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NEED FOR PROJECT

Absolute Priority Requirement # 1: Description of the Parkside-Kenilworth Neighborhood and Level of Distress

The Parkside-Kenilworth community is an island of mostly dilapidated residential neighborhoods tucked in the northeast corner of Ward 7 in Washington, DC. There is only one way to enter the community; it is cut off from the rest of the city on the east by the Anacostia Freeway (highway 295), on the west by federal and District parklands and the Anacostia River, and on the south by a nearly-closed Pepco electrical plant. Living in this isolated place are hundreds of extremely poor families coping with an array of challenges: high rates of crime, unemployment, academic failure (low test scores, high rates of drop out), teen pregnancy and HIV/AIDS. The three schools that are located in the community—César Chávez Public Charter, Neval Thomas Elementary School, and Kenilworth Elementary School—are struggling, and the neighborhood lacks even basic services like grocery stores, medical clinics, and libraries. Without a coordinated effort, children growing up in Parkside-Kenilworth face a bleak future; children growing up in neighborhoods marked by concentrated poverty are at risk for a range of negative outcomes, including poor physical and mental health, academic failure, risky sexual behavior, and delinquency (Leventhal, Dupéré, & Brooks Gunn, 2009)

Parkside-Kenilworth is comprised of five contiguous neighborhoods, including Kenilworth and Eastland Gardens in census tract 96.1 and Mayfair, Parkside, and Paradise in census tract 96.2. The area has a population of almost 5,550 people (according to the 2000 census) in an area slightly less than 2 miles long and less than 1 mile wide (see Figure 1 below). While much of the area was once a prosperous middle class community, it declined after the construction of Highway 295 in the 1950s and has been struggling since the loss of local industry

(including a 7-Up bottling plant) and the flight of most of its middle class residents to nearby Maryland suburbs.

Figure 1: Aerial View of Parkside-Kenilworth (aka the DCPNI “footprint”)



A Community in Distress. According to the 2000 census, 31 percent of Parkside-Kenilworth residents lived below the poverty line, a rate 10 percentage points higher than the city average and high enough to consider it a “concentrated poverty” community where children face limited life chances. More recent data from the American Community Survey (ACS) in 2008, shows that poverty rates in Ward 7, which includes Parkside-Kenilworth, remain very high: 27% as compared to 17% District-wide. Unemployment is also higher than the city average; in 2000, the figure for Parkside-Kenilworth was 17 percent versus 11 percent citywide. The current recession has made the situation worse; estimates from December 2009 indicate that the

unemployment rate of Ward 7 is now as high as 20 percent (DC Department of Employment Services, LAUS Unit). Adding to the challenges for the community, in 2000, 33 percent of adults living in Parkside-Kenilworth lacked a high school diploma or GED, compared to 22 percent citywide.

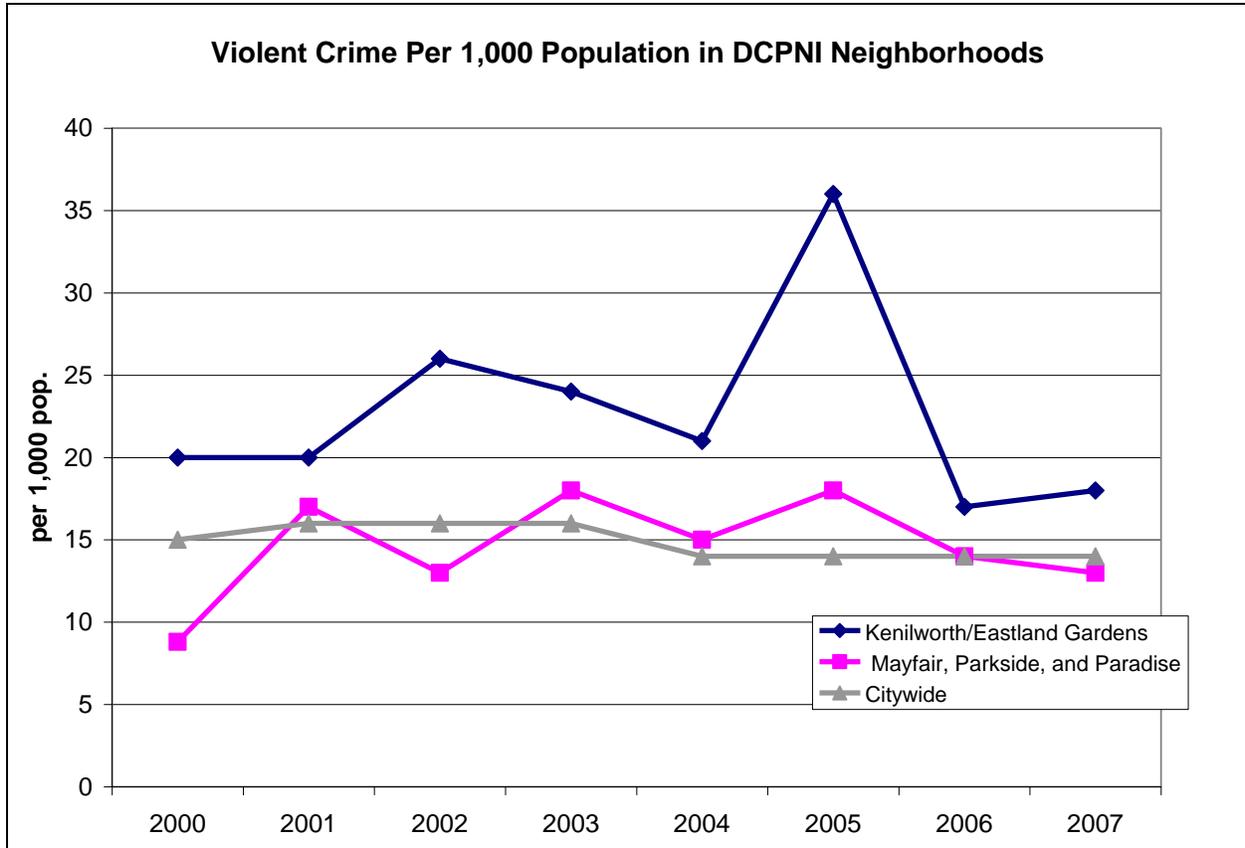
Reflecting the community's overall economic distress, homeownership rates in the area are low —just 20% in 2000, about half the figure for the rest of the District. Further, the share of federally subsidized housing is relatively high, with just over 300 distressed public housing units in the Parkside-Kenilworth developments and 63 Housing Choice Vouchers located in the area. The DC Housing Authority (DCHA) now intends to apply for a Choice Neighborhoods grant to revitalize the developments. Other subsidized housing in the community includes Mayfair Mansions , a recently-revitalized 569-unit apartment complex, which has 409 Section 8 rental units.

Crime is a serious problem for Parkside-Kenilworth; like the rest of the City, the community suffered from the effects of the dramatic increase in drug-related and violent crime of the late 1980s and 1990s. During that period, the crack epidemic hit the District, and particularly Wards 7 and 8 hard; DC's homicide rate was extremely high, making the city one of the most dangerous in the nation. In Parkside-Kenilworth, the Mayfair Mansions were notorious, overrun with drug trafficking and violent crime. The development was so troubled that it inspired the Nation of Islam to create its first Security Force.

While the area is now benefiting from the City's overall decline in crime rates, violent crime is still a pressing issue for the Parkside-Kenilworth community. As shown in the Figure 2 below, violent crime in the Kenilworth and Eastland Gardens neighborhoods (the location of the Kenilworth public housing development) peaked in 2005 and, while it decreased dramatically in

2006 and 2007, still remains considerably higher than the city average. Likewise, property crime rates are very high in these two communities. In contrast, violent and property crime rates for the rest of the community (Mayfair, Parkside, and Paradise) more closely track the citywide average.

Figure 2: Graph of Violent Crime in Parkside-Kenilworth



Children at Risk. Children are especially vulnerable to the negative effects of distressed neighborhoods. In Parkside-Kenilworth, children are even more likely to be poor than their peers living in other parts of the city—where child poverty rates are already extremely high. As of the 2000 census, 38 percent of the children living in the DCPNI footprint lived in poverty, compared to 32 percent of all children citywide. One reason for this extraordinarily high rate of

child poverty is that almost three-fourths (72 percent) of all families living in the targeted area were headed by single-females, a figure far higher than the city average of 52 percent (2000 census). Likewise, 69 percent of all the births in the DCPNI area were to single mothers in 2007, compared to the already-high citywide average of 59 percent.

Another indicator of community distress is the fact that Parkside-Kenilworth has one of the highest teen pregnancy rates in DC. In 2007 (the most recent data available), 25 percent of all births in the community were to mothers less than 20 years old, more than double the city average of 12 percent. This high rate of teen pregnancy is a long-standing problem for the community; the rate of births to teenage mothers has been either the highest or one of the highest in the city since 1998. Teen motherhood creates serious risks both for the mothers, who often drop out of school, and also for their children, who are at high risk for health problems and developmental delays.

Adding to the distress, relatively few mothers of any age in Parkside-Kenilworth receive adequate prenatal care, increasing their risk for a low weight birth baby with an elevated risk of disability, illness, and even mortality. In 2007, 55 percent of pregnant mothers in the DCPNI neighborhood lacked adequate prenatal care (as measured by the Kessner Index), compared to a figure of 37 percent citywide.

Despite the fact that DC leads the nation in children with health coverage—only an estimated 3.5 percent of children in DC were uninsured in 2007 vs. 9.1 percent nationally—many children in Parkside-Kenilworth still fail to get adequate care. There is no pediatric health center in Ward 7 and no primary care facilities accessible to the DCPNI community. This reflects uneven distribution of primary and specialty care providers across the District and infrastructure inequities, including ease of physical access and transportation.

The incidence of chronic diseases such as asthma and obesity among children in DC is among the highest in the nation. According to the 2009 National Survey of Children's health, 45% of DC children aged 6-12 are obese or overweight. Although the situation for children in DC is alarming overall, the Parkside-Kenilworth community stands out as particularly distressed. A 2009 RAND study, *Health and Health Care Among District of Columbia Youth* specifically identified Parkside-Kenilworth as a 'high health risk' neighborhood with high rates of priority pediatric health issues such as obesity, asthma, mental illness, and low rates of physical activity. Discharge data from the Department of Public Health also shows that children living in the DCPNI footprint suffer disproportionately from asthma. (DC Department of Health Asthma Report, 2008). Other serious conditions such as diabetes, HIV/AIDS, injury, mental illness and developmental delays are also prevalent among children in the community. Finally, Parkside-Kenilworth's high rates of non-emergency visits to the Emergency Department (ED) and of hospitalizations for illnesses that can be managed in the ambulatory setting indicate a significant need for a medical home.

The plight of infants and toddlers in the DCPNI footprint is particularly troubling. Though rates of immunizations for school-age children in DC are relatively high due to school enrollment requirements, only 66.6% of 0 – 4 year olds are on track with their immunizations (DC Immunization Registry, May 2010). And, of the 2,145 slots for 0 – 5 child care (family day care home and center-based) available in Ward 7, only 17% are available for infants up to 24 months, although this age group comprises 58.4% of the waiting list for care. In addition, only 17% of all Ward 7 providers qualify for the highest-quality subsidy incentive (Gold) offered by the DC Office for Early Childhood. Another 17% offer market-rate care, while the other 70% are split evenly between Silver or Bronze (OSSE/UDC, Child Care Profiles, 2009), indicating

deficits in professional development and other markers of quality developmental care for very young children.

Struggling Schools. Children in Parkside-Kenilworth attend schools that are struggling with an array of problems, including students that are unprepared and lack of resources. All four—César Chávez Parkside Charter Middle and High Schools, Neval Thomas Elementary School, and Kenilworth Elementary—are striving to improve their student outcomes, but given the overall level of distress among children in the DCPNI footprint, they face a daunting challenge.

César Chávez Public Charter School was one of the first public charters in the District of Columbia and opened the doors of its original campus in 1998 in Ward 1. The original Chávez school has been recognized for its strong curriculum and success in ensuring that graduating seniors are accepted into at least one college or university. The Chávez mission is to ensure that significantly more Washington, DC students have access to a high-quality education that prepares them for success in college and to make a difference in the public policies and civic fabric of their communities. Thus, Chávez is recognized for developing an ever-growing force of young leaders who have the skills and knowledge to create positive change in their communities and the world around them, and provide a model of replication and school network design for other successful schools to follow. After setting up a campus on Capitol Hill, Chávez built a state-of-the-art middle and high school facility in Parkside-Kenilworth in 2005. In 2007, the Chavez LEA introduced its Bruce Prep campus in Columbia Heights.

DC public charter enrollment policy presents a planning challenge that the DCPNI will have to face as it grows to provide a complete continuum of services for all children in the neighborhood. The policy requires admittance based on a citywide lottery as opposed to a

designated neighborhood attendance zone like traditional District of Columbia Public Schools (DCPS). So, for example, this means that the Chávez Parkside campus draws one-third of all middle schoolers living in the immediate Parkside-Kenilworth neighborhood. Remarkably, this makes Chávez the *most chosen* middle school among neighborhood parents since the next-most enrolled school, DCPS' Ron Brown Middle School, draws 26% of the children. Parkside-Kenilworth middle schoolers who do not attend Chávez or Ron Brown disburse to 47 other middle school campuses scattered across the City each school day. Although schools like Ron Brown are not within our footprint and are, therefore, not target schools for the planning and early-implementation phases of the DCPNI, we recognize the need to encompass high-enrollment schools and to reach out to all campuses connected to Parkside-Kenilworth children. See our Management Plan on pp. 73 - 74 for a discussion of how the DCPNI will handle this significant challenge.

A significant proportion of the Chávez Parkside student body is high need. In SY2008-09, 80% of the Chávez Parkside students qualified for free and reduced price lunch, compared to the city average of 60 percent. Twelve percent of the Parkside students had individual education plans, similar to the District average. All of the students at Chávez Parkside are minorities: 92 percent were African American and 8 percent were Hispanic in SY2008-09. The Chávez Parkside campus has a higher share of Hispanic students than the neighborhood demographics (only 1 percent of the DCPNI neighborhoods are Hispanic).

The César Chávez Parkside Campus qualifies as a low performing school as defined by the US Department of Education because the graduation rate for students starting the 12th grade was only 58 percent in 2009. The Chávez Parkside campus had below-average state-required standardized state test scores (the DC Comprehensive Assessment System - DC CAS) during its

first years of operation, and the Parkside campus was put on “conditional continuance” by DC Public Charter Board in 2009 on account of its SY07 – 08 data, which showed that only 31 percent of Chávez Parkside secondary students tested proficient or advanced in reading and only 25 percent tested proficient or advanced in math. But, as Table 1 shows, by the SY08 – 09 schoolyear, the test scores increased substantially, due restructuring and other efforts on the part of the school (see pp. 53 - 60 for more details); because of these improvements, Chávez is once again in good standing with the Charter Board.

Table 1. Share of Students Testing Proficient or Advanced on DCCAS Test

	Reading				Math		
	2007	2008	2009		2007	2008	2009
KENILWORTH ELEMENTARY SCHOOL	22	27	18		16	26	20
NEVAL THOMAS ELEMENTARY SCHOOL	23	45	42		13	37	52
DC ELEMENTARY AVERAGE	38	45	48		30	40	46
CÉSAR CHÁVEZ PARKSIDE	31	28	40		25	27	45
DC SECONDARY AVERAGE	34	42	45		32	41	46

Two traditional District of Columbia Public Schools (DCPS), Neval Thomas and Kenilworth Elementary Schools, are also located in our footprint, offering Pre-K through 5th grade. All children ages 5-22 (kindergarten through 12th grade) living in the District have the right to attend their in-boundary DCPS school, and the DCPNI footprint area aligns precisely with the Neval Thomas and Kenilworth Elementary Schools’ attendance zones. The vast majority of students who attend Kenilworth ES and Neval Thomas ES lived in the DCPNI boundary in SY2008-09: 89 percent of all Kenilworth students and 79 percent of Neval Thomas

students are from the DCPNI footprint. Half of elementary school students in the DCPNI footprint overall attend Thomas or Kenilworth ES.

All of Neval Thomas students are African American (100 percent), and 80 percent qualify for free and reduced price lunch. Ten percent had individual education plans. Attendance rates at Neval Thomas are very high, 97 percent of the students met the attendance requirements in SY2008 (OSSE NCLB reports). As Table 1 shows, test scores at Neval Thomas have increased substantially over the past few years. Neval Thomas Principal Ruth Barnes received a *Washington Post* Distinguished Leadership Award in 2010 in recognition of the school's great improvements.

Kenilworth Elementary School, which also has a 100% African American student body, has an even greater share of disadvantaged students (84 percent of all Kenilworth students qualify for free and reduced price lunch), and the school has not experienced any gains in test scores. In fact, Kenilworth is one of 10 schools in the city that OSSE has identified as meeting the definition of Tier I "persistently lowest-achieving" schools. As Table 1 shows, test scores at Kenilworth Elementary School have been strikingly low; however, reported attendance at Kenilworth ES was 100 percent in SY2008. It is worth noting that Kenilworth Elementary is the in-boundary school for children from the Kenilworth Courts public housing complex, our footprint's most distressed neighborhood.

High levels of student mobility are also a challenge for schools in our footprint. Data collected for *Quality Schools, Healthy Neighborhoods: A Policy Report* (Brookings, 2008) shows that, on average, 14 percent of public school students switch from one public school in the District to another public school before they reach the terminal grade (years 2001-2006), and the rates of early exits vary significantly by Ward. The poorest wards in the city with the lowest

Figure 3: Map of Parkside-Kenilworth and Its Schools and ECE Providers



quality schools (Wards 5, 7 and 8) had the highest rates of early exits (at 18 percent, 17 percent, and 17 percent, respectively). Ward 3, the most affluent ward in the city, had the lowest early exit rate (5 percent). More recent analysis by the UI, who partnered with Brookings on this research, found that, in comparison to other DC public schools, Kenilworth and Neval Thomas Elementary Schools had low test results in 2006-07 and moderate early exits.

PROJECT DESIGN & SERVICES

Absolute Priority Requirement # 2: Description of How the DCPNI Will Plan to Build the Continuum

How DCPNI Will Plan to Build the Continuum: DCPNI is a two-year-old project whose **Vision** is that each child in the Parkside-Kenilworth neighborhood of Ward 7 in the northeast section of Washington DC will receive the “Five Promises” of: 1) Caring adults; 2) Physical and emotional safety wherever they are; 3) A healthy start; 4) An effective education 5) Opportunities to help others. (For more on the Five Promises, please see the Match letter from the America’s Promise Alliance in Appendix D.) The **Mission** of the DCPNI is to increase the number of children who complete their education – from cradle to college – and enter adulthood as productive participants in the 21st century economy and in the civic life of their communities. Our **Approach** has been to create a unique partnership among a public charter school, neighborhood public schools, private corporations, community residents, service providers, expert partners and funders to build a pipeline of services and supports for children in Parkside-Kenilworth. **Our specific goals**, which align with the results prescribed by the Department of Education for Promise Neighborhoods, are: 1) Children enter kindergarten ready to learn; 2) Students are proficient in core academic subjects; 3) Students successfully transition from middle grades to high school; 4) Youth graduate from high school; 5) High school graduates obtain a

postsecondary degree, certification, or credential; 6) Students are healthy; 7) Students feel safe at school and in their community; 8) Students live in stable communities; 9) Families and community members support learning in Promise Neighborhood schools; and 10) Students have access to 21st century learning tools. The DCPNI core organizing **Values** are: ▶ We value the people of this community and want to build upon its existing capacity. ▶ We value our children and schools, which will be at the center of all that we do. ▶ We value accountability, excellence, and data-driven results. ▶ We value close collaboration with our partners and supporters. ▶ We value resident engagement and input in all related decisions.

Our theory of change is that children who receive the “Five Promises” from birth on will grow into healthy, productive adults who deliver the “Five Promises” to their own children and communities. **Our theory of action** is that by coordinating, monitoring, and supporting services and systems that build *successively* good outcomes DCPNI can significantly increase the number of Parkside-Kenilworth children who complete their education and enter adulthood as productive participants in the 21st century economy and in the civic life of their communities. Our success will depend on adherence to our core organizing values, as well as on carefully selected work groups that use data, evaluation, and research on evidence-based approaches to plan and implement solutions our ten goals.

DCPNI will offer a planning structure that emphasizes inclusion of all key partners (e.g. residents, civic leaders, school personnel, providers, government officials, etc.), strong resident voice, and results-based planning focused on data and the identification of evidence-based strategies and programs. At the core of every aspect of our planning structure is community

engagement that promotes leadership and ownership of the DCPNI among Parkside-Kenilworth residents. The key components of our planning structure are as follows:

An Advisory Board comprised of Parkside-Kenilworth residents, government officials, and District-wide representatives with access to knowledge, financial, and other resources (see our MOU in Appendix C for the list of Advisory Board members). The Advisory Board meets monthly to oversee the organizational, programmatic, and financial progress of the DC Promise Neighborhood Initiative, as well as to ensure that DCPNI solutions and systems are integrated across our cradle-to-college-to career continuum, as well as across key partnerships. During the planning year, the primary tasks of the Advisory Board will be to: 1) Develop the framework for integrating our continuum of services at the child- and family-level , 2) review, integrate, and approve the recommendations of the RDWG's (see just below), 3) scale up the DCPNI to serve all children in our footprint, as well as to replicate to other neighborhoods (see pp. 72 – 75).

Results-Driven Work Groups (RDWG's) use data, evaluation and research on evidence-based approaches to plan and implement solutions within and across our ten goals (see above). There will be one RDWG per goal and the membership of each will be a cross-section of neighborhood residents, the four target schools, local service providers, government officials, funders, policy experts, and other DC stakeholders. RDWG's will meet every 3 - 4 weeks to develop recommendations for Principal Council and Advisory Board review (See Figure 5, our Timeline/Milestones Chart on p. 69). Each RDWG will be staffed by an in-kind facilitator donated by organizations with deep content and policy expertise on the RDWG's goal. The Urban Institute, a national leader in data collection and analysis, will assist each RDWG to track its indicators, as well as supply the literature searches and other data. (See pp. 38 – 52 and pp. 61 - 70).

Resident Retreats – To ensure maximum engagement from citizens of the DCPNI footprint, DCPNI will host a series of three resident retreats early in the planning year. Supported by the facilitation resources of America Speaks (see the DC LISC Match letter in Appendix C), each retreat will include about 150 residents. By the end of each half-day session, residents will have: shared their vision for each goal (3 - 4 goals per retreat); received baseline data on each goal and its indicators; reviewed the preliminary solutions presented in this proposal; and provided feedback on how they would improve the solutions. This data will be catalogued and passed back to each RDWG and the Advisory Board. To ensure that neighborhood resident input is taken into full account by DCPNI, the resident members of each RDWG will play key leadership roles in the retreats.

Monthly Neighborhood Dinners function as the “plenary” sessions for neighborhood residents and other stakeholders, as well as the gateway through which new partners and stakeholders (e.g. new provider partners, public officials, funders) will introduce themselves to the Parkside-Kenilworth community. DCPNI leaders have been convening the dinners since November, 2009 with an average attendance of 75. Monthly dinners will continue throughout the planning year.

Principals Council At the heart of the DCPNI is a unique partnership between a charter middle and high school and the two neighborhood DCPS elementary schools to improve academic and social outcomes for all the children who live in the Parkside-Kenilworth neighborhood. We will capitalize on the strong partnership already begun by convening a monthly Principals Council. It is important to note that the principals of the four schools have already been supporting DCPNI planning by assigning key contacts to work with DCPNI staff, and by standing side-by-side at our monthly neighborhood dinners to declare their commitment

to working together and with parents and providers to ensure good outcomes for each child at every stage of his or her life. The principals have also met individually and as a group with Irasema Salcido and Tracy Wright, Chief Academic Officer for Chávez, in order to plan the early phases of the DCPNI. A direct outgrowth of this work has been the work of the Children's National Medical Center mobile units (primary care and dental) with all four schools (see pp. 31 - 32), and a recent innovation has been that Chávez is offering the elementary school principals – who do not have science teachers at present – access to the soon-to-be-opened Tiger Woods Learning Center (see p. 26). Our principals agree with the DCPNI theory of change and action that good outcomes for children are best built on previous good outcomes for children -- no matter which institution supports them.

Says Alice Rivlin, who runs the Brookings Institution Greater Washington Research Project and is a nationally-recognized expert on urban issues as well as fiscal, monetary and social policy: “One of the most exciting aspects of the DCPNI project in Parkside-Kenilworth is the close partnership between the two public elementary schools in the neighborhood and César Chávez middle and high school. Although there has sometimes been tension between DC's vigorous charter school movement and efforts to reinvigorate existing public schools, the DCPNI offers an example of the benefits of charters and public schools working together. Here is one of the city's strongest charter schools working in tandem with the public schools to create a clear pathway to student success for young people in the neighborhood.”

How the DCPNI Will Plan For and Support Significant Improvements at Its Four Partner

Schools: The DCPNI Principals Council will serve as the nexus point for developing and building upon strategies to use DCPNI capacities and partnerships to significantly improve all

four schools located in Parkside-Kenilworth. The Principals Council will include DC Public Schools staff responsible for implementing the School Wide Application Model and reforms at Neval Thomas and Kenilworth Elementary. And, in order to develop real-time, bi-directional communication between the Principals Council and the RDWGs, the Principals will appoint representatives from their schools to sit on relevant RDWGs. Irasema Salcido, DCPNI Project Director and Mary Bogle, DCPNI Deputy Project Director for Planning will attend each meeting of the Principals Council. The Principals Council will meet with the Advisory Board on a regular basis to insure that the Advisory Board will not approve or revise any RDWG recommendation without the full knowledge and assent of the principals and LEA staff responsible for implementing reforms.

At present, the following reform strategies are being pursued at each of the four schools:

Chávez Parkside: Chávez has been using the Transformation Model of School Reform. To this end, the Parkside campus Middle and High school principals who led the schools prior to commencement of the Transformation Model have been replaced with new principals who have achieved the results summarized on p. 59. In addition, intensive professional development and support initiatives have been implemented; comprehensive instructional reform strategies which include the use of a standards-based instructional program are in place; and intensive data monitoring systems are employed to track and monitor the progress of every student.

Neval Thomas and Kenilworth Elementary Schools: DCPS has been using the Schoolwide Applications Model (SAM) for corrective action at both schools. Developed by researchers at the University of Kansas, SAM posits that the special education field has developed evidence-based practices (e.g. positive behavior support and transition planning) that, when integrated logically on a school-wide basis, can benefit both general education and special education

students in tandem. Thus, SAM is a whole-school, all-staff, all-students school model focused on creating a learning environment where all students can achieve at high levels. The Kansas developers have found that when a school-wide approach is applied to low-performing schools affected by conditions of extreme poverty, positive outcomes can be realized for all students from integrated applications of special education practices (Warren, et al, 2003). Under SAM, school leaders and teachers use individual student achievement and behavior data to identify the supports students need to progress and meet grade level expectations. SAM schools undergo a very large change in which they move from providing isolated and separated support services to a model where services and supports are fully integrated and available to all students. In addition to ongoing professional development and technical assistance to schools' leadership teams and staff, an Academic Intervention Coach is also integrated into each SAM school. These coaches are responsible for working with the school's administration and leadership team to identify strategies to increase academic achievement for all students.

Kenilworth Elementary School The DC Office of the State Superintendent for Education OSSE (OSSE) has identified Kenilworth Elementary as one of the city's lowest-achieving Title I schools. OSSE has indicated that it will make an individualized determination as to which of the four RTTT intervention models—turnaround, restart, school closure, or transformation—is most appropriate for Kenilworth by the end of this summer. DCPNI will use the planning year to outline the specifics of how to support the District's implementation of the chosen intervention model. In the meantime, we believe that our solutions, described below, will mesh well with any of the four intervention models should Kenilworth become subject to an intervention that goes beyond SAM.

Proposed Solutions: The primary planning vehicle to be used by DCPNI during the planning year will be the Results- Driven Work Group (RDWG) (See above for description). There will be an RDWG for each of the ten Promise Neighborhood goals and their related indicators as follows: Each RDWG and the Advisory Board will review, build upon, and add to the solutions below. Many of these solutions are based on strong or moderate evidence, where available. Where applicable, we have included [Strong] and [Moderate] notations after solutions to indicate our rating of the evidence based on definitions set in the application package.

Children Ready for Kindergarten: The RDWG for this goal will track two indicators: 1) the percentage of young children who demonstrate age appropriation functions, and 2) The percentage of young children in early learning programs. The solutions proposed just below cut across both indicators by increasing the capacity and quality of early childhood developmental day care in the neighborhood. The goal is to create a best-practice early childhood environment that will enable all the neighborhood children (0-5) to be prepared to enter school.

Numerous evaluations of high-quality preschool programs prove that they yield long-term positive effects that last well into adulthood. To improve deficits in the quantity of infant-toddler slots, as well as the quality of care overall for 0 – 5 children within our footprint (see p. 9 above), DCPNI has attracted an *Educare School* to the neighborhood. Developed through public-private partnership and under the auspices of the Buffet Early Childhood Fund and the Ounce of Prevention Fund (aka the Bounce Network), Educare is a state-of-the-art, full-day, full-year school that serves at-risk children from birth to age five that uses research-based strategies to prepare children for academic and life success. Educare will co-locate on the grounds of Neval Thomas Elementary School and serve up to 175 children from birth to age five. Ground-

breaking is anticipated in Fall, 2010 with doors opening concurrent with DCPNI implementation launch in Fall, 2011. The facility will be operated by the *United Planning Organization (UPO)*, the city's largest provider of Early Head Start and Head Start, which will be responsible for programming. Early returns from an assessment of six Educare schools across the country show that the school readiness scores of Kindergarten-bound Educare children average 98.8, nearing the national average of 100. Children who begin the Educare program earlier in life score better on measures of school readiness. Those kindergarten-bound children who joined Educare between birth and 2 years-old exceed the national average by 5 points. This pattern persists even after controlling for risk factors such as maternal education, race, and teen parent status. (Frank Porter Graham Child Development Institute at the University of North Carolina-Chapel Hill, October 2009). [Moderate]

In boosting infant-toddler slots and high-quality slots overall, we will provide training for staff at the seven (7) family day care homes and centers in our footprint. In partnership with the *Community College of the District of Columbia*, we will offer Child Development Associate classes, as well as AA- and BA-level child development courses at the nearby Educare facility, which offers a state-of-the art training room and observation windows into its care-giving environment. In addition, we will work with UPO and DC LISC to convert under-enrolled 3 & 4 year old Head Start slots throughout the neighborhood into Early Head Start-funded slots for infants and toddlers. Such conversion requires retrofitting of facilities so that they are appropriate for babies and thus *DC LISC's* access to favorable loan packages and their national Community Invest Collaborative for Kids (CICK) will be a great boon to this effort (see the DC LISC match letter in Appendix D for details).

Students Proficient in Core Subjects The RDWG assigned to this goal will track the indicator: percentage of students at grade level in core subjects. Initially, DCPNI will primarily impact students at our target schools of Kenilworth Elementary, Neval Thomas Elementary, César Chávez Parkside Middle School and High School where students are not currently achieving at or above grade level in core subjects. Over time, our strategies and outreach will include other schools that draw significant percentages of Parkside-Kenilworth children.

First, we will transform how summer school is offered to students who live in our neighborhood. Studies have found that disparity in summer opportunities *accounts for almost the entire increase in the achievement gap* that occurs for poor and minority students during the elementary school years. (Silve, 2007; Miller, 1009). Thus, Chávez Parkside Middle and High School will work with Kenilworth and Neval Thomas Elementaries, as well as with our contacts at DCPS, to establish a re-designed summer school program uniquely available to students from the neighborhood. This program will differ from DCPS' current summer offering in three respects: 1) the program will be located permanently in the neighborhood using a network of Chávez, DCPS, and local Recreation Center facilities; 2) rather than focus solely on remediation for failing students, the re-designed summer school will put heavy emphasis on experiential learning and fun field trips modeled after successful summer enrichment programs developed by Teach Baltimore, Building Educated Leaders for Life, and Harlem RBI (Borman and Dowling; Chaplin, D., & Capizzano, J, Urban Institute/Mathematica, 2006): [Moderate]

Second, the DCPNI will promulgate greater use of Social and Emotional Learning (SEL) curricula among our target schools. Review of 30 studies found that students exposed to Social and Emotional Learning (SEL) scored an average of 11-17 points better on academic assessment

tests than non-participating students. (Payton *et. al.*, 2008). The impact of SEL appears to persist through age 18. (Hawkins *et. al.*, 1999) To accomplish this, Chávez will supplement its current literacy curriculum with the *Voices* novel-based reading curriculum; following successful implementation and evidence of academic gains, the DCPNI will work with Kenilworth and Neval Thomas to introduce *Voices* to their elementary reading curricula as well. Currently, *Voices* is being successfully implemented in Washington D.C. at the Robert Brent Elementary School, Maury Elementary School, and the Washington Middle School for Girls. These schools implement the comprehensive reading and writing strategies supported by six universal themes (Identity Awareness, Perspective Taking, Conflict Resolution, Social Awareness, Love and Friendship, and Freedom and Democracy, to dramatically increase core literacy skills and develop social and emotional skills. The major appeal of the *Voices* curriculum is its unique attention to developing literacy and social skills simultaneously, and the power of the themes to tie together the DCPNI academic and family/community-support goals in our schools. Co-authored by Dr. Catherine Snow, chair of the *Committee on the Prevention of Reading Difficulties in Young Children* (1998), *Voices* was designed to utilize findings from the most rigorous scientific research studies on reading. Longitudinal studies conducted by the publisher in Pennsylvania, Tennessee, and Massachusetts found that schools implementing *Voices* had a "significant impact on increasing both the reading achievement and social skills development of young children." (Zaner-Bloser/*Voices* Research and Evaluation Summary, 2010)) Two independent evaluations of *Voices* have found a positive impact on both reading skills and social skills. (Marzano and Associates, 2005; Calaway, 2001). [Strong]

In order to integrate our approach to SEL across our target schools, the DCPNI will continue to deepen its partnership with the *Washington National Opera (WNO)* which already

offers its “DCPS Partnership Program” at Neval Thomas Elementary. Beginning with in-class preparation with WNO Teaching Artists and attendance at the “Opera Look-In,” students reflect on the opera and how it connects to their own culture (*i.e.* school, community, nation, and world). The partnership continues throughout the year as students and teachers work with assigned teaching artists to help develop a work of art that connects the opera to the DCPS curriculum. Works of art, such as a song, story, dance, or visual art piece, are unique to the students’ shared experiences with opera. A recent evaluation of the “DCPS Partnership Program” shows that it boosts student collaborative learning, communication skills (oral/writing), ownership of work and engagement (Performance Results, Inc. 2009).

[Moderate]

Third, Chávez Parkside will build on the benefits of its new high-tech science labs and extend the use of the facility to the other targeted school. In partnership with The Tiger Woods Learning Center, the Chávez Parkside science lab will be outfitted with equipment and curricular materials that will allow students to explore a variety of science, engineering, technology and math career options such as aerospace, rocketry, engineering, and biology. Studies by major researchers found “strong positive effects” of technology on reading and mathematics (Banerjee 2005, Penuel et al. 2002, Knezek and Christensen 2007; Tracey and Young 2006, Yip and Kwan 2006, Fasting and Lyster 2005, Jones et al. 2004, Blok et al. 2002, Penuel et al. 2002, Din and Caleo 2000) [Moderate]

Successful transition from middle school to high school The RDWG for this goal will be charged with tracking the indicator data for attendance rate in 6th, 7th, 8th, and 9th grades, with an emphasis on 6th and 9th grades, critical grades for the successful transition of low income

students to middle school and high school (Balfanz and Letgers, 2004). DCPNI will build a two-tier Early Warning Attendance System around a *current solution* in place at Chávez Parkside. The Chief Academic Officer receives attendance reports on a monthly basis, and refers students accumulating an unacceptable number of absences to the school principal. The principal, accompanied by a mental health clinician, conducts home visits and signs attendance contracts with the families of these students. If poor attendance persists, then the student is referred to DC's Child and Family Services agency and escalated supports and incentives are provided to the student and family (i.e. sessions with the social workers, check-ins with the principal). One year after implementation of this system, Average Daily Attendance at Chávez Parkside has stabilized at 90%. [Moderate]

Second, Chávez Parkside will implement the *Turnaround* attendance and behavior improvement model developed in New York public schools and grounded in the research-proven premise that to drive high performance, high-poverty schools must address the “significant cognitive, social, cultural, and psychological barriers to learning” from which their students suffer. Researchers such as Kendziora, K., & Osher, D. (2009) and Calkins, A., Guenther, W., Belfiore, G., & Lash, D. (2007) documented the Turnaround model as a best practice for improving student achievement in poor performing schools. *Turnaround* will identify the 15% of middle school students that most detrimentally influence school culture through behavior problems. *Turnaround* will embed a team of full-time specialists to work with Chávez's mental health and curriculum teams to develop and implement plans for these students. These plans will include both actions on campus, and support from community-based organizations. [Moderate]

The envisioned two-tiered strategy—with Chávez’s current attendance tracking-and-intervention system applied universally, and more intensive supports focused on the at-risk segment of students—aligns with the evidence-based approach to preventing drop-out urged Robert Balfanz of Johns Hopkins University. (Balfanz, 2007)

Students Graduate High School The RDWG for this goal will track the indicator of high school graduation rate. In 2009, the high school graduation rate in the District of Columbia was 48.8%. In distressed communities like Parkside-Kenilworth, the rate is significantly lower. In keeping with the requirement that our continuum be “linked and integrated seamlessly,” we are certain that many of the current and proposed solutions described above will significantly impact the high school graduation rate. As Craig Jerald finds in, *Identifying Potential Dropouts: Key Lessons for Building an Early Warning Data System*, “Students who struggle in the classroom and fall behind academically are more likely to drop out. Low grades, low test scores, Fs in English and math, falling behind in course credits, and being held back one or more times all have been linked to lower chances for graduation.” (Achieve, Inc. 2006) Thus, Chávez’s summer school, and the implementation of social-emotional-learning and high-tech curricula supports will increase the high school graduation rate. Similarly, Chávez’s two-tiered attendance promotion strategy will be specifically primed to identify and address low attendance during the first 30 days of 6th and 9th grade since this is a powerful predictor of drop-out (Jerald, 2006)

As a *current solution*, Chávez has also carved out extended time for literacy instruction for 9th and 10th graders who enter Chávez. Chávez allows new enrollees, who are often many grades behind academically, to enter up to 10th grade in order to have a chance at college access through Chávez supports. The extended time comes in two forms: (1) An additional school-day

period of remedial instruction from paid tutors for high school students that are failing English; and (2) Saturday school for all 9th and 10th grade students who have failed a class. Though the evidence-base on extended-learning time is thin, what research there is suggests that more time effectively allocated toward learning is valuable, particularly for poor and minority students.

Students Achieve College/career success The RDWG for this goal will track the indicator: the percentage of students who go on to obtain post-secondary degrees, or other credentials. The goal will be to create a culture in the Parkside-Kenilworth neighborhood that promotes a college-going culture which is consistent with current research—both by encouraging an orientation towards college and providing resources to facilitate application and admittance. This is an effective means of increasing the percentage of alumni that obtain post-secondary degrees since underrepresented students generally rely on their secondary schools for college preparation and guidance because they often have parents who have not completed college and they frequently live in communities where neighboring adults have not completed college. (Holland, Framer, 2009, citing Choy, Horn, Nuñez, & Chen, 2000; Farmer-Hinton, 2008; O’Connor, 2000; Sander, 2006.) [Moderate]

To increase the number of Parkside Kenilworth students who complete post-secondary education, DCPNI will implement the following: First, *as a current solution*, the middle school and high school partners with *College & Career Connections (CCC)* to promote a college-going culture and help students explore their options for the future. CCC counselors help students to build important knowledge and skills related to college and careers, and to plan for success as they transition to high school and prepare to pursue postsecondary education. The program, which was envisioned and seeded by Scholarship America and USA Funds, works with the

whole 8th and 9th grade classes, offering regular workshops, college field trips, and career networking activities.

Second, the *Simon Scholar Candidate Program* will be piloted at Chávez Parkside High School for SY2010-2011. The Program is funded by the Simon Family Foundation and is designed to support high school students who have faced adversity and difficult life and economic circumstances in achieving their goal of graduating from college. The Simon Scholars Program selects motivated 11th grade students with average academic achievement and provides support in the form of academic reinforcement and tutoring, SAT preparation courses, college application assistance, exposure to the arts, confidence building activities, life skills training, a laptop, a \$1,000 stipend and financial literacy training. Upon graduation from high school, the students receive a \$16,000 college scholarship and a mentor to advise them and provide personal support throughout college. Case studies of five schools that implemented programs to support their alumni in college found them to be effective in increasing college graduation rates (Corbett and Huebner, 2007). [Moderate]

The addition of the *Candidate Program* will enhance the standard Simon Scholars program at Chávez by extending the program to 9th and 10th grade students who have low-average academic performance to participate in a two-year program held on Saturdays that will focus on basic writing skills, reading comprehension, speaking skills, and study skills. To develop and sustain the expectation of college graduation among the students, sessions will include discussions on preparation for and success in college. By bringing student competencies to grade level, they will be eligible for scholarships such as the Simon Scholars Program.

Students are Healthy The RDWG for this goal will be charged with tracking the indicator percentage of students who have a medical home, and linking their work with that of the "Ready for Kindergarten" RDWG. Like all of the DCPNI RDWG's for the Family and Community Supports Goals and Indicators that follow, this group will often have to coordinate with and even occasionally co-meet with the RDWG's that track academic goals and indicators in order to link and integrate our continuum of services properly. (See p. 66 for more on this.) There is strong evidence that health and success in school are interrelated (Tourangeau, 2006). Controlling chronic illnesses such as asthma, for example, reduces absenteeism. Additionally, long term complications can be avoided or minimized by access to primary care services. The Body Mass Index (BMI) of students, as well as the opportunity for physical activity within the school day affects the students' performance in both reading and mathematics achievement. Food-insufficient children (ages 6-11) are more likely to receive lower math scores, repeat a grade, visit a psychologist, have difficulty getting along with other children. Children with untreated health conditions or avoidable developmental delays do less well in school. Untreated conditions such as asthma and obesity also contribute to more serious medical complications (Haas, Fosse, 2008; Jyoti, Frongillo, Jones, 2003; Centers for Disease Control and Prevention, DC, 2009, Child Trends Why Schools Should Be Concerned About Asthma, 2005).

DCPNI will increase the number of students with a medical home through the *Mobile Health Program of Children's National Medical Center Goldberg Center for Community Pediatric Health*. The MHP is part of the Division of General and Community Pediatrics in the Goldberg Center for Community Pediatric Health at Children's National Medical Center (CNMC). The MHP serves as a "medical home on wheels" and is staffed by the same high-quality faculty members and clinicians as the other six health centers in the Goldberg Center.

The MHP dispatches fully equipped mobile medical (MMU) and dental units (MDU) to underserved, isolated and at-risk communities, and performs the same medical home function as a stationary health center. Since February 2010, and due to relationships developed by the original DCPNI Steering Committee, the MMU and MDU have provided school-linked medical services (once per week) and dental services (once per month) at the three DCPNI target schools in Parkside-Kenilworth. . The plan is to continue using the successful mobile health model until a new stationary health center is available to the community. To this end, DCPNI partner City Interests is developing five blocks of vacant land in Parkside that will include a 65,000 square foot building being developed by the DC Primary Care Association that will offer primary, urgent and specialty medical care services to area residents. [Strong]

In addition to boosting medical homes for children, DCPNI will develop solutions that improve the following four indicators: #/% students who eat 5 or more servings of fruits and vegetables daily, #/% students who receive 60 minutes of physical activity per day, #/% school aged youth obese, and #/% school aged youth overweight. Focus groups interviewed for the RAND Study (see p. 9 above) identified four actionable factors that this DCPNI RDWG will address: lack of healthy food options; recreational facilities with poor quality equipment; limited services for those who are obese, and help learning how to shop and prepare for healthy food. In a recent advocacy victory led by organizations like the CNMC and DC Hunger Solutions, the DC City Council passed the Healthy Schools Act of DC in May 2010. The Act requires and funds: increased access to school meals; higher nutrition standards and improved quality of school meals; triple the amount of physical and health education students currently receive; and expanded school-based health, wellness and environmental programs. By supporting implementation of these reforms, monitoring compliance, and tracking the required indicators at

our four target schools, the DCPNI will ensure that Parkside-Kenilworth children benefit from this comprehensive legislation, and provide a model for implementation of the legislation city-wide.

In addition, DCPNI will work with our partners *DC Hunger Solutions* and *Groundworks USA* to bring a farmer's market to the park space in the Parkside portion of our footprint sometime in 2011. The group will also liaison closely with our *DC Department of Parks and Recreation* partner to assist in the planning and implementation of reopening of the Kenilworth Recreation Center, which, after a \$12 million renovation and 20,000 sq ft expansion, will reopen again in 2011 with space for a health suite, a professional kitchen for food preparation classes, and double its previous gym space.

Students Feel Safe Please see the *SEL* and *Turnaround* solutions offered under our "Students Proficient in Core Subjects" goal. We believe that the emphasis on character education and behavior modification offered by both these solutions will also have significant impact on our indicator, "#/% of Students feel safe at school and traveling to and from school." The RDWG charged with this indicator will identify other solutions to address community youth violence and will develop exceptional out-of-school-time programs, as well as programs to address the needs of out-of-school youth. Though some services exist in both areas, these are recognized as critical service gaps in the Parkside-Kenilworth neighborhood and will need attention across our continuum.

Students Live in Stable Communities The RDWG focused for this goal will track the indicator: student mobility rate. Research shows that between 60 and 70 percent of school changes are

associated with residential changes (Kerbow, 1996; Rumberger et al.,1999). DCPNI will work with its partners to address resident and student mobility in the following ways:

First, the DCPNI is very pleased to have formed a strong and “silo-busting” alliance with the DC Housing Authority (DCHA). *The DCHA intends to focus its 2010 HUD Choice Neighborhoods Initiative Application on the Parkside-Kenilworth neighborhood.* This alliance will promote long-term stability since Choice stresses the tenants’ right-to-return post-revitalization. If selected for Choice, DCHA will work to support residents to return to the revitalized housing through pre-move counseling, provision of social services while residents are off-site. DCPNI’s deep resident engagement infrastructure will be leveraged to maintain strong relationships with residents throughout the redevelopment process.

DCHA has experienced significant success in its rates of return of former public housing residents to its revitalized communities, created with HOPE VI and other mixed-finance development. For example, at Henson Ridge (the former Frederick Douglas/Stanton Dwellings site), a HOPE VI development, to date of the 289 rental units completed, 213 or 76% are occupied by returning residents. In addition, 24 returning residents have purchased homes. It is anticipated that this number will increase to as many as 40 families by the end of construction.

In all its HOPE VI and Mixed-Finance developments, DCHA carries out a thorough needs assessment of each family very early in the planning process. DCHA staff identify which families wish to return to the site. Staff work closely with those families on credit counseling, homeownership training - for those interested in homeownership - jobs and educational training, and the provision of any additional social services needed, so former residents can return to the revitalized site as productive, engaged members of the new community. DCHA also attempts

to the degree possible to schedule relocation around the school calendar, so that students remain in a stable educational situation.

Families eligible for homeownership at the redeveloped sites begin homeownership training and down payment savings plans early in the redevelopment process so they are prepared to return to the revitalized site as new homeowners, with a strong stake in the health and safety of the community.

Second, DCPNI will work with its developer partners like City Interests to ensure that the large-scale neighborhood revitalization plans for Parkside-Kenilworth continue to benefit the neighborhood and are well-integrated with strategies under our other goals. Currently, this revitalization involves returning 15.5 acres of vacant land around César Chávez Public Charter School and Neval Thomas Elementary School to productive use. All told, over the next five years, the effort will produce at least 1,500 apartments and townhomes (20% affordable, 20% workforce, 60% market rate) and 800,000 square feet of community, office and retail space that will improve residents' access to health care, higher education, jobs and community-serving retail. It will also include construction of a new pedestrian bridge that better connects residents to the public transportation, shopping and employment options that exist on the other side of Kenilworth Avenue/I-295, as well as the afore-mentioned sites for Educare, the Community College of the District of Columbia, and the new Health Clinic. DCPNI will maximize and build on these efforts. For example, already as a result of DCPNI partnership attracting Educare to the community, one of our target schools, Neval Thomas, will receive critical renovations on a stepped-up schedule over the next year so that it can effectively co-locate with its new state-of-the-art early care and education partner.

Third, DCPNI recognizes that if a child is not safe or doesn't feel safe at home and in his community, this will show in his work at school. Stable communities mean more than children having a home. Stable communities mean that parents are employed so that they can purchase homes. DCPNI will work with the support services staff of DCHA and the *East River Family Strengthening Collaborative*, a youth development and family support agency serving Ward 7 to address the critical needs for greater security, employment services, and case management services in the community.

Family/Community Support Learning The RDWG for this goal will focus on the indicators “#/% of students with a caring adult at home, school, and community” and “#/% of families that attend parent-teacher conferences.” To advance these indicators, DCPNI enjoys partnerships with two outstanding non-profits: *East River Family Strengthening Collaborative* and *MENTOR*.

The East River Family Strengthening Collaborative (ERFSC) has been a full partner of DCPNI since its inception, participating in planning meetings, community meetings, and tours. ERFSC is a respected, youth development/family support agency serving Ward 7 in Northeast DC. (See the ERFSC letter of support in Appendix F and MOU page in Appendix C) ERFSC currently operates a school-based family and student support program at Kenilworth Elementary that includes a parenting center, job readiness and social services linkage, and case management. This summer ERFSC will sponsor a summer enrichment program with the Kenilworth Resident Council, which also serves as a summer feeding site for children. Students from the community will receive academic reinforcement, as well as recreational and cultural awareness activities.

This intergenerational program will be administered by a certified teacher, her staff and community members.

DCPNI will also work with our partner *MENTOR* (see letter of support in App. F) to match the highest need children (as identified by our segmentation analysis) to volunteer mentors. In a nationwide randomized controlled trial of 1,138 youth ages 6-18 from predominantly from low-income, single-parent households, youth who were assigned adult volunteer mentors were less likely to have started using illegal drugs and alcohol; had fewer days of skipping school; and enjoyed small, marginally significant, positive impact in GPA. [Strong]

In addition, ERFSC will expand their Watch D.O.G.S. program to all four target schools, into the early childhood centers, and beyond to other target school as our Initiative grows.

WATCH D.O.G.S., which stands for Dads of Great Students, is an initiative sponsored by the National Center for Fathering, with the goal of promoting committed involvement of fathers and father figures in the lives of their children and other students. As part of this initiative, fathers and father figures, such as grandfathers, uncles and others, volunteer at their child's/student's school during the school year for at least one full-day and usually monthly. Research indicates that students with involved parents or caregivers are more likely to succeed academically, attend school regularly, have better social skills show improved behavior, graduate and go on to post-secondary education, (AE.Caset, "A Wave of New Evidence" and CDC, www.familit.org) The study "Survey of Father's Involvement in Children's Learning," sponsored by the National Center for Fathering (NCF) and the National Parent Teacher Association (PTA), showed that programs like Watch D.O.G.S. increase fathers walking/taking their children to school (16%), attending class events (11%), visiting their child's classrooms (11%), and volunteering at their

child's school (8%). Also that there are increases in fathers who attended parent-teacher conferences (8%), school meetings (7%) and school-based parents meetings (12%). [Moderate]

Students w/21st Century Learning Tools The RDWG charged with this goal will track the indicator “#/% of students with school and home access to broadband and connected computing device.” Our primary solution will be to work on expansion of the Neighborhood Networks Center which offers free computer access, computer literacy classes, and 1:1 computer tutoring, and already has one location in the Paradise Townhome development. Under Choice, the DCHA Computer Learning Program will also wire all new public and affordable housing units for cable and/or high-speed internet access. Microsoft, a funder of the DCPNI's early planning phase, will also participate in developing solutions for this goal.

Absolute Priority Requirement # 8: Description of How the DCPNI Will Plan to Use Data

Establishing the DCPNI data system will be complex and require careful coordination. As the DCPNI data and local evaluation partner, the *Urban Institute (UI)* will take the lead in overseeing the development of the database, monitoring data quality, and producing regular performance reports for key project and program indicators. Having a high-quality data system is not only critical for performance measurement, it is also critical for the overall evaluation, including being able to measure children's level of participation in DCPNI programs and assessing the impact and cost-effectiveness of these interventions. As the lead entity for the DCPNI Data & Evaluation Team, UI will work to establish protocols about the use and display of project and program indicator data in order to balance the need to protect participant's confidentiality with the need to share data on progress towards DCPNI's goals with both partner service providers and members of the community.

DCPNI intends to partner with *Social Solutions* to adapt its Efforts to Outcomes (ETO) software to develop its multi-level longitudinal data system that will allow for continuous monitoring and evaluation of program initiatives. A multi-level structure is essential because DCPNI's service pipeline intends to affect outcomes for individual children, parents, schools, and the neighborhoods. The database that Social Solutions constructs for this initiative will need to both track family and community support indicators for the solutions proposed above as well as capture all DCPNI service activities and residents' interaction with them—both family units and individual children. Social Solutions created ETO in order to support social service agencies in more effectively monitoring their performance in achieving key goals. Through its work with the Harlem Children's Zone and other initiatives, Social Solutions has already demonstrated its capacity to create and support complex data systems like the one we will need for the DCPNI. Among the key capabilities of the ETO system is the ability to make it accessible to multiple agency partners serving the same client. Some of DCPNI's partners (e.g. ERFSC) already use ETO, which will facilitate introducing the system to the service network.

We will use the planning period to work with Social Solutions to develop the DCPNI core database using the *ETO Impact* software. We will use *ETO Community* Software to coordinate with all service partners to ensure that we capture information on all children and parents participating in any of the pipeline of services at the point of entry and throughout their interactions with all DCPNI programs. All parents and children will be assigned unique identifiers with a common root that enables them to be linked together. Children's IDs will also be cross-walked to their school IDs in order to link them to their school records. Similarly, each child's record will include their school and/or early education and after-school programs, as well as address information. These school and address flags will enable us to both examine

differences among participants as well as pull in the school and neighborhood indicator data from UI's NeighborhoodInfo DC unit (see below).

During the planning year, UI will work with Social Solutions to create a web-based application (using *ETO Community*) that will allow all program partners (e.g. Educare, ERFSC, CNMC, Chávez, etc..) to upload or directly enter program data into the ETO database, as well as ensure that all have the training and support they need to accurately enter information either in real time or at established reporting intervals. This information will include: program participation, services provided, referrals, and outcomes for DCPNI participants. For example, Educare will need to provide data on enrollment of DCPNI children, achievement of developmental milestones (ready to read, etc.), and where children go after completing the program. Likewise, *CNMC* will need to provide information on take-up rates for the mobile van/clinic, provision of well-child services, immunizations, as well as rates of diagnosis for asthma, diabetes, mental health disorders, STIs, etc. [Among the key data issues to be resolved during the planning year will be how to comply with HIPPA regulations while ensuring that CNMC is able to participate in the data system.]

To obtain the longitudinal data on family and community support systems, DCPNI will partner with UI's NeighborhoodInfo DC, which will provide regular data on key community-level indicators over time. NeighborhoodInfo DC compiles information on neighborhood-level indicators such as child poverty, crime, youth violence, unemployment, teen pregnancy, rates of high school graduation, and vital health statistics at the smallest level of geography available and will provide updated data for the DCPNI database on all key indicators at regular intervals.

How the DCPNI will link the longitudinal data system to school-based, LEA, and state data

systems: UI will work with DCPNI to collect academic outcome data about participating

children from the local education agencies, DCPS and all of the 50 individual public charter schools in DC (Chávez is just one of over 50 public charter LEAs in DC). We will link these data with the state-longitudinal data system maintained by the *Office of the State Superintendent of Education*, using the District's unique student identifier, which enables the integration of student test scores, demographic characteristics, attendance, drop-out and graduation among other variables. In developing the system, UI will draw upon its work constructing a database for the National Center for Analysis of Longitudinal Data in Education Research (CALDER) which includes data on DC public schools. Because the District is in the early stages of implementing the unique student identifier, DCPNI along with the help of CALDER will link school-based student data using time-invariant student characteristics (e.g. student first name, last name, date of birth, ethnicity) as an alternative to the unique identifier when there are multiple unique ID's to linking individual students across data systems.

Because DC is one of the frontrunners in terms of school choice programs available to parents, only 37 percent of all public school students attended their assigned neighborhood schools during the 2007-08 school year. As a result, the DCPNI data system will have to be able to track both students who attend the DCPNI partner schools and those who transfer to different DCPS or charter schools. UI's CALDER efforts to assist the Office of State Superintendent of Education in developing the state-level longitudinal system will inform these efforts. Of course, annual changes in enrollment will be one of the indicators we track to assess program effectiveness; presumably, if the DCPNI partner schools improve, more families in their catchment areas will choose to keep their students enrolled in those schools.

How the applicant will use rapid-time data for continuous program improvement: UI will work with each of the DCPNI partners during the planning year to create customized measures that will help them 1) set and monitor progress toward service delivery goals; 2) track the progress of program participants; and 3) track progress on specific program and project indicators. As part of a rigorous local evaluation, UI will provide regular feedback to all DCPNI partners on engagement rates, participation, and interim outcomes. For example, for Educare, we will track the numbers of children attending their programs and the children's performance on indicators such as reading readiness and achievement of developmental milestones. During the time allocated to define these customized measures, UI will also establish procedures governing the frequency with which partners will be expected to upload or enter data to the database as well as regular intervals for on-going evaluation of progress toward program goals. UI will review data at these defined intervals in order to track patterns so that DCPNI staff are able to identify problems as they occur, e.g. a drop off in the numbers of children demonstrating reading readiness or in using *CNMC* the mobile unit service.

How the applicant will document the planning process, including by describing lessons learned and best practices: As part of its local evaluation, UI will conduct a detailed process evaluation to document the planning process and challenges encountered during early implementation. UI will model this process evaluation on the comprehensive implementation evaluation conducted as part of the Chicago Family Case Management Demonstration (<http://www.urban.org/publications/411708.html>). It will include tracking of program data from the DCPNI ETO data system, structured observations of meetings and early program activities, periodic interviews with key actors, and focus groups with parents, service providers, and community residents.

Absolute Priority Requirement # 9:Description of DCPNI commitment to work with a national evaluator

DCPNI's plans to include a rigorous local evaluation in order to ensure that we learn as much as possible from this innovative, comprehensive initiative. UI will lead this evaluation and will develop the full design in collaboration with DCNPI leadership, community residents, and service providers. In addition to the process evaluation and performance monitoring described above, UI's comprehensive evaluation design will ensure that DCPNI is able to assess program impact and cost-effectiveness, as well as start-up and operating cost per child. UI will develop the full design during the planning year, but expects that it will include a baseline and follow-up surveys and observations of parents and children; qualitative interviews with a small number of participants; benchmarks for comparison; and a design for a cost-effectiveness analysis modeled on the Chicago Family Case Management Demonstration evaluation (<http://www.urban.org/publications/411708.html>).

The DCPNI leadership understands that there will also be a national evaluation, and will collaborate with the national evaluation to ensure that our measures and standards for comparison are consistent with the larger research effort. In addition, UI's NeighborhoodInfo DC has existing relationships with DC agencies such as the Metropolitan Police Department (MPD), DCPS, and the Public Charter School Board Authority, DC Department of Health, and DC Income Maintenance Administration, and others. Therefore, UI will be able to ensure that the national evaluator also has access to data and will be included in the agency MOUs. Further, UI will work to ensure the national evaluator's access to each individual DCPNI partner's data, as well as to any primary data UI gathers as part of its local evaluation process.

UI will work closely with the national evaluator to identify a credible comparison community or communities. UI's extensive knowledge and access to data about DC communities will facilitate this process. There are several possible approaches to doing this. Many place-based evaluations use the strategy of defining comparison neighborhoods by looking for areas where baseline outcome indicators are similar to those in the intervention neighborhood. In the case of DCPNI, this would mean identifying areas in the City where students with similar scores on state assessments, similar middle school attendance, and similar graduation rates at the beginning of the study period are clustered. An alternative approach for choosing comparison neighborhoods would be to match on the indicators used for the initial needs assessment and segmentation analysis. These indicators include factors such as parental income; employment; education; age ; mental and physical health status; number of adults in the home; student reading and math proficiency; as well as community-level factors such as exposure to violent crime and access to services.

Once candidate neighborhoods are selected, UI will need to work closely with local community partners to understand the kinds of local initiatives taking place within potential comparison neighborhoods. In order to have the best chance of identifying the "effect" of the DCPNI initiative, we need to select comparison neighborhoods that have no on-going interventions similar to the ones being implemented in Kenilworth/Parkside. Ideally, we would also want to maximize the number of comparison neighborhoods, within the cost restraints of the budget, in order to more clearly identify differences.

Once we have identified an appropriate comparison community, the extensive geo-referenced school micro data available through Neighborhoodinfo DC and CALDER will enable UI to easily select a comparison group of students living within that neighborhood using

propensity scoring or other matching techniques. The evaluators will then be able to easily track key academic and school-related indicators over time at relatively low cost. In contrast, gathering information about most of family and community support indicators for both children in the DCPNI community and in comparison neighborhoods promises to be much more costly and time-consuming. UI will work in collaboration with the national evaluator to address these issues.

Absolute Priority Requirement # 10: Description of Indicators to be Used for Needs Assessment

UI will oversee the needs assessment and segmentation analysis in the planning year, in coordination with the DCPNI leadership and RDWG's. The *first phase* of the needs assessment will consist of two components: qualitative focus groups with community residents (including one for teenagers and young adults); and service providers, and analysis of Neighborhoodinfo DC, DCPNI partner school, and service provider baseline project and program indicator data. UI will work with the DCPNI Advisory Board and Director of Community Engagement to identify and recruit participants for a total of 6-8 focus groups targeting each of the neighborhoods in DCPNI. Guides will be developed to elicit a range of community perspectives on the challenges for children and families in the DCPNI community, overall community strengths and challenges, and service needs. We believe that this type of qualitative data is essential to better understand the dynamics and context of what is happening in the community as well as gain community perspective.

For the analysis of indicator data, UI will gather the data available from the different administrative sources and, as described above, help design a system to integrate them into the DCPNI Efforts-to-Outcomes database. UI will prepare reports from these data that provide a

baseline picture of the status of children within the DCPNI community that will be shared with the different working groups, programmatic team leaders, and community. The indicators included in the baseline needs assessment reports will be used during the planning year and on into the implementation phase.

During the *second phase*, UI will use the data gathered during the first phase of the needs assessment to develop a baseline neighborhood survey. The neighborhood survey will allow us to measure individual- and family- level information on indicators that are not fully captured in the administrative data, e.g. medical homes, housing stability, housing quality, family composition, parental physical and mental health, children's physical health, family support systems, child behavior, social services, neighborhood safety, and Internet access. UI will develop the survey with questions used in other national surveys to make valid national comparisons to other similar populations such as the National Survey of Children's Health, Moving to Opportunity, and the HOPE VI Panel Study.

Depending on resources, UI will either attempt to survey every household with children in the DCPNI catchment area or, if costs are prohibitive, a random sample of these households. Should we have to use the latter option, we would draw the random sample at the block level, weighting some blocks more than others based on information from the 2000 census or five year ACS updates and birth certificates. In either case, the plan is to track the surveyed households over time (beyond the planning year) and conduct follow up surveys at regular intervals to help track progress on key project and program indicators.

UI will also develop a school climate survey to measure how well the schools in the DCPNI footprint promote or inhibit academic performance. For the César Chávez Parkside

campus, we will survey the middle and high school students asking their perspectives about safety; quality of the teachers, classes offered, extracurricular activities; supportive aspects of the school; and students' future goals, among other things. We will use validated school climate measures where possible such as from Talent Development Middle and High Schools, National Network of Partnership Schools, the Baltimore Education Research Consortium, and nearby Montgomery County Schools. UI will coordinate with César Chávez staff to determine how the survey will be administered (presumably on-line) and whether it will be a census of the student body or a random sample. The perspectives of the parents at the other two elementary schools are also very important to understand and act as a benchmark for future assessments. Therefore, we will simplify the Chávez parental survey to collect the perspectives of the elementary school parents on such factors as quality of teachers, safety, quality of before- and aftercare, quality of summer school, extracurricular activities, and parental participation in the school.

The following lists the specific academic program and project indicators that the DCPNI intends to collect and analyze:

- **Medical home.** We intend to include the measures from the National Survey of Children's Health about medical homes in the DCPNI neighborhood survey in order to measure whether children aged 0-5 have a medical home (or place to receive health services beyond an emergency room) when they are sick.
- **Age-appropriate functioning of preschool, pre-K, and kindergarten students.** We will use data from the DIBELS early literacy assessments for Kindergarten students. In addition, we intend to gather data from DCPS and OSSE on the number of children living in the DCPNI neighborhood diagnosed for developmental delays and the percentage of these

children actively receiving early intervention services. Further, we intend to include measures in the neighborhood survey and possibly school climate survey of how often parents of young students (particularly ages 0-5) read to their children daily.

- **Children enrolled in early education programs (from birth to kindergarten).** This indicator will be created from a compilation of administrative data sources. For data on birth through 3 years old, we will collect the location of child care centers and licensed family day care homes, the number and age of children served, and their subsidy rating through the Office of Early Childhood at the Office of State Superintendent of Education (see attached map for current location sized by number of children served). Early Head Start, Head Start, and preschool and pre-kindergarten enrollment data are available through the Office of the State Superintendent of Education, DCPS, and Public Charter School Board Authority. The more challenging aspect of this indicator is the number of 0-3 year olds overall in the DCPNI footprint (or the denominator). This will have to be imputed through a variety of sources: 2000 census or the 5-year ACS update, birth data from DC Department of Health, and household composition from the neighborhood survey.
- **Developmental academic proficiency.** We intend to analyze the DCCAS math and reading test scores for the three key schools in the DCPNI footprint (Neval Thomas, Kenilworth ES, and César Chávez Parkside MS and HS) provided by the Office of the State Superintendent of Education, as well as receive student-level test score data from DCPS and the Public Charter School Board Authority for 3rd, 4th, 5th, 6th, 7th, 8th, and 10th grade students living in the DCPNI targeted neighborhood. These two indicators will help determine whether the DCPNI schools and the students in the DCPNI footprint are proficient in the core subjects of

math and reading. We intend to collect these data in the future to determine if students in the DCPNI area, as well as students at the targeted schools, show any improvement over time. Because DIBELS is administered to all DCPS students from Kindergarten to 3rd grade, we will also analyze these on-going assessments of reading progress.

- **Attendance rates.** These rates, calculated as dividing the sum of the actual days of attendance by the sum of the possible days of attendance of all 6th, 7th, 8th, and 9th grade students living in the DCPNI footprint, are available from DCPS and the Public Charter School Board Authority. We will analyze the individual attendance rates for all DCPNI students as well as those of the students attending the three targeted schools. In addition, we will calculate school-level attendance rates within DCPNI and compare them both to each other and to other comparable schools within the District.
- **Graduation rate.** The District does not currently calculate graduation rates using a cohort method but instead calculates the graduation rate as the number of 12th graders who graduate divided by the number of 12th graders enrolled at the beginning of the same school year. The District uses this less accurate measure because the state-wide student-level longitudinal data system is not operational yet. However, the Office of State Superintendent of Education recognizes the need to switch to a cohort method and states that they will do so by September 2011. Since this will be after the planning year, we intend to rely on the Urban Institute's CALDER efforts where they have already matched DCPS and public charter student data between 2006 and 2009 and we can use their data to calculate a four-year graduation rate. We recognize that this will be a conservative measure since many high school students in the District take more than four years to graduate.

- **High school graduation and postsecondary degrees.** Tracking students is a challenge after they leave District public schools. However, DCPS participates in the National Student Clearinghouse, which allows LEAs to track where their students enroll and their degrees earned in post secondary schools. The National Student Clearing House has more than 3,300 colleges participating enrolling 92 percent of all US college students. During the planning year, the César Chávez Public Charter Schools will participate in the National Student Clearinghouse as well. During the planning year, we will consult with the University of the District of Columbia, the local community college, to develop a way of tracking vocational and other industry related certificates.

The following describes the family and community support project indicators that will be collected primarily through the neighborhood and school climate surveys. They are:

- **Daily physical activity and diet of fruits and vegetables.** Using survey methods to assess these indicators can be cognitively challenging, especially for young children. As a result, we will use the planning year to explore more fully the best methods and measures to use. We may want to include questions for parents about children's daily physical activity and diet similar to those found in the National Survey of Children's Health on the neighborhood survey. However, for pre-adolescent children and adolescents (grades 5-12th), we may consider administering validated self-report instruments at school to measure both physical activity and nutrition as part of the health or science curriculum. For example, the 3dpar allows students to report both the kind of activity as well as its intensity for all 30-minute intervals over 3 days. We may also want to consider doing structured observation of children's physical activity at school (SOFIT) and at neighborhood recreational spaces

(SOPLAY). Because of the high percentage of students who receive free and reduced price lunch at school, we might also want to monitor the nutritional content of the food served and consumed at our partner schools.

- **Safety at school and traveling to and from school.** We intend to include measures from the Youth Risk Behavior Survey in the middle and high school climate survey to measure how safe students feel at school and traveling to and from school. We will contextualize these analyses by place of residence in order to determine whether students feel safe/unsafe in the DCPNI neighborhood or elsewhere. To complement this data, we will explore the feasibility of acquiring and analyzing objective crime data for the DCPNI neighborhood during the planning period.
- **Student mobility rate.** Through student-level administrative data from DCPS and the Public Charter School Board Authority, we will calculate the within year student mobility rate (total number of new entries/withdraw at a school through the year over the official enrollment count) of César Chávez Parkside campus, Neval Thomas, and Kenilworth ES at grade level. In addition, we intend to calculate the 2008 to 2009 student mobility rate for the targeted DPCNI schools to determine if the targeted schools are more or less likely than the city average to retain the same students over time allowing them to develop a strong student/school culture.
- **Students with a caring adult in the home.** We will gather data on this using the neighborhood survey, employing measures from the National Household Education Survey's (NHES) Education Parent and Family Involvement in Education Survey (PFI-NHES) which

gauges involvement with homework, school practices to involve families, involvement in school activities, events, and meetings, and involvement in activities outside of school.

- **Students have access to the Internet either at school or at home.** We will track annual FCC census tract-level data on the number of residential high-speed internet connections per 1000 residents within the DCPNI footprint and will compare these rates to ones in comparable neighborhoods within DC. We will also include measures in the neighborhood survey to determine where adults have access to the Internet (home, public places, etc), and will ask students in the school climate survey where they have access to the Internet.

UI will coordinate with the national evaluator to ensure that our baseline measures, survey methods and timetable are consistent with theirs.

Segmentation Analysis UI will take the lead on the segmentation analysis, helping to identify the children in the high and moderate need categories who will be targeted first for the evaluation. In a sense, all children in Kenilworth/Parkside are high or moderate need. They live in an isolated, distressed community with low-performing schools; and the population of the targeted area is small enough that it is realistic that the DCPNI pipeline of services could touch the majority of the children in the community. However, we will use the data collected during the first phase of the needs assessment to identify the areas within the neighborhood with the highest concentrations of public and assisted housing units and children that are not yet school age, since this segment is generally underserved.

PROJECT PERSONNEL & ORGANIZATIONAL CAPACITY

Absolute Priority Requirement # 3: Organizational Capacity of the Chávez Schools To Plan and Implement a Promise Neighborhood

César Chávez Public Charter Schools for Public Policy is developing the DC Promise Neighborhoods Initiative (DCPNI) to be a nonprofit arm of the Chávez Schools. Thus, the Chávez Public Charter Schools, an established 501c3 entity, is the applicant for the Promise Neighborhood federal planning grant and also the core LEA partner to the Initiative. The DCPNI began with the vision of Irasema Salcido, the Chávez Schools CEO and Founder, to adapt the Harlem Children's Zone model in the Parkside-Kenilworth community in order to boost academic and developmental outcomes for her Parkside students. Chávez Parkside Middle School and High School presented challenges in leadership and student achievement different from the other established Chávez schools. During SY07-08, Mrs. Salcido took on the position of principal for both Parkside schools in order to have the in-depth personal experience with and resulting understanding of the schools in order to make the appropriate changes. Central to this experience was the strengthened awareness of the need for schools to impact the lives of students earlier than their middle or high school years of entry at Chávez in order for the students to be prepared for success in college or a meaningful career. Meetings between Mrs. Salcido and the principals of the two feeder traditional public elementary schools clarified that they faced the same teaching challenges, as many of their students do not enter kindergarten prepared to learn and succeed. In early 2008, Mrs. Salcido led her management team (Chief Operating Officer, Development Director and Director of Student Support Services) in the study of the Harlem Children's Zone (HCZ) model as an effective approach to neighborhood elementary-through-

high school collaboration and building a continuum of the needed wrap-around services. Thus, rather than begin a feeder elementary school of her own, Mrs. Salcido decided that she could better serve the needs of the community by partnering with the traditional public schools instead.

The courage and experience that Mrs. Salcido carried with her in her journey as a 14-year-old, non-English speaking, Mexican immigrant to the U.S; to a Harvard graduate with a Masters degree in Education, Administration and Social Planning; to the founder and CEO of the César Chávez Public Charter Schools is what drove her to open her first school for 60 students in a grocery store basement in Southwest Washington 10 years ago. From there, she grew it into three campuses with state-of-the-art facilities that serve over 1400 students in 6th – 12th grade today. That same understanding for helping other children and families face challenges similar to those she faced as a child continues to drive her current effort to improve all the Parkside-Kenilworth schools and neighborhood. All of the partners involved in the DCPNI have come to this collaboration inspired by her vision and excited about being part of a sound, achievable plan to turnaround a long-troubled neighborhood and provide the environment and schools in which all children can succeed. In May 2010, Mrs. Salcido was a co-presenter at a city press conference with Mayor Adrian Fenty, DCPS Chancellor Michelle Rhee and DC State Superintendent of Education Kerri Briggs in recognition of Chávez Parkside as the DC public charter school with the greatest gains in science achievement. As the recipient of several honors and awards, including Oprah Winfrey’s Angel Network “Use Your Life Award”; the Principal of the Year award from the Charter School Resource Center; and the Caring Institute’s recognition as one of the “Six Most Caring Citizens in the U.S.”, the recognition for her achievements and her capacity to build on these achievements goes far beyond the local DC community.

The planning process for a Promise Neighborhood has been ongoing for two years, strategically building relationships and partnerships necessary to build a strong DCPNI. The early phase of our planning process has been guided by an internal management team, community representation, a steering committee, *pro bono* professional services, and consultants, all managed by Irasema Salcido, the Project Director.

Mrs. Salcido began by organizing a steering committee of local leaders who provide services in the community and track data on the affected community. The Steering Committee met weekly from late 2008 – early 2010 conducting a preliminary planning and community needs assessment to identify the core partners needed in the project. The steering committee was composed of the East River Family Strengthening Collaborative, the lead social services provider in Ward 7 and in the Parkside-Kenilworth neighborhood; the nationally recognized Children’s National Medical Center; the Urban Institute; City Interests, a local developer with plans to build affordable and mixed income housing in the neighborhood footprint; DC Appleseed, a local public policy problem solving and advocacy organization; Skadden Arps, a national law firm; and the Chávez management team. A few months into this early phase, Alma Powell, the Chair of America’s Promise Alliance met Mrs. Salcido and learned of the effort. Impressed by what she heard, Mrs. Powell directed her staff to support the Initiative, as needed. Thus, Melinda Hudson, Executive Vice President of APA joined the Steering Committee, bringing in a wealth of APA knowledge, technical assistance, and partnership relationships with her. This committee and other community members attended the HCZ’s Practitioner’s Institute to deepen their understanding of and capacity to implement a collaborative schools and community building initiative.

Recognizing the need for and importance of resident involvement and their acceptance of the schools' leadership in the community, Mrs. Salcido recruited a veteran community leader, J. Gregory Rhett, to serve on the Steering Committee from the outset. Later, Mr. Rhett was hired to be the Director of Community Engagement so that he could spend more time cultivating resident engagement and trust. As a resident of the Parkside-Kenilworth neighborhood, Mr. Rhett brings over 15 years experience as a community activist, Ward 7 community leader, Community Relations, Student Recruitment and Parent Relations Consultant for several charter schools in Ward 7, and President of the Eastland Gardens Civic Association.

In December 2009, through the support of the Annie E. Casey Foundation, Mrs. Salcido hired Mary Bogle, a recognized DC project management consultant, as the DCPNI Director of Planning to take the management and partnership development of the Initiative to the next level. She brings experience as: the Chief of Program Development and Evaluation for LifeSTARTS Youth & Family Services, a grassroots organization that works directly with hard-to-reach school-age children and their families in DC Wards 7 & 8; the Strategic Coordinator for the Annie E. Casey Foundation's initiative to promote economic success for families in distressed neighborhoods in Ward 7; the Executive Director of Grantmakers for Children, Youth & Families, a foundation affinity group of more than 400 funders committed to strengthening children, youth, and families; and a Program Specialist for the Head Start Bureau where she served as Federal Project Officer for the Comprehensive Child Development Program. In that capacity, Ms. Bogle played a key staff role in the design and launch of Early Head Start. She has also authored and edited several publications on children's policy and worked in the Office of the Secretary for Health and Human Services as a Presidential Management Fellow.

To address the research, evaluation and data needs essential to a project of this scope, Mrs. Salcido contracted with the Urban Institute (UI), a nationally recognized nonpartisan economic and social policy research institution, to conduct the needs assessment and to develop the data collection, tracking and analysis system for the project. The Urban Institute has assigned a team of three staff from the Education Policy Center and the Metropolitan Housing and Communities divisions to provide expertise in evaluation and data in the planning year. Jane Hannaway, Senior Fellow and founding Director of the Education Policy Center, is also the Director of CALDER (National Center for the Analysis of Longitudinal Data in Education Research). She is an organizational sociologist whose work focuses on educational organizations, in particular the effects of education reforms on school policies, practices and student outcomes. Hannaway has been on the faculties of Columbia, Princeton, and Stanford Universities, is on the board of several of the leading national education think tanks and research associations, has published extensively and has particular expertise in data and research. Susan Popkin is a Senior Fellow of the Metropolitan Housing and Communities Policy Center and is the Director of the Program on Neighborhoods and Youth Development. She is a nationally recognized expert on assisted housing and mobility and is an expert on qualitative research methods, with a particular expertise in integrating these methods into large, multi-method projects. Popkin is also the author of numerous papers and book chapters on housing and poverty-related issues. Peter Tatian is a Senior Research Associate in the Metropolitan Housing and Communities Policy Center; heads *Neighborhoodinfo DC*, a neighborhood data and civic engagement partnership with the District of Columbia; and the project director for the evaluation of the NeighborWorks America *National Foreclosure Mitigation Counseling* program. The data of the *Neighborhoodinfo DC*, project is applied to a variety of public policy issues of concern to

decision makers and community organizations in DC. Tatian is an experienced Census data user, is an expert on community impacts research and has co-authored a study on the neighborhood impacts of community development strategies in Richmond, VA for the Federal Reserve Bank of Richmond.

The Urban Institute team will work closely with a team from Social Solutions, a leading performance management software firm for human services, to apply the Efforts to Outcomes (ETO) program to the DCPNI project. This ETO software is what the Harlem Children's Zone successfully uses for collecting and providing ready-time data and information. The Social Solutions team is led by Adrian Bordone, Co-Founder and Vice President, a former educator of middle school and adult education in Baltimore's economically depressed west side and Director of the Maryland Center for Arts and Technology, brings extensive experience in consulting and ETO software implementation. Together the Urban Institute and Social Solutions staff comprise the Data & Evaluation Team for the DCPNI. Mark Wilson, the DCPNI Data Manager, will round out that team by bringing extensive experience as an organizational leader, strategic planner, grants manager, group facilitator and culturally sensitive communicator along with his skills as a highly skilled policy and data analyst and trained ETO administrator.

DCPNI capacity increased further when, in April, Ray Laszczych, the former and long-time Director of Development for the Harlem Children's Zone, relocated to DC and offered substantial *pro bono* assistance to DCPNI in replicating HCZ in the Parkside-Kenilworth community. He has provided advice to DCPNI on how to take the resident engagement work to the next level and helped achieve DCPNI fundraising goals. His extensive expertise on the policies and best practices of the HCZ have been an invaluable resource in DCPNI planning.

In addition to launching the DCPNI, Chávez Schools administrators have made key structural and programmatic changes to improve school leadership, teacher effectiveness, use of school resources and time – all to address the core issue of improving academic and other outcomes for students. Chávez Parkside addressed its principal turnover issue by working with Building Excellent Schools in Boston and by providing training and guidance to the Middle School and High School principals. Now having strong, qualified leaders in both schools who are establishing a supportive and positive school culture and environment, Parkside has also stabilized a teacher turnover problem. Borrowing effective practices from its sister school, Chávez Prep Middle School and Chávez Capital Hill High School, Parkside now has weekly Chávez Learning Community meetings for teacher professional development and instructional planning. Academic program changes include double-teaching blocks of math and English in 9th grade, a high school Saturday Academy for any students failing at core subjects, and realigned science sequence in the high school. These changes have resulted in significant improvement in 8th grade DCCAS scores from 2008-2009: 27.12% growth in science scores; 12% growth in math scores and 20% growth in reading scores. The reading and math scores were among the highest gains in all DC secondary schools. See also p. 59 for more on the remarkable improvements Chavez has made, particularly in its Parkside schools.

Chávez Schools has also strengthened its central leadership with the addition of 1) a Director of Curriculum who has worked to strengthen the alignment of the middle school and high school curriculum and 2) a new Chief Academic Officer (CAO) Tracy Wright. Mrs. Wright is a standards-credentialed administrator who also has a breadth of experience as a classroom instructor, school-based social worker, elementary school assistant principal at a school in transformation, principal of a local community school, executive leadership development

specialist for New Leaders for New Schools and school improvement consultant with the Office of the State Superintendent of Education. At Chávez she is a creative problem solver with the ability to develop, implement and supervise educational programs that result in positive academic and social change in students. Mrs. Wright is responsible for identifying strategies that build upon and leverage high-quality academic programs and directing the implementation of family and community supports. She ensures that teacher effectiveness is evaluated and acted upon as needed and is responsible for the schools' use of time and resources. As new programs are introduced into the curriculum and new after-school programs are added, Mrs. Wright constantly evaluates data and assesses the outcomes for appropriate progress.

As detailed in the budget and Appendix D, the DCPNI Fundraising Team has already demonstrated a track record of success, far exceeding the 50% match required for a \$500,000 planning grant under the Promise Neighborhoods Initiative RFP. DCPNI has received cash match commitments of nearly \$346,075 from individuals, corporations and foundations in the Washington DC area. DCPNI has received in-kind contributions for planning valued at an additional \$693,625. Other recent in-kind contributions valued at \$180,223 are not allowable as match toward this planning grant, but will assist us to begin the early phases of implementing the Initiative during the planning year. All told, the Fundraising Team has brought in cash and other resources totaling \$1,219,923 in less than two months. This extraordinary accomplishment is a testament to the fundraising acumen of the team, as well as to the enormous excitement the DCPNI has generated among DC stakeholders, including the regional philanthropic community (see Appendix D for documentation of all cash and in-kind match). For more information on the wide array of funding partners supporting the DCPNI – from donors to private foundations to

public entities – see the Schedule of Funders in our Budget Narrative and the Cash Match Letters section of Appendix D.

MANAGEMENT PLAN

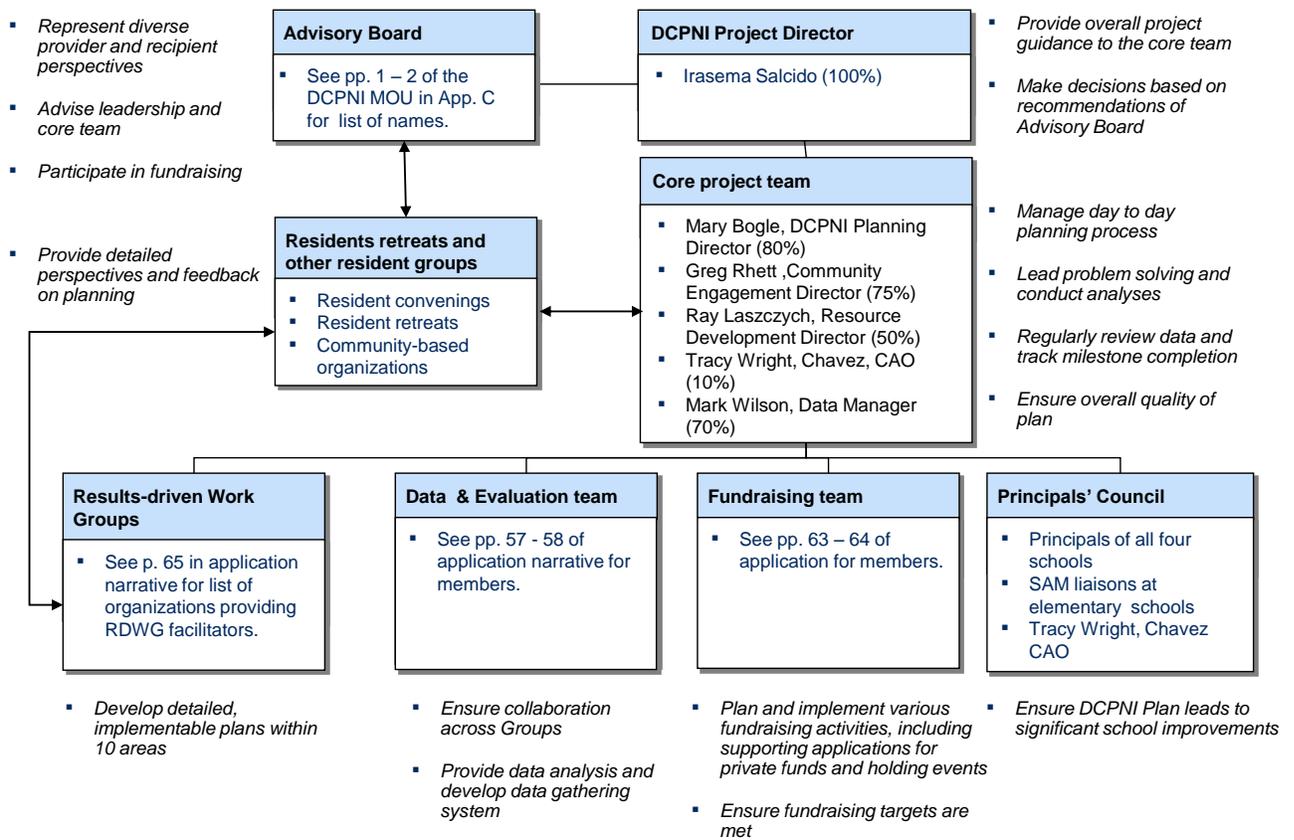
Absolute Priority Requirement # 5: Commitment from Partners

We recognize that our plan is only as strong as our ability to implement. At its core, our management plan builds on the leadership strengths of Chávez, as the applicant, and the core partner organizations that collectively have a history of successful implementation of complex, multi-stakeholder projects. We have further developed, through practice over the past 24 months, a collaborative management structure that ensures both diverse and expert representation, along with manageable processes and achievable goals. Each participant and partner organization is clear on their role, their commitments, their decision-making rights and their accountability. It is this clarity and commitment that will allow us to meet each of our project milestones over the planning year. For this planning year and beyond, we also believe that our management plan incorporates the right elements to ensure sustainability of funding and of participation.

Governance and leadership The Project Director will be responsible for all major decision-making, based on recommendations from the Advisory Board. The Advisory Board, which is essential for assuring authentic community voice through all phases of the project, will have a significant role in the decisions and direction of the project, but not a fiscal responsibility role. In addition, a number of supporting structures are being put in place to support the management and implementation of this effort, including in-depth resident engagement events and activities, Results-driven Working Groups (RDWG's) to tackle our 10 major goals, a Fundraising Team, a

Data & Evaluation Team, and a Principals Council to provide expert guidance on the school-specific aspects of the Neighborhood. How staff and supporting structures will interact is represented in the Figure 4.

Figure 4: Planning Structure for the DCPNI



The highly experienced Core Project Team will provide day-to-day operational leadership. The members of the Core Project Team and their responsibilities are described below:

Irasema Salcido, the DCPNI Project Director (100% time) will Chair meetings of the Advisory Board and supervise the team of staff and consultants dedicated to the project. She

will be the chief spokesperson for the Initiative, using her broad network of influential supporters to cultivate new funders and partners for the DCPNI. In order for Mrs. Salcido to be able to dedicate 100% of her time to this project, the day-to-day operations of the Chávez Schools will be under the leadership and management of Jeff Cooper, the COO of Chávez Schools.

Mary Bogle, the DCPNI Director of Planning (80%) will ensure that the work of the RDWGs is well coordinated with the rest of the Initiative's planning structure and that the RDWG recommendations move along according to the established timeline. She will facilitate Advisory Board meetings, as well as supervise and coordinate the work of the ten 20% FTE staff people who have been donated by local partner organizations in order to facilitate the work of each group. With support from the Data Manager, Ms. Bogle will oversee the Data & Evaluation Team and ensure that the RDWG facilitators receive the data support they need. The Director of Planning will be responsible for writing the final Implementation Plan once all RDWG recommendations have been reviewed and approved by the Board.

J. Greg Rhett, the Director of Community Engagement (75%) oversees all aspects of resident engagement and serves as the secondary spokesperson for the Initiative. He leads all of the DCPNI footprint tours of the Parkland-Kenilworth neighborhood, serves as Master of Ceremonies for the monthly neighborhood dinners, and has a featured role in the newly released video about the DCPNI. This staff person will also oversee the work of America Speaks (the firm hired by DC LISC to support the resident engagement work) in planning and implementing the resident retreats. Mr. Rhett will also ensure that DCPNI representatives attend all relevant civic and local provider meetings/events in Parkside-Kenilworth and throughout the larger Ward 7 and DC community.

Ray Laszczych, the Director of Resource Development (50%) will lead the DCPNI Fundraising Team in ensuring that the DCPNI will have the funding resources necessary to sustain and scale up the Initiative after the planning year. The DCPNI Fundraising Team is comprised of the Core Project Team, the Chávez Schools Development Director, a professional fundraiser and event planner from The Webster Group, and the Director of Development for the America's Promise Alliance, as well as philanthropic advisors who serve the DC foundation community. The Chávez Schools Director of Finance will work with the Director of Resource Development to monitor grants and assure financial compliance.

Tracy Wright, the Chávez Schools Chief Academic Officer (10%) will be responsible for facilitating the Principals Council and for serving as the direct liaison among the partner school principals and staff. She will ensure that the DCPNI continuum of solutions are 1) compatible with the reforms and programs already being provided at each school, 2) supported by the principals and relevant school staff, and 3) capable of significantly improving the schools. She will work closely with the Project Director and the Director of Planning to ensure all DCPNI recommendations are seamless and integrated with school reforms.

Mark Wilson, the Data Manager (70%) will develop DCPNI data systems in conjunction with the Data & Evaluation Team, assuring close coordination with the Urban Institute consultants and the Social Solutions ETO Software consultants. The Data Manager has the critical role of ensuring the DCPNI continuum of services 1) is based on excellent tracking data and evidence-based practice, 2) is integrated across the result areas, 3) significantly improves partner schools, 4) reflects resident priorities and hands-on involvement, and 5) is well-resourced with effective partners and sufficient funding at the time of implementation. The Data Manager will also oversee and coordinate data tracking, literature searches, the building out of the ETO

software. The Data Manager will work closely with the Project Director and Director of Planning on ensuring that the DCPNI local evaluation works effectively with the Promise Neighborhood National Evaluator.

The DCPNI has recruited 20% time *pro bono* facilitators from key stakeholder organizations and institutions to provide both substantive and logistical support for each of our RDWGs. In order to ensure that we have the appropriate policy, systems, funding streams, and best practice information available to each group, we have asked organizations with the requisite expertise to contribute facilitators. To date, nine of the ten work groups are assigned dedicated facilitators. The list below provides the name of the facilitator organization for each of the 10 Goal Areas (See Appendix D for in-kind match letters from each of the organizations for details on the expertise each organization will bring to their facilitation):

- 1) **Ready for Kindergarten** (Fight for Children).
- 2) **Students Proficient in Core Subjects** (Achieve and the Council of Great City Schools)
- 3) **Successful Middle School to High School Transition** (America's Promise Alliance)
- 4) **High School Graduation** (America's Promise Alliance)
- 5) **College/Career Success** (Community College of the District of Columbia).
- 6) **Students Are Healthy** (DC Appleseed).
- 7) **Students Feel Safe** (facilitator pending).
- 8) **Students Live in Stable Communities** (DC LISC).
- 9) **Family/Community Support Learning** (Flamboyant Foundation).
- 10) **Students with 21st Century Learning Tools** (The DC Housing Authority/Neighborhood Networks).

Prior to the launch of each group, the in-kind facilitator will work with the Core Project Team and Advisory Board to identify the appropriate cross-cutting members for each group – e.g. PTA presidents, principals or key staff they assign, DCPS representatives, policy experts, community-based providers with a supportive role to play, etc. The groups, once convened, will elect Chairs and then develop recommendations based on data analysis and research, including the current policy and systems landscape (e.g. what is already being done to develop solutions, what obstacles exist, etc.), as well as on evidence-based practice. In addition, each group will integrate resident priorities as communicated by the Deputy Project Director for Community Engagement, the Advisory Board, and the DCPNI Planning Director. The facilitator of each group will guide and manage the work of their RDWG by setting agendas, schedules and benchmarks for their group, overseeing targeted work sessions every 4 - 6 weeks, maintaining communication among the group members, assuring the group meets its benchmarks and produces information and recommendations as required. Each RDWG is responsible for providing recommendations for their goal area to the Principals Council and Advisory Board. Upon approval of the recommendations, the Planning Director will consolidate the recommendations into a cohesive implementation plan for the DCPNI.

The RDWGs will not work in isolation. Rather, each group will identify where the groups need to learn and/or plan jointly (e.g., the middle school transition and high school graduation work groups will both need to delve deeply into methods for supporting student attendance). In addition, group facilitators will attend regular meetings with Director of Planning and with the Data & Evaluation Team.

An overview of planned activities and their milestone dates is provided in Figure 5 below.

While our planning year will clearly require much work and activity on the part of all participating groups, we believe that the distributed structure, which provides for minimal overlap between participants, along with clear roles and accountabilities as overseen by the Core Project Team, will ensure the success of this planning year.

For more information on our partnerships, please see our MOU in Appendix C. Reviewers, please note that it was very difficult to capture the enormous number of partnerships the DCPNI has already amassed in the 10-page MOU. We compensated for this limitation by only including seven partners who represent the absolute core of our cradle-to-college-to-career pipeline in the MOU. In addition, we asked these partners and many others to provide detailed match letters and letters of support found in Appendices D and F respectively. We respectfully ask the Review Panel to give full attention and weight to these letters as they consider the merits of this application. Our partner organizations have an incredible track-record of successful interventions along the continuum we will plan. Over the past 18 months, as each partner has demonstrated a commitment to the success of DCPNI, we have defined roles and responsibilities that we will carry forward into our planning year. The commitment of our partners is demonstrated by the funding and in-kind commitments they have made. (Please see the MOU in Appendix C, Match Letters in Appendix D, and Letters of Support in Appendix F.)

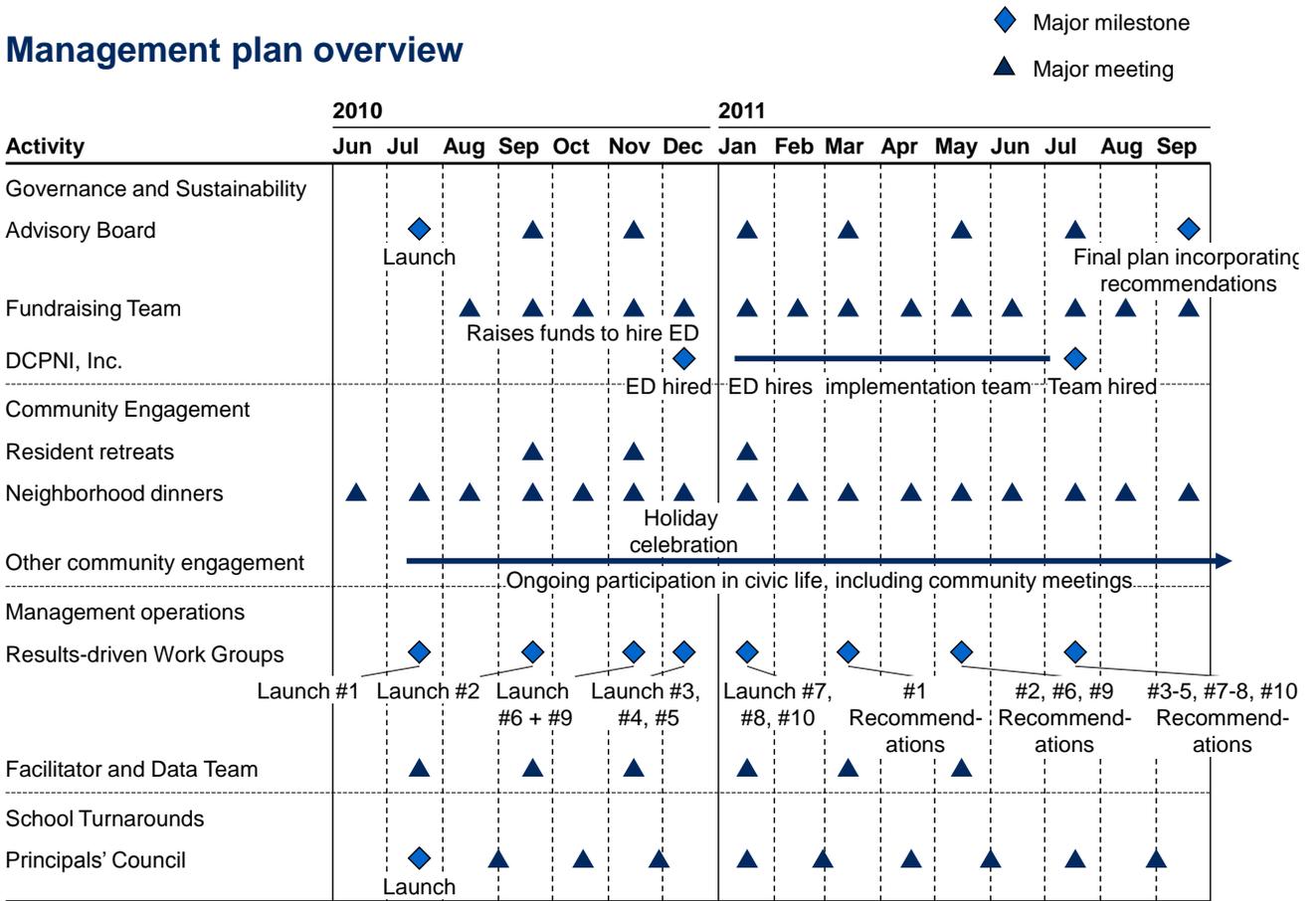
The evidence that the DCPNI has *already* created a Promise Neighborhood Movement for children in DC can be found in the strength of our partnerships. To name just a few: We enjoy the support of a broad array of civic leaders and other stakeholders who reside in Parkside-Kenilworth, including the Area Neighborhood Commissioners for Parkside-Kenilworth and the Ward 7 DC Council member, all of whom will sit on our Advisory Board. We have a signed support letter from the Deputy Mayor for Education that states that DC education leaders will

work closely with us on building a continuum of services that is linked to improving the schools that serve the children of Parkside-Kenilworth. The Office of the State Superintendent for Education has given us a \$50,000 matching grant. The nationally renowned Children's National Medical Center has already allocated tremendous resources to our footprint and will continue to work with us on providing medical homes and good health outcomes for children. The DC Housing Authority intends to focus its upcoming Choice application on Parkside-Kenilworth on account of the momentum DCPNI has created there. The Ounce of Prevention Fund and the Buffett Family Fund (aka the Bounce Learning Network) have entered into partnerships with DC's highly respected Community Action Agency and major Head Start grantee, the United Planning Organization, to bring a state-of-the-art Educare facility that will attach physically to Neval Thomas Elementary School. The East River Family Strengthening Collaborative, the dominant provider of case management, family support and other social services to families in Ward 7 is already implementing services with us and is represented on our Advisory Board. The Urban Institute – an historic national entity which gathers data, conducts research, evaluates programs to educate Americans on social and economic issues, such as the plight of children in poverty – will serve as the hands-on provider and developer of our data, needs assessment, evaluation, and longitudinal data system requirements. And, the America's Promise Alliance – a national a cross-sector partnership of more than 300 corporations, nonprofits, faith-based organizations and advocacy groups led by General and Mrs. Colin Powell that are passionate about improving lives and changing outcomes for children– will continue to play a vital technical assistance and resource-brokering role for the DCPNI.

Table 2 at the end of this narrative lays out the commitment of each partner, as well as where they can be found mentioned in this narrative.

Ensuring Diverse Perspectives The DCPNI will incorporate a comprehensive array of participants and perspectives in our planning process, as evidenced by our actions to date and our future plans represented throughout this proposal. From the composition of our Advisory Board to our deep resident engagement mechanisms to our Principals Council, we have a wealth of voices, resources and expertise to draw upon. In fact, we recognize that a core challenge to the DCPNI will not be in engaging representative and diverse perspectives, but in managing and integrating them into a well-designed and well-integrated Promise Neighborhood – a challenge that we address throughout this section in our governance and leadership plan.

Figure 5: Chart of Planning Year Timeline & Milestones



In addition to our Advisory Board, we propose to include a diverse range of perspectives through our project planning year in the following three ways. First, the overall, distributed management structure requires diversity of perspective and expertise, particularly through the RDWGs. A different stakeholder facilitates each RDWG, and each facilitator will work with their RDWG Chair to ensure that a cross-section of relevant providers, experts and residents to participate in the group. Second, our Community Engagement Director, Greg Rhett, is tasked with ensuring that resident and recipient perspectives are embedded in all aspects of the planning. Third, we will conduct ongoing evaluations of our planning by inviting partners and

other stakeholders to contribute feedback. Where relevant during the planning year, we will also include service recipient voices in our continuous evaluations. We will use a survey tool to accomplish this.

In order to better understand how diverse perspectives will contribute to planning the DCPNI continuum, please see the match letter from Dr. Barbara Kamara near the end of Appendix D. Dr. Kamara, who is a member of the DCPNI Advisory Board, is the former head of the DC Office of Early Childhood, a Georgetown University Professor and a Board Member of Pre-K for All DC. She has agreed to Chair the “Children Ready for Kindergarten” RDWG which will launch in July. In her letter, Dr. Kamara describes the diverse and impressive membership she will recruit, including resident parents who are early care program beneficiaries, staff representatives from the elementary school Pre-K/Head Start programs, funders, experts, and public officials.

Absolute Priority Requirement #4: How the DCPNI Will Be Sustained and “Scale-Up

Sustainability We will develop plans to sustain DCNPI in the short and long term during the planning year. In fact, we are already well underway in our planning for sustainability through a combination of fundraising and relationship-building. The DCPNI fundraising team has already demonstrated an impressive track record (see p. 60 above).

The core components of our successful fundraising strategy are:

1. Engage influential champions. The DCPNI leadership structure provides opportunities to engage influential champions to provide leadership and programmatic advice, as well as development support. Foremost among these has been America’s Promise Chair, Alma Powell, who has agreed to be the Honorary Chair of the Advisory Board. In addition, noted

Washingtonians such as Alice Rivlin, Marguerite Kondracke, Mike Peabody, and William Gorham have been influential relationship-builders for the DCPNI.

2. Cultivate Donors and Other Partners Through Events and Tours To date, the DCPNI has hosted over 30 neighborhood tours for well over 150 guests. In addition, donor events have built excitement and fellowship among new and long-time supporters. For example, Ms. Alma Powell hosted a tour of the neighborhood in March, 2010, and she and General Powell will host a gathering to showcase the Simon Scholars program and its link to the DCPNI in late June. In the fall, the America's Promise Alliance will work with DCPNI staff to conduct a gala fundraising event to herald in the planning year for the Initiative. And in mid-June, Alice Rivlin co-hosted a DCPNI donor engagement event with Marguerite Kondracke, the President of America's Promise Alliance and a renowned entrepreneur, public servant and experienced advocate for children and families. Donor pledge cards from that event, as well as hand-written pledges collected at a recent neighborhood dinner, are included in Appendix D.

3. Develop learning forums for the DC funding community On June 3rd, Washington Grantmakers hosted a forum entitled "What do Promise and Choice Neighborhoods mean for funders?" that showcased joint DCPNI and DCHA efforts. A presentation/tour of the DCPNI to Grantmakers for Children, Youth & Families, a national grantmakers organization, is planned for October 2010. Educational events like these have resulted in DCPNI acquiring new partners, new connections to expert resources, as well as financial and in-kind donations.

During the planning grant year, the DCNPI will expand and build on these elements to implement a fundraising plan that will raise at least \$500,000 for Year 1, and then double that amount annually in public/private support for the three-year implementation phase. The plan will feature intense prospect research (aided by DCNPI partners), cultivation and engagement.

The plan goals will include obtaining a lead gift of \$100,000 annually as well as a targeted number of smaller gifts.

Growth & Replication: Once we have established the DCPNI as an entity with a track record of success within our target footprint, we can grow the organization and the model to serve more people. We can accomplish this in two ways: (1) through organic expansion of the DCPNI footprint as the organization corrals more resources and identifies the need to reach out beyond the existing footprint to achieve its mission, or (2) through strategic replication of the DCPNI model, organizational structure and culture to other geographic areas using the resources, relationships and methods developed and honed by DCPNI in its efforts in the Parkside/Kenilworth community.

At present, the DCPNI is a project of the César Chávez Public Charter Schools for Public Policy. In addition to overseeing the planning of our continuum of services, Mrs. Salcido will work with the Advisory Board on developing the DCPNI, Inc. as a stand-alone sister organization to the Chávez Schools that has the personnel and infrastructure necessary to implement a Promise Neighborhood in Parkside-Kenilworth. Although no federal resources will be applied to this task, a number of the in-kind match letters in Appendix D offer the organizational development, legal services, and other supports the Advisory Board will draw on to make this transition.

DCPNI partner, DC LISC, will fund the engagement of Mosaica, LLC, a capacity-building organization that helps community-based nonprofit organizations become more effective and sustainable (see the DC LISC match letter in Appendix D). Mosaica will assist the Advisory Board to: 1) establish governance procedures and a permanent Board of Trustees

(“BOT”) for DCPNI; 2) identify the staffing, occupancy, and systems infrastructure (e.g., accounting, IT resources) the DCPNI, Inc. will require; 3) recruit and retain candidates for senior management positions and for positions on the BOT; and 4) develop a business plan for the growth and replication of the DCPNI. Mosaica’s long track record of successful organizational development consulting will assist in the establishment of the DCPNI core infrastructure, Board of Trustees development and the creation of a business plan for the scale up of the infrastructure of the project.

As for growth, during its formal planning year (October 1, 2010 – September 30, 2011) and first year of full-scale implementation (October 1, 2011 – September 30, 2012), the DCPNI will focus on schools and direct-service providers that physically locate their services within our footprint. We know that many of the children who reside in Parkside-Kenilworth do not attend any of the four target schools. Once the area students complete elementary school they have the choice of attending Parkside Chávez Middle School and High School or traveling to other neighborhoods to attend other charters or the traditional public middle and high schools. Thus, portions of our initial continuum of solutions will offer some services and supports capable of reaching any child who resides in the neighborhood (e.g. strategies to establish medical homes for children, afterschool programs and early childhood programs). However, as a management strategy, we believe that our best chance of achieving more “visible, early wins” – such as the regular visits of the Children’s National Medical Center mobile unit visits to all footprint schools – will be to build capacity with and for neighborhood-based providers.

By Year Two of implementation, we will begin to follow our children to schools and providers outside the neighborhood by establishing formal partnerships with these entities and inviting them to participate in our planning structure. For example, we know that 26% of

middles-school age children who live in our footprint go to DCPS' Ronald H. Brown Middle School in Ward 7, and that 25% of our children attend Joel Elias Spingarn High School in Ward 5. Thus our business plan will establish milestone dates for seating the Principals of those schools on our Principals Council.

The ultimate vision of DCPNI leaders is to create a sustainable model for planning and implementing a Promise Neighborhood that can be replicated in other areas of the city. It is the belief of DCPNI leaders that it is not possible to simply grow our boundaries, but that rather we must be able to adapt the model we create to the unique challenges and strengths of other neighborhoods that demonstrate the civic and school leader will for this work that has galvanized Parkside-Kenilworth to be the launching site for a Promise Neighborhood movement in DC. To this end, our business plan must establish “readiness benchmarks” (e.g. anchor school or organization, capacity of anchor organization to engage residents, links to the programs and supports of current DCPNI partners) for assessing fertile replication ground.

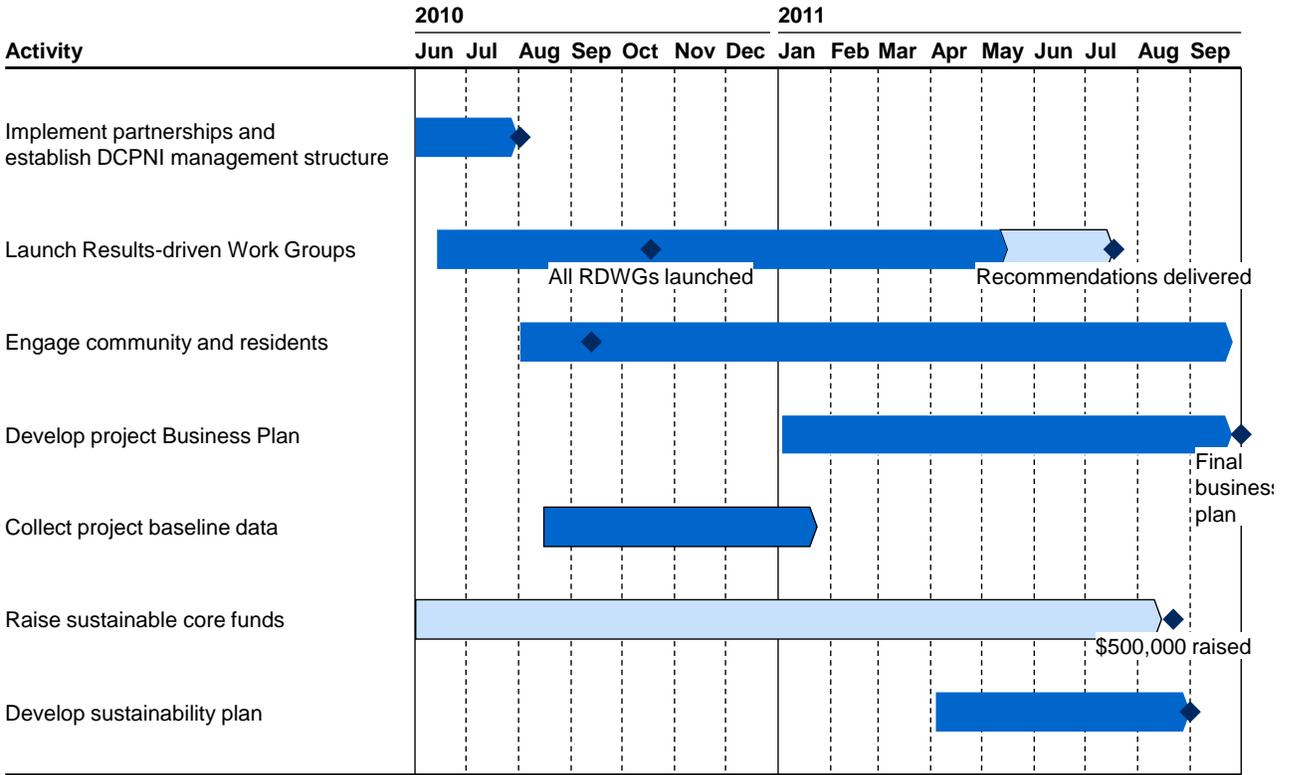
To our replication sites, DCPNI will bring a defined culture of accountability, exemplary management, and detailed processes and procedures for implementation that includes heavy emphasis on resident involvement, evidence-based programming, and sophisticated data and outcome tracking. Because many DCPNI partners are citywide and/or nationally known (e.g. Urban Institute, Children’s National Medical Center, America’s Promise, DCPS, OSSE), their continued involvement in our expansion efforts will provide continuity as we transition our model from one neighborhood to another.

Our workplan for the first planning year that incorporates the elements described above :

Figure 6: Planning Year Workplan

Planning year workplan

◆ Major milestone



PROJECT SIGNIFICANCE

Absolute Priority #6 & #7: Project Significance and How the DCPNI Will Track Funding & Policies

We will enjoy a broad cross-section of experts on each of our 10 goal areas through our RDWG membership and their in-kind facilitator organizations, as well as through our Advisory Board and partners who participate on our Fundraising and Data & Evaluation Teams. We anticipate that there will be a vast amount of information on funding resources, as well as on policy obstacles or opportunities, to mine from these sources.

DC Appleseed and the United Way of the National Capital Area (UWNCA), two of the partners in the DCPNI project, will provide the expertise and the capacity to ensure that we are able to track and utilize this information. UWNCA will work closely with the DCPNI Director of Development and serve as the “funding desk” of the project – managing and tracking available resources and funding levels of Federal, State and local funds that can be utilized for implementation. UWNCA will coordinate and collate the funding information that comes from the Core Project Team, the RDWGs, the Advisory Board, and the Fundraising Team to create a process and plan for securing additional funding as well as a structure of accountability for funding received. Likewise, DC Appleseed will be the “policy desk” of the project – assisting to track and identify Federal or local policies, regulations or other requirements that would impede the DCPNI from achieving its goals. To this end, DC Appleseed will provide staff support and access to a network of professional volunteers (legal, accounting and others) to research, analyze and synthesize information on local and federal policies. This work not only aligns with their organizational interests and mission, it is work that is also related to other work they are currently doing in DC for DCPS, OSSE, and DC Charter Schools.

See the Match letters in Appendix D from UWNCA and DC Appleseed for more information.

Conclusion

Sadly, DC has both a national and local reputation as a City where leaders do not collaborate well together. Thanks to the gentle and charismatic example of the Powells and Irasema Salcido, the DCPNI has already tapped into a deep hunger for a new way to work together on behalf of children among DC residents, school and public officials, providers, advocates, funders, policy

and practice experts, researchers, academics, and business leaders. The DCPNI will become a national model on how to leverage the extraordinary resources of committed and high-capacity partners. The DCPNI will do “whatever it takes” to change the life trajectories of our most vulnerable and dearly loved children right here in the nation’s capital.

Table 2: Where to Find Provider or TA Organization Partner Letters & Work Group Commitments

Service Provider or Technical Assistance Organization	Letter		RDWG Commitment (see p. TK for names)										
	Match letter	Letter of Support	One (1)	Two (2)	Three (3)	Four (4)	Five (5)	Six (6)	Seven (7)	Eight (8)	Nine (9)	Ten (10)	Other
America's Promise Alliance	✓				✓	✓							✓
Children's National Medical Center		✓	✓					✓					
College & Career Connections		✓		✓			✓						
DC Appleseed	✓							✓					✓
Community College of the District of Columbia/UDC	✓						✓						
DC Dept of Parks & Recreation		✓						✓					
DC Housing Authority	✓									✓		✓	
DC LISC/America Speaks	✓									✓			✓
DC Office of the Deputy Mayor for Education		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
DC Public Schools		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
DLA Piper, LLP	✓												✓
East River Family Strengthening Collaborative		✓									✓		
Fight for Children	✓		✓										
Georgetown University Ward 7 Initiative		✓			✓		✓						
Simon Scholars		✓				✓	✓						
College Success Foundation		✓					✓						
Achieve, Inc.	✓			✓									

Service Provider or Technical Assistance Organization	Letter		RDWG Commitment (see p. TK for names)										
	Match let	Letter of Support	One (1)	Two (2)	Three (3)	Four (4)	Five (5)	Six (6)	Seven (7)	Eight (8)	Nine (9)	Ten (10)	Other
Washington Area Women's Foundation	✓		✓										
Flamobyan Foundation	✓										✓		
DC Hunger Solutions		✓						✓					
Educare/Bounce		✓	✓	✓							✓		
MENTOR		✓									✓		
Neval Thomas Elementary		✓	✓	✓				✓	✓		✓	✓	
Chavez Parkside Middle School		✓		✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	✓	✓		✓	✓	
Chavez Parkside High School		✓		✓	✓	✓	<input type="checkbox"/>	✓	✓		✓	✓	
Kenilworth Elementary School		✓	✓	✓				✓	✓		✓	✓	
Public Allies		✓											✓
Turanround		✓		✓					✓				
Skadden Arps, LLP	✓												✓
Voices Reading	<input type="checkbox"/>	✓		✓									<input type="checkbox"/>
Teach for America	<input type="checkbox"/>	✓		✓									<input type="checkbox"/>
Training Grounds	<input type="checkbox"/>	✓		✓									<input type="checkbox"/>
Office of the State Superintendant for Education	<input type="checkbox"/>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	<input type="checkbox"/>
Social Solutions	✓												✓
Tiger Woods Learning Center		✓		✓									
United Planning Organization		✓	✓					✓			✓		
United Way of the National Capital Area	✓												✓
Urban Institute	✓												✓
Washington Opera		✓		✓									

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