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A. Need for the Project

Requirement 1. Neighborhood Level of Distress. Education Secretary Arne Duncan said in 2009 that Detroit was “ground zero” for education reform, and later declared the Detroit Public Schools “arguably the worst urban school district in the country.”¹ Locally, Black Family Development, Inc. (BFDI) and its MOU partners have been working with the Detroit Public Schools and as part of The Skillman Foundation’s Good Neighborhoods and Good Schools Initiative to respond to the crisis and the cries of parents and communities throughout the city of Detroit to “Fix our schools!” BFDI, with the support of the community, has selected five schools in two non-contiguous communities, Osborn located in East Detroit and Clark Park located in Southwest Detroit. Detroit’s Osborn/Clark Park Promise Neighborhoods have a shared vision, need, and strong working relationship. With the commitment of the Detroit Public Schools, BFDI seeks Promise Neighborhoods (PN) funding for a planning grant to (1) strengthen existing school reform and community planning efforts; (2) link students to an expanded continuum of solutions; and (3) achieve a data-driven decision -making enterprise by implementing a longitudinal data system that integrates and aggregates data through multiple sources to monitor and evaluate the impact of the interventions.

Geographically Defined Area and Level of Distress. The PN planning process will focus on two census tracts - - one in the Osborn community (Tract 5035) and one in the Clark Park community (Tract 5233), totaling 83 census blocks, just under a square mile (.9 square mile.). (See Attachment 1 in “Other Attachments” section of this grant application). Of the 3,936 residents in the Osborn census tract, 34.4 percent are under 18 (1,354 children); 91.8 percent of residents are African American; 1.5 percent are mixed race; and there is a small Hmong community. The targeted Osborn tract

¹ Jonathan Oosting, “Education Secretary Arne Duncan calls Detroit Public Schools 'arguably the worst' as Robert Bobb continues to push deficit relief plan”, *MLive.com*, November 18, 2010.

Black Family Development, Inc. – Detroit’s Osborn and Clark Park Promise Neighborhoods

encompasses 63 census blocks across 0.6 miles. Census Tract 5233 in Clark Park is comprised of 20 census blocks covering 0.27 square miles. Of Clark Park’s 3,326 residents, a similar 34.2 percent are under 18 (1,138 children). The racial/ethnic makeup of the tract is 76.8 percent Hispanic; 12.8 percent White, non-Hispanic and 8.8 percent African American. Together, the proposed Promise Neighborhoods contains 2,492 children.

Detroit’s Osborn/Clark Park Promise Neighborhoods planning grant will focus on the five schools located in these two tracts: Osborn High and Brenda Scott in Osborn, and Maybury Elementary, Earhart Middle, and Western International High Schools in Clark Park. The schools draw from a wider catchment area that will be reflected in the PN needs assessment survey. Student dispersion maps are reflected in Attachment 2 in “Other Attachments” section of this application using 2010 school attendance data by student address provided by the Detroit Public Schools (DPS.) The data indicates that DPS students living in Osborn attend schools across the city; DPS students living in Clark Park primarily attend schools in the neighborhood (Southwest Detroit); Clark Park schools primarily draw students from the surrounding Southwest Detroit neighborhoods; Osborn’s elementary and middle schools draw many of its students from the surrounding neighborhood; and Osborn’s high school draws students from across the city.²

Residents in Osborn and Clark Park live on the economic margins. While the official 2010 unemployment rate, according to the State of Michigan’s Labor Market Information Division, in Detroit was 22.7 percent, unofficial estimates, incorporating discouraged workers and underemployed workers, pushed the rate as high as 50 percent. In Osborn, the unemployment rate³ was 24.3, but an additional 38 percent of those 16 years or older report not participating in the labor

² Data in this section were compiled by Data Driven Detroit, a member of the Urban Institute’s National Neighborhood Indicators Partnership, and a non-profit specializing in collecting and analyzing primary and administrative data at the local level.

³ Tract level socioeconomic data utilize the 2005-2009 American Community Survey from the U.S. Census Bureau.

force. In Clark Park, the unemployment rate was 18.0 percent, but an additional 47.1 percent of those 16 years or older were not in the labor force. Per capita income for the 2005-2009 period (in 2009 dollars) were extremely low in both neighborhoods -\$13,797 in Osborn and \$10,871 in Clark Park. Both fell below the citywide figure of \$15,310. In the “the Motor City,” 31.6 percent of Clark Park households and 20 percent of Osborn households report that they do not have access to a car. The 2010 census found just under half of Osborn households (48.9 percent), and just over half of Clark Park households (53.6 percent), were renters.

The degree of economic distress can be seen most clearly in Osborn and Clark Park’s extremely high poverty rates. The overall poverty rate was 42.2 percent in Osborn and 43.4 percent in Clark Park – both qualifying as locations of “concentrated poverty,” a benchmark cited by the sociologist William Julius Wilson as an indicator of “truly disadvantaged” areas.⁴ Looking at just children, the poverty rates rose to 61.7 percent and 57.0 percent, respectively. The prime contributor to poverty came from families headed by single mothers. Poverty rates in these cases rose to 71.6 percent in Osborn and 62.9 percent in Clark Park. Poverty estimates from the 2005-2009 American Community Survey (ACS) show a substantial number of Clark Park children in married-couple families live in poverty. ACS show that 61.7 percent of children in Osborn, and 57 percent of children in Clark Park live below the federal poverty line.

High crime and housing vacancy rates make Osborn and Clark Park dangerous places for children to grow up. Detroit Police Department statistics show the rate of violent crimes per thousand residents in 2010 was 55.9 in Osborn, and 19.5 in Clark Park. The rate of property crimes per thousand residents in 2010 was 91.5 in Osborn, and 57.1 in Clark Park. The Clark Park crime rates just barely exceeded citywide rates. The Osborn crime rates far outpaced the 18.9 violent crimes and 53.1 property crime

⁴ William Julius Wilson. 1990. *The Truly Disadvantaged*. University of Chicago Press: Chicago.

per thousand Detroit residents.⁵ In turn, Detroit violent and property crime rates consistently rank near the top of cities nationwide. Crime, economic malaise, and poor schools contributed to many residents’ leaving the area: over the last decade, the number of households in Osborn dropped by more than a third, and the number of households in Clark Park dropped by 13.2 percent. The 2010 Census counted as vacant just over a fifth of all housing units in Clark Park and a third in Osborn. The decline in the number of households with one or more people under 18 in Osborn outpaced the decline in total households, falling by 47.4 percent since 2000. In Clark Park, the number of households with one or more people under 18 fell only 9.5 percent, less than the drop in total households.

Risk factors for delayed child development show children in Osborn and Clark Park likely start school poorly prepared to learn. Nearly half of the infants born from 2006-2008 in greater Clark Park⁶, and nearly three-quarters of infants in greater Osborn⁷, were born to unmarried mothers, according to Michigan Department of Community Health Statistics. Researchers have noted an association between single-parent households and higher levels of parental stress, and with higher risks for negative outcomes among children, including delinquency and teen parenting.⁸ In the greater Osborn and Clark Park areas, nearly one in five newborns has a mother still in her teenage years. Over this same time period, nearly half of all infants were born to mothers who did not receive adequate prenatal care. One in eight babies born in greater Osborn and one in thirteen babies born in greater Clark Park had low

⁵ Detroit crime rates are from the FBI’s Uniform Crime Report and use a total population of 899,477 as the denominator. Replacing this total with the Census 2010 population count of 713,777 pushes the violent crime rate up to 23.78 and the property crime rate up to 66.95.

⁶ Data Driven Detroit has birth records at the address level under an MOU with the Michigan Department of Community Health. However, because there are so few records in the Osborn and Clark Park PN census tracts, data is releasable at the United Way subcommunity level. The United Way Vernor subcommunity covered the following 2000 census tracts: 5211, 5231, 5232, 5233, 5234, 5235, 5236, 5237, 5238, 5240, 5241, 5242, 5243, 5245.

⁷ The United Way Osborn subcommunity covered the following 2000 census tracts: 5031, 5032, 5033, 5034, 5035, 5036, 5049, 5050.

⁸ ³ Manning, Wendy D. and Kathleen A. Lamb. (2003). Adolescent well-being in cohabiting, married, and single-parent families. *Journal of Marriage and the Family* 65(4) 876-893. Kierkus, Christopher A. and John D. Hewitt. “The contextual nature of the family structure/delinquency relationship.” *Journal of Criminal Justice*. Volume 37, Issue 2, March-April 2009, Pages 123-132.

birth weight—a condition that places children at higher risk of developmental delays and physical complications. The infant mortality rate of 14.2 in Detroit in 2010 was more than double the US rate. Detroit PN communities lack sufficient early childhood learning resources to mitigate these risk factors, and all Detroit communities demonstrate service gaps in the availability of early childhood learning opportunities. Thus, the planning year will focus on **Priority 4**, Comprehensive Early Learning Network.

Following University of Chicago economist James Heckman’s research on human capital development, racial gaps in school achievement open up before children enter kindergarten and are most cost-effective to remediate before these gaps widen further. In 2010, only 8,286 of Detroit’s 59,786 children age 0 to 5 were enrolled in Early Head Start or Head Start. There are consistently long waiting lists for Head Start places. Detroit’s Department of Human Services, which administers Head Start, is under federal investigation for reportedly misusing Head Start funds and may be at risk of not receiving additional funds to take students off the waitlist. Detroit children left out of Head Start are unlikely to find a place in other subsidized early child learning centers. The average number of Detroit 4 year olds enrolled in the state-sponsored Great Start Reading Program decreased by 47.4 percent from 4,618 in 2002 to 2,428 in 2007. Funding for this program has continued to decline, suggesting that no increases, and perhaps continued decreases, have occurred in participation since 2007. Many Detroiters do not, or cannot, take advantage of private early child learning programs. ACS 2009 estimates of nursery school or preschool attendance show only 39.7 percent of 3 and 4 year old Detroit children were enrolled. The United Way for Southeastern Michigan is testing an early development instrument (the Early Developmental Index - EDI) which will soon assess the share of Detroit children who are kindergarten ready. Inadequate access to early childhood

learning across the Osborn and Clark Park Promise Neighborhoods places many children at risk of not ready for kindergarten

The schools in Clark Park and Osborn are failing. In every Elementary and Secondary Education Act (ESEA) category, significant gaps exist in Michigan Educational Assessment Program (MEAP) scores between students in the PN area and their counterparts in the rest of the state. See Attachment 3 (MEAP Proficiency Standards and Michigan Merit Exam Reading Proficiency Standards) in “Other Attachments” section of this application. In Osborn, the percentage of students who met or exceeded math proficiency standards on the Michigan Merit Exam (MME), a version of the ACT, has been in the low single digits since 2008. In Clark Park, the percentage ranged from the low teens to the low twenties. Osborn students’ performance on the *reading* MME has declined in each year since 2008, settling in the high teens by 2011. Clark Park students’ performance ranged from the high twenties to the low forties. See Attachment 3 (MEAP Proficiency Standards and Michigan Merit Exam Reading Proficiency Standards) in “Other Attachments” section of this application. District-wide in 2011, 17% of students were proficient in math and 33% were proficient in reading as compared to Statewide where 52% were proficient in math and 63% in reading .

At first glance, four-year cohort graduation rates from the high schools are impressive. In Clark Park, the four-year graduation rate for all students in the class of 2010 just barely missed the state average. See Attachment 4 (MME Proficiency Standards Graduation Rates and Michigan School Report Card) in “Other Attachments” section of this application. In Osborn, the graduation rate significantly trailed the state average. The Clark Park graduation rate, however, masks low standards: test scores indicate that both high schools are allowing some students to graduate who can barely read, write or do arithmetic. Low school enrollment rates translate to low test scores. Part of the problem is that many students do not enroll in high school so that the denominators for these rates are smaller than

they would otherwise be. In addition, low attendance rates reveal that students who are enrolled in school are missing many days of classes. At Osborn High, the average daily high school attendance rate during the 2009-2010 school year was 75.1 percent. At Western High in Clark Park, the average daily high school attendance rate over the same period was 71 percent. The middle schools in Osborn and Clark Park had higher attendance rates (82.4 percent at Scott, and 85.4 percent at Earhart), and the elementary schools yet higher rates (87.8 percent at Scott, and 92.2 percent at Maybury). The attendance rate for all students in Detroit Public Schools was 84.4 percent, while the state rate for all students was 94.7 percent. Children already facing long odds for success in school can least afford to miss school and fall further behind.

Within these schools, different student subgroups perform at different levels. The ACS confirms that there are too few Limited English Proficient (LEP) students at Osborn to disaggregate test scores for: in Osborn, only 5.9 percent of residents speak English less than very well. In Clark Park, 40.1 percent of residents over 5 years old speak English “less than very well”. LEP students at Western perform in-line with LEP students statewide on the math MME and outperform LEP students statewide on the reading MME. LEP students at Western are significantly less proficient on both the math and reading MME than not LEP students statewide. At both Osborn and Western, student with disabilities graduate at much lower rates than all students.

Status of School Reform in Schools in the Promise Neighborhoods. All but one of the schools in the PN are undergoing some type of reform—some of which are described below. In Osborn, the schools are Osborn High and Brenda Scott, both designated as persistently low performing schools. In Clark Park, the schools are Earhart Elementary/Middle and Western International High (designated as persistently low performing schools). Maybury, previously a low performing school, has now met Adequate Yearly Progress (AYP). All four persistently low performing schools are using a turnaround

model, including Institute for Student Achievement (ISA), EdWorks, Pearsons K-12 Solutions and the STEP, and Teachscape. BFDI and its partners are working in schools and with schools to support their turnaround strategies.

Two communities tied together by need and potential. The families of Osborn and Clark Park will form the proposed Promise Neighborhoods. They have become increasingly interconnected over the past years, especially through the Skillman Foundation’s Good Neighborhoods & Good Schools Initiatives. These Initiatives, which together have formed a child protection and well-being strategy, were initiated through many small group meetings and a series of six large community meetings, attended by 200-300 residents and stakeholders in each neighborhood. The meetings resulted in the creation of a long-term community goal and short-term action plans to accomplish objectives related to protecting each community’s youth. Cross-neighborhood meetings were held to share plans and lessons learned, culminating in a celebration of the work in January 2008. Once this phase was completed, the governance process was launched. Residents and community agencies met to determine the structure and process for their community, ultimately electing representatives to a board for community decision-making. Through these efforts, the Osborn and Clark Park communities demonstrated a clear readiness for the Promise Neighborhoods investment, and community and youth-centered revitalization.

Osborn and Clark Park are recognized for having a focus on community-wide engagement in child well-being, collaboration among partners in shared strategies; and are linked together in ongoing technical assistance and capacity building led by the University of Michigan School of Social Work and Brandeis’ Heller School of Social Policy and Management.

Detroit urban planning projects link Osborn and Clark Park through parallel social, educational, and economic growth trajectories. Since so many Detroit blocks have fallen into

tragic distress, municipal planners and the Detroit Works Project are hard at work concentrating the future City into high density communities, of which Osborn (a largely African American and Hmong region) and Clark Park (a largely Hispanic region) will be among Detroit’s most vibrant. The Promise Neighborhoods Planning Grant will allow the development of a strategic infrastructure to connect our Osborn/Clark Park youth and families to academic success through local school reform efforts, while integrating evidence-based pipeline interventions necessary to complete community transformation.

The need for a Promise Neighborhoods planning grant is not based on the level of distress alone. While clearly the neighborhood has tremendous needs, there is also a great deal of hope and optimism for academic reform and community revitalization. With BFDI and its partners’ leadership, Osborn and Clark Park residents have developed the capacity to plan and invest in a cradle-to-career pipeline, as described in Section B, Quality of Project Design, that did not exist five years ago. The planning grant is needed to continue the planning process, achieve planned results, leverage local resources, and to take advantage of this potential and state of readiness. This Needs Section and the accompanying narrative describe how Osborn and Clark Park together are the right places for the development of Detroit’s Promise Neighborhoods.

B. Quality of Project Design

Identified schools in the proposed PN and each school’s standing. There are five schools in the proposed Promise Neighborhoods. In the Osborn Community: Brenda Scott Academy for Theatre Arts (grades PreK-8), and Osborn High School (OHS) (grades 9-12). In Clark Park: Maybury Elementary (grades PreK-3); Earhart Elementary-Middle School (grades pre-K-8); and Western International High School (grades 9-12).

B.1. Neighborhood School Improvement Strategies Aligned With Osborn/Clark Park

Solutions. The table below summarizes reform models selected by the schools within our PN:

Exhibit 1

<i>School</i>	<i>Reform Status</i>	<i>Intervention Format</i>	<i>Rigorous, Evidence-Based Reform Model/Partner</i>
Osborn High School	Persistently Lowest Achieving	Turnaround	The Institute of Student Achievement
Brenda Scott Academy for Theatre Arts	Persistently Lowest Achieving	Turnaround	Pearsons K-12 Solutions <u>and</u> the STEP (School Transformation/Turnaround Education Partnership) model
Maybury Elementary School	Effective	Met Adequate Yearly Progress; Not Applicable.	N/A
Earhart Elementary-Middle School	Persistently Lowest Achieving	Turnaround	Teachscape
Western International	Persistently Lowest Achieving	Turnaround	Ed Works

Four (4) of the schools are classified as Persistently Low Achieving. The fifth, Maybury Elementary, has improved from low-performing to making Adequate Yearly Progress. The schools are part of an ambitious city-wide strategy to reform and reconfigure schools to achieve significant improvement. Detroit Public Schools (DPS) is currently phasing-in Pre-K-through-8th-grade -schools on Pre-K- through-Grade-14 campuses, which decreases transitions for students, thus improving students’ chances for academic success in pre-teen years.⁹

⁹ Simmons, R. G., Blythe, D. A., Van Cleave, E. F., and Bush, D. M. (1979). Entry into early adolescence: The impact of school structure, puberty, and early dating on self-esteem. *American Sociological Review*, 44(6), 948-967;

The scope of this physical and programmatic redesign offers tremendous opportunities to serve youth, birth to college, attending Osborn/Clark Park Schools through on-site integration of school enrichment and family/community support services. Improvements underway include:

- Investments by DPS in school reform under the new Renaissance Model. The model includes early childhood and early college programs on both PN campuses, in partnership with Head Start and Wayne County Community College.
- Engaging turnaround partners, the Institute for Student Achievement (ISA) and EdWorks, at Osborn and Western, respectively. ISA partners with 80 schools in six states to transform underperforming public high schools using a research-based educational framework. EdWorks is built on KnowledgeWorks Foundation’s successes through the Ohio High School Transformation Initiative and the Ohio Early College High School Network.

Moving forward, our efforts will continue to support the connection between school and community, include making sure that: (1) Schools become high performing on Pre-K through Grade-14 campuses; (2) Schools are linked with centralized health clinics to address students’ health needs in order to ensure students are healthy and ready to learn; (3) Incentive-based financial-literacy summer school is available for all students ;(4) Faith organizations are linked with schools for mentoring, safety, and after-school programs; and (5) “Baby College” services, Pre-K through Grade-14 education, college-to-career programs, local jobs/economic development, and accessible 21st century technology, are developed and linked.

The 5 Osborn/Clark Park PN Principals have already demonstrated their commitment to developing an **integrated** academic and family support Pipeline by: (1) Participating in the PN

Offenberg, R. M. (2001). The efficacy of Philadelphia’s K-to-8 schools compared to middle grades schools. *Middle School Journal*, March 2001, 23-30.

Educational Work Group (2) Teaching Family/Community Support Providers how their services can link to turnaround strategies (3) Traveling as a contingent of school administrators, accompanying BFDI and Family/Community Providers, to Harlem Children’s Zone (HCZ) for 3 days to learn strategies - and build capacity- to plan for Detroit’s unique PN replication (4) Linking parents, teachers, and students to existing BFDI and PN resources to improve student academic achievement and overall child/family well-being.

One example of how school reform and neighborhood solutions are integrating is as follows. BFDI and Brenda Scott Academy collectively invested in the Family and Schools Together (FAST) evidence-based model to avert school-drop out, and foster successful 8th grade graduation. This solution targets high-risk youth (and their parents) when challenged students are most susceptible to drop-out... during the transition to 9th grade. This service supports the school’s turnaround goals, and equips students/families with community resources to remain in school. Such examples of school-agency-community-parent partnerships create webs of services and supports children and families can access from various points of entry. The PN planning grant will provide resources to strengthen initial partnerships, and plan for sustainable cross-system (academic/family/ community support) collaborations to measure and achieve our PN goals (see **Exhibits 3, 5 & 6**).

Osborn/Clark Park’s PN’s High-Quality Learning Programs And Services To Improve Outcomes For Children From Birth – 3rd Grade. Our Promise Neighborhoods reform strategy supports educational improvement and child well-being outcomes by: (1) Continuing to work with DPS, and the 5 school Principals, to plan and implement the Pre-K-through grade14 model at the two campuses; (2) Developing a Comprehensive Early Learning Network (CELN) to make

existing, but independent, early childhood providers in our PN collectively accountable for a common set of early childhood competencies and measurable outcomes for our PN youth 0-8 and their families (**Priority 4**); (3) Filling “Baby College” gaps; (4) Partnering with 2 Detroit cultural agencies to develop a plan for annual art and humanities exposure for all infants through third grade PN youth (**Priority 6**).

The BFDI Promise Neighborhoods Initiative proposes to develop a Modification Plan that will focus, coordinate, build, and integrate work at the neighborhood level of an existing county-wide Early Learning Network, the Great Start Collaborative-Wayne (GSC-W). The BFDI PN Modification Plan for a Comprehensive Early Learning network (CELN) will use the “Early Learning Community Equation for Success” framework developed by the Administration for Children and Families (ACF): “Leadership and Planning + System of Data Collection + Quality Services and Assurances + School Connections” (Putting the Pieces Together 2011).

The GSC-W is primarily funded through the Early Childhood Investment Corporation (E.C.I.C), a public private state level entity that Michigan’s Governor has included in his newly created Office of Great Start. The E.C.I.C and GSC-W have ongoing systems building pilots including Quality Rating Improvement System and Professional Development Initiatives. The mission of the GSC-W is “to engage the entire community to assure a coordinated system of services and resources to assist all Wayne County families in providing a great start for their children” birth through 3rd grade. To be strategic and effective, the PN Comprehensive Early Learning Network will need to identify achievable place-based visions and goals. The PN Indicators provide a frame for three areas to be considered by the leadership team for integrated systems building: 1) Healthy Children Birth through 3rd Grade (birth weight, immunizations,

asthma, lead poisoning, obesity, child abuse and neglect); 2) Children Enter School Ready To Learn (language, social-emotional, cognitive and physical development); and 3) Quality Early Learning Experiences (parenting, literacy, early care and education programs, kindergarten -3rd grade classrooms, safe community resources i.e. playgrounds, etc).

Osborn/Clark Park’s PN Intervention Plan Addressing Low-Performing School Teacher

Effectiveness, Use Of Time, And Resources. Planning Grant dollars will further the PreK-12th grade turnaround strategies by evidence-based intervention, increasing teacher effectiveness.

One strategy is the use of the STRIVE Report Card and Results Based Accountability Scorecard to provide to teachers early warning signs to implement effective, timely intervention strategies.

A second strategy is the “Restorative Practices” evidence-based conflict resolution model.¹⁰

Restorative Practices is an evidence-based conflict resolution model that encourages students’ appropriate behavior by introducing a collaborative response to wrongdoing. It is effective for repairing in-school and community relationships. Two-hundred forty individuals have been trained including BFDI staff, Osborn/Clark Park community members, MOU partners, school personnel, and Detroit police officers. The braiding of grant funding allows BFDI to expand the availability of high quality programs, such as Restorative Practices, to respond to school conflict.

B. 2. Osborn/Clark Park’s Continuum of Early Childhood - College/Career Solutions

Ensuring Excellent Neighborhood Education, Supported by Family/Community Supports.

Osborn/Clark Park’s PN partners will further develop a Pipeline of Family/Community Support services to ensure youth graduate with an excellent education.

¹⁰ International Institute for Restorative Practices. (2009). Improving school climate: Findings from schools implementing restorative practices. Retrieved from http://www.safersanerschools.org/uploads/news_pdfs/91666_IIRP-Improving-School-Climate.pdf

Detroit’s Osborn/Clark Park PN Plan engages community support and involvement.

As leaders of The Skillman Foundation’s “Good Neighborhoods & Good Schools” initiative, BFDI and its partners have been organizing community-involved efforts with a focus on achieving educational excellence. This work will be leveraged by the PN Grant. Work Groups have been utilized to engage vast stakeholder involvement in PN visioning. The Family and Community Support Work Group is responsible for planning our PN Pipeline. As the basis for the Pipeline, the Work Group utilized Osborn/Clark Park residents’ community revitalization plans; devised throughout 2010 and engaged over 500 residents. Each outlines their academic reform and child/family/community well-being goals for upcoming years. Osborn and Clark Park residents on the Work Group lifted each community’s main revitalization action steps. Once a shared vision for the PN Pipeline was crafted, the Work Group began planning Pipeline membership. Listed were organizations that residents asserted were contributing to Osborn/Clark Park community improvement goals. The agencies were asked to document the scope of their current services, use of evidence-based practice, and data collection procedures. This process assembled 39 resident-endorsed potential pipeline agencies.

The PN Planning grant will enable: (1) Osborn/Clark Park to plan school-to-community (Pipeline) resource linkages, and parent-to-Pipeline connections that augment student outcomes, (2) School personnel/Pipeline Provider education about, and collaborative development of, a longitudinal database to track PN youth’s academic/family outcomes, (3) The engaging of parents, Pipeline agencies, residents/block club association leaders, and the academic community in monthly evaluation of our Indicators to determine the efficacy of academic reform and community revitalization linkages for our PN youth, as well as (4) Planning year “finalization” of Detroit’s Pipeline by December 31, 2012. The Family and Community Support Work Group

will select Providers engaged in planning to develop, or maintain existing, strong or moderate levels of evidence-based practices, and demonstrate some level of electronic data tracking.

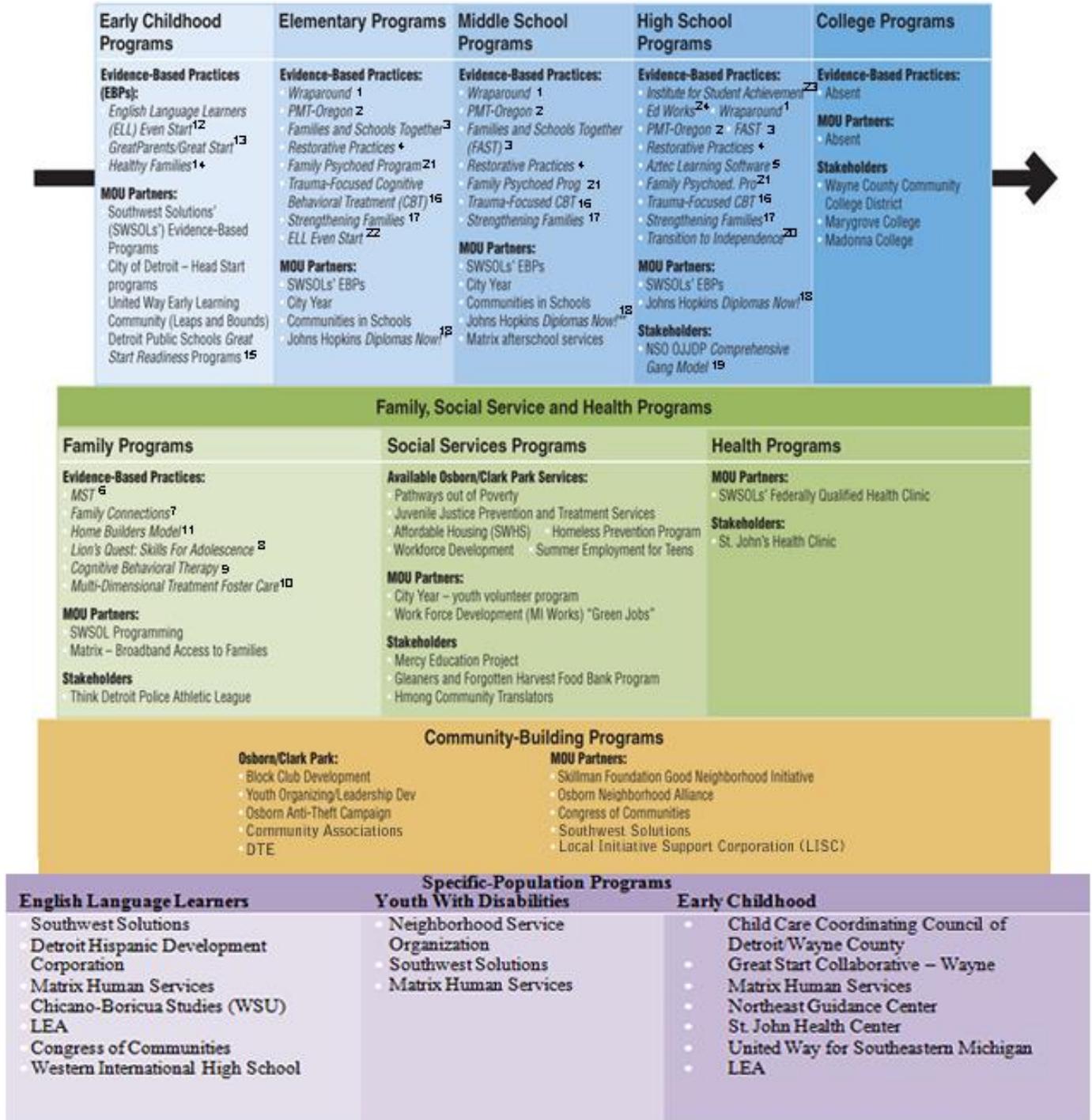
A Continuum Of Solutions Aligned With Education Reform Strategies To Improve

Preschooler - 12th Grader Outcomes. Informed by the Promise Neighborhoods Institute, Harlem Children’s Zone (HCZ) and STRIVE models, steps have been undertaken in Detroit’s Osborn/Clark Park PN towards planning a Pipeline of cradle-to-career services. Existing Osborn/Clark Park schools encompass each of the five HCZ educational stages (early childhood; elementary, middle, high school; and college) and include family, community building, and health programs.

Existing Continuum of Solutions. Exhibit 2 (next page) illustrates Detroit’s Osborn/Clark Park PN initial continuum of cradle-to-career solutions, or Pipeline. The empirically-based interventions (supported by strong or moderate evidence that they significantly improve educational outcomes) are italicized (see **Attachment 5** for citations 1-24). BFDI’s Pipeline (Exhibit 2) capitalizes on existing assets and revitalization momentum currently in the Osborn/Clark Park communities. The Pipeline leverages respected providers’ services, Good Neighborhoods efforts, Promise Neighborhoods visioning, collaborating with Federally Qualified Health Clinics, and DPS turnaround efforts.

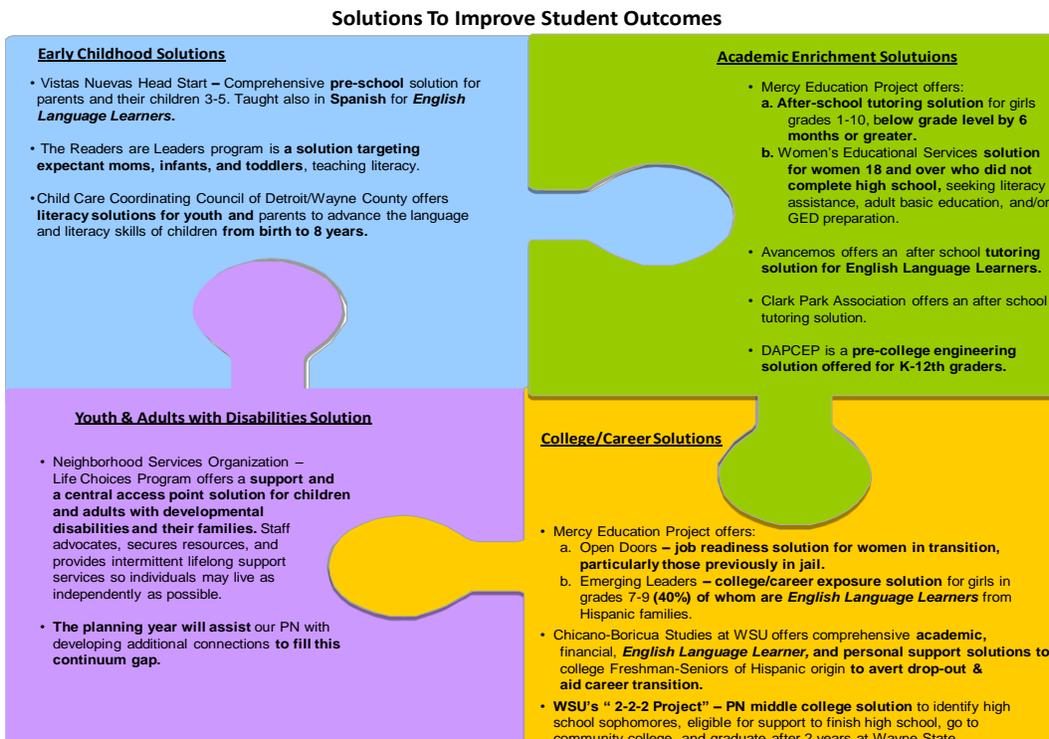
Exhibit 2

EXISTING OSBORN/CLARK PARK PROMISE NEIGHBORHOOD PIPELINE



Note: Italicized words indicate evidence-based practice. *Pending EBP for targeted elementary schools **Pending EBP for targeted middle schools

Linking Indicators with Improvement Outcomes. Our Pipeline’s evidence-based models (italicized in Exhibit 2), such as Families and Schools Together (described earlier) and Wraparound, promote student achievement by building trust/accountability, and supporting turnaround model philosophies. The Pipeline also partners Providers with students/families for resources and skills necessary to sustain health, safety, and stability. Osborn/Clark Pipeline resources **accessible to children with disabilities and English learners (ELs)**, included in Exhibit 2, and their **Solutions to Improve Student Outcomes**, are detail below. These specialized solutions will help accomplish our PN goals (see Exhibit 3 - Logic Model) and Indicators (Exhibits 5 and 6).



Programs That Prepare Students To Be College- And Career-Ready. The Detroit-Wayne County High-Risk Youth Workforce Development Collaborative will support youth workforce development. (See Support Letter from High Risk Youth Workforce Development Collaborative in **Appendix F.**) This proposed initiative targets youth ages 16-21 who are homeless, delinquent,

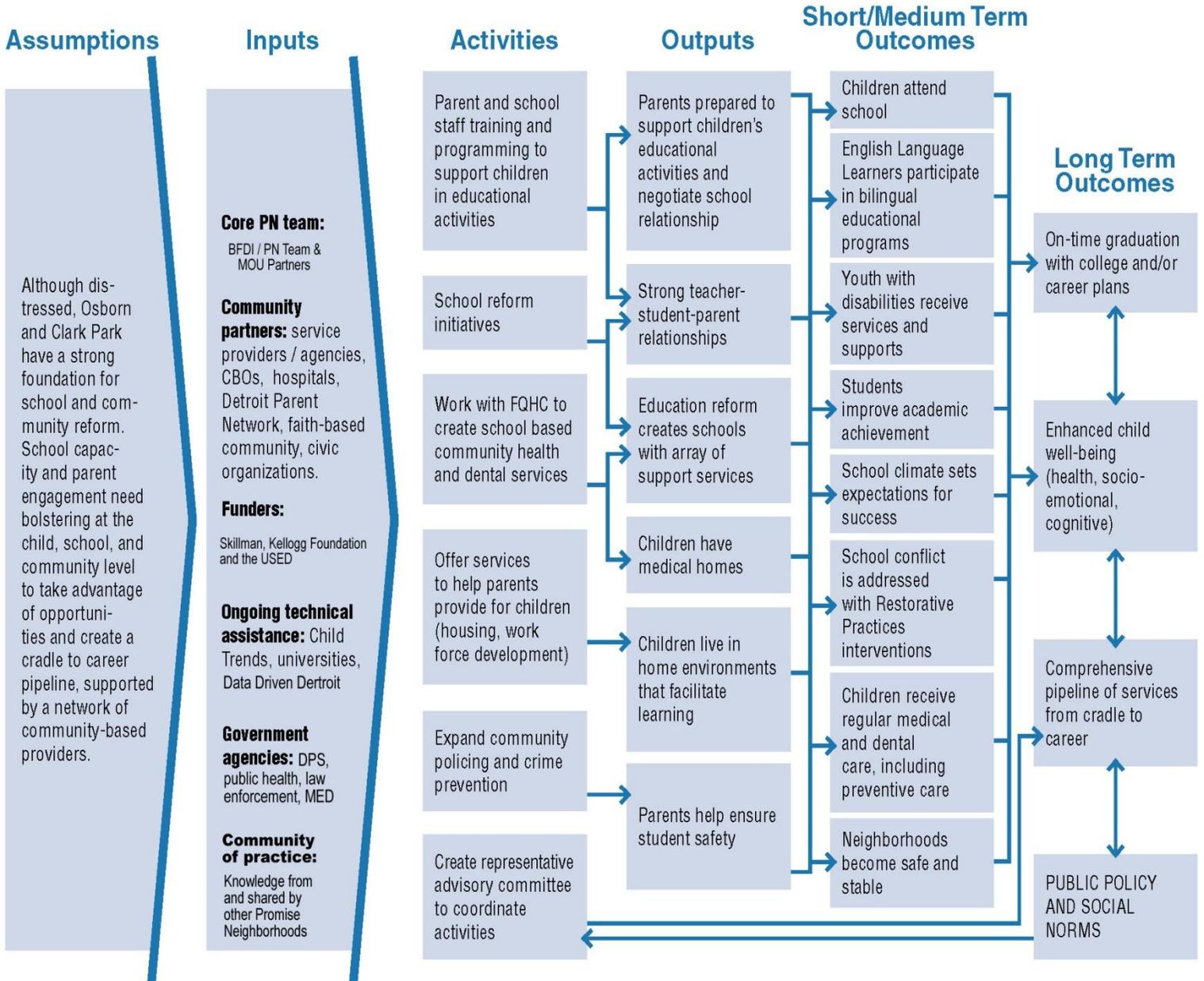
or are aging out of the child welfare system. Enrolled youth will receive job-skill training and educational remediation. After formal training, youth will be matched with an internship or transitional employment. Further “Baby College”, college/career planning, new economic development, and 21st Century learning investments are needed to address our PN continuum gaps.

The prospect of becoming a Promise Neighborhoods presents the opportunity to establish a sustained culture of success. Together, stakeholders have developed a preliminary logic model (see Exhibit 3) that shapes our PN Revitalization Plan, while guiding planning and decision-making for our proposed Promise Neighborhoods.

During the planning year, our Logic model and PN Revitalization Plan on the following page will be updated using Needs Assessment and Segmentation Analysis data, and quality improvement recommendations stemming from our participation in the Results Based Accountability (RBA) “Promise Scorecard”.

Exhibit 3

LOGIC MODEL



To uniformly plan towards our Logic model outcomes, Osborn/Clark Park’s PN partners have shared theories of change and action. Our partners have already committed to carry out this preliminary logic model in the context of our shared **Theory of Change**. Our Theory of Change, based upon an ecological model, is that community change work exists in larger economic, political, and social contexts (*see MOU for more details*). Additionally, BFDI and other Pipeline leaders will plan to use The Center for the Study of Social Policy’s “Strengthening Families” evidence-based model of protective factors as a collective framework to provide student and family support services.

Our locally-driven Promise Neighborhoods Revitalization Plan promotes child well-being through community revitalization and academic success, using a **Stage-Matched Planning Strategy**. The strategy will link the PN schools, Pipeline Providers, and community partners in strategic, accountable partnerships that address interrelated challenges in education, health and human services, housing, employment, etc. Shared accountability for the intended outcomes will occur through the use of the Osborn/Clark Park PN dashboard. The dashboard will be designed reflective of the STRIVE Report Card Model and the RBA Scorecard, accessible to all partners through secure ID. The dashboard will help our Promise Neighborhoods partners to visualize the collective impact of strategically aligned resources towards reducing poverty, neighborhood distress, while increasing student achievement. Below are neighborhood- and system-level **planning details** that will govern the abovementioned partnerships to improve student outcomes:

Enhanced Options for Schools. To enhance student services in schools and the community:

1. Schools will be linked with Federally Qualified, and other school/centralized, health clinics to address students’ health needs in order to ensure students are healthy and ready to learn.
2. Incentive-based financial-literacy summer school will be developed/accessible for all students.

3. Faith organizations will link with schools for mentoring, safety, and after-school programs.
4. “Baby College” services, Pre-K-through-14 education, college-to-career programs, local jobs/ economic development, and accessible 21st century technology, are developed and linked.

Accelerated Economic Development. In order to achieve economic development:

5. We will collaborate with Michigan Workforce Development and local businesses to create training/jobs for Osborn/Clark Park residents relevant in today’s job market.
6. We will collaborate with public- and private-sector partners to stimulate financial/banking investments in Osborn/Clark Park. Residents work and bank in their community.
7. We plan for a neighborhood-based financial counseling, internship, and job-placement agency. As a launch pad, during the planning year, BFDI will expand its current **Financial Literacy** training to a thirteen-week curriculum addressing the basics of financial management. The curriculum will mirror the financial literacy training from The Center for Enterprise Development’s SEED Initiative, “From Piggy Banks To Prosperity”, and **Dave Ramsey’s Financial Peace University training courses.**

Improved Students’ Neighborhood Services and Capacity. In order to improve students’ neighborhood services and capacity:

8. Partners will commit to keeping kids safe in families, regardless of funding source.
10. Students with unmet basic needs will be linked into a Promise Neighborhoods referral system, and parents given incentives for participation in evidence-based programming.
11. Community policing will expand to ensure students’ safety. Community policing supports the safety of the “built environment” to create safe parks and pedestrian pathways.
12. In partnership with the “Youth Violence Prevention” Initiative, we will address violence in our through best practices in prevention, intervention, enforcement, and offender re-entry.

13. Neighborhood Energy Conservation Initiative. Sponsored by DTE, students and their families will learn “Green” techniques that improve the efficiency of their homes, reduce household expenses, and overall improve Osborn/Clark Park neighborhood services.

High Quality, Diverse Housing Choices. In order to improve housing options and accessibility:

14. School counselors will identify homeless youth, then be able to link them to Pipeline homeless prevention, family, social services, and health services providers. Affordable, energy-efficient (“green”) housing will be developed for homeless youth and families.

Enhanced Governance Structure Oversight and Data-Driven PN Improvements

15. Resident-led Osborn/Clark Park Neighborhood Associations will plan and facilitate routine community meetings to assess progress on school reform and share PN Indicator outcomes.

Residents on the PN Advisory Board and Family/Community Support Work Group will help keep initiative accountable for continuous quality improvements based upon resident input.

16. Data-driven improvements are spearheaded by PN governance structure.

17. The STRIVE Report Card model and RBA Scorecard will help our PN define which evidence-based practices are yielding successful student achievement and well-being outcomes.

Those practices will be examined for replication in our “scaling-up” plans for regional-level PN expansion. Unsuccessful academic reform, or family/community support, efforts will be analyzed for lessons learned and considered for elimination or modification.

18. Data will be linked to school, LEA, and state data systems and disseminated to families, communities, and partners.

Investing In and Building Organizational Capacity. In order to improve PN capacity:

20. The lead agency, BFDI, and partner agencies, will collectively engage in recruiting and retaining highest quality staff, developing resources, and investing in their own organizational capacity in order to sustain our Promise Neighborhoods.

NOTE: Revitalization Plan adopted from:

1. West Philadelphia Initiatives A Case Study in Urban Revitalization; Kromer, J. &Kerman, L.
2. Building Neighborhoods of Opportunity. White House Neighborhood Revitalization Initiative Report – July 2011

How the plan is designed to ensure that, over time, children and youth in the neighborhood who attend the target schools have access to a complete continuum of solutions.

Children who attend the targeted schools will access the continuum by means of the school-community support service linkages being developed during the planning year (*see Revitalization Plan above*). PN partners have identified five priority activities that they will undertake to support planning for a comprehensive, accessible, cradle-to-career continuum: 1) Ongoing engagement of community members to refine a vision that ensures school success for all children (this work will build upon the “Good Neighborhoods & Good Schools” initiative and other school reforms); 2) Refining the PN governance structure to ensure accountability and community representation during the planning year and beyond; 3) Conducting a needs assessment and segmentation analysis that will identify groups with the highest needs and other PN priorities; 4) Using the needs assessment data/segmentation analysis to understand community support gaps, 5) Refining the Revitalization Plan that details short-, medium- and long-term actions need to fully plan for, and later implement, solutions.

Plan to Ensure youth in the neighborhood not attending target schools, students not living in neighborhood attending schools, have access to the continuum of solutions.

Children who live in the neighborhood but do not go to the neighborhood schools will be able to access the range of social and educational services through the variety of Osborn/Clark Park Pipeline providers. The PN database, accessible to those authorized under the Master Data Sharing Agreement, will ensure PN service penetration to students not living in the neighborhood and those not attending PN schools. To make this possible, our Strategic Planning Committee will investigate whether systems or policy changes will need modifying to increase access to services. Policy change recommendations will be made accordingly.

Planning Year Stages. The focus of the **first quarter of the planning year** will be on (1) Linking residents, Pipeline resources, DPS (LEA), and school personnel into a collaborative network; (2) Begin developing the Master Data Sharing Agreement; (3) Initiating longitudinal data system development with the database vendor, PN Data Work Group, and PN stakeholders; (4) Begin customizing STRIVE and the Results Scorecard For Placed-Based Solutions as our PN continuous improvement and accountability tools; (5) Wayne State University initiates Provider capacity-building for ongoing data collection and evaluation; and (6) Customizing/Finalizing the DRAFT needs assessment survey instrument developed by Child Trends.

In the **second quarter:** (1) The needs assessment and segmentation analysis will be conducted; (2) The PN Strategic Planning Committee will oversee resident education and information dissemination on issues such as children’s education, safety and well-being. Using social marketing and community organizing tools this will prepare residents’ for active engagement in PN continuous quality improvement tools, such as the STRIVE Report Card Format or the RBA Scorecard; (3) Using our PN Revitalization Plan as a guide, planning will

begin on how to facilitate School/Family/Pipeline Provider referral linkages to improve students’/families’ academic and wellness Indicators (see Exhibits 5 and 6); (4) Prototypes for engaging youth and other residents in evidence-based interventions (for dropout prevention, tutoring techniques, mentoring, and before- / after-school programming), will be tested and refined. This will occur by educating, then partnering, residents, at the block club level, with Pipeline providers willing to adopt or expand evidenced –based programming. Training and demonstration will be provided by BFDI and Wayne State University. (5) BFDI, and its MOU partner, the University of Michigan Technical Assistance Center, will develop a process for tracking and leveraging existing/new capacity building resources and opportunities.

In the **third quarter**: (1) The results from the needs assessment and segmentation analysis, (described below) will be examined. The findings will inform the strategic planning process on how to close continuum gaps, prepare key family and community engagement, and build capacity to sustain the PN over the long term. (2) The PN Educational Work Group will infuse needs assessment results into school reform/community support strategies to improve student outcomes in our turnaround schools. (3) Overseen by the Results-Based Accountability Management Team, needs assessment and segmentation analysis results will be disseminated using a PN Dashboard, modeled from the STRIVE Report Card design. (4) The Educational and Family/Community Work Groups will consider needs assessment results as PN Baseline data for our Academic, Family/Community Support, and PN-Specific Indicators (Exhibits 5 and 6). At the end of the quarter, (5) The Family/Community Work Group will select the additional evidence-based programs that best fit the needs of the PN pipeline, and (6) Child Trends will document lessons learned. Child Trends’ national scope will be an asset as we participate with other PN grantees in communities of practice to identify common challenges and search for

solutions. Lessons learned will be extracted from student/adult resident feedback, school personnel, Pipeline providers, and our data-driven decision making tools (the RBA Scorecard and the STRIVE Report Card model).

The **final quarter** will be dedicated to: (1) Community refinement of the Revitalization Plan; (2) Revisiting the structure and function of Data and Education Work Groups, as well as the Strategic Planning Committee, to ensure membership is optimized to most effectively advance PN planning, and future PN implementation work, including changing local or state-level policies. (See Project Design Timeline.)

Define how Detroit will build a community of practice for Promise Neighborhoods.

(See **Appendix F** for Community of Practice Memorandum of Understanding.) During the Planning Year, the Project Director, management team, and partners will share lessons learned and build the capacity of all partners to participate in a community of practice with ED and Promise Neighborhoods Institute. The team will further define its relationship with Wayne State University Merrill Palmer Institute. Their community of practice contributions include:

(a) Evaluation education and capacity-building with local PN Pipeline providers; (b) Grant writing for sustainability; (c) Connection with the Michigan Department of Education to link into the State’s longitudinal student database; (d) Linkage to a local FERPA expert; (e) Contribution of interns from various colleges to aid in: research/evaluation; public policy work; nutrition/health education; (f) “Backwards mapping” to help identify which system-level databases must interface to measure PN Indicators; (g) “The 2-2-2 Project” – To support PN high school sophomores through graduation and community college, to finish their last 2 years of baccalaureate education at Wayne State.

Child Trends will give evaluation oversight, national-level expertise and perspectives for the community of practice. Results will be shared with local Federal/State efforts, residents, family/community support providers, and community stakeholders.

B.3. How Osborn/Clark Park’s Solutions Leverage Existing Neighborhood Assets and Coordinate With Other Federal, State, Local and Private Funding.

Our PN Pipeline capitalizes on existing assets and revitalization momentum currently in the Osborn/Clark Park communities. The Pipeline integrates neighborhood Providers, Good Neighborhoods efforts, Promise Neighborhoods visioning, and DPS academic reform efforts. Local Federal Housing and Urban Development resources to support safe housing for students and their families, as well as other federal, state, and local initiatives will be leveraged, and linked into our PN planning, to improve student achievement and community well-being. PN partners will devise a centralized database to monitor area investments, and devise planning strategies to effectively leverage shared community resources. City Connect and U of M Technical Assistance Center will track new and existing PN, federal, state, private, and other resource dollars, while planning ways to maximally leverage all available funding pools. Michigan’s Children, a member of our PN Strategic Planning Committee, is a political advocacy and resource pooling agency, whose role will be to *identify Federal, State, or Local Policies or Regulations That Impede our Goal Achievement, and Report on Those Impediments*. Their legislative voice at the State capital, and mastery of State media outlets, will foster state-level support for PN students and families. Through academic reform linked with Pipeline services, political advocacy, resource leveraging, and capitalizing on Communities of Practice, our PN is determined to bring change, hope, and college/career dreams into reality to all children attending PN schools and/or living in our Promise Neighborhoods.

C. Quality of Project Services

This section describes how data will be used to manage the program, our commitment to work with a national evaluator, and indicators to be used in the needs assessment and segmentation analysis.

C.1. How Detroit’s Osborn/Clark Park Promise Neighborhoods Will Conduct Needs

Assessment, Segmentation Analysis, and Intervention Measures to Determine Appropriate Solutions.

Detroit’s Osborn/Clark Park’s PN will collect data that align with project goals and objectives, and use corresponding measures to monitor Indicator changes (see Exhibits 6 and 7 for Indicators).

Using Data Determine Needs. During the planning period, an information system will be designed that is capable of accumulating and querying indicator data longitudinally at the individual, program, and school levels. Recently submitted Detroit/Wayne County Database Vendor Requests For Proposal responses will soon be reviewed to ensure vendor selection prior to January 1 Planning Year commencement. This system will be used to provide rapid-time data to the local and national evaluators about student academic and well-being improvements, and performance information from the evidence-based Family/Community Support programs. The planning process will allow us to integrate pre-existing public data systems (including the MI Dept of Educations’ (MDOE) student database) to bring together into a comprehensive data set that will include data on student and family demographics, school achievement and attendance, prenatal and other developmental health data, data on risk behaviors, and data on services received, as well as partners’ performance measures and Exhibit 5 and 6 outcome indicators by the subgroups outlined in ESEA legislation (Section 1111(b)(3)(C)(xiii): gender, age, race, ethnicity, economic disadvantage, English language learners (limited English proficiency),

migrant status, developmentally disabled/special needs students, as well as Family/Community Support program recipients. (See section 4 for details on the database.)

Needs Assessment. In addition to the longitudinal data base, a comprehensive needs assessment will guide the refinement of our PN Revitalization Plan, lead to the enhancement of the cradle-to-career pipeline, and support the collection of indicator data (See Exhibits 5 and 6), A segmentation analysis of the survey data will further guide planning around our proposed continuum of solutions.

Survey Development. Child Trends will lead the development of the needs assessment survey, in conjunction with the PN partners and community stakeholders. The survey will be tailored to the neighborhood’s demographic, social, economic, linguistic, and educational circumstances and will use nationally validated items. Child Trends will draw on its experience collaboratively developing other community-based child and family needs assessments.

Survey Content. Surveys of parents/guardians, and students are planned. The survey data will inform the Academic and Family/Community Support indicators, and identify gaps in the existing pipeline (i.e. Baby College, 21st Century Learning, College/Career services). Survey data may inform about critical mediating factors that affect school performance, and provide the empirical basis for designing improvements. The surveys will provide data for the required PN project indicators, and also for additional locally-defined Family and Community Support indicators developed during the planning process. Exhibit 4 outlines the data that will be collected on the Needs Assessment Surveys. From parents of young children (ages birth to 5), the survey will also ask about children’s age-appropriate functioning across multiple domains, using measures derived from the Ages and Stages assessment tool (already widely used in the community). Parents of school-aged children will be asked about educational attainment.

Finally, Child Trends will also develop a survey for students addressing school and neighborhood indicators. Studies that have asked students about their perceptions find that this activity, in and of itself, can engage students more in their schools and communities, and can empower them to be change agents,¹¹

Exhibit 4.

NEEDS ASSESSMENT SURVEY

Parents	
Base-Line Information	<ul style="list-style-type: none"> • Demographic • Family structure, • Parent level of education • Economic, including income and parental employment • Social characteristics • Health characteristics, including health, mental health, and disability status, • Family receipt of services, including medical and insurance
Parents of Young Children (Birth to 5 years)	<ul style="list-style-type: none"> • Age appropriate functioning • Access to and quality of: <ul style="list-style-type: none"> ○ Early childhood care (Priority #4) ○ Home-based learning enrichment activities and resources ○ Parenting education needs
Parents of School-Age Children	<ul style="list-style-type: none"> • School enrollment and attainment • Attendance • Internet access • School engagement • Parental involvement in schools and home educational activities • Perception of school quality • Parental educational expectations • Access to and quality of <ul style="list-style-type: none"> ○ Arts and humanities (Priority #6) ○ Before-and after-school care ○ Extracurricular activities • Their child's social and emotional strengths and behavior problems
General Questions	<ul style="list-style-type: none"> ○ Family mobility ○ Child safety at home ○ Parental substance and alcohol use • Parenting styles • Family stress and violence • Neighborhood Support • School and neighborhood safety • Successful receipt of services from the PN • Consumption of fruits / vegetables • Participation in rigorous physical exercise • Knowledge of local medical facilities/health clinics

¹¹ Fattore, T., Mason, J., Watson, E. (2009). When Children are Asked About Their Well-being: Towards a Framework for Guiding Policy. Child Indicators Research, 2(1), 57-77.

Students	
School	<ul style="list-style-type: none"> • School <ul style="list-style-type: none"> ○ Climate ○ Safety ○ Quality and Resources ○ Academic environment and support, including tutoring ○ Engagement ○ Participation in activities • Neighborhood Safety • Physical exercise and healthy habits

Sample and Survey Design. Child Trends will work with Data Driven Detroit (local data collectors), Child Trends, BFDI, Family/Community Support agencies, Wayne State, and Data Driven Detroit to devise a methodology to identify and draw a scientific sample of 2,150 students, and 2,150 parents who are representative of parents with students in the neighborhood schools, as well as parents of students living in the neighborhood, but who are not attending neighborhood schools. The schools have agreed to work with Data Driven Detroit to distribute the surveys to their students and parents. The sample will be drawn to ensure that each subgroup as identified in the ESEA is adequately represented, producing reliable estimates within a margin-of-error of plus or minus five percentage points, at a 95% confidence level. Surveys will be translated into **Spanish** and **Hmong**.

Data Collection. As research partner overseeing the PN needs assessment, Child Trends and Data Driven Detroit will design the data collection methodology and oversee data collection design fidelity. Data Driven Detroit and Wayne State University will collaboratively execute the data collection to ensure that collected data are thorough, clean, and adhere to widely accepted research standards. Wayne State University will conduct capacity-building to train local residents and direct staff working in the Pipeline of Family/Community Support Solutions, to collect data with fidelity.

Segmentation Analysis. Drawing on its past experience for a needs assessment in Miami-Dade County, Child Trends will conduct a segmentation analysis that will examine the following

ESEA-designated groups: males, females, Asian/Pacific Islanders (predominantly Hmong in the proposed area), African Americans, Hispanics, Indian American/Alaskan Natives, and Caucasians, as well as the three programmatic subgroups: English Learners, Low Socioeconomic Status Students, and Special Needs Students.

How the Data will be Used to Determine Needs. The needs assessment data will be integrated with school performance data and other data included in the longitudinal data system to identify the groups in greatest need of services by location, school, grade, ESEA group and type of need. The survey data may provide information concerning mediating factors that could improve the performance of these groups on PN indicators. Child Trends will prepare reports and presentations on the segmentation analyses that are accessible to ED and the community.

C.2. Solutions Based on Evidence, Driving Results, and Leading To Indicator Changes.

Evidenced-Based Solutions to Increase Student Achievement. BFDI’s PN Revitalization Plan proposes solutions to foster significant school improvements and gains in student achievement. The Academic and Family/Community Support indicators will be used to assess our Pipeline’s evidence-based practices’ contributions to improvement in each of these two areas. Exhibits 5 and 6 provide more detailed explanation of Logic Model outcomes. The Exhibits cross-walk our PN Indicators, Evidence-Based Programs, and Providers that will achieve a successful Osborn/Clark Park Promise Neighborhood. The programs in exhibits 5 and 6 are those from whom, during the planning phase, we intend to work with for needs assessment and/or planning phase participation in the Master Data Sharing Agreement, in order to extract consumer-level data on their area of specialty (i.e. ELL or DD). Additional, locally chosen project indicators have been preliminarily selected and will be revised based on needs assessment results.

Exhibit 5 - How Detroit Will Collect Data For The Required Educational Indicators.

Exhibit 5: During the Planning Year, Detroit’s Osborn/Clark Park Promise Neighborhoods **EDUCATIONAL Work Group** will develop **BASELINE #s and %s** of Achievement towards the following **GOALS**:

Academic Indicators	Indicator Measures	Needs assessment measure source or data source	Programs to Achieve Indicators	Program Description
Children Ready for Kindergarten	100% of all children birth to kindergarten WILL have a medical home	National Survey of Children’s Health	Even Start*	Family-focused intervention program designed to break the intergenerational cycle of poverty and low literacy
	100% of PN 3-year olds and kindergarteners WILL demonstrate age-appropriate functioning across multiple domains at program entrance (Priority #4)		Vistas Nuevas Head Start Program	Comprehensive pre-school solution for parents and their children 3-5. Taught also in Spanish for English Language Learners .
	100% of all PN children, birth to kindergarten, WILL participate and succeed, in center-based or normal home-based early learning programs	Early Childhood Program Participation module of the National Household of Education Survey	Great Parents Great Start	Program foster community/school integration for parents with children 5 or younger, youth’s attainment of age appropriate development stages, and early language, math, and reading skills.
Students Proficient in Core Subjects	100% of PN students WILL perform at or above grade level according to State mathematics, reading or language scores in 3rd-8th grades and once in high school	Michigan Educational Assessment Program (MEAP)/Michigan Merit Examination (MME)	Aztec Learning Software	Uses the method of assess-test-learn-practice-test. See http://www.aztecsoftware.com/aztec/K12.html
			Institute of Student Achievement (ISA)*	Uses a proven, research-based educational framework to transform underperforming public high schools into rigorous and supportive learning environments that prepare students to be college-ready. Schools, often located in areas where graduation rates have been as low as 35%, have been able to increase their graduation rates—some to 90% with nearly 90% of those graduates continuing on to college. See http://www.studentachievement.org/AboutISA.aspx
			Ed Works*	EdWorks is built on KnowledgeWorks Foundation’s successes through the Ohio High School Transformation Initiative and the Ohio Early College High School Network
Successful MS to HS Transition	100% PN student enrollment rate in 6th-9th grades	School Records	Families and Schools Together *	FAST uses family therapy principles to encourage positive familial bonds and greater parent involvement. Previous studies of the FAST program showed improvement in at-risk children’s attention span, conduct and anxiety. Another evaluation found that the program reduced aggressive and withdrawn behaviors, with children remaining less withdrawn at the one-year follow-

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				up assessment. A 2009 evaluation showed significant improvements in externalizing behavior, somatic complaints, and family adaptability. See http://www.childtrends.org/Lifecourse/programs/fast.htm
High School Graduates Obtain Post-Secondary Degree, Certification, or Credential	100% PN Graduate rate—100% of PN students WILL graduate with a regular high school diploma AND	Detroit Public School Graduation Data	Aztec Learning Software	Uses the method of assess-test-learn-practice-test. See http://www.aztecsoftware.com/aztec/K12.html
	...Obtain postsecondary degrees, vocational certificates, or other industry-recognized credentials without remediation	Parent and Family Involvement in Education module of the National Household Education Survey (2007)	ISA*	See above
			Ed Works*	See above
		College Diplomas and/or Vocational Certificates	High-Risk Youth Workforce Development Collaborative	Proposed initiative targets youth (homeless, delinquent, or are aging out of the child welfare system) ages 16-21 for job-skill training, followed by internships or transitional employment.
	Wayne State University’s 2-2-2-Program		Proposed middle college solution to identify high school sophomores, eligible for support to finish high school, go to community college, and graduate after 2 years at Wayne State.	

* Note: **Bold** programs have strong evidence of effectiveness;. Evidence is pending for the remaining programs. PN local evaluator will work with local partners to establish level of evidence.

Exhibit 6

Data Collection For Required & Neighborhood- Unique Family /Community Support Indicators.

Exhibit 6: During the Planning Year, Detroit's Osborn/Clark Park Promise Neighborhoods' FAMILY/COMMUNITY SUPPORT Work Group will develop **BASELINE #s and %s** of Achievement towards the following GOALS:

Required and PN-Specific Indicator	Indicator Measures	Needs assessment Measure source or local data source	Programs to Achieve Indicators	Program Description
Students are healthy	100% of PN children DO participate in at least 60 minutes of moderate to vigorous physical activity daily	Youth Risk Behavior Survey 2009	St John's Health Clinic BFDI My Healthy Body Olympics	Local School Based Health Clinic linked to St. John's Medical Center. This health education program's goal is to educate youth on the importance of healthy food and fitness. My Healthy Body Olympics helps students to: understand the Food Pyramid and the Five Food Groups; understand the nutritional value of foods and the influence they can have on the body; understand and learn the food labels; choose a variety of fruits and vegetables per day; engage in at least 60 minutes of moderate physical activity daily. http://www.blackfamilydevelopment.org/pdf/improving_ed_outcomes.pdf
	100% of PN children DO consume five or more servings of fruits and vegetables	Survey on Child Health and Well-being in Miami Dade County	Covenant Community Care	A Federally Qualified Health Clinic, faith-based, and non-profit organization dedicated to providing primary health care to the uninsured and underinsured of Southwest Detroit.
Students feel safe	100% of PN students DO feel safe at school and traveling to and from school	America's Promise Every Child Every Promise Survey, Parent Survey 2007	Community Policing via Man Network	The community policing expansion plan will also ensure students' safety, as well as support the safety of the Osborn/Clark Park "built environments.
			Organized Block Club child safety initiatives	The proposed Promise Neighborhoods Revitalization Plan will expand current community policing and Block Club organizing by developing resident-led student safety initiatives.
Students live in stable communities	Detroit's Osborn/Clark Park PN student mobility rate WILL be on par nationally with other academically achieving schools	Detroit Public School data by each of the 5 schools	BFDI Block Club development	Community-building campaign to develop, or strengthen, residents into organized, empowered blocks mobilizing for revitalization.
			Southwest Solutions' Affordable Housing Model	Southwest Solutions' mission is to revitalize our community through collaborative, innovative and high-quality projects, and by promoting homeownership. http://www.swsol.org/housing
			BFDI's Homeless Prevention Program	Counseling, case management and crisis intervention for families who are homeless or in imminent risk of homelessness.
			Michigan Works! Workforce Development	The Michigan Works! System is the first unified workforce development system in the country and is an instrumental partner for developing Michigan's economic future. 25 Michigan Works! Agencies assist job seekers and employers in their communities.
		Data Driven	MI Homebuilders	The Homebuilders program aims to improve child

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Students live in stable communities, cont’d.		Detroit Wayne State University Center for Urban Studies annual population analyses by census track	*(Families First)	safety while avoiding the need to remove children from their families, provides protections to victims and relocates families to safe housing within their community. http://www.childwelfare.gov/pubs/usermanuals/crisis/crisisi.cfm
			Domestic Violence Intervention Model	Adaptation of Homebuilders model specifically targeting youth at risk due to fleeing with victim/parent from Domestic Violence.
			OJJDP Comprehensive Gang Model	The OJJDP Gang Model is both prevention- and intervention-based, targeting student protective factors against gang participation, safe procedures for gang withdrawal, and community-level education.
Family/Community support learning	For children birth to kindergarten entry, 100% of PN parents of family members will report they read to their child 3 or more times weekly	Parent and Family Involvement in Education module of the National Household Education Survey (2007)	BFDI’s Family Connections* and Great Start	Family Connections fosters parent and student self-advocacy within the student-teacher-parent-school environment. http://www.family.umaryland.edu/ryc_best_practice_services/family_connections.htm
	100% of PN or family members will report encouraging their child to read books outside of school			
	100% of parents/family members of PN children in 9 th -12 th grade WILL report talking with their child about the importance of college and career			
Students w/21 st century learning	100% of PN students WILL have school and home access to broadband internet and a connected computing device (Baseline % of the day they have access with be determined in planning year.)	Child Trends Survey Questions on Needs Assessment	Matrix Broadband Installation and Training Grant	Installing Broadband internet access to Detroit communities.
Juvenile Justice	90% of PN juveniles will not reoffend after receiving intervention in the continuum of services	Wayne County Juvenile Agency Information System	Black Family Development, Inc.’s Care Management Organization	BFDI’s juvenile justice program is multi-faceted. It incorporates cognitive-behavioral therapy interventions, as well as the wraparound process for eligible youth. It is entitled the Care Management Organization.

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Youth with disabilities	90% of PN youth with disabilities will gain Level of Functioning improvements from Baseline after intervention in the continuum of solutions	High School Longitudinal Study of 2009/Needs Assessment	Neighborhood Service Organization’s Life Choices	NSO’s program is entitled Life Choices. It is aimed at teaching self-sufficiency, as well as being an advocacy and support service.
English language learners	90% of PN English language learners requesting literacy intervention for academic or employment assistance will indicate increased proficiency in English and literacy to aid in achieving their academic/employment goals	National Household Education Survey	Wayne State University Chicano-Boricua Studies Program	Offers comprehensive academic , financial, English Language Learner , and personal support solutions to college Freshman-Seniors of Hispanic origin to avert drop-out & aid career transition.
			Vistas Nuevas Readers are Leaders Program	A solution targeting expectant moms, infants, and toddlers, teaching literacy.
Arts and humanities	100% of PN youth will receive exposure in arts and humanities	School-based needs assessment	The Detroit Institute of Arts	Local art museum with a long record of school and community outreach in Detroit. The museum provides arts education programming in Detroit Public Schools, <i>Thinking Through Art</i> and <i>Art to the Schools</i> .
			Thinking Through Art and Art to the Schools	
			The Contemporary Art Institute of Detroit	The director of the Contemporary Art Institute of Detroit (CAID) an art gallery, media arts center, and ceramic studio.

- Notes: *1. **Bold** programs have moderate evidence of effectiveness
 2. For all other programs, PN local evaluator will work with local partners to establish level of evidence.

Coordination with Related Efforts. As noted in Section I, both the Osborn and Clark Park communities have been identified as priority geographies by the city as it shrinks and reshapes its physical footprint. These communities are prioritized by Detroit leaders pursuing additional federal investment opportunities, such as HUD’s Choice and Sustainable Neighborhood programs. City Connect Detroit, in conjunction with city officials and the PN Advisory Board, will seek to coordinate federal and other efforts by identifying resources as further discussed in this application. Ongoing collaboration with new and existing system-reform efforts, (i.e., those in child welfare, juvenile justice, ex-offender reentry, education, and

our PK-14 campuses), will enhance our PN continuum of solutions, integrate efforts to improve child well-being indicators, and promote data sharing to improve services.

Determining Solutions To Achieve Student Academic Improvement and Needed Supports:

PN dashboards, mirroring the STRIVE model Report Cards, will promote public accountability for Osborn/Clark Park school reform achievement and improved PN child well-being indicators from the continuum of solutions provider agencies. The indicators will drive school reform changes through PN Educational Work Group, as well as F/C support Providers on the Continuum of Support. Design Strategies not demonstrating results, as indicated by the Dashboard, resident/stakeholder review, will be modified in concert with evaluation cohort of Child Trends, Wayne State University, and Data Driven Detroit, to avoid research design/collection infidelity. This process is detailed in section 4.

D. Quality of the Management Plan

Osborn/Clark Park community residents, the Project Director, and the Results Based Accountability Management Team (RBAMT) will support the Promise Neighborhoods (PN) Advisory Board in holding all partners accountable for completing a one-year planning period aimed at: (a) conducting a comprehensive needs assessment and segmentation analysis of children and youth in the Osborn/Clark Park PN communities; (b) developing a plan that involves and builds community support to deliver a continuum of solutions that will produce results; (c) organizing strategic partners and holding them accountable by using data to execute strategies required to achieve project objectives; (d) a plan for sustaining the project and scaling up to reach all infants and toddlers, all children and families in the neighborhood and attending the schools; (e) developing a longitudinal data system to provide information partners can learn from, improve upon, and demonstrate measurable results and accountability; (f) securing and integrating funding streams as needed; (g) working collaboratively with the Department of Education and the national evaluators in any and all aspects of the project, including access to all requested data; and (h) approving a PN **system of accountability**, which will minimally set forth benchmarks for performance and deliverables within established time frames.

1. BFDI and its MOU partners have over 10 years experience working with the neighborhood, its residents; schools and LEA; and Federal, State, and local government leaders. BFDI, with 33 years of experience investing in building organizational and community capacity, working in neighborhoods to engage residents and strengthen community leadership, has assembled 23 MOU partners and other informal partners. They have experience collaborating and working with the targeted PN, residents, local schools, and service providers throughout the community, building relationships and aligning resources to deliver targeted community change

results. The partners have additional years of experience collecting and utilizing data for decision-making and working with local, State and Federal leaders. MOU partners continue to hold appointments to key commissions and task groups established by the City’s Mayor and the Governor of the State of Michigan. They have past and present experience integrating funding streams and working with philanthropic leaders, and federal agencies such as the Department of Education, Department of Housing and Urban Development, and the Department of Justice. Their experience includes the braiding of governmental and public/private dollars to achieve targeted impact strategies, while identifying and unraveling conflicting governmental policies that are barriers to achieving the outcomes of initiatives such as PN.

The Project Director, management team, and MOU partners have an open, trusting and mature working relationship with the LEA, the school unions, and the specific neighborhood schools located in the PN communities. The engagement with the LEA, unions, and school leadership has helped to shape the priorities for the PN work in each school. The union leadership, school principals, and LEA staff are participants as members of the Advisory Board, work groups, or PN committees. This relationship has helped to shape the priorities for the PN work in each school.

BFDI management team and the MOU partners continue to be the key leaders in working closely with LEAs and supporting and advancing education reform and school improvement innovations. Previous reform initiatives have created a ripe and open culture for PN. A school culture once closed to outside intervention is now open. Data once hidden from parents and the community is now accessible.

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Prominent in this work are The Skillman Foundation, resident leaders, United Way for Southeastern Michigan, W.K. Kellogg Foundation, Detroit Regional Chamber, City Year Detroit, Detroit Parent Network, BFDI, its management team, and other partners.

BFDI’s management team, the MOU partners, and a network of pipeline providers continue to be the key leaders in working closely with LEAs and supporting and advancing education reform and school improvement innovations. Previous reform initiatives have created a ripe and open culture for PN. A school culture once closed to outside intervention is now open. Data once hidden from parents and the community is now accessible. Prominent in this work are The Skillman Foundation, resident leaders, United Way for Southeastern Michigan, W.K. Kellogg Foundation, Detroit Regional Chamber, City Year Detroit, Detroit Parent Network, BFDI, its management team, and other partners. The partners have years of experience and expertise working together, working directly with the entire family, and particularly working with children and families with disabilities and English learners. Many are major providers of these services throughout the community and have collaborative relationships with other providers in the community. MOU partners such as Matrix Human Services, Southwest Solutions, the Hispanic Development Corporation, Western International High School, and Maybury Elementary have particular expertise in providing for the English-speaking needs of children and adults in the Hmong and Hispanic community.

Within the provider organizations, there is ongoing monitoring of adherence to specific organizational policies on Limited English Proficiency, Accessibility to Visually and Hearing Impaired Consumers, Accessibility and Requests for Reasonable Accommodation, and Accessibility to Services as required by the **General Education Provisions Act (GEPA)**.

Working together, the community, resident leaders, partners, and schools will foster a **results accountability culture**, and a data driven enterprise. The PD and management team will participate in a community of practice that will connect with PN across the country, enhancing learning and accessing technical assistance from ED, Promise Neighborhoods Institute, United Neighborhood Centers of America, and initiatives, such as Grad Nation, Building Neighborhoods of Opportunities, nFocus Communities of Change, and the White House Neighborhood Revitalization Initiative. The team and partners have participated in a three-day learning session with HCZ; toured Washington, DC PN; and, the Grand Rapids, Michigan School District’s collaborative work with the Devos Foundation. These experiences continue to build capacity, increase knowledge, skills, and facilitate a community of practice change culture. BFDI has the experience, organizational capacity, infrastructure, and management team in place to deliver the results of a PN planning year. BFDI’s mission is “To strengthen and enhance the lives of children, youth, and families through partnerships that support safe, nurturing, vibrant homes and communities.” Recognized as a premier nonprofit delivering results and engaging the community, BFDI has been accredited for 19 years by the Commission on Accreditation for Rehabilitation Facilities (CARF), an independent, nonprofit accreditor of health and human services. (See CARF Survey Commendations in Attachment 6 in “Other Attachments” section.) The organization’s staff and Board have embraced a culture of commitment to: improve the well-being of children, improve academic results, expand positive youth development, improve support to families, build community capacity, and achieve PN results.

A solid history of serving the community has resulted in **lessons learned** that will advance the PN planning process. The PD and management team are operating from lessons learned that broad-base community engagement is key to achieving complex, community

revitalization outcomes, and multi-level community change strategies. Engaging community residents and partners has allowed for a shared vision, strategic focus, and greater **alignment of community assets** to develop solutions and achieve greater and more sustained outcomes. BFDI has learned that barriers to resident participation and accessibility must be removed and deliberate investments must be made in building the capacity of residents to carry out community change initiatives.

Building the capacity of the community and resident leaders is key, and as important as building the capacity of BFDI’s PN management team, and Project Director. Building the capacity of residents and community leaders and the network of service providers will be achieved by ongoing participation in a community of practice, increasing knowledge, facilitating resident decision-making, aligning efforts to create a platform for community change; and “building capacity to influence and shape policy, practice, and resources in the public nonprofit, for-profit, and philanthropic arenas in ways to influence the scale, scope, and effectiveness of our change activities.”

2. Collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability.

BFDI has a solid foundation for collecting, analyzing, and using data, as well as developing and implementing a longitudinal data system. The nine-month community of practice experience with Promise Neighborhoods Institute has provided key lessons learned and built capacity to develop and manage a results data framework to track and measure performance and accountability. Promise Neighborhoods Institute has selected BFDI to serve as one of five (5) pilots to test the Results Based Accountability (RBA) scorecard. **Key lessons learned** as we embark on this ambitious and long overdue data driven enterprise is the lesson of data language,

ensuring privacy protection, expanding data integration, and the need for longitudinal data tracking system to measure results over time. **Capacity building** will focus on speaking a common and shared data language for results, indicators, and performance measures. Additional capacity building will focus on ensuring adherence to privacy issues, integrating public and private data systems, developing and implementing a master data sharing agreement, effectively implementing a RBA Scorecard System, implementing the use of best practice data report models, such as the STRIVE Report Card, and establishing data checkpoints during the planning year to make needed adjustments to stay on track to ensure the achievement of desired results.

2.i During the planning year, BFDI, the Project Director, and the PN Advisory Board, in collaboration with the **Results Based Accountability Management Team (RBAMT)**, will **design, expand, and implement** a PN data tracking system that is capable of accumulating and querying longitudinal data on indicators at the individual, family, community, student, and school levels. The accountability functions of the tracking system will analyze and use data for results based decision making, learning, and continuous improvement. This secure data tracking system will provide rapid time data, including student academics and well-being, and program performance on the evidence-based Family/Community Support programs to a network of MOU partners, including the local and national evaluators. The planning process will also integrate logic model and partner outcome indicators and make them accessible to appropriate stakeholders. The result will be a complete data set that includes, but not limited to, subgroup information outlined by ESEA (Section 1111(b)(3)(C)(xiii): gender, age, race, ethnicity, economic disadvantage, English language learners, migrant status, special needs students, and service provision site. Data will be disseminated to families, communities, and partners.

The STRIVE Report Card model and RBA Scorecard will help our PN define which

evidence-based practices are yielding successful student achievement and well-being outcomes. Those practices will be examined for replication in our “scaling-up” plans for regional-level PN expansion. Unsuccessful academic reform, or family/community support efforts will be analyzed for lessons learned and considered for elimination or modification.

2. ii The *Data Tracking System Logic Model* and the **Planned Data System Flow Chart** identified below, details the data linkages across systems and it provides for the planned model; inputs, activities, outputs, results, and impact.

The planned PN Data Tracking system will track established indicators from Cradle to Career, through the development of a comprehensive data integration system that will include rapid time longitudinal data tracking software, and the management of a shared data repository. Data sharing capability will be described in the Master Data Sharing Memorandum of Agreement (MDSMOA’s), which will be developed and implemented in the planning year.

- **The Tracking System Assumptions diagram was deleted because the diagram could not be highlighted as “proprietary or personally identifiable information”.**

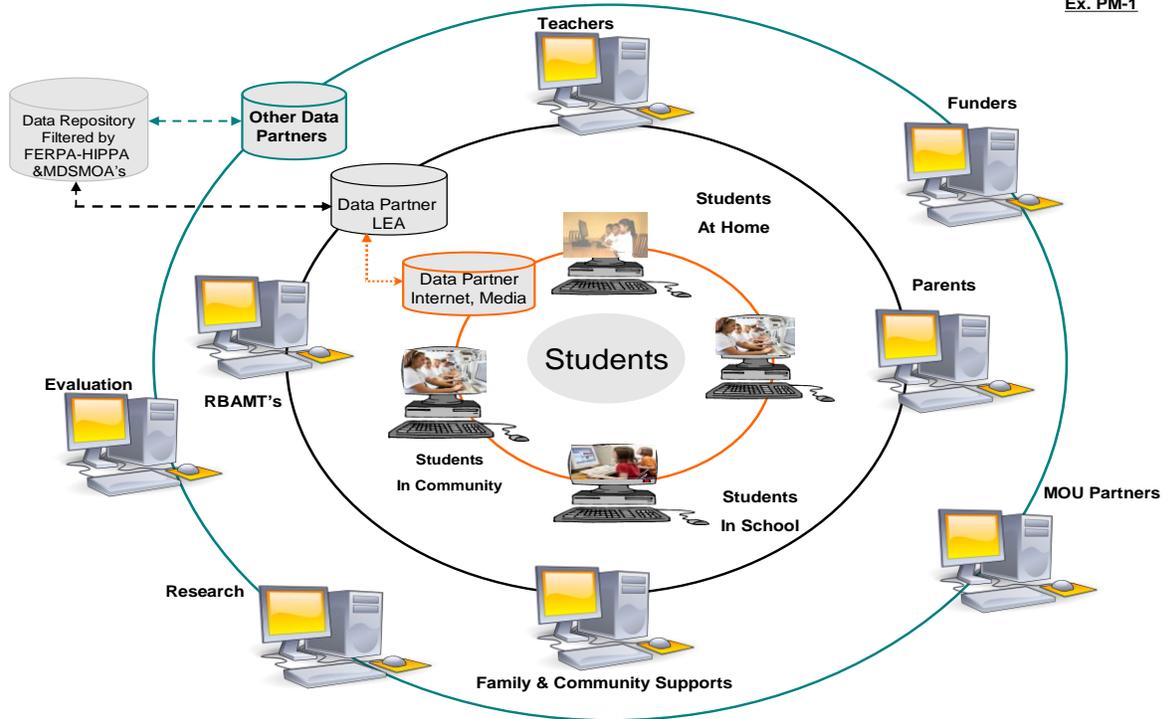
These MDSMOA’s will include; periods of agreement, definitions of primary and other data sets, eligible data sources, custodial responsibility and data stewardship, roles and responsibilities, permissible data usage and sharing, cost of data sharing, indemnification, publication and dissemination of results, and termination and or modifications of the MDSMOA agreement.

The system used by all partners will be modeled after an existing HIPAA-compliant web-based virtual private network (VPN) housed at BFDI and the STRIVE Report Card. The VPN will contain separate designated folders for each of the partners trained and authorized to submit data. Partners will upload and receive data through a data dashboard and repository, on a rapid time basis and reminders for data upload will be supplied as part of the data management

function of the project. Partner data will be downloaded by specified personnel to link data on the same children from different providers. Once linked, each child will be assigned a universal identifier to prevent duplication of client information. This universal identifier may be linked to the unique school code each public and charter student is already assigned. This approach integrates the state’s efforts to track students longitudinally.

Osborn - Clark Park Promise Neighborhoods - Planned Data Flow

Ex. PM-1



To assure tracking system development, implementation and management, a *Results Based Accountability Management Team (RBAMT)* has been formed. The RBAMT will have responsibility for determining, in collaboration with Child Trends, Data Driven Detroit, and the PN Data Work Group, the student and family data elements to be collected, frequency and process of data transfer, format for rapid time reports and data export and analysis. Most importantly, the RBAMT will maintain the confidentiality of student level data according to state, local, FERPA, and HIPAA guidelines. Child Trends will advise the RBAMT on data

security issues and consult with their Institutional Review Board (IRB). The Data Manager will document decisions and progress, and spearhead dissemination to share and analyze data with resident leaders, partners, stakeholders and the PN Advisory Board for recommendations and to inform decision-making.

2. iii BFDI will use rapid time data in the planning year to build upon its comprehensive data management structure to support the development of an integrated longitudinal rapid time data tracking system. This data management process includes the collection and utilization of Juvenile Justice, child welfare, and other consumer data. BFDI’s Management Information Systems (MIS), Fiscal Department, and program departments collect and compile data reports that are analyzed daily at all levels within the agency. BFDI’s data system, makes rapid time data readily accessible to BFDI’s managers, partners, funding sources, and evaluators.

2. iv During the planning year, BFDI’s plan to design, expand, and implement a PN data tracking system will be documented by the Project Director and management team. Tools that will be used for documentation include, The Planning Year Time Line (shown below), The Data Tracking Logic Model (shown above), and The Planned Data Flow Chart (shown above).

Lessons learned will be documented by the; Project Director, and RBAMT through; the review of project implementation and timeline management, feedback loops, and meeting discussion. Analysis of lessons learned through the use of best practice data report models such as the STRIVE Report Card and RBA Scorecard, will provide evidential accountability for continuous improvement.

This summarized, rapid time data report, and RBA Scorecard System presents longitudinal data that allows users to include within the graphic indicator the, “*Story Behind the Story or Lessons Learned (Trying Hard Is Not Good Enough-Mark Friedman).*” It guides

users in determining the language of accountability, and measurement indicators. It also defines how to integrate population indicators and performance measures which allows the RBAMT to strategically “*bend the curve*” in order to assure desired outcomes. Because it can be integrated across software systems, allowing accountability reporting in rapid time, it will be instrumental in assuring compliance with desired outcomes. *Capacity building* strategies will enhance the knowledge and skills of the management team and enable; secure, integrated, valid, and reliable data input across systems. Using a common data language and standard.

3. Creating Formal and Informal Partners. Detroit’s Osborn/Clark Park PN team has MOU partners and informal partners who are dedicated to long-term collaboration to achieve the PN vision and will support a shared system of accountability. The informal include youth groups, parent associations, schools, faith-based organizations, governmental entities, foundations, law enforcement, health care entities, housing coalitions, community governance structures, recreation centers, service providers, Greek associations (such as the Delta Sorority and Alpha Kappa Alpha Sorority), community associations, and 267 community block clubs to provide wraparound services to support the continuum of solutions needed to achieve results for youth and families. They will identify and leverage resources to sustain and scale up the PN work. Partners are continuing to examine ways to transform their business practices to align their assets and resources with the resource needs of PN work to develop solutions to problems. Performance accountability, building capacity, community engagement, and sustaining relationships will be key in advancing the PN work. The Advisory Board will approve a PN shared **system of accountability**, which will minimally set forth benchmarks for performance deliverables within established time frames for all partners, the management team, committees, and work groups. The system will utilize absolute reporting transparency to the Advisory Board

and broader community on the performance and achievement of on-time deliverables from all stakeholders and, in particular, the Project Director, MOU partners and the management team. Continued inclusion as partners and management team members in the scaling up and implementation years will be determined by the Advisory Board based on an assessment of outcome data related to performance and accountability.

Michigan’s Children, a statewide, independent, non-partisan advocacy organization located in the State Capital, as a MOU partner, will lead policy monitoring and change efforts; identify federal, state and local policies that may impede work.

BFDI is an active agency in a much larger network of organizations pooling their resources to help meet the needs of persons in distressed communities. **Lessons learned** have helped identify the value of community assets as wraparound services to support the continuum of solutions and to help the team become more adept at leveraging funding for further support to maximize community revitalization efforts.

A number of foundations have made commitments to improve education in Detroit. The Skillman Foundation’s Good Neighborhoods and Good Schools Initiatives committed funds to six (6) neighborhoods, including Osborn and Clark Park, for community revitalization, youth development, and school improvement through December 2016. The Kresge and W.K. Kellogg Foundations have identified Detroit as their highest regional priority for continued investment in Michigan. Other private and public sectors have also begun to lend their support, as evident by the ongoing corporate support of DTE Energy and the Mayor of the City of Detroit. (See Support Letters from DTE Energy and the Mayor in Appendix F.)

Scaling Up: BFDI will use lessons learned in its PN community of practice to transfer skills and approaches to further increase the geographic area and number of schools and students served

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during the implementation years. As depicted in the table below, major barriers to implementation will be identified and resolved by 2013. Cradle to career evidence-based programs will serve a significant number of children living and/or attending schools in the target neighborhoods. A data driven enterprise will be in operation to track success and measure outcomes.

In years 2014 through 2016, the team will have successfully expanded, created and utilized an evidence basis for targeting additional segments of children for additional programming. At a growth factor of 15% year 2014, 20% year 2015, and 25% year 2016, and budget growth factored at 3%, BFDI will have doubled the number of sites and schools in our PN. During years 2013-2016, BFDI will have successfully leveraged an additional \$138 million LEA and in-kind MOU partner dollars for projected scale up.

¹Includes all Federal, LEA, MOU and In-kind service cost	Planning Yr. 2012	Implementation Yr. 2013	Scale Up Yr. 2014	Scale Up Yr. 2015	Scale Up Yr. 2016
¹Budget	\$1,781,050	\$23,674,000	\$31,406,875	\$42,700,788	\$60,474,991
Student Population	2,492	2,492	3,210	4,237	5,826
Cost Per Student	\$715	\$ 9,500	\$9,875	\$10,079	\$ 10,381
PN Population	7262	7262	9,353	12,571	17,599
Cost Per Resident	\$245	\$ 3,260	\$3,358	\$ 3,397	\$ 3,436
Sq. Miles	0.87	0.87	1.0005	1.2006	1.50075
Growth Factor			.15	.20	.25

Detroit’s Osborn/Clark Park PN planning grant will allow for the achievement of the planning year results and a Business Plan in place to sustain and scale up to the implementation years.

Theory of Change: The theory of change model described in detail in the Memorandum of Understanding (MOU) in **Appendix C** establishes the framework for the PN collaborative work. The PN work exists in a larger political, economic, and social context that impacts the way the strategies are translated into practical, feasible tactics. **Theory of Action:** The theory of action describes how the intentionality of actions will build capacity to influence and shape policy, practice and resources to scale up the scope and effectiveness the work. Activities will also embrace specific benchmarks to measure and design strategies to respond to early warning data and, thus, make needed changes to achieve planned results.

MOU partners have signed a comprehensive Memorandum of Understanding, which describes the PN vision, theory of change, theory of action, financial and programmatic commitment, roles and responsibilities, commitment to work with the local and national evaluators; and commitment to develop and implement a Master Data Sharing Agreement. Each partner has a track record of securing public funding and advocating with elected officials to advance community change efforts. The MOU partners will be instrumental in helping develop an infrastructure of policies, practices, systems, and resources to support the proposed continuum of solutions.

Historical **lessons learned**, as well as lessons learned during the past 9 months participating in a community of practice has revealed that key elements in advancing the work require strategic and accountable partnerships that are willing to invest in building individual and collective organizational capacity in aligning and integrating resources to maximize targeted impact strategies. Lessons learned reveal that key issues to resolve include having the right people at the table at the right time, management conflict and boundaries, developing trust, fostering shared accountability, building capacity, and utilizing data for decision making and

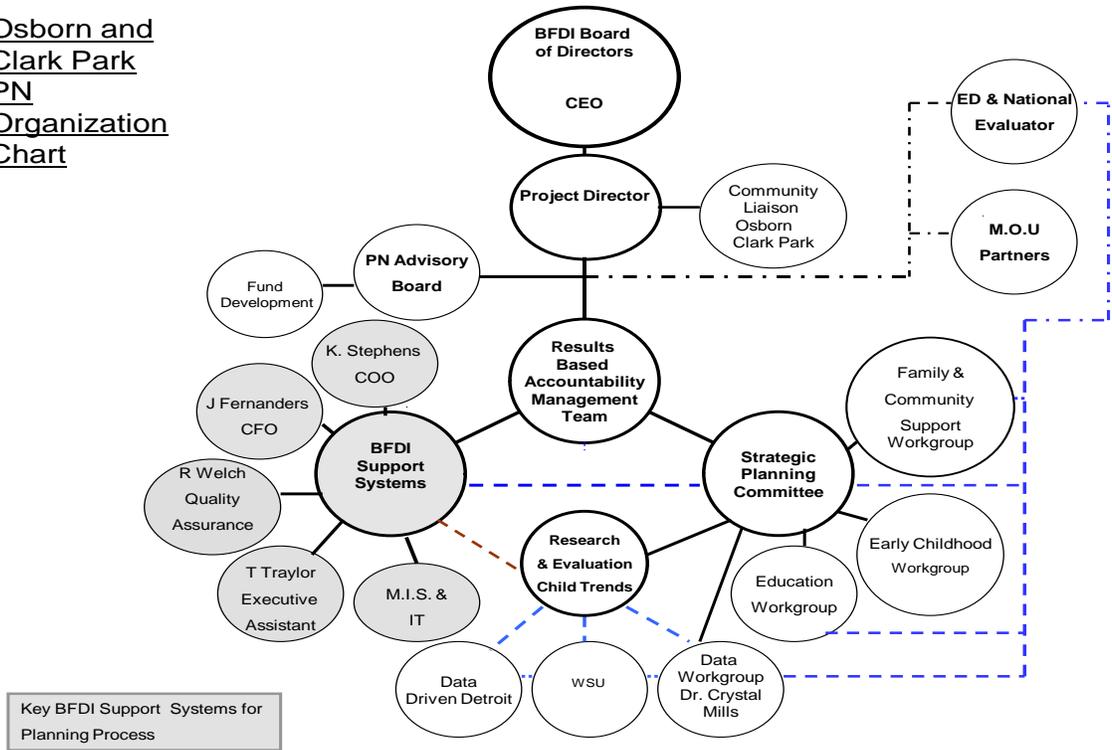
performance improvement. Lessons learned in forming and sustaining formal and informal partners will help to continue building the capacity needed to engage other partners and to scale up the PN work. **Capacity building** of MOU partners, community, Project Director, and management team will be evident in their ability to align community assets, enhance use of resources, enhance cross systems coordination, sustain relationships and high levels of community engagement, ensure staff and partner retention, guide strategies to improve student performance, improve capacity to influence and shape policy, and prepare to scale up to align with ongoing school reform initiatives at the regional and state level.

Governance

The management team has developed an organizational structure to support the PN work. BFDI’s Board of Directors has supported the establishment of an independent PN Advisory Board to oversee the planning of Detroit’s Osborn/Clark Park PN, and the allocation of in-kind resources to advance the work, as depicted on the organizational chart as “BFDI’s Support Systems”.

The voice, buy-in, and decision-making authority of the community is central to the ongoing work, scaling up, and sustainability of the PN and community revitalization. The decision-making authority and voice of the community is evident in not only the Advisory Board, but ongoing monthly community meetings in the Osborn and Clark Park communities. The PN Advisory Board has decision making authority and consists of 18 individuals: 1/3 Osborn residents, 1/3 Clark Park residents, and 1/3 public officials and key community stakeholders. See Committee Structure document in Attachment 7 for detailed listings.

Osborn and Clark Park PN Organization Chart



The Advisory Board (members identified in Attachment 7) will act as ambassadors for the PN activities; advocate for the interest of the community, help to broker relationships and needs between the community and all PN activities, and ensure the planning success of activities through **shared accountability** (see system of accountability on page 50), decision-making, and leadership. Members have been selected to ensure adequate representation of various community interest groups and a combination of knowledge and skills needed to guide planning. The governance structure meets minimally quarterly, with the management team, committees and work groups.

The first community elected governance structure (predecessor to the PN Advisory Board) was established in Osborn and the Clark Park neighborhoods as a result of The Skillman Foundation’s 2006 Good Neighborhoods Initiative. The Osborn governance structure is the Osborn Neighborhood Alliance (ONA), and the Clark Park governance structure is the Congress

of Communities (CoC). The ONA consists of 32 members; CoC, 26. Residents are actively engaged in decision-making through their involvement in the ONA, CoC, and the 267 “block club/associations” established by BFDI and other community processes. The Presidents of both governance boards, as well as their youth representatives, serve on the PN Advisory Board. Both communities have built an active and robust community engagement process, structure, and plan. These associations will plan and facilitate routine community meetings to ensure PN planning remains consistent with residents’ vision. Residents on advisory boards will report back findings, and keep initiative accountable for real-time continuous quality improvements based upon resident input.

Residents are actively engaged in decision-making through their involvement in the Osborn Neighborhood Alliance, Congress of Communities, other community forums, and the 267 “block club/associations” established by BFDI. Meetings are held monthly by each governance board, and block club meetings are held monthly and attended by an average of 250 residents. The meetings provide leadership training, information sharing for input and decision making. These processes are in place to ensure the voice of the community is evident in decision making, shared accountability, and ownership for community change efforts.

The PN Project Director (PD) reports to the Advisory Board and has coordinating responsibilities for day-to-day activities. The PD will ensure ongoing capacity building with the governance structure management team, partners, and providers, and ensuring active participation and engagement in a community of practice.

Lessons learned indicate there must be intentional investment in building the capacity of the Advisory Board. Consequential purpose of results must be evident to produce effective leadership in the governance process. Capacity building will be key for the PD, management

team, and Advisory Board in order to build the skill set necessary to identify problems, develop real time solutions, and monitor and control for effectiveness and efficiency of efforts. Capacity building strategies will help to increase the performance and commitment of the Advisory Board. Ongoing capacity building will help to achieve on-time results during the planning process, identify and respond to practices and policies that impeded the work, and create a state of readiness for the implementation years.

The organizational chart identifies key work groups and committees that will monitor indicators and results, and identify needed solutions to support a continuum of solutions. These groups include: RBAMT, Strategic Planning Committee; and, Data, Education, Early Childhood, and Family and Community Support Work Groups.

The **Results Based Accountability Management Team** is chaired by the Project Director and co-chaired by BFDI’s CEO and Southwest Solutions’ President/CEO. Co-chairs of all work groups and committees will serve on the Results Based Accountability (RBA) Management Team. This committee will manage the RBA Scorecard System as described in Section 2.

The **Strategic Planning Committee**, which will facilitate ongoing planning and is responsible for maintaining documentation of the planning process, will be supported by Berg Muirhead Public Relations Firm and co-chaired by the Project Director. This committee will also develop the PN communication plan; establish a PN website and social networking site; produce monthly community newsletters and quarterly reports to inform the community, and build public and political will for scaling up and sustaining PN and community revitalization work. A major responsibility of this committee is to develop a comprehensive PN Business Plan that positions the community to be in a state of readiness for the implementation years. This

work group, in collaboration with the Education Work Group, will also develop the **Priority 6, Arts and Humanities** plan for Advisory Board approval.

The **Data Work Group**, which will coordinate, report, and monitor data plans and activities, indicators and results, and validate baseline data, in collaboration with Child Trends and Data Driven Detroit, is co-chaired by Dr. Crystal Mills, BFDI Data Manager, and Marie Colombo, Data Manager, The Skillman Foundation. This Work Group has eight members who represent the PN MOU partners and residents. The **Education Work Group** is co-chaired by Penny Bailer, CEO, City Year Detroit, and Gerlma Johnson, Principal, Earhart Elementary/Middle School. The Work Group will provide leadership in helping to identify, support, and measure the effectiveness of school transformation and turnaround models; guide, support, and measure academic indicators and goals; and support the work of the needs assessment process, data collection, and evaluation process. The Education Work Group will review all education baseline indicator data and regularly monitor progress on changes in data. The Education Work Group will also help to develop the plan for **Priority 6, Arts and Humanities**, in collaboration with the Strategic Planning Committee.

The **Early Childhood Work Group** will be chaired and managed by Carole Quarterman, Early Childhood Manager. This group has 8 members who represent early childhood programs servicing the two targeted PN communities. The Early Childhood Work Group will review early childhood indicators and the results they are intended to measure, identify needed best practice services, and develop strategies to support the early childhood pipeline. This work group will also provide oversight to Invitational **Priority 4, Comprehensive Early Learning Network**.

The **Family and Community Support Work Group**, chaired by Kenyatta Stephens, COO of BFDI, who will supervise when hired the Manager for Family and Community Support,

has 25 members who are broad-base representatives of the target communities. This work group’s purpose is to provide a community-level asset assessment of family and community support resources already existing in the PN communities. The work group will finalize the PN pipeline of evidenced-based practices and retrieve to determine performance indicators for youth and families; to monitor and evaluate pipeline provider outcome data to recommend program improvements based upon trends and patterns.

Community Liaisons assigned to both Osborn and Clark Park, and supervised by the PN Project Director, will continuously engage the community in the work of PN via specific community outreach strategies. The Community Liaisons will help to link all sectors of the neighborhoods in the grassroots decision making aspects of the PN planning process, and facilitate street level communication about the work and soliciting the voice of the community to ensure ownership of the process and outcome.

Management Team. Deborah Hunter-Harvill, Ed.D. (1 FTE) will serve as the PN Project Director. Dr. Harvill brings 34 years of experience in Detroit’s and nearby region’s educational system, in a range of positions from teacher to principal to superintendent. She has worked with the local LEA for 11 years and is an educational leader and expert in the field of turnaround leadership, school reform, and enhancing high priority school districts. Dr. Harvill is a national presenter, consultant, and past president of the National Alliance of Black School Educators In July of 2011, Dr. Harvill was appointed by Roy Roberts, Detroit’s LEA Emergency Financial Manager, to serve as a charter school board member within the Detroit Public Schools.

Alice Thompson, M.S.W. BFDI CEO (FTE) will, in collaboration with the Project Director, support the diverse 18-member PN Advisory Board, RBAMT, and Strategic Planning Committee. Thompson holds key community leadership roles in several school improvement and

reform efforts, community revitalization initiatives. She was appointed by the Mayor of Detroit to co-chair a 55-member task group to lead the Detroit Works Project—a planning process that will tackle the City’s revitalization efforts. Thompson was appointed in July by the Michigan Supreme Court Justice Mary Beth Kelly to serve on the Michigan Coalition for Race Equity in Child Welfare and Juvenile Justice. The Coalition’s charge is to **identify barriers to the collection and sharing of accurate child welfare and juvenile justice data**. Thompson, as co-chair of New Detroit’s Education Task Group visited high schools throughout Michigan, Chicago, and New York and brought back **lessons learned** to Detroit schools that are in operation in Osborn and Clark Park. The lessons learned includes developing smaller learning communities utilizing turnaround reform models, and implementing innovative professional development strategies for teachers and administrators.

Rounding out the management team are (1) Kenyatta Stephens, M.S.N.(FTE), BFDI’s COO will supervise the Manager of the Family Community Support Work Group. Stephens has 18 years of experience in managing federal grants, working with national evaluators, strategic planning/outcome management, juvenile justice treatment/prevention, and System of Care collaboration; (2) Carole Quarterman, Ph.D Candidate Degree in Developmental Psychology (PTE) will serve as Manager/Early Childhood and Home Visitation Model, providing oversight to the Comprehensive Early Childhood Learning Network process. As the recently retired Executive Director of the Child Care Coordinating Council of Detroit/Wayne County, Inc., she has over 30 years of experience working with Head Start and other early care and education programs. (3) Crystal S. Mills, Ph.D (FTE) will serve as Data Manager and Co-Chair of the Data Committee. Dr. Mills has over 30 years of experience as an evaluator/consultant, and over 20 years as a Principle and Co-Principle Investigator for a range of child welfare, family, juvenile

justice, and general social service evaluations. (4) Laura Lippman, Graduate Program in Applied Demography, Georgetown University is a demographer focusing on survey development and indicators of child well-being, education, and positive development at Child Trends. A 10-year veteran of the Department of Education, she will design and implement a comprehensive needs assessment; conduct a segmentation analysis of the needs in the PN sites and will deploy other Child Trends experts to advise on indicators, evaluations, programs, and the data systems. (5) Kurt Metzger, M.A. will support the PN data activities as the Director of Data Driven Detroit (D3.) Metzger is an expert on the demographic trends of Detroit and the region. D3 is a premier regional data collection, storage, and analysis firm recognized by The Urban Institute as a National Neighborhoods Indicator partner. D3’s primary functions include collaborating with local government, community agencies, and other regional entities to access and develop unique data sets; measuring results and reporting the outcomes of community change initiatives and (6) Jane Fernanders, M.A. FTE will support PN planning activities and fiscal oversight in her role as BFDI’s CFO. Fernanders has extensive graduate training and experience in data management and analysis, as well as software design and implementation. Her work has supported strategic capacity building that has transitioned BFDI from annual revenues of \$1.3 million in 1994 to \$29 million in 2007.

Planning Year Timeline. The chart on the following page shows the stages of the strategic planning that will be undertaken during the planning year. It identifies the tasks to be achieved, by whom, the time-frame for completion, and the alignment of the task to the Priority 1 requirements. The deliverables for each step are assigned to key staff.

PLANNING YEAR TIMELINE													
Activity Legend	▲ Implement	▲ Meeting	▲ RBAMT Task	▲ FAM & Comm WG Task	▲ Education WG Task	▲ Child Trends & Data WG Task							
Osborn - Clark Park - YR 1 Planning & RBAMT Schedule	MONTH 1	2	3	4	5	6	7	8	9	10	11	MONTH 12	
Task													RBA Requirement #
Planning Solutions - Deborah Hunter-Harvill, Ed.D.	▲	▲	▲	▲	▲		▲		▲		▲		2
Convene, Advisory Board, Strategic Planning and Workgroups including RBAMT - (Deborah Hunter-Harvill, Ed.D., Dr. C. Mills)	▲	▲	▲	▲	▲		▲		▲		▲		8, 9,3,7,5
Leveraging Resources - (Advisory Board, Family & Community WG)					▲			▲		▲		▲	5,6
Development of Strategic Business Plan (Deborah Hunter-Harvill, Ed.D., Strategic Planning Committee)	▲	▲	▲										1-10
Approval of Strategic Business Plan (Advisory Board)			▲										1-10
Evaluation Design - (Child Trends, Data WG)	▲	▲	▲	▲	▲								8, 9
Identify and Aggregate Indicators of Distress - (Child Trends, Data WG)	▲	▲	▲	▲	▲								1
Fam & Comm WG Host EBPs presentations and gather data	▲	▲	▲	▲	▲		▲		▲		▲		2
Regular Progress Meetings-Deborah Hunter-Harvill, Ed.D.	▲			▲			▲				▲		3,5
Develop Needs Assessment Survey -(Child Trends, Data WG, WSU)				▲	▲	▲							10
Complete Master Data MOA Service Agreements for Partner Data Transfer - (Dr. C. Mills, RBAMT, Data WG)	▲	▲	▲	▲	■								5,8
Hardware Configurations for Longitudinal Database Storage - (Dr. C. Mills, Data WG, IT Dept.)	▲	▲	▲	▲	▲	▲							8
Focus on school reform (Deborah Hunter-Harvill, Ed.D., Advisory Board)		▲	▲	▲	▲	▲							2,5
IRB Approval - (Child Trends)		▲	▲	▲									10
Data Collection - (Data Workgroup)			▲	▲	▲	▲	▲						10
Data Analysis - Initiate STRIVE Report Card and PN Score Card (Child Trends, Data WG)				▲	▲	▲	▲						10
Software Configurations for Longitudinal Data Management - (Dr. C. Mills, Data WG)				▲	▲	▲	▲	▲	■				8
Prepare community organizing tools (Deborah Hunter-Harvill, Ed.D., Family Community Supports WG)				▲	▲	▲							2,5
Test community organizing tools (Deborah Hunter-Harvill, Ed.D., Data WG)					▲	▲	▲						2,5
Identify Necessary Longitudinal Data Elements - (Child Trends, Data WG, Dr. C. Mills/RBAMT)					▲	▲	▲	▲					8
Revise and finalize community organizing tools (Deborah Hunter-Harvill, Ed.D., Family & Community WG)						▲	▲	▲					2,5
Web-based System for Data Transfer - (Dr. C. Mills, BFDI IT Dept.)						▲	▲	▲	▲	▲			8
Partner-Specific Report Design - (Dr. C. Mills, RBAMT, Data WG)							▲	▲	▲	▲			8
Review needs assessment and segmentation analysis - (Child Trends, Data WG, RBAMT)								▲	▲	▲			10
Select EBPs (Child Trends, Fam-Comm WG)									▲				2,5
Final Report - (Child Trends, RBAMT)										▲	▲		10
Incorporate feedback and revisions (Deborah Hunter-Harvill, RBAMT, Ed.D.)											▲	▲	5
Finalize Plan (A Thompson, RBAMT)												▲	1-10
Prepare to Implement Promise Neighborhood (A Thompson, Advisory Board)												▲	1-10

Selection Criteria & Results Based Accountability (RBA) Legend:

- 1-Need For Project
- 2-Continuum of EBP Solutions
- 3-Organizational Capacity to Manage and Implement Plan
- 4-Sustaining and Scaling Up
- 5-Commitment and Theory of Change Alignment with MOU Partners
- 6- Leveraging Assets & Integrating Funding Streams
- 7-Identifying Policies and Other Requirements That Impede Progress
- 8-Collecting, analyzing and using data for decision making
- 9-Working with National Evaluator
- 10-Indicators for Needs Assessment, and Segmentation Analysis



4. Integrating Funding Streams. BFDI and its MOU partners are experienced and successful in integrating multiple funding streams to maximize community change efforts. The PD, management team, and MOU partners have the experience to leverage and integrate new dollars to support the development and integration of high quality, evidence-based/innovative programs into the PN continuum of solutions. Examples of braiding new dollars into larger program areas to infuse and support high quality programs can be demonstrated through BFDI’s \$100 million dollar, five year grant award from the County of Wayne to operate a newly developed juvenile justice Care Management Organization system of care, which required blending of federal, state, and local dollars from Medicaid, Child Care Funds, Title IV-E, TANF, OJJDP, Family Preservation funds, and the County’s general fund. The integration of blended funding for high quality programs is evident by the funding allocation from Kellogg Foundation, of which \$226,000.00 will be leveraged for the PN planning year, and The Skillman Foundation funding allocation of which \$136,500.00 will be leveraged for the PN planning year.

BFDI’s MOU partners, **City Connect Detroit and the University of Michigan Technical Assistance Center**, will be the primary resources to engage in tracking capacity building resources, and/or secure existing and new PN sources of funding, including public and private funds at the local, state, and federal levels to achieve and sustain PN goals. BFDI has submitted recent federal grant applications to advance the PN work, including USDDJ OJJDP FY 2011 Second Chance Act Juvenile Mentoring Initiative.

Other foundation and federal grants that have been received by MOU partners to support community and individual change strategies have been leveraged to support PN work: U.S. Department of Education Early Childhood and Family Literacy funding through the State of Michigan for the Even Start Program; and, U.S. Department of Labor Workforce Development

for the Pathway out of Poverty Program; and, The Skillman Foundation funding for community engagement, community capacity building, and Restorative Practices training in the community and school to reduce conflict.

Lessons learned from the integrating of funding streams, creating formal and informal partnerships; collecting, analyzing and using data; and, working with the neighborhood and residents to advance the PN work will be documented and shared with the RBAMT, which will lead to an annual Lessons Learned Report. The lessons learned will also help in capacity building knowledge, skills, and strategies with MOU partners and the management team, and will also inform development of the PN Business Plan for the PN implementation years. Lessons learned reveal the importance of securing and braiding new funding streams to advance the PN work and revitalization efforts.

Connecting current funding priorities and tracking new funding opportunities at the local, state, and federal level is only one of the steps in **building** the needed **capacity** to integrate high quality programs, enhance community revitalization, and implement and sustain the PN.

5. BFDI MOU partners and the community are committed to work with a national evaluator or other entity identified by the Department of Education. Their interaction with a national evaluator will be driven by four areas of organizational strengths: **(1)** a commitment to evaluation, and experience participating in a national learning community; **(2)** existing research and data-sharing capacity; **(3)** the value of Child Trends’ and Data Drive Detroit’s partnership; and, **(4)** a high value and experience collecting and using data.

Priority Area 4: Comprehensive Early Learning Network – The BFDI PN Initiative proposes to develop a Modification Plan that will focus, coordinate, build and integrate work at the

neighborhood level of an existing county-wide Early Learning Network , the Great Start Collaborative-Wayne (GSC-W).

The Great Start Collaborative Wayne is a leadership network comprised of diverse partners including parents, elected officials, faith-based and business entities, private foundations, and key early learning service and program providers. The latter group includes: Detroit Public Schools; Detroit Department of Health and Wellness Promotion; Detroit/Wayne County Community Mental Health Agency; Michigan Department of Human Services-Wayne County; Wayne County Regional Education Services Agency (Intermediate School District); Detroit Department of Human Services; United Way for Southeastern Michigan; Detroit Public Television; Comcast Cable Company; Detroit Public Library; Child Care Coordinating Council of Detroit/Wayne County, Inc.; Black Family Development, Inc.; Southwest Solutions; Vistas Nuevas Head Start; United Children and Families Head Start; The Skillman Foundation ; W. K. Kellogg Foundation.

All of the listed organizations provide and/or fund early learning services and programs in the PN targeted areas including but not limited to school-based early learning programs; federal, state and privately-funded preschool programs; Early Head Start and Head Start; child care resource and referral; IDEA services and programs; physical and mental health services; parent support and education services; home visiting programs; training and support for regulated and unregulated child care providers; planning, coordination and technical assistance; and, community education and advocacy services.

BFDI’s PN Comprehensive Early Learning Network Plan (CELNP) will support and facilitate the capacity of elected local governance bodies in the Osborn (ONA) and Clark Park (CoC) PN to hold accountable key GSC-W partners to improve the quality of and to integrate

the services and programs being delivered to all young neighborhood children and their families. BFDI will manage the data collection system.

The ONA and the CoC, through Subcommittees dedicated to a Comprehensive Early Learning Network Model, will regularly review impact data for key neighborhood based services and programs submitted to ONA and CoC by key GSC-W partners. The CELN Subcommittees will also craft and monitor systems building policies and services and make recommendations designed to improve developmental and educational outcomes for all resident children birth through 3rd grade.

Because of the breadth of the purview of these large service systems and multiservice agencies, they may be weak in drilling down to the neighborhood –focused systems building, communication and accountability thus creating gaps in comprehensive place-based early learning networking. The PN initiative can sharpen and enhance the “place-based” effectiveness and accountability of services that occur within these entities/systems. At the same time, these “mega” partners are existing vehicles key to scaling up PN learning to systems building for larger community, city, county and state arenas. Please see chart in Attachment 7 for a description of volunteer partners for the PN Comprehensive Learning Network committees. The job Description/ Annual Work Plan PN ELL Network Facilitator (Report to BFDI CEO, ONA and CoC Leadership Designees) will facilitate planning and implementation of PN Call to Action Community Education Forum on the Importance of Early Childhood Development and Learning (1st 1 -2 months); work with ONA and CoC leadership to strengthen relationships with existing ELL networks, and develop operations plan; plan with BFDI CEO/ONA/CoC Community Commitment: Birth to 8 Successful Learners Forum (Outline CELN Model, provide support to meetings and maintain ongoing communication with Subcommittees’

leadership, representatives of existing ELL networks, PN data expertise, PN Administration as needed.

Priority Area 6: Arts and Humanities -Detroit’s PN will partner with two key cultural organizations to develop a plan to include opportunities for children and youth to experience and participate in arts and humanities throughout the year.

Jennifer Czajkowski, Director of Learning and Interpretation at The Detroit Institute of Arts (DIA), one of the nation’s leading art museums, will participate in this planning throughout the grant period. The DIA, which has been widely recognized for its innovative approaches to engagement of novice humanities audiences, has a long record of school and community outreach in Detroit’s PN. The museum provides two arts education programs in Detroit Public Schools, *Thinking Through Art* and *Art to the Schools*, and has hosted an art exhibition for school students in the city for seventy-five years.

The director of the Contemporary Art Institute of Detroit (CAID), Aaron Timlin, will also participate in Detroit’s PN planning. CAID operates the Whitdel Art Center, an art gallery, media arts center, and ceramic studio, in Southwest Detroit. Both organizations will use their relationships to help the PN access knowledge and support from the region’s many arts and humanities organizations.

The development of the arts and humanities plan will receive input from the PN Education Work Group, DIA, CAID, and the Strategic Planning Committee. The plan will be submitted to the PN Advisory Board for approval prior to sharing with the LEA and the community.