

## TABLE OF CONTENTS: CHARLOTTESVILLE – CITY OF PROMISE

<b>Introduction</b> .....	1
<b>Absolute Priority 1: Proposal to Develop a Promise Neighborhood Plan</b>	
Section 1: THE NEED: Charlottesville and the Target Neighborhood.....	2
Section 2: QUALITY OF PROJECT DESIGN.....	6
Section 3: QUALITY OF PROJECT SERVICES .....	19
Section 4: QUALITY OF THE MANAGEMENT PLAN: Capacity.....	23
Section 5: COMMITMENT TO WORK WITH A NATIONAL EVALUATOR .....	37
<b>Competitive Priority 4: Comprehensive Early Learning Network .....</b>	<b>38</b>
<b>Competitive Priority 5: Quality Internet Connectivity .....</b>	<b>39</b>

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### *INTRODUCTION*

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Children, Youth & Family Services is applying for a planning grant to create a continuum of services for children in Charlottesville who live in one of our City’s most challenged neighborhoods, with the clear intent of scaling the program up in future years to provide supports for all children who need them to succeed in school, work and life. We are also proposing planning initiatives to respond to Competitive Priority 4, Comprehensive Early Learning Network, and Competitive Priority 5, Quality Internet Connectivity. With a Director starting work this fall, and strong community support and resources, we will be well positioned to successfully plan and ultimately implement these initiatives. This success will create a clear model for small- to mid-sized cities across the country to emulate. We are committed to working with a National Evaluator, as outlined below.

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## *THE NEED*

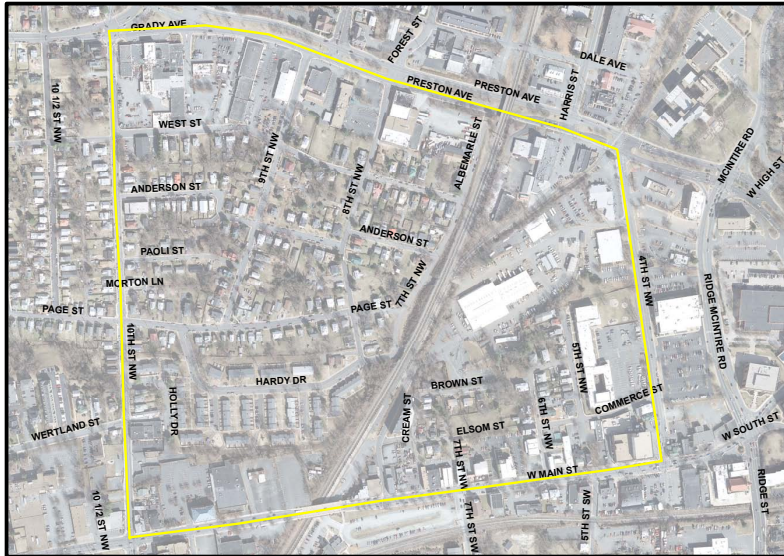
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### **CHARLOTTESVILLE & THE TARGET NEIGHBORHOOD**

In recent years, the City of Charlottesville has been consistently ranked among the best places to live in the United States, based on such factors as cost of living, climate, and quality of life. The City is celebrated as the home of the University of Virginia, and many tourist attractions draw visitors to our area. But these assets do not tell the whole story. Despite such prestige, there is a sizable segment of the population that experiences distress in regards to racial equity, economic justice, and opportunity. The city's poverty rate (22%) is almost twice the state average of 10.6%. Just blocks from the University's grandeur lives a community of people – many of whom lack essentials that human beings need in order to thrive, care for their children and families, and improve their quality of life. Charlottesville is clearly not the best place to live for everyone.

In the summer of 2010, a group of 24 Charlottesville nonprofits, city government agencies, faith and civic organizations and school officials came together to begin creation of the City of Promise, based on the models offered by the best-practice Harlem Children's Zone and federal Promise Neighborhoods initiative. Together, the partners committed to creating a cradle-to-career continuum of services and supports to make sure that all children in Charlottesville have a chance to reach their potential and succeed in life. They felt that a citywide initiative would be ideal – the 50% poverty rate among public school students demonstrates clear need – but that the most effective way to launch the project was to begin it in the neighborhood of greatest need – particularly in the area of academic achievement. Most of Charlottesville's highest-risk and economically distressed children live in six public and subsidized housing neighborhoods. The partners collected data for these neighborhoods, including information from the local schools, Census, the local health department, social services, juvenile court, and

Housing Authority, using GIS mapping when possible. The results indicated that children in one of these public housing sites, Westhaven, have the highest level of distress in the City in terms of school failure, low graduation rates, truancy, school discipline problems, juvenile delinquency, parental unemployment, child maltreatment, early prenatal care, and neighborhood crime. The



geographic area we chose as our initial pilot area (Map at left), referred to here as the Neighborhood, includes Westhaven, Charlottesville’s oldest and largest public housing site, and the surrounding “Tenth & Page” and “Starr Hill”

neighborhoods that include it – about 16 square blocks of single-family homes and two-story apartment buildings. The Neighborhood today is about 85% African-American. Although located in the middle of the City, it is physically and socially isolated from the rest of residential Charlottesville, split by railroad tracks and with barrier fences and commercial districts to the north, west and south. The University of Virginia just to the southeast puts pressure on Neighborhood traffic, parking and housing costs. The Neighborhood is deeply affected by the unique racial and development history of the city. In the late 1960s, the City launched an “urban renewal” that demolished one church, 30 businesses, and the homes of 158 families –140 of whom were black. The area, just to the east of the target Neighborhood, was described as “blighted”, as some buildings lacked indoor plumbing or electricity. The area was home to much of Charlottesville’s African-American working and middle class and the majority of African-

American-owned businesses. What replaced it is largely still underused land – parking lots, a box office supply store, two fast food restaurants and a luxury hotel. Many displaced families were moved to the new Westhaven public housing site a few blocks away. This series of events, coming only a few years after the dramatic closure of Charlottesville’s schools for over a year during “Massive Resistance” to integration, fueled a pervasive distrust and anger that linger in the Neighborhood to this day. Data reviewed by the City of Promise Steering Committee revealed that the Westhaven community is the City’s most academically challenged area, yet the Neighborhood has many strengths. There is a sense of community, evidenced by the recent 13th annual Westhaven Day that drew 800 participants. Jefferson School, an historic African-American school, is under renovation to become a community center. Many retired Jefferson School teachers live in the Neighborhood; their knowledge and years of experience are assets.

**Eligibility of partner schools:** The Westhaven, Tenth & Page, and Starr Hill neighborhoods together are all 100% within the attendance zones of three low-performing public schools, Walker Upper Elementary School, Buford Middle School, and Charlottesville High School, all of which failed to make Adequate Yearly Progress in 2010 and 2011, and are in Improvement Status. The economically disadvantaged rates at the three schools are 55%, 52% and 46% respectively, thus they are eligible for Title 1. The four-year graduation rate for the high school is 75%; for black students it is 65% and for economically disadvantaged students it is 64%. For Westhaven students, the 2011 graduation rate was 50% and for Tenth and Page/Starr Hill, it was 25%. Completion of Algebra I by the end of ninth grade is an indicator of college eligibility; 66% of Westhaven 9<sup>th</sup> graders and no Tenth & Page/Starr Hill students completed Algebra I in 2010-11. Yet these numbers are considerably better than those five years ago, thanks to a series of reforms and program implementations (Table 1).

## Recent Reforms and Program Implementations

<b>Program</b>	<b>Description:</b>	<b>School</b>
Expanded preschool	At-risk 3-year-old programs at five schools, using city funds; innovative preschool model including students with disabilities with typically developing 4-year-olds	Elementary schools
AVID* (“Talent Development” at elementary school level)	<i>Advancement Via Individual Determination</i> -nationally recognized program to close achievement gaps; prepare first-generation college goers for higher education	All schools
PBIS (character education, restorative practices, Olweus Bullying Prevention Program*, Rtl*)	<i>Positive Behavior Interventions and Supports</i> - program that promotes student success through establishing a positive learning environment	All schools
Teacher Advisory	Students meet 25 minutes/week in a small group with a teacher to discuss topics relevant to students and the community	Buford
Reading Teacher and Reading Specialist, Math Specialist	Providing specific intervention and support for struggling readers (2 or more grade-levels below)	All schools
Inclusive Practices		All schools
Intervention/ Enrichment Period	Additional instructional time in reading, writing, and math for targeted students using specialized instructional resources.	All schools
Responsive Classroom*/Morning Meeting	10-15 minutes of daily community building that includes greeting, sharing, group activity and morning message.	Burnley-Moran Venable
Educational Support Services	In-school and in-home therapeutic support for students with behaviors that impede their learning. Includes 1:1 counseling, behavioral supports, collaboration between local Community Service Board workers and school personnel.	All schools
CASASStart*	Community-based organization that collaborates with school division personnel to monitor student attendance to prevent truancy.	Burnley-Moran Walker Buford
After-School Intervention	Additional time for targeted skills instruction with certified teachers after school.	All schools
After School Enrichment	Opportunities for students to stay after school and participate in interest-based clubs. Transportation is provided to all participants.	All schools
*Programs with recognized strong or moderate evidence of efficacy in affecting outcomes		

**TABLE 1**

Since 2008, the division’s dropout rate has decreased from 13% to approximately 3%.

Student achievement in the Neighborhood is well below the division as a whole, most notably in the number of children passing Standards of Learning tests, and the division itself is below the region. On these exams, which evaluate achievement for third, fifth, and eighth grades and at the end of high school courses, last year only 55% of the students at Westhaven passed English, and only 61% passed Math. By contrast, in the school district overall, the pass rate for both tests was 83%<sup>1</sup>, and the pass rate for Albemarle County, which surrounds the city, was 91%. In 2009-2010, more than a quarter of Westhaven’s 99 K-12 school students were suspended from school at least once, with an average of three suspensions each. To make matters worse, 52% of Westhaven school children were absent from school more than 10 times during the 2010-11 school year – with an average of 19 absences per child<sup>1</sup>. In Tenth & Page and Starr Hill, 30% of 79 students were absent 10 or more times with an average of 16 absences. Table 1 shows measures of well-being for Westhaven compared to the City overall. During the planning year, partners will collect similar information for Tenth & Page and Starr Hill.

<b>Indicator</b>	<b>Westhaven</b>	<b>City</b>
Poverty Rate	100% <sup>2</sup>	38% <sup>3</sup>
Unemployment Rate	60% <sup>2</sup>	6% <sup>4</sup>
Juvenile Crime Rate <sup>5</sup>	13%	4%
Child Maltreatment Assessments <sup>6</sup>	13%	5%
Pre-term births <sup>7</sup>	29%	9%
Children living with 2 parents	18% <sup>2</sup>	52% <sup>1</sup>
Percentage of youth on probation(Charlottesville/Albemarle) <sup>8</sup>	5%	1%

**TABLE 2**

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<sup>1</sup> Charlottesville City Schools  
<sup>2</sup> Charlottesville Redevelopment and Housing Authority  
<sup>3</sup> US Census Small Area Poverty Estimator  
<sup>4</sup> Virginia Employment Commission  
<sup>5</sup> Charlottesville Police Department  
<sup>6</sup> Charlottesville Department of Social Services  
<sup>7</sup> Virginia Department of Health  
<sup>8</sup> US Census

During the planning year, partners will conduct extensive data collection, segmentation analysis, needs assessment, and community organizing to determine the precise gaps and opportunities for the Neighborhood. Our preliminary analyses have identified areas of need and possible strategies, which will be fully developed during the planning year:

Children 0-6	Enrichment and preparation for school	Universal public 3- and 4-year-old preschool, coordinated quality childcare, enhanced home visiting, and/or family support and parenting training programs
Students	Academic support and remediation	Longer school days and/or school year, expanded tutoring programs, and/or nonprofit partnerships
Parents	Support and effective tools to encourage children's success	Increased outreach, skill training, mentoring, use of parent/school liaisons, and/or a Neighborhood-based Parenting Center
Youth	Expanded opportunities for engagement and development	Expanded mentoring opportunities, on-site activities, service learning, Upward Bound, Project Discovery, and/or work programs
Children and families	Improved technological access	While the schools furnish tablet computers to children in 4 <sup>th</sup> -12 <sup>th</sup> grades, most Neighborhood families lack Internet access. During the planning year, partners will begin offering universal Internet access.
Residents	Communication and neighborhood networks to address isolation and mistrust	Extensive outreach, organizing, and relationship building by a corps of resident interns, volunteers, and organizing staff using Motivational Interviewing and other strategies

**TABLE 3**

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***QUALITY OF PROJECT DESIGN***

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**Strategy of improvement:** CYFS is committed to collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability, specifically as they affect indicators identified by the Promise Neighborhoods Initiative. As outlined in the MOU, our partners in the City of Promise are committed to ongoing process and outcome evaluation in the planning year and beyond. The City of Promise initiative will take a three-prong approach to

planning: Need for solutions will be determined by 1) comprehensive *data* collection and analysis, 2) *resident involvement* through Motivational Interviewing and engagement activities, and 3) *research* into what other indicators will best measure achievement of the City of Promise’s goals that all children can succeed in school, work and life.

The selection of solutions to address each area of need will also be determined by 1) *data* analysis (i.e., segmentation analysis determining which sub-populations can most benefit from each solution and targeting solutions to saturate those sub-populations completely), 2) *resident involvement* (i.e., seeking parental and youth input into which approaches have worked best for them and would best solicit their participation), and 3) *research* into best practices and evidence-based programming to respond to needs and capitalize on strengths and resources.

Implementation and evaluation of each solution in the continuum will also be conducted by 1) *data collection* (During implementation, each program provider will be expected to participate in data collection and sharing to track outcomes of their programming; if a program consistently fails to make a measurable impact on its target indicators, providers agree to improve, modify or replace the programming and/or personnel. If such measures are not taken or do not show results, programming will be replaced), 2) *resident involvement* in governance in the planning year and beyond, and 3) *research* and consultation with Communities of Practice and other organizations, including Youth-Nex and the National League of Cities.

Academic Goals	Promise Neighborhood Project and Program Indicators: Education	Partners (gathering and reporting of data)
<p><b>Goal 1:</b> Children enter kindergarten ready to succeed in school.</p>	<p># and % of children birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health. <b>2)</b> # and % of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple</p>	<p>Charlottesville City Schools, MACAA (Head Start), Bright Beginnings, Partnership for Children, Health Department</p>



	domains of early learning as determined using developmentally appropriate early learning measures. <b>3)</b> # and % of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs	
<b>Goal 2:</b> Students are proficient in core academic subjects.	# and % of students at or above grade level according to State mathematics and reading/language arts assessments in at least the grades required by ESEA (3 <sup>rd</sup> – 8 <sup>th</sup> and once in high school). <b>Additional Indicator:</b> Achievement gaps between subgroups of students as measured by Va. Standards of Learning test scores.	Charlottesville City Schools, State Department of Education
<b>Goal 3:</b> Students successfully transition from middle school to high school.	Student attendance rates in 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> , and 9 <sup>th</sup> grade.	Charlottesville City Schools
<b>Goal 4:</b> Youth graduate from high school	Graduation rate for Neighborhood (broken down by race and economic status)	Charlottesville City Schools
<b>Goal 5:</b> High school graduates obtain a postsecondary degree, certification, or credential.	# and % of Promise Neighborhood students who graduate with a regular high school diploma, and obtain postsecondary degrees, vocational certificates, or industry-recognized certifications or credentials without the need for remediation.	Charlottesville City Schools, City of Promise Needs Assessment, Individual interviews
<b>Additional Goal:</b> Children are engaged in quality, safe, after-school activities that promote school, social, work, and/or civic engagement.	# and % of children attending afterschool programs, formal extracurricular activities, or work experiences at least 10 hours per week.	City of Promise Needs Assessment, Individual interviews, community partner programs
<b>Additional Goal:</b> Schools are stable.	Teacher and principal turnover rate	Charlottesville City Schools
<b>Family/Community Goals</b>	<b>Promise Neighborhood Program Indicators: Family/Community</b>	<b>Partners (gathering and reporting of data)</b>
<b>Goal 1:</b> Students are healthy.	# and % of children who participate in at least 60 minutes of moderate to vigorous physical activity daily. # and % of children who consume five or more servings of fruits and vegetables daily. <b>Additional indicators:</b> # and % of children w/ preventable chronic health conditions (asthma, dental problems, obesity) or avoidable developmental delays. #	City of Promise Needs Assessment, Individual interviews, Health Department

	and % of children w/ up-to-date immunizations.	
<b>Goal 2:</b> Students feel safe at school and in their community.	# and % of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment. <b>Additional indicators:</b> # and % of children who report bullying; adult and juvenile crime (including violent crime) rates.	Charlottesville City Schools, City of Promise Needs Assessment, Individual interviews, Charlottesville Police Department
<b>Goal 3:</b> Students live in stable communities.	Student mobility rate.	Charlottesville City Schools
<b>Goal 4:</b> Families and community members support learning in Promise Neighborhood schools.	For children birth to kindergarten entry, the # and % of parents or family members who report that they read to their child 3 or more times a week. For children in kindergarten through the eighth grade, the # and % of parents or family members who report encouraging their child to read books outside school. For children in the 9th through 12th grades, the # and % of parents or family members who report talking with their child about the importance of college or career.	City of Promise Needs Assessment, Individual interviews
<b>Goal 5:</b> Students have access to 21 <sup>st</sup> century learning tools.	# and % of students who have school and home access (and % of day they have access) to broadband internet and connected computing device.	Cit of Promise Needs Assessment, Individual interviews
<b>Additional Goal:</b> Children are living in stable homes with parents who are prepared to parent.	# and % of teen pregnancies. # and % of children living in single- or no-parent homes. # and % of children living at the poverty rate, as well as below 200% of the poverty rate.	Health Department, Housing Authority, US Census, City of Promise Needs Assessment, Individual interviews

**TABLE 4**

**Strategy to Plan for a Complete Continuum – Schools:** Children in the Neighborhood attend two Elementary Schools, and then come together in 5<sup>th</sup> grade for Upper Elementary, Middle, then High School. The principals of these five schools worked with the Associate Superintendent to envision the kind of reforms and changes that need to be scaled up or added to eliminate the disparity of educational outcomes between students from the Neighborhood and their more affluent peers in the City. As the Associate Superintendent said at their first meeting, “We’re in a

deep hole. If you are at the bottom of a hole and you just keep moving forward, even if you move more efficiently or more effectively, you're still going to hit a wall. We need to build new ladders." The group is committed to building those ladders in their schools.

The Charlottesville City School Board recently adopted a Vision of "Personal and Academic Excellence Inspired by a Collaborative and Innovative Learning Environment," which affirms their commitment to bringing out the best in students by collaborating with all stakeholders. As a school division, they embrace this vision as they work to provide research-based instructional strategies that engage all students in reaching their full potential. Without a conscious effort from the community to truly get involved in the lives of students and their families, our students will continue to suffer in the midst of a thriving world outside their doors. Letting go of the status quo and focusing on innovation is at the core of this mission. As a whole, the district has made great progress in the past five years: graduation rates have climbed, achievement gaps of economically disadvantaged and minority students have narrowed, and children are being challenged to excel. The district offers workshops and outreach opportunities to connect with parents and intensive tutoring is provided before, during and after school, including off-site locations like the Westhaven Community Center. The schools also are feeding, clothing, providing medical care, and more for the children they serve. While the division's vision is bold, they need the entire community to partner with them to make these goals a reality, to break the cycle of poverty and enhance the lives of deserving students.

**Charlottesville City Schools Vision and Commitment:** In June 2011, Charlottesville City Schools (CCS) developed a bold, visionary strategic plan to guide its work for the next six years. This plan will be actualized through four ambitious goals.

• **Goal 1: All students will graduate prepared for post-secondary education and active participation in society.** The forward-thinking strategies for achieving the goal emphasize critical thinking, creativity, collaboration, project-based learning, performance-based assessment, and meaningful integration of 21<sup>st</sup> Century technology. Extending beyond the school walls, Goal 1 promotes community service and exposure to a range of social, cultural, and academic opportunities. The focus is to create a culture within the schools and the community that embodies high expectations for all students. They will not only graduate high school on time, but will continue their education through post-secondary studies or training. This goal is especially important for families trapped in a cycle of generational poverty. Of the 276 students graduating in Charlottesville City High School's Class of 2011, 223 students chose to pursue additional education.

• **Goal 2: Our schools will be partners with families and the community to meet the academic, physical, social, and emotional needs of every student.** With academic indicators showing positive trends and more students enrolled in higher-level courses, Goal 2 acknowledges a need to effectively leverage community resources. Our community has a vested interest in ensuring that all students receive the support they need in order to be held to high standards of academic and personal achievement. Such a supportive environment requires relationships centered on respect and trust. Schools must engage parents and the community in the education of our children. The organized community effort envisioned in the City of Promise initiative will help CCS meet Goal 2. Area preschools and day care centers will be partners in school readiness, making sure that every child comes to kindergarten ready to learn. Other community partners – particularly those already involved in meeting the needs of our youth –

will join together to provide a network of neighborhood and family supports to foster safe, healthy spaces for families and children.

• **Goal 3: Our schools will be optimal teaching and learning environments, places of excellence and equity for all.** CCS has mixed levels of success in educating students of different demographic groups. It has made extra efforts to meet the educational needs of its African-American students, economically disadvantaged students, English learners and students with disabilities. CCS is committed to closing “achievement gaps” while continuing to increase academic opportunities for all children. To measure its success in meeting this goal, our strategic plan sets performance targets for the school division and for distinct demographic subgroups. The division has a well-articulated curriculum that reflects best practices in addressing the growth, development, and diversity of learners, aligned between schools and across grade levels to ensure all students receive appropriate and consistent instruction. It incorporates strategies for intervention, remediation, enhancement, and enrichment.

The division uses data to assess student achievement and program effectiveness, to measure student progress, and to inform instruction, and has instituted a strong professional development program to build staff capacity to improve student achievement. While we have decreased achievement gaps in some instances, our progress has been inconsistent. Historical gaps still exist, especially among African-American and disadvantaged students, many of whom live in the Neighborhood. These students are underrepresented in honors, Advanced Placement, and dual enrollment classes. Most do not enter ninth grade with any high school credits. Additional efforts are needed to help them become successful in school and life.

Technology plays an important role in the educational process. Its careful and appropriate integration into the curriculum enhances instruction and learning. Access to technology, training

for students, teachers and families, online courses, and blended learning experiences are critical. We can provide the infrastructure and tools in schools and have purchased tablet computers for every student in grades 3-12, which students in middle and high school can take home. However, lack of access to the Internet in the homes and community of the Neighborhood is a barrier.

• **Goal 4: Charlottesville City Schools will be an exemplary workplace that attracts and supports the best-qualified teachers, administrators, and staff members.** The quality of instructional staff is proven to have a dramatic effect on student achievement. CCS strives to maintain a talented and effective team of teachers and we believe that students are best served by a diverse group of instructional personnel. Our recruitment efforts reflect this belief. We need to offer teachers a healthy and supportive work environment, as well as frequent opportunities for meaningful professional development. The diversity of our staff must mirror the diversity of our student population as much as possible. Our efforts in this area fall short of our desired goals. Culturally responsive teaching and diversity training, in partnership with community stakeholders, will be at the core of building capacity in our instructional and administrative staff.

**Initiatives That Help Ensure Success:** Additional initiatives must be developed and championed by the stakeholders who will benefit, the leadership that brings life to them, and the community that supports and sustains them. Some possibilities being considered by our principals, pending results of this planning year, include: Longer school day; Year-round school; Extending the school year to include camps away from school and Neighborhood to broaden learning experience; Academic coaches/10 students to monitor student progress in school; Parent engagement activities; Teacher and administrator visits to best-practice programs; Expansion of 3-year-old classes to cover all in the target Neighborhood; Business partnerships; College/career readiness initiative PreK-12; Upward Bound; Guidance involvement; Faith-based partnerships;

Expanded tutoring programs; Mentoring programs; Expanded year teacher contracts; Leadership academies for students; Expanded teacher training; Community outreach; Parent liaisons in schools; Volunteer coordinator; Parent Resource Center; Parent education (Epstein's *Six Types of Parent Involvement*); Day treatment and mental health services; Financial literacy.

**Engagement of Neighborhood Residents:** We have begun building community support for and involvement in the development of the Planning Year and subsequent implementation. In fact, the initial plan for the City of Promise came from calls from the community to close the long-standing achievement gap in the city schools, and from an Action Item identified by the citywide Dialogue on Race. The Dialogue on Race Promise Neighborhood Action Team (more on this in the Management Plan section) has held several community events to begin generating excitement and recruit participation in the planning process. A cook-out, for which invitations were hand delivered to 320 doors (on a 100° day!), a table at Westhaven Community Day in August, a Facebook page, one-on-one conversations, Neighborhood-based open meetings of the Action Team and Steering Committee, and a monthly Spades tournament that teams up Neighborhood residents and nonprofit directors and government officials have all served to begin drawing residents into the planning process. (The card game Spades is emblematic of the theme of “changing the game” in the Neighborhood. Residents are the experts; they often need to teach their director partners how to play, and the two must work together and trust each other to win the game. While some directors are frequent visitors, the regular presence at the Westhaven Community Center of many of them is unprecedented.) Sign-in sheets asking for volunteers to hold house meetings or become more involved are present at every event, and we are building a list of residents who wish to take leadership roles. Community outreach will continue during the planning year with the hiring of two full-time equivalent community organizers, to be trained by

the statewide Virginia Organizing, to identify and encourage resident participation and leadership through formation of a Parent Council and a Youth Council. Residents will be trained in and paid for Motivational Interviewing to help conduct the needs assessment and build community engagement. School principals will work with parents of Neighborhood children in planning school-based initiatives, including a contest to design the City of Promise logo for T-shirts, wristbands and window decals. The City of Promise Program Director will work with organizers, Action Team and Neighborhood residents to strengthen these relationships<sup>9</sup>.

**Ensuring access to the Continuum:** To ensure that all targeted children will have access to the continuum, we will work with a network of community agencies, conducting face-to-face conversations with each and every family affected. Through this network we will make students and families aware of events and will work to remove all barriers (transportation, finances, etc) that might preclude a child from being able to participate. Two-way communication is key and also helps students/families to feel involved, encouraged and supported. We will work with business and community partners and faith-based groups using various modes of communication to ensure that no child is omitted from inclusion. Organizing activities in multiple venues will eliminate any boundary issues that might arise.

**Leveraging Assets:** The high level of leadership on the City of Promise Steering Committee has already led to high-level communications with other organizations. Virtually every director of high-quality programming in the City is involved in City of Promise planning, and government and school officials have been involved as well. The University of Virginia, a participant in the

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<sup>9</sup> Two Neighborhood residents participated in candidate interviews for the City of Promise Director in September, along with Steering Committee members from the Schools, City Government, nonprofits, and the Dialogue on Race Action Team.



City of Promise, in addition to its expertise in the field of youth development, has the best black student graduation rate in the nation among public universities. Public and private investments are being brought into the project (four members of the Steering Committee are experienced grant writers with extensive contacts).

Communication has been opened with area foundations, a leading community bank, an employer who is opening a bio-tech company within the Neighborhood that will hire 200 people, the Chamber of Commerce, and other local businesses. Our next hire will be a Development Director, responsible not only for grantwriting, but for developing relationships with funding sources in the community and beyond. The Center for Nonprofit Excellence has agreed to help, and will host a website for the City of Promise.

Within the Neighborhood, in addition to the bio-tech company, we will work with small businesses and local churches, as well as with the board of the Jefferson School public-private partnership renovating the building that housed the city's oldest black school under segregation into a community center to house an African-American Cultural Heritage Center, a multi-generational day care center, a café, a recreation center and a clinic. Leadership of the center's board live and work in the Neighborhood. Another Neighborhood asset is less tangible: the pride of excellence in education that the Jefferson School represented during its years of service. Jefferson School produced generations of doctors, lawyers, teachers and scientists, and was strongly supported by the African-American community. Jefferson School stands as testament to the strength of a community's willingness to do whatever it takes to make sure their children excel in school and in life. The City of Promise is not foisted upon the community by outside forces, but a vehicle to enable the community to reclaim and carry forward this proud heritage.

**Identification of policy barriers:** During the Planning Year we will address some specific regulations and policies needing to be changed, including the arrangement of local elementary school attendance zones that splits our target Neighborhood children into two elementary schools. While children in most of the Neighborhood attend nearby Venable School, accessible by foot, children in the Westhaven Public Housing complex attend Burnley-Moran in a more affluent area across town. We will study whether this arrangement exacerbates school disengagement, absenteeism and academic failure, areas in which Westhaven rates lead the city housing sites. A service provider survey will seek input on additional areas where federal, state or local regulations or requirements impede progress. The Director will also be charged with noting areas where such regulations and requirement stand in the way of our children's success. Proposals for change will be shared with the Promise Neighborhood community of practice, as well as with our local legislators and lobbyists.

**Commitment to a Community of Practice:** The City of Promise commits to participating in communities of practice for Promise Neighborhoods, and we have budgeted travel and staff time for such participation. In addition, Charlottesville is home to the University of Virginia, whose Youth-Nex Center and Curry School of Education are nationally recognized leaders in the field of evidence-based programming to improve outcomes for at-risk youth. With this local expertise and the example of the Charlottesville City of Promise as a model for creating Promise Neighborhoods in small cities, we would propose to host a national conference for Promise Neighborhood-related initiatives in small cities, co-hosted by Youth-Nex and City of Promise staff and leadership. Small cities have unique strengths and challenges in this work, and a community of practice specifically geared to their concerns will help us learn from one another and develop best practices specifically suited to smaller communities – communities where a

majority of American children live. There will be sessions of the conference designed for participation by youth, parents and members of the general public as well as an education resource fair for families.

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## QUALITY OF PROJECT SERVICES

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**Needs Assessment and Segmentation Analysis Plan:** Youth-Nex is developing a Data Management Team (DMT) consisting of a subset of Steering Committee members and residents; this team will provide guidance for and ensure relevance of the development, analysis, and dissemination of a comprehensive needs assessment and segmentation analysis. In addition to collating the educational, family and community support indicators already available, a needs assessment survey will be developed and implemented to collect indicators not already available, as well as additional key indicators (see Table 3). Additional indicators will be selected from data collected by the local Smart Beginnings, Safe Schools/Healthy Students, Partnership for Children initiatives and other partner agencies, guided by resident and partner input and the CDC's National Survey of Children's Health and Child Trends' *Results and Indicators for Children: An Analysis to Inform Discussions about Promise Neighborhoods*. We will also gather qualitative information from residents about barriers to and opportunities for improved provider-resident communication and resident collaboration and participation in service planning and delivery. All data will inform the implementation plan for scaling up and developing new programs, identify the highest need children for intervention, and ensure that programs are delivered in a manner consistent with resident expectations, resources and needs. Educational indicators will be used to guide program and project evaluation, and family and community

support indicators will be used to guide program evaluation. Collected at least annually, these data will support learning, continuous program improvement and accountability.

All families in the geographical area with school-aged children will be identified even if they do not attend one of the target schools; we will use Internet, mail, phone, and in-person scheduling and data collection techniques to ensure the largest range of participants; the survey will be translated into the primary languages in the Neighborhood (English, Spanish, Arabic and Tibetan). Residents will be offered the option to complete the survey immediately or to make an appointment for the interviewer to return. The population of the target Neighborhood is manageable and full surveying will be completed the first year. However, as the cost of obtaining appropriate engagement, consents, and retention can be high, we will determine the most effective and statistically powerful sampling methodology for subsequent needs assessments. Additionally, in-person, semi-structured interviews will be conducted to gather more details from parents. Surveys and interviews will be administered by Youth-Nex researchers and paid resident interns. We will recruit, train and pay residents to work with researchers for this qualitative data collection. Monetary incentives will be provided to respondents to help ensure participation. The interview data will provide a rich backdrop for understanding the individual experiences behind the numbers – as well as information about how service providers can deliver new and existing services more effectively.

Needs assessment, interview, and other child-specific data will be used to conduct a segmentation analysis that will guide the planning of targeted solutions. Children and families will be segmented based on level of need and other relevant indicators such as students in special education programs, gender, English learners, or students who attend in-school activities but not after-school, etc. The segmentation analysis will identify groups of children with the highest

needs to ensure that those children receive appropriate services from the continuum.

The needs assessment and segmentation analysis data will be housed on a secure server at the University and accessible in de-identified form only to authorized researchers and evaluators. Security will be maintained by separation of identification information from that used for evaluation and locating control of collation of data and access to data sets with a Data Manager housed at Youth-Nex. Youth-Nex will help partners (schools, etc.) integrate the data into existing databases for use in evaluating and improving programming and tracking individual outcomes, and a Schools Data Manager will be added to integrate this information into school planning.

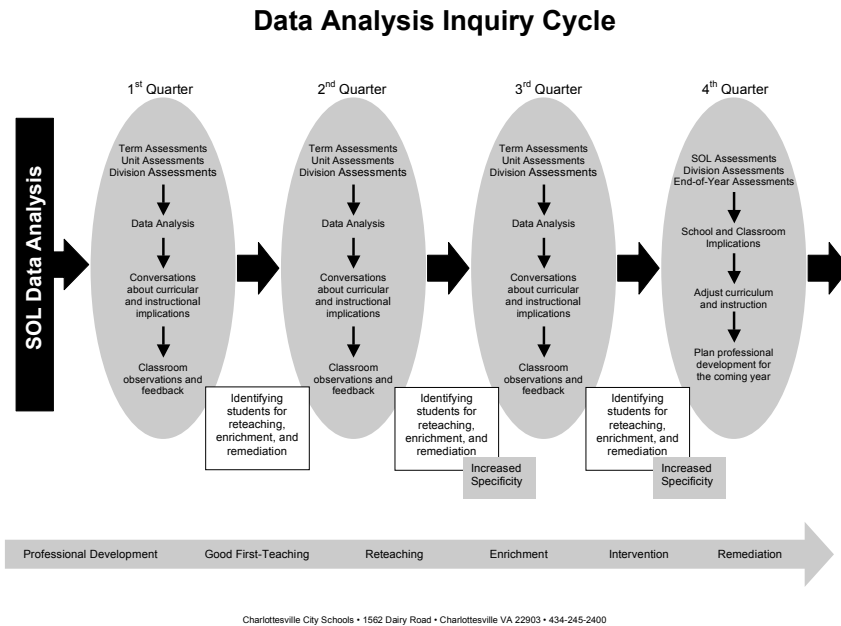
Fall/Winter 2011	Winter/Spring 2012	Summer 2012
Create needs assessment survey, build database, collect existing data	Implement needs assessment and segmentation analysis	Analyze data for planning, community meetings, partner retreat

**TABLE 5**

The Steering Committee will meet regularly with the DMT and Youth-Nex regarding data collection and project implementation to ensure that challenges are addressed promptly, and will make students, families, and community members aware of the program through mailings, meetings, publications and newsletters, media coverage, special presentations, and staff outreach.

**Longitudinal Data System:** The Commission for Children and Families (a signatory to our MOU) is convening stakeholders to identify vendors of information sharing software that allows for the linkage, at the individual level, of school-based, LEA and State data, as well as other community data (e.g., after-school activities, involvement in other social services, health data, family data, etc.) for coordinated service planning and monitoring. Abiding by Federal, State, and other privacy laws and requirements, the goal of this system is to make these data available to families, community residents, program partners, and researchers and evaluators at Youth-Nex at the appropriate level s of detail. The information sharing system will identify child/family

needs, track service use, and document progress and outcomes.



In the planning year, Youth-Nex will work with the DMT to plan and develop a longitudinal, relational data system that integrates student-level data from multiple sources so that progress on

education and family and community support indicators can be tracked for every child in the geographic area. As described above, Youth-Nex will house these data on a secure server; with appropriate consent and releases of information; individual child data will be merged into the local longitudinal information sharing system.

**Selecting solutions based on evidence:** The process by which programs can be selected for implementation is as follows: 1) identify student need based on data; 2) identify possible solutions/programs that address the need; 3) search for evidence-based practices, including identifying communities with similar need and programs used successfully there; 4) determine applicable components of the program; upon selection, implementation includes informing all stakeholders, establishing a timeline, and professional development or training; 5) collect data; and 6) reflect on the process and evaluate outcomes.

Fully de-identified needs assessment and interview data will be analyzed by Youth-Nex

with the DMT to establish need. Several versions of the data analysis report will be created so that it can be used by a variety of users – brief findings summaries will be sent to all Neighborhood families via e-mail, website and in person. Data summaries will be presented at three community meetings for comment, distributed to the press, posted on the City website, and sent directly to service providers. Youth-Nex will facilitate a Steering Committee retreat to review the data and create a strategic implementation plan, including sustaining and scaling up existing effective solutions. Needs data will be collected annually.

To support continuous program improvement, a “development self-evaluation” will measure progress, collaboration and engagement among Steering Committee partners. Indicators will include monthly accomplishments, barriers, sharing of planning activities, coordination in seeking funding, and satisfaction with the content and process of monthly meetings. Surveys will be administered monthly and reports will be reviewed quarterly. As needs assessment and education/family and community support data become available throughout the planning year and beyond, data reports will be presented to the DMT and Steering Committee in real time to guide program decision-making, learning, continuous improvement, and accountability.

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### ***QUALITY OF THE MANAGEMENT PLAN***

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**Organizational Capacity – CYFS and the City of Promise:** The applicant agency, CYFS, was founded in 1921. Last year our programs reached over 5,000 children, families, and caregivers. Supported by a budget of \$1.6 million, 42 full- and part-time staff and more than 100 volunteers work to serve children in Charlottesville and five nearby counties. CYFS operates programs that mentor and support at-risk parents; teach children in Head Start and child care settings the skills they need to make healthy decisions and succeed in school; ensure that child care providers offer

developmentally appropriate, enriching environments for the low-income children in their care; offer counseling to children who have been the victims of abuse; provide shelter and support to runaway teens; and teach parents of children of all ages effective ways to parent. With a clear theory of change (see MOU, attached) and programs aligned to fulfill our mission of “opening doors to brighter futures for kids”, CYFS is well positioned to effectively manage planning and implementation of the City of Promise. Each of our programs is supported by local data indicating a need for the project and uses services with a demonstrated record of reaching those at-risk children who can be the most difficult to reach.

- The City of Promise Steering Committee serves as an advisory board of CYFS for this initiative, and will serve as the governing entity for the City of Promise. The City of Promise is in the process of hiring a full-time Director after a nationwide search, with funding through a four-year, \$95,000/year prevention grant from the Virginia Department of Criminal Justice Services (VADCJS) and the City of Charlottesville’s Council Priorities Fund. The VADCJS grant was applied for by the City of Promise Steering Committee through the City of Charlottesville, with which we have a MOU outlining the Steering Committee’s supervision of the position. In addition, the City of Charlottesville’s Department of Neighborhood Services is working to purchase and rebuild a house in the Neighborhood to serve as a center for the City of Promise, housing its staff and some programming. (The building will be ADA compliant.)

The Steering Committee is co-chaired by CYFS Executive Director Jacqueline Bryant and community leader Kristin Szakos, a member of the City Council, and made up of executive level representatives of the City Schools, city government and housing agencies and key nonprofits, as well as representatives of community groups and Neighborhood residents.

The City of Promise has been recognized at the national level by the Forum for Youth



Investment's Ready by 21 Virginia Challenge, selected as one of four Virginia communities to receive a three-day conference and follow-up consultation from Forum staff.

**Working with Neighborhood residents:** For several years CYFS programs have been building trusting relationships with residents in key Charlottesville low-income neighborhoods. On-site services include traditional Home Visiting, but also CYFS's own innovative ParentingMobile van, which has successfully addressed the most significant barriers to these families receiving services: transportation, scheduling problems, awareness and trust. Participating residents are regularly engaged to help with program design, planning and delivery and to encourage other residents to participate. In conjunction with Home Visiting and ParentingMobile programs, CYFS developed the REAL Dads fatherhood mentoring program, in which family support workers meet fathers where they are – at home, on the street, at the local jail, to strengthen ties between fathers and their children.

- Hosted by CYFS, The City of Promise Steering Committee has been working for the past year to plan and coordinate Charlottesville's City of Promise. The Steering Committee holds its monthly meetings in the Westhaven Community Center in the heart of the target Neighborhood, and invites residents to participate. It collaborates closely with the Promise Neighborhood Action Team to build and strengthen relationships with the Neighborhood. Action Team members have served as the initial Neighborhood outreach lead team, meeting one-on-one with residents, hosting a cook-out, organizing a logo contest among Neighborhood children, with the cooperation of school teachers and principals, for t-shirts and literature, and sponsoring a monthly Spades tournament, in which residents team up with program directors and city officials for an evening of fun and friendship at the Westhaven Community Center. Action Team members have been trained in the evidence-based technique of Motivational Interviewing. The

CoP Director and community organizer will work with the Action Team and residents to identify needs in the community, strategize solutions, and develop individual leadership capacity. A Parent Council and Youth Council will help develop and recognize resident leadership and input.

**Working with schools, government leaders, and other service providers:** CYFS has extensive experience working in and with schools in the City of Charlottesville, and has relevant MOUs with the schools for providing education and counseling services. CYFS collaborates with city schools in the Partnership for Children, and works with them on projects such as Safe Schools/Healthy Students. CYFS program managers regularly work with teachers, counselors and administrators in the city schools. Past programmatic and policy initiatives have received state-level audience, and local and state representatives have represented our interests at the federal level. CYFS has a long history of successful collaboration among multiple child-serving agencies, including years of hosting the Partnership for Children, comprised of 15 members, and two years as fiscal agent for the multi-agency Summer Fund, which provides summer camp scholarships for low-income children. As fiscal agent, CYFS oversees program budgets and makes payments to outside service providers. CYFS seeks and promotes collaborations that streamline services for families and children to be more effective and efficient.

- The City of Promise Steering Committee formalizes many of the relationships the organization has with schools, government leaders, service providers and residents. It is co-chaired by the Executive Director of CYFS and a member of the Charlottesville City Council. Other members include a School Board member, the associate superintendent of the Charlottesville City Schools, executive directors of the Charlottesville Redevelopment and Housing Authority, the Health Department, the Commission on Children and Families, the Monticello Area Community Action Agency, Boys & Girls Club, and Partnership for Children, representatives of the City's Dialogue

on Race<sup>10</sup> Promise Neighborhood Action Team and the University of Virginia's Youth Nex Center, and four Neighborhood residents.

### **City of Promise Governing Board/Steering Committee**

**Randy Bickers**, Executive Director, Charlottesville Redevelopment & Housing Authority

**Jacqueline Bryant**, Executive Director, Children, Youth & Family Services

**Gretchen Ellis**, Executive Director, Commission for Children & Families

**Quinton Harrell**, Business owner, Representative of Dialogue on Race Action Team

**Gertrude Ivory**, Associate Superintendent, Charlottesville City Schools

**Rydell Payne**, Executive Director, Abundant Life Ministries

**Lillian Peake**, Thos. Jefferson Dist. Health Director, Va. Dept. of Health (public official)

**James Pierce**, Executive Director, Boys & Girls Club

**Maryfrances Porter**, Assoc. Dir.. Program Evaluation & Community Consultation/Research,

Youth-Nex | UVA Center to Promote Effective Youth Development

**Jessie Ray**, Coordinator, Partnership for Children

**School Board Member**, City of Charlottesville, pending election (public official)

**Karen Shepherd**, Executive Director, Monticello Area Community Action Agency

**Kristin Szakos**, City Councilor, City of Charlottesville (public official)

**Four Neighborhood Representatives, including two youth** (4 residents)

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<sup>10</sup> The Dialogue on Race is a City-sponsored initiative that brought together 700 adult and youth residents last year for six-week study circles on issues of race and racism, using a curriculum that led to the identification of local action items on which teams continue to work. The Promise Neighborhood Action Team is one of these. The Team is diverse in race, income and age, and is growing as more neighborhood residents volunteer.

**Schools:** The presence of the Associate Superintendent of Schools on the Steering Committee, with the full support of the School Board and Superintendent, means that communication with and commitment by the schools are strong. A work team of the principals of the five affected schools was active in developing the school-based plan in this application.

**Government leaders:** As the attached letters of support show, the City of Promise initiative is endorsed by Virginia Senator Mark Warner, our Congressman, Robert Hurt, and Western District of Virginia U.S. Attorney Timothy Heaphy, as well as State Delegate David Toscano, who will work, along with the advocate who represents Charlottesville in the state Legislature, in drafting and promoting legislation needed to remove barriers to program and participant success. The City Council has a committee made up of one City Councilor, one School Board member, the City Manager, the Human Services Director and the Director of the Commission on Children and Families, to monitor and make recommendations on promoting the welfare of children in the city. Two of the committee's members are on the CoP Steering Committee. In addition, City Council in June added a "Priority Area" concerning children to its two-year list of eight Council Priorities: "Children: • Reduce the infant mortality rate (prenatal care and other strategies); • Early childhood education; • Support children learning outside of school; • Expand community activities for children and youth; • Support efforts to close the achievement gap; • Improve health outcomes for children; • Support healthy families." This prioritization enables the City to respond to requests for support and programming to achieve goals within this priority. Another priority area of "Workforce Development" includes a commitment to "continue to expand youth employment programs," which this summer placed 179 City youth in paid internships with local nonprofits, government agencies and businesses.

**Service Providers:** Twenty-four service providers came together over a year ago to

begin discussing the City of Promise. When our initial Promise Neighborhood grant application was unsuccessful, all agreed to move forward with the initiative, and created the Steering Committee to make sure that every program area was represented in the ongoing planning process. Each Steering Committee member reports back to the providers in that program area. We held a community gathering for service providers, attended by about 50 individuals, where we presented information about the initiative and its principles, and engaged in discussion. Informal discussions have been held with the directors of almost every effective nonprofit in town to keep them aware of our process.

The City of Promise Director and Development Director will be charged with strengthening relationships and collaboration with schools, government leaders and service providers. Some of those partners, and the areas (program and project indicators) their work will impact, are listed in Table 4, below.

CAPACITY TO ADDRESS KEY INDICATORS	Academic indicators							Family/Community Indicators									
<b>CITY OF PROMISE CONTINUUM ELEMENTS (Existing Partners)</b>	Pre-K medical home	Age appropriate functioning	Early learning participation	Core academic proficiency	Grade 6-7 attendance	Graduation rate	Post secondary success	Students are healthy	Students are safe	Students have stability	Family & comm. learning spt.	Family reading supports	Support for postsecondary ed	Access to Internet/tools	Outcome disparities reduced	Youth community engagement	
	<b>0-5 Support:</b> Home visiting collaborative (CYFS, CHIP, IDP); Health Dept., Parenting support (CYFS)	•	•	•				•	•			•	•		•		

<b>Parenting Education and Support</b> (CYFS Parent Education, Black Parents, REAL Dads, Strengthening Families (Region 10))	•	•								•	•	•	•	•	•				
<b>Coordinated, high quality early learning</b> (CYFS, MACAA, CCSchools, Smart Beginnings, Partnership, United Way)		•	•							•	•	•	•					•	
<b>Significant educational reform</b> (CCSchools, Safe Schools, Principals Group, Dialogue on Race)			•	•	•	•	•			•							•	•	•
<b>Academic Supports, tutoring, mentoring</b> (Westhaven Afterschool Program/CRHA, CCSchools, B&G Club, C4K)				•	•	•	•					•						•	
<b>Out-of-school supports</b> (CYFS, DHS, Let's Move, Region 10, MACAA, B&G, etc.)			•	•	•	•	•	•			•	•	•	•					a
<b>Health Supports</b> (CYFS, CHIP, Let's Move/City, Health Dept, Westhaven Clinic/CRHA, Teen Health Center)	•									•								•	
<b>Access to technology</b> (CCSchools, City, C4K, community partners)				•													•		
<b>College, job readiness</b> (CCSchools, DHS, Upward Bound, MACAA)								•							•				•
<b>Community governance &amp; engagement</b> (Steering Cmtee, CoP Staff, DOR Action Team, Va. Org.)											•	•	•				•	•	

**TABLE 4**

**Data Collection and Evaluation:** CYFS is committed to collecting, analyzing, and using data for decision-making, learning, continuous improvement, and accountability. As outlined in the MOU, our partners are committed to ongoing evaluation of process and outcomes in the planning year and beyond. All of CYFS's programs are evaluated according to a specific set of goal-

related measurable objectives. CYFS consistently receives high marks for timely and accurate data collection and reporting as well as for positive outcome results. Participant feedback is collected at all levels, and used to adapt services to be relevant to community needs and culturally sensitive to the neighborhoods we serve. The agency works with community partners including area schools to further streamline data collection and reporting on outcomes for children. Annual data and other evaluation mechanisms are used to guide improvements in service delivery, note changes in demand for programs, identify gaps in services, and inform agency processes and programming to best meet community needs. Several of our evidence-based programs, such as Healthy Families and AI's Pals, receive annual evaluations from independent monitors, and consistently perform well.

- The University of Virginia, through Youth-Nex / the UVa Center to Promote Effective Youth Development at the University of Virginia Curry School of Education, has been involved with the local City of Promise for over a year, and will guide the need surveys and other evaluation instruments, data collection, and database development and management that is secure and in compliance with all federal, state, and local laws and policies regarding privacy. Youth-Nex will provide expertise on the identification, implementation, and use of evidence-based practices and programs. The center will collect and prepare qualitative and quantitative data for decision-making, will ensure that data are collected systematically and in accordance with ethical, legal, and institutional policies, are collated, analyzed, and available for use, and are accessible by all with appropriate authority and need. Patrick Tolan Ph.D. (resume attached), Director of Youth-Nex, is a nationally recognized leader in the field with over 25 years of experience with large and complex multi-source, multi-variate longitudinal data sets, including secondary data analysis use of existing archival data and collation of multiple data sets. Nancy Deutsch, Ph.D., (resume

attached), has more than a dozen years of research and evaluation experience, especially related to adolescents' experiences in out-of-school contexts in urban environments. She has worked on program evaluations for a variety of after-school programs and organizations in the Charlottesville area and is an expert in program evaluation and qualitative analysis. She also works with community-university engagement initiatives at UVa. Maryfrances Porter, Ph.D. (resume attached), Associate Director of Program Evaluation and Community Consultation, has 20 years of experience directing and managing small and large-scale research projects, as well as several years providing research and consulting expertise with local community agencies. Experts within the center, elsewhere in the Curry School of Education, and across University and professional networks, possess the needed expertise and capacity for this initiative.

**Creating partnerships:** Last year CYFS successfully applied as Lead Agency for the Virginia Infant and Toddler Social Emotional and Behavioral Health Pilot involving many of the organizations central to this Promise Neighborhood project. CYFS helped start the Smart Beginnings group and participates in the Charlottesville/Albemarle Home Visiting Collaborative, the Child Victimization Team, and the Youth Development Network, among others.

- The City of Promise has created a number of formal and informal partnerships. Formally, organizations whose members comprise the Steering Committee, along with several others, are signatories to the MOU included in this application. Several of them are, themselves, partnerships: the Commission for Children and Families is a collaborative organization of the Charlottesville and Albemarle County governments and has convened several current community-wide efforts, including Safe Schools/Healthy Students, which provides 11 evidence-based programs in local schools to address bullying, violence and substance abuse, school attachment and behavior management, and CASASTART, a truancy prevention case



management program. The Partnership for Children is a 10-year-old body that brings together early childhood programs from across the community to share data and best practices, reduce duplication and identify service needs, and advocate for children ages 0-6. Along with Smart Beginnings, which leverages business and community support for early childhood education, the Partnership for Children will spearhead our efforts to create a seamless network of early childhood education and services for the Neighborhood, outlined in Optional Priority 4.

Signatories to the City of Promise MOU represent organizations in the fields of early childhood education, parent education, public education, city government, youth services, education research, technology access, school safety, after-school and summer programming, physical and mental health, public housing, anti-poverty action, and community organizing. The signatories share a common vision and theories of action and change.

On a broader level, the City of Promise is partnering with other initiatives whose visions for the community align with ours: 1) We are collaborating with the Orange Dot Project (ODT), an initiative to promote Neighborhood-level economic development that Neighborhood residents envision and create. ODT has agreed to serve the same Neighborhoods as the City of Promise, sharing resources to train and pay Neighborhood residents in Motivational Interviewing, a method both organizations will use to assess community interest and ideas. ODT will work with the University of Virginia and other large organizations to make procurement of catering and other services accessible to small Neighborhood businesses, while supporting the creation of such businesses. Their research shows that home-grown economic development is an effective way for residents in low-income neighborhoods to work their way out of poverty. 2) The Albemarle Housing Improvement Program and Habitat for Humanity have applied for HOME funding to plan and begin a block-by-block resident-driven rehab/rebuild program to save or

replace sub-standard housing; they have chosen the same Neighborhoods, because their research shows that stable housing can improve children's academic achievement.

Other partners which have shown an interest in becoming involved in the City of Promise and that will be cultivated during the planning year include Piedmont Virginia Community College (to provide scholarships and work training to parents whose children participate in City of Promise programs), Women of Promise (a mentoring program for promising young women who show potential for entrepreneurship or leadership), the Jefferson Board on Aging and its Westhaven Clinic, the Let's Move Charlottesville initiative and the Charlottesville Community Scholarship Program. Neighborhood-based programs in two other parts of the city (Piedmont Housing Alliance's Friendship Court Neighborhood Network Center and Abundant Life Ministries/COPE in Blue Ridge Commons), plan to track comparative data on common indicators during the planning year. The Public Housing Association of Residents will also be kept advised of all CoP activities and invited to participate.

The Director and the Committee will reach out to organizations in the community, creating alliances with those aligned with the vision and principles of the City of Promise. Local businesses, including a new employer who has announced plans to bring 200 jobs to the Neighborhood, a planned African-American Heritage Center opening next year in the Neighborhood, and several nearby churches have been or will be invited to participate.

**Securing and integrating funding from a variety of sources (sustainability):** CYFS has a substantial history of responsible fiscal management of numerous grant awards. In recent years, significant grant awards have included: VSDVVF, \$40,000 per year for victims of child abuse services (one of only two recipients in the state for this highly competitive grant); Virginia DSS VOCA Recovery Act, \$65,382 per year for victims of child abuse services (CYFS was selected

as the only recipient in the state for these funds); Runaway & Homeless Youth Grant (Federal), \$180,948 (CYFS has been receiving this grant for 25 years); Virginia Tobacco Settlement Foundation, \$224,492 for STAR Kids; Healthy Families Virginia, \$106,828 and CSA Trust Fund Grant, \$47,676 for Home Visiting; Community-Based Child Abuse Prevention, \$70,000 for parent education; City and County governments, \$215,038 in 2010 for various programs. We conduct an annual agency audit with consistently positive results. CYFS has a long record of raising funds from diverse funding streams to support our work, including government, corporate, foundation and individual gifts. We have established strong connections in the business community through our annual Family Friendly Employer award.

- The City of Promise Steering Committee and partners are committed to securing and integrating funding streams from multiple public and private sources from the Federal, State, and local level. The Charlottesville City Council appropriated \$50,000 for the project when it was a concept as a demonstration of their support. The City subsequently applied for and received a four-year, \$95,000/year disproportionate minority contact prevention grant from the Virginia Department of Criminal Justice Services and the City of Charlottesville to hire a City of Promise Project Director and part-time Community Organizer. (These positions will be filled soon.) As the attached Budget Narrative shows, community partners have provided in-kind and cash matches of \$351,476. This includes dedication of 33% of the Charlottesville portion of staff time for the Charlottesville/Albemarle Safe Schools/Healthy Students federal grant at a value of \$100,000, and a commitment of 25% of staff time of the Charlottesville/ Albemarle Commission on Children and Families, the local children's planning organization at a value of \$42,588. There are three funding requests outstanding: to the Virginia Department of Social Services to implement the Effective Black Parenting Program (\$65,000), to a private foundation for general

support (\$20,000), and to an academic foundation for research assistance (\$20,000). During the initial planning year, the City of Promise will hire a full-time Development Director and outreach assistant to develop relationships with major private and corporate supporters and secure private and public funding from a variety of local, statewide and national sources, and purchase donor tracking software to manage the development process.

**Governance Structure proposed for the City of Promise:** CYFS is governed by a Board of Directors, which authorizes the City of Promise Steering Committee to act on its behalf as the governing body for the City of Promise director, staff, planning and programming. The City of Promise Steering Committee meets the requirements for a Promise Neighborhood governing board: Of its 17 members, three are public officials and at least four are residents of the Neighborhood, including two youth members and at least three low-income members, accounting for 41% of the members. As additional neighborhoods are added in subsequent years, additional resident representatives will be added. The four Neighborhood Representatives will be named by November 1. The current Steering Committee will always have at least one representative of each of the following: early childhood programs; parent education programs, out-of-school programs, health organizations, Commission for Children and Families, City Council, School District administration and/or School Board, Dialogue on Race, Housing Authority, the University of Virginia, adult residents (2) and youth residents (2).

A Parent Council will be formed of parents whose children will be served by the City of Promise Continuum, and a Youth Council will bring together children and youth from the target Neighborhood. These councils will serve to gather input, share information, and develop and recognize community leadership. They will ultimately be staffed by the City of Promise Community Organizer, who will work with the Dialogue on Race City of Promise Action Team

to build community engagement. At least one of the adult Neighborhood Representatives on the City of Promise Steering Committee will be nominated by the Parent Council, and at least one of the Youth Members will be nominated by the Youth Council.

**System of Accountability:** We will create a clear system of accountability among partners and participants, based on specific metrics of efficacy, community support, and alignment with a common vision. All participants will collect and share data reflecting need, tracking shared progress indicators, and measuring effectiveness. Participants will closely monitor financial expenditures outlined in the MOU and report them to CFYS’s budget office. Youth-Nex and the DMT will lead an ongoing “developmental” self-evaluation. This will include indicators such as frequency of meetings, monthly accomplishments, barriers, sharing of planning activities, coordination in seeking funding, and satisfaction with the content and process of monthly meetings. These partner surveys will be administered monthly following each meeting, and reports will be prepared and reviewed quarterly.

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### ***COMMITMENT TO WORK WITH A NATIONAL EVALUATOR***

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CYFS and our partners are committed to evidence-based practices, data-informed decision making, and rigorous evaluation. We commit to and value working with a National Evaluator for Promise Neighborhoods to develop an evaluation strategy, including a plan for (a) identifying and collecting reliable and valid baseline data for Project and Program Indicators (See Table 1) and (b) a credible comparison group of non-participants studied during the same time period with the same measures (matched on key characteristics such as prior test scores and demographic characteristics). Charlottesville City Schools have been collaborating with a national evaluator

for two years as part of a Safe Schools/Health Students project, and Youth-Nex staff have extensive experience working with researchers and evaluators across the country. A Youth-Nex researcher will act as liaison with the National Evaluator in order to assist them understand our project and community, connect them with the people and resources needed to conduct the evaluation, and provide access to program and project data (through an MOU with partner agencies) on at least a quarterly basis.

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### ***COMPETITIVE PREFERENCE PRIORITIES 4 & 5***

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#### **COMPETITIVE PREFERENCE PRIORITY 4: Comprehensive Early Learning Network**

The City of Promise will address Competitive Preference Priority 4, a Comprehensive Local Early Learning Network. The Charlottesville City Schools have demonstrated a long commitment to the value of quality preschool experience. Their first preschool classes for 4-year-old children were started 25 years ago using Title I funds. Currently, the division has nine classes for 4-year-olds: four funded through Title I and five funded through the Virginia Preschool Initiative. Burnley-Moran and Venable Elementary Schools, the two target elementary schools, provide an innovative model for including students with disabilities with typically developing 4-year-olds. Each school also has a class for preschool students ages 2 through 5 identified as students with a disability. Under Superintendent Dr. Rosa Atkins, with local City funding, the division has opened five classes for at-risk 3-year-olds in the last four years. Each class is taught by a highly qualified teacher and instructional assistant. All preschool classes in the division use the High Scope curriculum, which is evidence-based with rigorous, long-term research since 1970 that documents its powerful, positive effects on later life and identifies best practices in a broad array of educational settings. “Webbing into Literacy” is used to enhance

vocabulary development and literacy in preschool. The division has created a dedicated music program for all preschool students with music teachers trained in First Steps, a preschool-5 music curriculum. Preschool assessments include: PALS (Phonological Awareness Literacy Screening), Childhood Observation Record, Brigance Inventory of Early Development, and the Devereux Early Childhood Assessment. Two Family Support Workers (CCS/DSS partnership) help connect families to needed services and involve them in school activities. Teachers provide monthly parent workshops throughout the school year. Stipends are provided during the summer to pay for teachers and instructional assistants to make home visits. The division's ultimate goal is to offer universal preschool classes for all 3- and 4-year-olds in the city, perhaps at a center which would provide comprehensive services from community agencies such as the health department, the Child Health Partnership and social services.

Another City of Promise member organization, the Partnership for Children, is a service provider collaborative of 15 local agencies that address a comprehensive range of early childhood services from home visiting to health and housing to publicly funded preschools addressing the overarching goal that all children enter school healthy and ready to learn.

MOU signatory Smart Beginnings is a coalition of community leaders that embraces a comprehensive public/private approach to make our community a place where children are healthy and arrive at school prepared to succeed: "Ready for school. Ready for life."

The City Schools, Partnership for Children and Smart Beginnings will work collaboratively to address their common goals in planning and implementing a Comprehensive Local Early Learning Network. The current components of the Early Childhood Network already in place include home visiting services provided by CYFS and Jefferson Area CHIP, high-risk preschool classes offered by the Charlottesville City Schools and Monticello Area Community

Action Agency's Head Start Program, Child Care Quality technical assistance and rating through CYFS, child care scholarships provided by the United Way and the Charlottesville Department of Social Services, and community outreach and education through Smart Beginnings and MACAA. The Early Childhood Learning Network will assure that every young child in the Neighborhood has access to full, appropriate services and that the Network members participate in data collection and sharing to track needs and outcomes as part of the City of Promise.

### **COMPETITIVE PREFERENCE PRIORITY 5: Quality Internet Connectivity**

The City of Promise will address Competitive Preference Priority 5, Quality Internet Connectivity. The Charlottesville City Schools began this fall providing every student in grades 3-12 with a tablet computer, and the Steering Committee understands that access to Internet service will be needed to ensure that these tools can be fully utilized for learning at home.

We will integrate Internet connectivity and tools into the planning year itself, to fully engage residents in the process online as well as in person. During the first half of the year we identify the best method for connecting every family, and implementation will begin during the following summer so students will have access in the fall for school. One option is a contract with Comcast Cable Co., which has announced a \$20/month Internet package for low-income customers. We'll explore a discount price for universal sign-up in the Neighborhood. Another option is to wirelessly connect the Neighborhood as the City has done in its Downtown Mall area. Resident input will be critical in making this decision. We will explore joining the City Schools contract for purchase of tablets to provide them to families of younger children so parents can access City of Promise interactive planning content and parenting information, as well as on-line job applications and interactive school and teacher websites. Computers 4 Kids, a signatory to our MOU, and the City Schools are key partners in this initiative.