations will be encouraged to participate. The data in the system will identify needs for children and families, track the services they receive, and document their progress and outcomes. It will be useful for individual/family case planning, decision-making, and referrals. The data will also help to further develop and improve the service system, to identify project successes and areas in need of attention and further development, and for other project evaluation purposes.

The data system will feature use of common service entry and tracking forms by project partners. It will produce standard reports at both individual/family and at more aggregate levels,

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in rapid-access “dashboard” format for case and program planning. and in other formats at regular intervals. The system will assure data quality controls and error checks, user friendly features with strong user technical support, and vigilant system security and privacy protection.

Undoubtedly, there will be challenges involved in developing the data system. There is likely to be varying technical skill levels among users which will require adequate training and support to result in high quality data. The system will likely need to produce customized data forms and reports due to the wide variation in programs and services provided by partners. Privacy regulations will be carefully followed to avoid data sharing barriers, particularly in providing access to individual or family data (HIPAA, FERPA, and school district regulations). Sharing of individual student school record data with agency partners may be especially challenging. Each of these challenges will be considered during vendor selection. The data system will be developed during the planning year for implementation by the fall of 2011. A detailed plan to develop the project participant data system is located in Appendix F.

Wilder Research (WR) has the capacity to address these challenges. WR routinely develops and administers databases, including longitudinal databases that track clients across a variety of programs and organizations. Minnesota’s Homeless Management Information System (HMIS), which includes over 300,000 distinct client records and over 600 end-users in 200 organizations, is a key example. The system is the primary data collection/reporting tool for several federal and state funding streams. WR is adept at navigating the complexity that such systems entail, including: satisfying federal and state privacy laws; training and supporting end-users; selecting technical vendors and managing technical contracts; merging data in a variety of formats (including XML); and developing both “on-demand” and more technical reports that use the data to help drive improved service delivery and outcomes.

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3) QUALITY OF PROJECT SERVICES

St. Paul’s community-informed needs assessment and ensuing segmentation analysis will help each Solution Action Group to refine and finalize St. Paul’s continuum of solutions. The analyses of the needs data related to indicators will identify areas of high need and help prioritize areas to be addressed through programmatic and policy solutions. The needs assessment and segmentation analysis will also help to determine target populations for solutions.

Segmentation Analysis: Following the needs assessment, each measured indicator will be examined within categories of the following variables, as appropriate:

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

Based on the segmentation analysis, WR will **identify groups or categories of children that demonstrate high needs** on a particular indicator. These groups will be considered as target populations for solutions tied to that indicator. For example, if children in a particular ethnic or language group have high needs on an indicator (e.g., diet, exercise, access to the internet), providers will make extra efforts to reach identified children and families. They may develop special communication approaches, hire bilingual staff, or remove barriers to participation by reducing fees, providing transportation or child care, or changing when the service is offered. In addition, we will map need levels and existing services within the PN to determine how well they are aligned geographically, and if changes in service locations would be helpful.

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The project participant data system will also be used to identify areas of high need, and subgroups particularly in need of specific project service solutions. This information will be used in service planning and development at the project level, including identifying target populations for specific services or programs. It will also be used in service planning, referrals, and coordination at the individual level for children and families.

During the development of this proposal, project partners including Wilder, SPPS, the City of St. Paul, Ramsey County, and neighborhood planning council staff engaged with additional stakeholders to initially identify solutions to required indicators. Planning participants were not surprised to find that Wilder and others are providing a number of evidence-based programs. Partners discussed the similarity of PN to Achievement Plus, which demands both family and community supports along with a strong instructional program to impact student achievement.

For each required program and project indicator, evidence-based solutions (see citations in footnotes) and data collection processes have been identified.

Academic Indicators and Solutions

Children Enter Kindergarten Ready to Learn – *They have a place to go when they are sick*

- ✓ Obtain/Collect data: SPPS Early Childhood Screening; nurse home visits
- ✓ Possible Solution(s): home visiting¹⁰ partnership between City of St. Paul and Ramsey County Public Health; medical, dental, and mental health services offered on-site at schools
- ✓ Evidence-base: Home visiting effective in linking children with medical provider

Children Enter Kindergarten Ready to Learn – *They display age appropriate functioning*

- ✓ Obtain/Collect data: SPPS Early Childhood Screening and Minnesota School Readiness

¹⁰Stoltzfus, E., Lynch, K.E. (2009). Home Visitation for Families with Young Children.

Congressional Research Service (7-5700). www.crs.gov.

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Assessments; Work Sampling assessments in early learning settings

- ✓ Possible Solution(s): SPPS Project Early Kindergarten (PEK)¹¹; Incredible Years¹² and Primary Project¹³ - delivered by Wilder.
- ✓ Evidence-base: Effective in enhancing children’s social and academic skills

Children Enter Kindergarten Ready to Learn – *They participate in early learning settings*

- ✓ Obtain/Collect data: project-designed community survey
- ✓ Possible Solution(s): Minnesota Early Learning Foundation’s Parent Aware and St. Paul Early Childhood Scholarship Program¹⁴
- ✓ Evidence-base: Increases access to high-quality early learning for low-income families

Students are Proficient in Core Subjects – *They are at or above grade level*

- ✓ Obtain/Collect data: Minnesota Comprehensive Assessments (MCA–II)

¹¹ Schultz, J. L., Mueller, D. P., Anton, M. R., Gozali-Lee, E., & Davenport, E. C. (2010, April). *Impact of Project Early Kindergarten on cognitive aspects of children’s school readiness*. Paper session to be presented at the American Educational Research Association Annual Meeting, Denver, CO.

¹² Webster-Stratton, C. & Hammond, M.A. (1997). Treating children with early-onset conduct problems: A comparison of child and parent training interventions. *Journal of Consulting and Clinical Psychology*, 65(1), 93-109.

¹³ Cowen, E.L., Hightower, A.D., Pedro-Carroll, J.L., Work, W.L., Wyman, P.A., with Haffey, W.G. (1997). *School-Based Prevention for Children at Risk: The Primary Mental Health Project*. American Psychological Association.

¹⁴ Gaylor, E., Spiker, D., Williamson, C., Ferguson, K. (2010). Saint Paul Early Childhood Scholarship Program Evaluation: Annual Report: Year 2. *SRI International*.

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- ✓ Possible Solution(s): SPPS curriculum based on America’s Choice¹⁵; SPPS delivery of The Responsive Classroom; SPPS Foundation’s Tutoring Partnership for Academic Excellence; Advancement Via Individual Determination (AVID); Minnesota Reading Corps; culturally specific programs - St. Paul Area Council of Churches Project SPIRIT and Freedom School (African American), and Wilder’s - Kofi (African American), and Hlub Zoo (Hmong)
- ✓ Evidence-base: Some have demonstrated effectiveness in improving academic performance

Students Successfully Transition from Middle Grades to High School – They attend school

- ✓ Obtain/Collect data: SPPS student data system
- ✓ Possible Solution(s): SPPS implementation of Check-and-Connect¹⁶, Positive Behavioral Interventions and Supports Framework (PBIS); Families and Schools Together (FAST)¹⁷; YWCA Youth Achievers; service learning programs - Wilder’s Youth Leadership Initiative
- ✓ Evidence-base: Effective in increasing engagement, staying and progressing in school

Youth Graduate from High School – They graduate from high school

- ✓ Obtain/Collect data: SPPS student data system

¹⁵ Rowan, B., Correnti, R., Miller, R.J. & Camburn, E.M. (2009). *School improvement by design: Lessons from a study of comprehensive school reform programs*. Consortium for Policy Research in Education.

¹⁶ Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. *Exceptional Children*, 65(1), 7–21.

¹⁷ McDonald, L. & Frey, H.E. (1999). Families and Schools Together: Building relationships. *Juvenile Justice Bulletin* (November). Office of Juvenile Justice and Delinquency Prevention, Washington, D.C.

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- ✓ Possible Solution(s): SPPS PBIS Framework; Talent Search¹⁸; Admission Possible
- ✓ Evidence-base: Effective in high school completion

High School Graduates get Postsecondary Degree/Certification/Credential - *They succeed*

- ✓ Obtain/Collect data: PN project-designed data tracking system
- ✓ Possible Solution(s): St. Paul colleges and SPPS collaborative delivery of Talent Search
- ✓ Evidence-base: Effective in increasing financial aid application rate and post-secondary enrollment rate

Family and Community Support Indicators and Solutions

Students are Healthy – *They are physically active and regularly eat fruits and vegetables*

- ✓ Obtain/Collect data: Minnesota Department of Health (MDH) - Minnesota Student Survey
- ✓ Possible Solution(s): SPPS implemented nutrition and physical activity policies/procedures¹⁹; City of St. Paul, SPPS, and YWCA extended day physical recreation /nutrition opportunities
- ✓ Evidence-base: May help kids adopt/maintain healthy eating and physical activity

Students Feel Safe at School, in the Community – *They feel safe at school and travelling there*

- ✓ Obtain/Collect data: MDH Minnesota Student Survey; possible school climate survey
- ✓ Possible Solution(s): SPPS Steps to Respect (STR)²⁰; Ramsey County Wakanheza Project

¹⁸ Constantine, J.M., Seftor, N.S., SamaMartin, E., Silva, T., & Myers, D. (2006). *Study of the effect of the Talent Search program on secondary and postsecondary outcomes in Florida, Indiana, and Texas*. Princeton, NJ: Mathematica Policy Research.

¹⁹ <http://www.cdc.gov/Features/ChildhoodObesity/>

²⁰ Frey, K. S., Hirschstein, M., Edstrom, L., & Snell, J. (2009). Observed reductions in school bullying, nonbullying aggression, and destructive bystander behavior: A longitudinal evaluation. *Journal of Educational Psychology*, 101(2), 466–481.

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- ✓ Evidence-base: Effective response to bullying; and may increase welcoming environments

Note: St. Paul’s PN will likely identify a site-specific project indicator on safety in the home.

Students Live in Stable Communities – *They experience less continuously mobile lives*

- ✓ Obtain/Collect data: SPPS student data system
- ✓ Possible Solution(s): Housing support programs²¹ - Wilder’s ROOF and QUEST, and YWCA programs; City of St. Paul’s Mortgage Foreclosure Prevention program²²; Goodwill Easter Seals’ and Wilder’s job skill building and employment services and programs
- ✓ Evidence-base: Show promise in reducing residential mobility

Families/Community Members Support Learning – *They have a caring adult in their lives*

- ✓ Obtain/Collect data: MDH Minnesota Student Survey; project-designed community survey
- ✓ Possible Solution(s): Project SPIRIT and Freedom School; Wilder’s Kofi and Hlub Zoo; Network for the Development of Children of African Descent (NdCAD) Parent Power workshops; Strengthening Multi-Ethnic Families and Communities²³ parenting education programs delivered by Wilder; St. Paul Youth Services Ambassadors for Youth Academies
- ✓ Evidence-base: Some have shown promising evidence of effectiveness

²¹ National Center on Family homelessness. (2009). *The Minnesota supportive housing and managed care pilot: Evaluation summary*. Prepared for Hearth Connection. Robert Wood Johnson Foundation, Princeton, N.J.

²² Preserving homeownership: Mortgage foreclosure prevention progress reports December 1999: Richard Chase, Wilder Foundation

²³ Kumpfer, K.L. & Alvarado, R. (1998). Effective family strengthening interventions. *Juvenile Justice Bulletin* (November). Office of Juvenile Justice and Delinquency Prevention, Washington, D.C.

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Students have Access to 21st Century Learning Tools – *They have a computer/internet to use*

- ✓ Obtain/Collect data: PN project-designed community survey
- ✓ Possible Solution(s): SPPS Universal Design for Learning; St. Paul Public Libraries computer access
- ✓ Evidence-base: Need further study

4) QUALITY OF PROJECT PERSONNEL

Lead Applicant History and Mission: The Amherst H. Wilder Foundation has been a leading social services provider in St. Paul since it was established in 1906. The wills of the Wilder family laid out a clear purpose, to “*aid and assist the poor, sick, and needy people of the City of Saint Paul... without...discrimination for any such persons by reason of their nationality, sex, color, or religious scruples, or prejudices.*” This progressive and inclusive mission has been Wilder’s barometer for over 100 years. It guides their work and assures a community response that reduces barriers, addresses disparities, and serves persons of all cultures and backgrounds.

Wilder is committed to meeting the needs of vulnerable individuals and families in the Promise Neighborhood and throughout St. Paul. Over the years, Wilder has continually adapted programs and services based on the needs of the community. Today, Wilder’s primary focus areas are: Children and Families, especially low-income and at-risk youth and their families; the Elderly, especially low-income seniors living in the community; and Community Research and Leadership, focusing on convening the community around critical and emerging issues facing St. Paul’s most vulnerable residents and conducting research for community improvement.

Wilder’s work to promote academic success flourishes today through Achievement Plus on St. Paul’s East Side. The organization’s history in this work dates to 1911, when St. Paul’s working poor had few child care options outside of school hours. Wilder responded to this

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community need and opened an innovative day nursery that provided a safe place to stay, nutritional meals, regular health monitoring, and activities to support school readiness. The organization also has a long history providing specialized services for high-risk children and families. Wilder’s licensed and certified Child Guidance Clinic, which opened in 1924 as one of the first in the country, is nationally recognized as a premier outpatient mental health clinic.

Wilder Research (WR) has been conducting community-based research since 1917. WR is committed to research and evaluation that is useful, culturally competent, cost-effective, and respectful of individual dignity and confidentiality. WR works with about 150 local, state, and national organizations each year to study the effectiveness of their programs and services. WR has extensive experience working with public schools to improve student academic achievement. In particular, WR has conducted numerous evaluation studies of projects and programs aimed at improving the educational success of low-income and racially/ethnically diverse urban students.

Project Director: St. Paul’s PN Project Director, Hamilton E. Bell, is currently the Principal at SPPS University Academies for Boys and Girls at North End Elementary (North End). For the past three years as Principal, Mr. Bell has overseen the transformation of North End using the Achievement Plus community school reform model, a Wilder and SPPS partnership. His experience at North End – taking a struggling school in a low-income neighborhood with virtually no community partnerships and transforming it to a community school now demonstrating strong academic improvement and significant family and community support services – uniquely qualifies him as an outstanding leader for St. Paul’s Promise Neighborhood.

Mr. Bell was raised in the proposed Promise Neighborhood area, and is a graduate of St. Paul’s Central High School and Macalester College. Bell has proven the importance of using data to drive services in his work at North End. He and his North End staff use test data to

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identify student strengths and weaknesses – efforts that have demonstrated success. In the spring of 2009, North End saw a 23% increase over the previous year in science scores, a 17% jump in math (12 points higher than the district average), and an 8% increase in reading scores.

North End, under the leadership of Principal Bell, has adopted and endorsed a true college-going culture. Each classroom posts college pennants with the year that the class will graduate from college. The Principal's message page on the school website states that North End offers a learning opportunity that "emphasizes preparing urban learners to succeed at the college or university level, and thus properly positioning them to become our Nation's future leaders" (www.northend.spps.org). Indeed the tag line of North End is "Home of the Future Leaders".

Mr. Bell has demonstrated an impressive capacity to develop community partnerships at North End Elementary. An example includes collaborating with a local college (Bethel University) so college students can both study and help teach at the elementary school. Additional partnerships as part of Bell's work and the Achievement Plus transformation include employment counseling delivered by Goodwill Easter Seals, bilingual Latino family support services offered by *Comunidades Latinas Unidas En Servicio* (CLUES), a family support center open to the community, including two evenings each week until 8:00PM, tutoring services provided by East Side Learning Center, and Wilder on-site mental health services.

The demonstrated commitment to, passion for, and success in initiating and implementing the Achievement Plus community school reform model, positions Hamilton Bell as the clearly capable leader to make St. Paul's Promise Neighborhood a success. Mr. Bell's vision, experience, and charisma, coupled with Wilder's century of proven community-responsive programs and research and data management expertise, will certainly combine to provide the solid, accountable leader and lead organization that this massive effort demands.

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Experience in Efforts Similar to Promise Neighborhoods: The Achievement Plus partnership for community schools was established in 1997 between Wilder, the Saint Paul Public Schools, Ramsey County, the City of Saint Paul, and multiple community organizations, with the overarching goal of improving academic achievement of low-income children. The partnership and the community school model embrace the core elements of academic rigor, extended day learning opportunities, and learning supports – all core PN elements.

Achievement Plus schools serve as a community hub in three low-income East Side St. Paul neighborhoods. Creating lasting partnerships with community organizations and entities based on needs identified in the school and the neighborhood is a hallmark of the model. An on-site facilitator fosters and maintains relationships between the schools, government entities, and local providers. While services vary slightly in each school based on neighborhood needs, in all locations services are open to all students and their families as well as to neighborhood residents. Services include many of the important types of services we will consider for St. Paul’s PN – physical, dental, and mental health services; early intervention programs; housing, employment, parenting and life skills services; mentoring and tutoring, and leadership development.

Achievement Plus partners recognize the importance of using data to drive services. Originally the model focused only on student and family support services, but evaluation results²⁴ demonstrated that this approach was not leading to academic gains for students. In response, a standards-based instructional program - Project for Academic Excellence, a local adaptation of America’s Choice - was infused into the model, and has now been adopted in all

²⁴ *The Journey to Reform: A Successful Urban Educational Reform Initiative in Review.*

Achievement Plus: 1997-2005 (2006). A publication of Saint Paul Public Schools and Achievement Plus, Saint Paul, MN.

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SPPS Elementary Schools. Following this, academic gains began.

In practice, Achievement Plus has operated as a true partnership. On-site facilitation staff are Wilder employees. For daily work activities, however, they are more similar to employees of the school district - with SPPS email accounts, access to SPPS employee data systems, offices on-site in the schools, and with dual supervision provided by Wilder and SPPS. A somewhat similar structure for St. Paul's Promise Neighborhood is described in the following section.

In addition to oversight of Achievement Plus, Wilder is located in the PN and provides many services to children and families in the PN and across St. Paul. Wilder is especially proud of its delivery of evidence-based programs, including Incredible Years. In 2009, Wilder's Incredible Years program was one of just 27 nationwide to win the Science and Service Award²⁵ from the Substance Abuse and Mental Health Services Administration (SAMHSA), which recognized Wilder's exemplary and effective delivery of this outstanding early childhood program.

Also notable, though many around the nation may be unfamiliar with the Southeast Asian population in St. Paul's PN, Wilder has been employing and providing services to this community for over 25 years. Wilder's bilingual/bicultural staff serve Hmong, Laotian, Cambodian, and Vietnamese immigrants and refugees. Services help children, adults and families with social adjustment, needs related to trauma experienced in clients' home countries or refugee camps, and issues with acculturation.

Additionally, the Wilder Center for Communities (WCC) demonstrates Wilder's long commitment to developing and supporting diverse, effective and principled community leaders. WCC works with individuals and organizations to introduce the fundamentals of civic involvement, to nurture and build the skills of emerging leaders, and to renew the energy and

²⁵ <http://www.samhsa.gov/ScienceAndService/mhp2009.aspx>

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commitment of experienced leaders. This rich experience will lend immeasurably to the development of resident leaders in St. Paul’s Promise Neighborhood.

Given the PN planning year expectation for expedient research-driven efforts, the role of Wilder Research (WR) is critical to the success of St. Paul’s PN. WR staff are trained in techniques for administration of tests and assessment tools in school settings, interviewing, focus groups, and self-administered questionnaire approaches (on-line, mailed). WR has extensive experience conducting community surveys and working with school administrators, teachers, students, and their parents to gather data and report it in a timely and useful way.

For example, in two current projects, WR administers one-on-one assessments (*Woodcock-Johnson Tests of Achievement*, *Peabody Picture Vocabulary Test*) to about 1,000 students age 4 to 8 each fall in over 50 schools. WR is also currently surveying 1,200 parents of urban students; the survey is translated into Hmong, Karen, Somali, and Spanish for both self-administered and phone administration formats. All research conducted by WR meets or exceeds industry standards regarding ethical conduct and confidentiality. All staff have extensive training on ethical research standards and legal regulations. Wilder Research strives to conduct even-handed, nonpartisan research. WR studies can be accessed by visiting www.wilderresearch.org.

Key Staff and Partners: In addition to Project Director Hamilton E. Bell, several critical Wilder staff and representatives of PN partnering entities will ensure our success. During the planning year, WR Executive Director Paul Mattessich will provide supervision and oversight of the project as a whole, including supervising the Project Director; WR Associate Director Dan Mueller will oversee all aspects of the needs assessment, segmentation analysis, and data management system development; Ronnie Brooks, Director of Wilder’s Center for Communities, led the design of our planning year, and she will play a significant role in the implementation of

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planning year activities. Additionally, Wilder’s President MayKao Y. Hang will act as a champion for the project in the community, in addition to Project Director Bell. As Wilder’s 6th President and CEO in 104 years, Ms. Hang is an inspirational leader who grew up in St. Paul after her family immigrated to the United States from war-torn Laos in 1976.

Alignment with SPPS current school transformation and other major reform efforts will be key to the success of St. Paul’s PN. To assure this, SPPS has committed to assigning their new Director of Turnaround Schools, Andrew J. Collins, with strategic oversight responsibilities of three aligned efforts – turnaround schools, Achievement Plus, and the Promise Neighborhood. Mr. Collins has extensive experience in initiating school reform and maintaining successful outcomes via Achievement Plus; he was the Extended Learning Coordinator for the model at its inception. Prior to his new role as Director of Turnaround Schools, Mr. Collins was the Principal of Dayton’s Bluff Achievement Plus Elementary School; the school has received numerous awards for his work there. (Key Project Staff Resumes in Appendix)

Several key visionaries and supporters of St. Paul’s Promise Neighborhood from partnering entities will also be critically involved in the success of the project:

Mayor Christopher B. Coleman: As the City’s 45th Mayor and a lifelong resident of St. Paul, Mayor Coleman took office in 2006 and put bridging the education gap at the core of his agenda. His Early Childhood Learning Initiative, the Second Shift afterschool initiatives, and access to college information and scholarships are revolutionizing the city government’s role in education.

Ward 1 City Councilmember Melvin Carter III: Elected in 2007, Councilmember Carter represents our entire PN on the St. Paul City Council. Inspired by Harlem Children’s Zone work to end the academic achievement gap, he created the unique partnership between City, County, public schools and community partners known as the Community Investment Campus.

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Valeria Silva, SPPS Superintendant: Ms. Silva began serving as the District's Superintendent December 16, 2009. She has a broad range of experience in the district, as Chief Academic Officer, Director of English Language Learner Programs, Principal and other positions. Ms. Silva is a recent graduate of the prestigious Broad Superintendent's Academy.

Ramsey County Commissioner Toni Carter: Elected to District 4 in 2005, Commissioner Carter's work with the St. Paul Children's Collaborative has a clear focus on strategic school, community and intergovernmental partnerships for child safety and student achievement. She is also dedicated to working with neighbors, businesses, and jurisdictions to increase opportunity and prosperity for residents and businesses within the Central Corridor light rail transit area.

SPPS Foundation Executive Director Mike Anderson: Mr. Anderson brings policy and practical experience to the PN Initiative. Prior to his current role, he was the Executive Director of the East Side Neighborhood Development Company where he partnered with the city and Wilder to create an Achievement Plus school in his neighborhood.

5) QUALITY OF THE MANAGEMENT PLAN

As introduced in the Project Design section, the management structure of St. Paul's Promise Neighborhood will include significant community involvement and clear commitments by key partners, Wilder and SPPS in particular. The Project Director, currently an SPPS Principal, will remain an SPPS employee but will office at Wilder. His work will be supervised and supported by Wilder staff. As noted, Andrew Collins, SPPS Director of Turnaround Schools, will provide strategic direction and supervisory oversight of the Project Director on school district related matters. (Management Structure in Appendix F) As demonstrated in the successful implementation of Achievement Plus, this model works for Wilder and SPPS. This model also recognizes the successful leader development support model at Harlem Children's Zone.

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The Promise Neighborhood Advisory Board (PNAB) will provide guidance and direction to the PN project. Membership for the PNAB is listed in the attached MOU and will include public officials serving the PN, representatives from faith and business communities and community organizations, as well as teachers, parents, and neighbors from our target schools. The PNAB members or their designees will meet the first two months of the planning year and bi-monthly thereafter, for a total of seven meetings during the planning year. The group will select and institute a decision-making standard (e.g. Robert's Rules, 60% approval), and will assist the Project Director in identifying potential Chairs for each Solution Action Group (SAG).

The PNAB will also be responsible for oversight of the budget and approval of significant adjustments to the planning process. This group will work with the SAG Chairs to fully integrate the components for an implementation plan, which the Board will endorse and bring forward in the form of recommendations to each party of the MOU for action. As noted in the attached MOU, the PN Advisory Board does not have the power to compel or commit action by any signatory to the MOU; the Wilder Foundation Management and Board of Directors have ultimate accountability for the fiscal and operational integrity of the project.

The work to refine and solidify a continuum of solutions will largely be conducted by the Solution Action Groups. Membership for these groups will be solicited from members of the Community and Youth Advisory Boards (convened in Summer 2010), and during community meetings to introduce the project. The PNAB and Project Director will solicit and engage individuals to act as Chairs according to their capacity to effectively manage and complete the work required in the planning year. SAG Chairs will receive an honorarium for their work and will be held accountable for results. The Project Director will have authority to replace people in these roles as necessary to assure work is progressing and is completed during the planning year.

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As noted previously, each SAG will initially plan to meet monthly during the planning year, with this frequency changing with changes in the demands of each group. Over the course of the planning year, the Chairs of each SAG will also convene monthly in meetings facilitated by the Project Director, to ensure that the work of all the SAGs are integrated and coordinated.

Three times during the planning year, the SAG Chair monthly meeting will be held in conjunction with the PNAB bi-monthly meeting. The initial combined meeting will be a training session and will also include Wilder staff assigned to support each SAG. The training session will cover the goals and expectations of each SAG, and the structure and process for achieving these goals. The training session will also offer skill building in effective communication, meeting management, building consensus, and public engagement strategies. Training participants will learn about the success of the Achievement Plus model in building community partnerships to deliver academic excellence, extended day learning, and family supports.

In addition to serving on the PNAB, the Wilder President will act as an active champion for the project. This role of the Wilder President has been invaluable for Achievement Plus. She will offer insight to and remain apprised of project activities through communication with the Project Director and with the Executive Director of Wilder Research, the Project Director's supervisor at the Foundation. Wilder's President will share information about PN activities and progress with the Wilder's Board of Directors in their monthly meetings. Wilder's Board may invite the PN Project Director to join one or more of their monthly meetings to offer first-hand information and to answer questions they have on the project, as needed.

Wilder Research's Executive Director sits on Wilder's Leadership Team, a small group of the top programmatic and administrative staff in the Foundation. This group meets weekly and will provide an opportunity for PN updates to the President. Twice each month, this group

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expands to include the Operational Leadership Group – a broader programmatic and administrative group that offers the Leadership Team “on the ground” information about programs, services, infrastructure, and other issues in the organization. Beginning with the commencement of the planning year, the PN Project Director will join Wilder’s existing Operational Leadership Group – offering another consistent opportunity to keep Wilder’s President, and ultimately the Board, apprised of Promise Neighborhood activities.

Incorporating a Diversity of Perspectives: St. Paul’s PN will use four principal strategies to assure a diverse group of community representatives are involved in the design, implementation, evaluation, and in making adjustments to St. Paul’s PN project. Even prior to the commencement of our planning year, we will implement a clear process to engage residents in **Community and Youth Advisory Boards** to ensure the needs assessment is as individualized as possible. As listed in the MOU, the project’s guiding body, the **PN Advisory Board**, will include teachers, parents, and neighbors from our target schools, as well as representatives from the Promise Neighborhood faith and business communities.

The **Solution Action Groups** will solicit and include stakeholders from all levels of the community: policymakers and public officials, local business, service provider, and education representatives, and families and service recipients. These broad and inclusive groups will conduct the bulk of the work that will result in an implementation plan designed in response to community interests and needs. Finally, the project will reach out to the community at large through a purposeful series of four **Community Meetings** and through **Internet Updates** on Wilder’s website. Each set of community meetings (project introduction/engagement, needs assessment results presentation, draft implementation plan discussion, and final implementation plan presentation) will be held at multiple times and will offer refreshments and child care, to

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promote participation of a variety of participants. Project updates on Wilder’s website will also offer engagement opportunities.

Community and Partner Commitment and Scale-Up: Wilder and the key PN partners are committed to doing *whatever it takes* to create a system of “cradle to career” opportunities for children that attend Jackson and Maxfield and their families and neighbors. PN partners are eager to expand these opportunities throughout low-income neighborhoods in St. Paul.

As demonstrated in the attached MOU (Appendix C) and matching funds commitment letters (Appendix D), the following government entities and community organizations have made financial and program commitments to St. Paul’s PN initiative: the Wilder Foundation, Saint Paul Public Schools, City of St. Paul, Ramsey County, Frogtown Neighborhood Association, Summit University Planning Council, the YWCA of St. Paul, and the St. Paul Public Schools Foundation. Nine corporate and private foundations have committed \$140,000 in matching funds to the project. The Greater Twin Cities United Way has also committed \$20,000 to support the community engagement work to develop the needs assessment this summer.

In addition to initial commitments to the planning year of the project, organizations have indicated a number of programs they currently operate that may become a part of the final implementation plan. There is also an agreement and framework in place through the expansion of the Learning Campus initiative (geographic zones designed to streamline, coordinate, and ensure equity and access to learning opportunities) for how the St. Paul PN will be scaled-up. The Mayor, Superintendent, County Manager, and the head of each partnering organization are actively involved in the development and scale-up plan for the Promise Neighborhood initiative.

In coordination with the City’s Learning Campus efforts, the initial PN area will target nine census tracts (324-327 and 335-339) surrounding Jackson and Maxfield within the Frogtown and

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Summit-University neighborhoods. Based on results and lessons learned from the work at Jackson and Maxfield, efforts will be expanded beyond the initial PN to include all of Learning Campus 3, followed by expansion into the Learning Campuses being developed in St. Paul's other low-income neighborhoods on the City's East and West Sides (Learning Campus 4 and 5).

Sustainability: Promise Neighborhood funding will only be sustainable if the project demonstrates documentable success – more children ready for kindergarten, more students proficient in core subjects, and more students with post secondary degrees. St. Paul's PN key partners have demonstrated commitment to devote energy and to invest resources in Promise Neighborhood work. Wilder has demonstrated immense capacity in the past to raise funds for collaborative educational efforts. A key example of this is Achievement Plus, for which Wilder raised over \$13.6 million in grants and donations from foundations, corporations, government entities, and individuals over the last 13 years. This support, from at least 22 different funders, helped to create and sustain one of the premier “community school” models in the nation.

Real sustainability rests on the commitment of the PN government partners to allocate financial and program resources to what works. Guided by experience and evidence, the government entities that are a part of St. Paul's Promise Neighborhood initiative are committed to making the policy, program, and funding changes needed to implement successful programs and to terminate those that don't work. Their commitment is evident in the attached MOU.

6) SIGNIFICANCE

Leadership at the Wilder Foundation and of key PN partners recognize the need for sustained vigilance in **tracking available funding sources** to assure the sustainability of this project. As lead applicant, Wilder employs a team of development staff who are responsible for monitoring and pursuing available funding sources to support the organization's work. Wilder development

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staff use *The Raiser's Edge* software to track donations and grants, tracking revenue for each program area individually. Fundraising for the PN will become a primary function of Wilder development staff. These staff already work with the SPPS Foundation and the SPPS Office of Innovation and Development to raise revenue and ongoing support for Achievement Plus. This collaborative work will be expanded to include support of the PN.

Wilder's development staff are also accountable for **tracking county, state, and federal policy and regulatory changes** that may have an impact on Wilder's programs and services, or on the recipients of services. Additionally, Wilder employs a full-time staff with a focus on health care initiatives, whose primary role is to oversee Wilder's engagement with managed care plans. This staff is also responsible for specifically tracking policy changes that may impact Wilder's delivery of services under current or future managed care contracts. These staff, as well as Wilder Leadership Team members, join together as Wilder's Public Policy Committee to discuss ideas, issues, and concerns related to new, ending, or changing policies and regulations.

In addition to Wilder's work to track policies and regulations that may impede or assist in our implementation of the PN project, the public officials serving on our PN Advisory Board will alert their fellow Board members of such information. Government entities that are key partners and have a designated PN role will consistently share information not only on major policy and regulatory changes they know of, but also of any internal procedural changes in their respective entities that may impact PN work. Whether generated by Wilder development or leadership staff or in the PN Advisory Board, policy and regulatory changes with potential impact to PN work will be communicated with appropriate parties at the MN Department of Education, U.S. Department of Education, our Congressional Delegation, and others.

Likelihood of Long-Term Systems Change: St. Paul's PN vision and plan is rooted in the

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hopes, dreams, and aspirations of the people in St. Paul’s poorest neighborhoods. Guided by the community school partnership model of Achievement Plus, St. Paul’s Promise Neighborhood will use the energy that fuels these dreams, hopes, and aspirations to build a concrete continuum of services to ensure a community where all children succeed in school and in life.

However, vision and good intentions are not enough. This is why St. Paul has assembled the specific team of players who will assure the success of a Promise Neighborhood. St. Paul’s PN lead applicant, Project Director, and key partners have the extensive collaborative working history, decades of proven program outcomes, unmatched research and evaluation experience and capacity, and a clear commitment to the community. Not only have key partners and community supporters committed funds and program capacity as documented in the MOU and matching fund letters – they have committed to this work starting right now. To assure the planning year proceeds, WR staff will initiate the community engagement process to inform the needs assessment this summer.

Strategy That Builds on Proven Work: St. Paul’s key PN partners have over a decade of experience delivering a model remarkably similar to the Promise Neighborhood. Moreover, *Achievement Plus is working and has shown sustained results*²⁶. At Dayton’s Bluff, an original Achievement Plus school, the student demographic has not changed (in 2009 - 83% students of color, 30% Limited English Proficiency, 92% free/reduced lunch), but academic achievement has skyrocketed and problem behavior has plummeted. From 2000 to 2009 reading proficiency climbed from just 12% to 68%, now 12 percentage points higher than the SPPS district average. Math proficiency in 2009 was 66%, compared with a SPPS district average of 54%. Behavior

²⁶ Achievement Plus: A partnership to transform underachieving schools (2010). Wilder Research.

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has also improved. Between 2001 and 2005, teacher ratings on a five point scale of “student and classroom order” jumped from 2.0 to 3.7, higher than the 3.5 national norm.

The Achievement Plus model and its founding and operating partners, the same partners who have now joined to create St. Paul’s PN, believe that all children, regardless of background or family income, have the ability to achieve academically. Achievement Plus is a holistic approach to making this vision a reality. Having been in place as a collaboration between Wilder, SPPS, the City of St. Paul and Ramsey County for 13 years, it is also clearly a winning model for systems change. (Achievement Plus awards listing in Appendix F) Partners are poised to import and extend the Achievement Plus pipeline beyond early childhood/elementary to a true cradle to career continuum of solutions.

The key partner group for St. Paul’s PN is further invigorated by the confluence of supporting and aligned initiatives that are currently underway. The Community Investment Campus focused on the neighborhoods around Maxfield and Jackson now geographically defines the Promise Neighborhood. The SPPS transformation plans for Maxfield Elementary will help provide resources and structure to assure changes happen in this persistently lowest-performing school. The energy and resources behind the Central Corridor light rail will bring enhanced accessibility and new opportunity to the neighborhood. The Learning Campus initiative provides a framework for PN scale-up plans to St. Paul’s four poorest neighborhoods.

St. Paul’s Promise Neighborhood’s leadership is seeking a game changer for the City, not another “boutique” program that won’t build a foundation for systems change. Their commitment is to do *whatever it takes so every child* in the neighborhood graduates from high school, goes on to post secondary education, and secures a good job. Their promise is to create a city where *all children succeed in school and in life*.