DC PROMISE NEIGHBORHOOD INITIATIVE

FIVE PROMISES FOR TWO GENERATIONS

DC Promise Neighborhood Initiative

July 26, 2012

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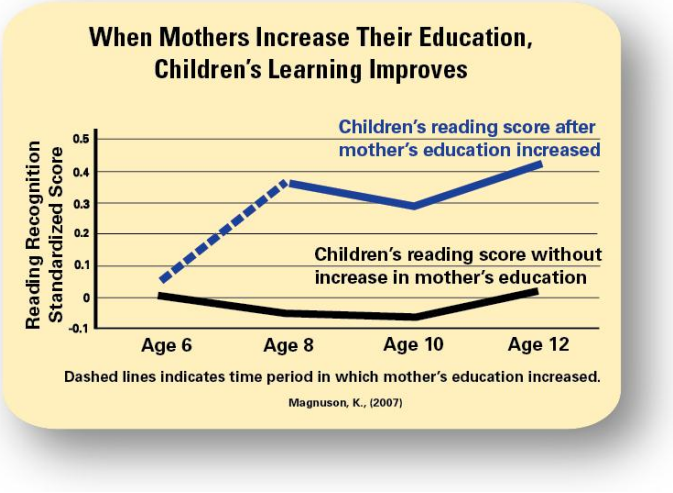
INTRO Five Promises for Two Generations

The DC Promise Neighborhood Initiative (DCPNI) currently serves the residents of the Kenilworth-Parkside (KP) neighborhood, where over half of the children in the footprint schools are not proficient in reading or math, 50% of residents live below the poverty line, and nearly 90% of families are headed by single mothers. A growing body of evidence shows that, in order to significantly improve the educational and developmental outcomes of children and youth, interventions must address the needs of both vulnerable children and their parents, particularly mothers. Therefore, DCPNI will build on over a decade of research in two-generation approaches, including major investigations by our partners The Annie E. Casey Foundation and The Aspen Institute's Ascend program, to provide a cradle-to-career continuum of services for children, integrated with family wraparound services targeting maternal education, parental employment, and community social supports. In doing so, DCPNI is extending to our footprint's parents *as well as* their children the evidence-based Five Promises championed by America's Promise Alliance, one of our most important partners and the nation's largest multi-sector organization dedicated to the wellbeing of young people. This Five Promises for Two Generations approach has informed our cradle to career continuum design.



Assisting us in this unique enterprise are strong national partners including America's Promise Alliance, The Annie E. Casey Foundation, The Aspen Institute, The Urban Institute, and Save the Children. Each plays a crucial role in supporting our Five Promise/Two-

Generation approach and other core elements of our implementation plan. DCPNI also includes outstanding local partners in education, health, and community services such as the Cesar Chávez Public Charter Schools, the Children's National Medical Center, Unity Healthcare, Fight for Children, Georgetown University, the District of Columbia Public Schools, the Community College of the District of Columbia, the DC Housing Authority, Educare DC, and many more.

Early Accomplishments

Since winning a Promise Neighborhood planning grant in 2010, DCPNI has completed 18 months of planning and nearly 12 months of program piloting and implementation:

- ***Solidified DC Promise Neighborhood Initiative*** by formalizing commitments with a range of partners and providers, and launching ten Research and Development Working Groups.
- ***Established our Principals Council***. Breaking down traditional silos, DCPNI brought together the principals of two public charter schools and two traditional DC public schools (DCPS) for regular joint strategic planning. This achievement cannot be overstated, as strife between DCPS and public charter schools has run deep and there is little evidence of such close planning and coordination happening elsewhere across the city.
- ***Established a Permanent DCPNI Board*** and worked with the Mosaica Center for Nonprofit Development and Pluralism to develop bylaws, a governance structure, and an operating budget, and raised over $1.5 million to support DCPNI's programming and sustainability.
- ***Engaged residents and community groups in a multi-faceted planning process*** that included 10 Results Driven Work Groups, focus groups, planning retreats, monthly community engagement dinners, weekly footprint tours and extensive community outreach at the neighborhood level.
- ***Engaged the Urban Institute to conduct the community needs assessment and segmentation analysis,*** and identified key findings to drive and shape DCPNI's continuum.
- ***Collaborated with the DC Housing Authority on a successful Choice Housing grant application*** in which DCPNI is the Education Implementation Entity. The DC Housing Authority (DCHA) and DCPNI

have been closely coordinating planning efforts, sharing data and resources, conducting work groups and joint community meetings, and implementing joint programming since the spring of 2010.

- ***Hired Ayris T. Scales as Executive Director,*** a community development and program management veteran with over a decade of experience in community based programming. Ms. Scales has developed and managed programs at the Federal, State, local and community level.
- ***Developed our Five Promises for Two Generations strategy,*** working with national partners and researching two-generation programs around the country.
- ***Broke ground on two key facilities instrumental to our continuum,*** a new Educare DC early learning center that provides a state-of-the-art, full-day, full-year program serving at-risk children from birth to age five which opened in the summer of 2012, and a Unity Healthcare Clinic opening in 14-16 months.
- ***Designed a full Implementation Grant proposal*** *in 2011* only to encounter an unfortunate electronic filing technicality that precluded the 2011 application from being considered. DCPNI took the additional time as an opportunity to redesign our continuum using the two generation model, and to launch a series of services that directly responded to resident concerns including literacy, health, nutrition, early education, tutoring, mentoring, college support, after school and field trip programs, provided by partners including AARP Experience Corps, Children's National Medical Center, DC Reads, Dolly Parton's Imagination Library, Fit Family Jr., Jumpstart, Live it Learn It!, Mentors USA, Save the Children, Simon Scholars and The Fishing School.

References for this Project Narrative are located at the beginning of Appendix F.

section 01 Need for the Project

1.1. Magnitude of the Need

DCPNI's Kenilworth-Parkside neighborhood is an island of concentrated poverty tucked in the northeast corner of Ward 7 in Washington, DC. Families living in this isolated place face an array of challenges: high poverty and unemployment rates, low educational attainment, and high rates of teen pregnancy. The neighborhood lacks even basic services like a grocery store, medical clinic, and library. Without a coordinated effort, children growing up in the KP community face a bleak future and are at high risk for a range of negative outcomes, including poor physical and mental health, academic failure, risky sexual behavior, and delinquency (Leventhal, Dupéré, & Brooks Gunn, 2009). The Indicators of Need in Table 1.1 were compiled by The Urban Institute for the DCPNI Needs Assessment and Segmentation Analysis.

TABLE 1.1 Indicators of Need (date and source)	Kenilworth, KPRMC, Eastland Gardens (Census tract 96.01)	Mayfair, Paradise, Lotus Square, Parkside (Census tract 96.02)	Citywide
Poverty rates (2005-2009 American Community Survey from NIDC)	47%	52%	18%
Median household income (2005-2009 American Community Survey from AmFactFinder)	$22,300	$23,696	$56,519
Supplemental Nutrition Assistance Program (SNAP) participation rate (2010 DC Income Maintenance Authority data)	58%	40%	20%
Temporary Assistance to Needy Families participation rate (2010 DC Income Maintenance Authority data)	31%	18%	8%
Unemployment rate (2005-2009 American Community Survey from NIDC)	16%	30%	9%
Share lacking high school diploma (2005-2009 American Community Survey from NIDC)	21%	17%	15%
Share of single female headed families with children (2005-2009 American Community Survey from NIDC)	88%	85%	53%
Share of teenage births (2008 DC Department of Health)	30%	10%	12%
Share of pregnancies with adequate prenatal care (Kessner Index) (2008 DC Department of Health)	51%	40%	62%
Share of low birth-weight babies (less than 5 lbs) (2008 DC Department of Health)	16%	19%	10%

Schools in Distress: DCPNI has four target schools located in our footprint: two public charter secondary schools and two traditional DC Public Schools (DCPS) elementary schools. All four schools located in the DC Promise neighborhood are low performing or persistently lowest achieving, and serve high-need populations. The test scores at the two elementary schools have been particularly low and have declined in the most recent school years. Roughly two-thirds of students at Neval Thomas ES and Kenilworth ES were not proficient in math or reading in SY2010–11. Kenilworth had been listed among the 10 DC schools that meet the definition of Tier I "persistently lowest achieving" and it is still in its second "restructuring " year, although Kenilworth met adequate yearly progress (AYP) in 2010. Neval Thomas, which qualifies as a low-performing school, did not make AYP in 2010, and is in its second restructuring year. Neval Thomas is also designated a 40/40 school – one of the City's 40 lowest performing schools targeted for an increase of 40% in DC-CAS scores over the next five years. 40 lowest performing schools in the District and they must move up their DC-CAS scores by 40 percentage points over the next 5 years. At Chávez Parkside Middle School and High School, only 61% of students were proficient in reading in SY2010-11, and 44% in math. Chávez High School graduation rates have been low: only 59% of Chávez High School students graduated in the 2009-10 school year as compared to an average of 72.3% of DCPS high school students citywide. The student body is predominantly African American and low income.

A Community in Distress: Approximately half of KP residents live below the federal poverty level according to the 2005–2009 American Community Survey, almost three times the citywide average of 18%. The median household incomes are about half of the citywide median ($56,519), averaging just about $23,000. Not surprisingly, almost 60% of the residents in the northern neighborhoods participated in the Supplemental Nutrition Assistance Program (SNAP or "food stamps") in 2010, as did 40% of residents in the southern portion of the footprint. Likewise, almost one-third (31%) of families in tract 96.01 received Temporary Assistance to Needy Families (TANF) benefits in 2010; the figure for tract 96.02 was 18%.

Unemployment continues to be significantly higher in these neighborhoods than in the rest of the District, particularly in the southern part of the DCPNI footprint in tract of 96.02.[1] According to the 2005–

[1] The DCPNI footprint falls into two D.C. Census tracts, and is comprised of seven contiguous neighborhoods: the northern census tract (96.01) consists of Kenilworth Courts, Kenilworth-Parkside Resident Management Corporation (KPRMC), and Eastland Gardens and the southern census tract (96.02) includes Mayfair Mansions, Paradise, Parkside, and Lotus Square.

2009 American Community Survey, almost 30% of residents in tract 96.02 were unemployed, and 16% in tract 96.01. In contrast, the average for the whole District is 9%. Many residents lack the skills to become employed; nearly one in five residents 25 years old and older in the footprint lacks a high school diploma.

Single Mothers, Teenage Births, and Child Health: Nearly 90% of families with children in the DCPNI footprint are headed by a single female. This share is much higher than the city's average of 53%. The targeted neighborhoods also have some of the highest shares of teenage births. Twenty-five percent of births in 2007 were to mothers aged 19 years old and younger, more than double the citywide share of 12%. Ward 7, which contains KP, has the second largest share of low birth weights, with only 52% of expectant mothers receiving prenatal care, and the second highest infant mortality rate in the District of Columbia. KP is designated a community health "hot spot" by the D.C. Dept. of Health due to its high risk of teen pregnancy and a myriad of other health disparities. According to Urban Institute's assessment, most of the children in the footprint are not consuming enough fruits and vegetables, are not on track to meet goals for physical activity, and are at a high risk for obesity and being overweight.

Crime: Crime is a serious problem for KP. Like the rest of the city, the community suffered from the effects of the dramatic increase in drug-related and violent crime of the late 1980s and 1990s. During that period, the crack epidemic hit the District, and particularly Wards 7 and 8. DC's homicide rate was extremely high, making the city one of the most dangerous in the nation. In Kenilworth-Parkside, the Mayfair Mansions were notorious, overrun with drug trafficking and violent crime. While the area is now benefiting from the city's overall decline in crime rates, violent crime remains a top resident concern with only 55% reporting they feel safe in the neighborhood and 69% reporting that having a weapon is needed to protect their family.

1.2. Description of the Geographically-Defined Area

The DCPNI footprint is a clearly defined geographic area in Northeast DC, slightly less than 2 miles long and less than one mile wide, comprised of seven contiguous neighborhoods. The area is isolated, cut off from the rest of the city on the east by the Anacostia Freeway (Highway 295), on the west by federal and District parklands and the Anacostia River, and on the south by a nearly-closed Pepco electrical plant

(see Map). Living in this isolated place are hundreds of extremely poor families coping with an array of challenges: extreme poverty rates, a preponderance of single female-headed households, high unemployment rates, low educational attainment, teen pregnancy, high violent crime, and few services.

<u>History and Physical Description of Kenilworth-Parkside</u>: When Kenilworth Courts opened in 1959 in the neighborhood, it was one of the first integrated public housing complexes in the city. It was envisioned as temporary housing in an up-and-coming neighborhood, a low-cost transition for households on their way to home ownership elsewhere. Most of the first residents were stable, two-parent families looking for a safe, affordable place in which to raise children, and they saw KP as a neighborhood on the rise. As these families succeeded and moved on, a more transient population replaced them. The construction of Highway 295 in the early 1960's and the loss of local industry, including a 7-Up bottling plant, contributed to the flight of middle class residents to nearby Maryland suburbs. Gradually, the neighborhood deteriorated from the well-ordered community it had once been. A spate of rapes and other crimes hit the community. In 1968, the assassination of Martin Luther King Jr. sparked riots in D.C., and looters from KP ransacked

the neighborhood Safeway, which never reopened. By then, Kenilworth-Parkside was an almost exclusively black neighborhood. Those living in the neighborhood at the time recall that trash pickup became infrequent, and that rats and wild dogs, drawn to the nearby Kenilworth Dump, plagued residents. Amenities such as heat and hot water in the public housing units became unpredictable. Drug addiction and the drug trade became part of the neighborhood landscape. Kenilworth Courts declined to the point that, in 1971, a mayoral aide called the once-proud complex "hell on earth." (Lapp, J. 2006). Efforts to revive KP have been ongoing since then. In 1999, a nonprofit developer joined forces with the city and a number of community groups and investors to renovate nearly 2,000 units of rental housing, plus build 100 townhomes on five acres of a vacant 26-acre parcel in Parkside, now one of the most improved areas within the footprint. Despite these efforts, the area has never regained its security or promise, and remains among the most troubled in the city.

The Residents of Kenilworth-Parkside: The entire area has an almost exclusively African American population of 5,725 people. Children under the age of 18 comprise 31% of the population, much higher than the citywide average of 17%.

Ages 0-2	Ages 3-4	Ages 5-9	Ages 10-14	Ages 15-17	Adults > 17	Total
324	199	478	485	354	3,885	5,725

The neighborhoods in the northern census tract of 96.01 consist of a mixture of distressed public housing developments and middle class housing. Homeownership rates in this portion of the footprint are 34%, focused in the mostly middle class neighborhood of Eastland Gardens. Kenilworth Courts (consisting of 300 public housing units managed by the DC Housing Authority (DCHA) and Kenilworth-Parkside Resident Management Corporation (KPRMC) both suffer the same ills of dilapidated and high-crime public housing developments across the country. To address the challenges, DCHA has already received a one year Choice Neighborhoods Planning Grant and has now applied for a Choice Neighborhoods Implementation Grant to revitalize the public housing developments. The Choice Neighborhood has the same boundaries as the DCPNI footprint, creating an exciting opportunity to combine efforts and resources.

Most of the housing in the southern neighborhoods (tract 96.02) is multi-family mixed-income housing. Mayfair Mansions, a 569-unit apartment rental complex, has 409 Section 8 rental units and

Paradise has 652 rental units. A new workforce housing development called Lotus Square is located along Highway 295 and there are newly constructed subsidized homeownership townhomes in Parkside. Although the footprint contains significant public and private neighborhood assets, most are currently underutilized, in planning, or just emerging.

DCHA has ambitious plans for the DCPNI footprint. Its Choice Neighborhood initiative, which is in its planning year, is a significant residential redevelopment, including several new housing developments that will create 1,000 new market rate and affordable rental and homeownership opportunities in the community and significantly increase the median income by attracting a large proportion of higher income residents. This new residential development will exceed $180 million in the next 5-10 years. In addition to the residential investment, substantial non-residential investment is planned for completion within this time frame: The Parkside pedestrian overpass, to increase the connectivity of KP to DC's extensive Metro system; redevelopment of the Kenilworth Recreation Center and Parkside Central Park; and other projects on CityInterest land, including 750,000 SF of commercial, and 50,000 SF of retail space.

What we Have Learned from Single Mothers: Given the high percentage of families headed by single mothers, the high share of teenage births in the footprint, and the research indicating likely outcomes for children in this context, we concluded this segment of our population was critical to our planning. In order to ensure that the needs of this key group were met by our continuum, we developed the Five Promises for Two Generations Theory of Change. Through input from our Families and Community Support Learning Results Driven Working Groups, as well as data gathered at our community-wide retreats and focus groups, which included single women raising children, we learned that that our target schools need *much better* strategies for supporting and engaging families. This area of need was the result of parents' personal negative experiences with the education system in the past, low levels of education, lack of resources and time, poor communication skills, lack of support from the school system, inadequate communication from school to parent, and a lack of understanding of how academics, discipline, and systems work at their children's schools. Parents told us they need more skills and knowledge to effectively understand their children's development, navigate the educational system, and support learning. We also learned that parent training throughout the footprint and DC is fragmented and of poor quality.

Finally, we learned that the majority of children in the footprint are growing up in homes where parents lack education and job skills, and are struggling to cover basics like food and shelter for their families. We heard from residents that they are eager to access education and workforce development programs, and want to provide better opportunities for their children.

Gaps in Services and Infrastructure: The DCPNI footprint is a food desert, and lacks even a basic shopping area. Although ground is being broken for a new health clinic, currently, there is no permanent access to health care within the footprint. There is no library for residents; DCPS very recently cut all funding for its ward-based Parent Resource Centers; and the Kenilworth Recreation Center was torn down because it was situated on a Superfund site. Although the Deanwood Recreation Center is within walking distance of the subject properties, current youth service providers have emphasized that neighborhood children do not frequent the facility because of turf wars in the community, which create safety concerns and make some children feel unwelcome. There is only one main street in and out of the footprint, and residents have few transportation options. Automobile ownership is out of reach for most KP residents (per data from D.C. Office of Planning, the KP neighborhood has the fewest vehicle registrations in the city). While the footprint is served by the V7/V8 bus route and the Deanwood Metro Station, less than a quarter mile away, the bus service is limited, the walk to the Metro is hazardous, and Washington Metropolitan Area Transit Authority (WMATA) reported that Deanwood was the metro station with the highest crime rate in 2011. Additionally, according to Walk Score®, the northern half of KP ranks as Washington's least walkable neighborhood. Only 62% of surveyed residents call the police when they see crime and a 52% of residents thought the police play a role in keeping the community safe.

The Schools of Kenilworth-Parkside: The four schools in the DCPNI footprint have experienced significant declines in enrollment over the past decade. During the past five years alone, Kenilworth Elementary enrollment decreased by 31% and Neval Thomas Elementary enrollment decreased by 40% to 198 and 239 students respectively. The two schools' enrollment boundaries align with the DCPNI footprint, which means that all elementary-aged children in the footprint can attend either Neval Thomas or Kenilworth by right, depending on their location. The vast majority of students enrolled in Kenilworth Elementary and Neval Thomas Elementary live in the DCPNI boundary. However, approximately half of the

elementary students from the DCPNI footprint attend another school—85 schools altogether. While this number is extremely high, this is common in DC, where public charter schools compete for students and DCPS's open enrollment policy allows students to attend traditional schools outside of their neighborhood boundary. From our needs assessment, we learned that some residents purposefully enroll their children outside the neighborhood to avoid negative neighborhood peer influences.

Cesar Chávez Middle and High Schools opened in the southern portion of the DCPNI footprint in 2005. The brand-new facility houses both the middle and high schools. Because Chávez is a public charter, there is no neighborhood boundary; students living anywhere in the city enroll through a citywide lottery system to attend. In the 2008-09 school year (latest data available), 25% of all Cesar Chávez Middle School students and 20% of the High School students lived in the DCPNI neighborhoods. Like their younger counterparts, students in grades 6 through 12 who reside in the footprint attend a large number of secondary schools—a total of 152 schools. Both charters are low performing but improving.

DCPNI and Chávez are currently partnering to pursue a community-school approach to inspire increased neighborhood loyalty to the elementary schools to provide services to footprint students and their parents. In Section 2.1 of this Narrative, we will describe how, over time, students in the neighborhood who attend the target schools will have access to a complete continuum of solutions, and how students in the neighborhood who do not attend target schools will have access to solutions within the continuum.

Summary of Information Presented within this Application on Access to Continuum Services for all Categories of Children

Total Number of Public School Students Living in the DCPNI Footprint (Geocoded students only) 2008-09	1,446 students attending 152 different public and charter schools
Children living in the Footprint attending the 4 target schools who will have access, over time, to a complete continuum of solutions through schools and community-based delivery points	522
Children living in neighborhood, not attending the 4 target schools who will have access, over time, to a complete continuum of solutions through individual programs developed with affiliate schools and community-based delivery points	924
Children not living in neighborhood, enrolled at 4 targeted schools, who will have access, over time, to a complete continuum of solutions through schools and community-based delivery points	635
Special Education Students at 4 Footprint Schools who will have targeted interventions and supports	142
Total Enrollment at 4 Targeted Schools (Geocoded Students Only)	1157

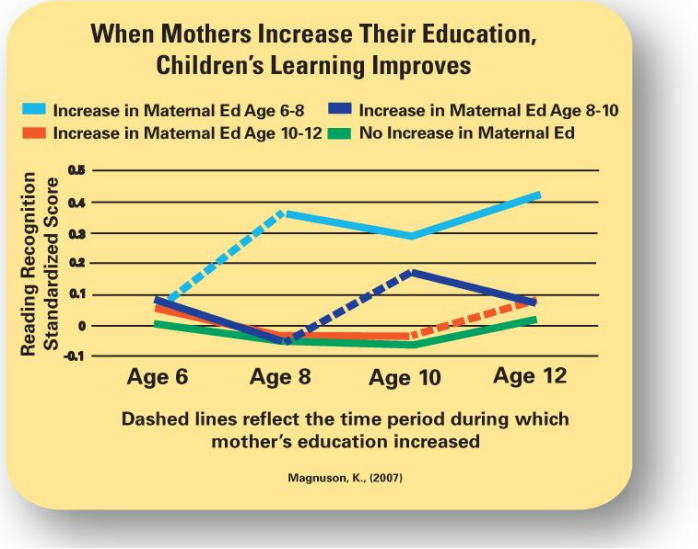
2.1. Design Overview and Comprehensive School Strategy

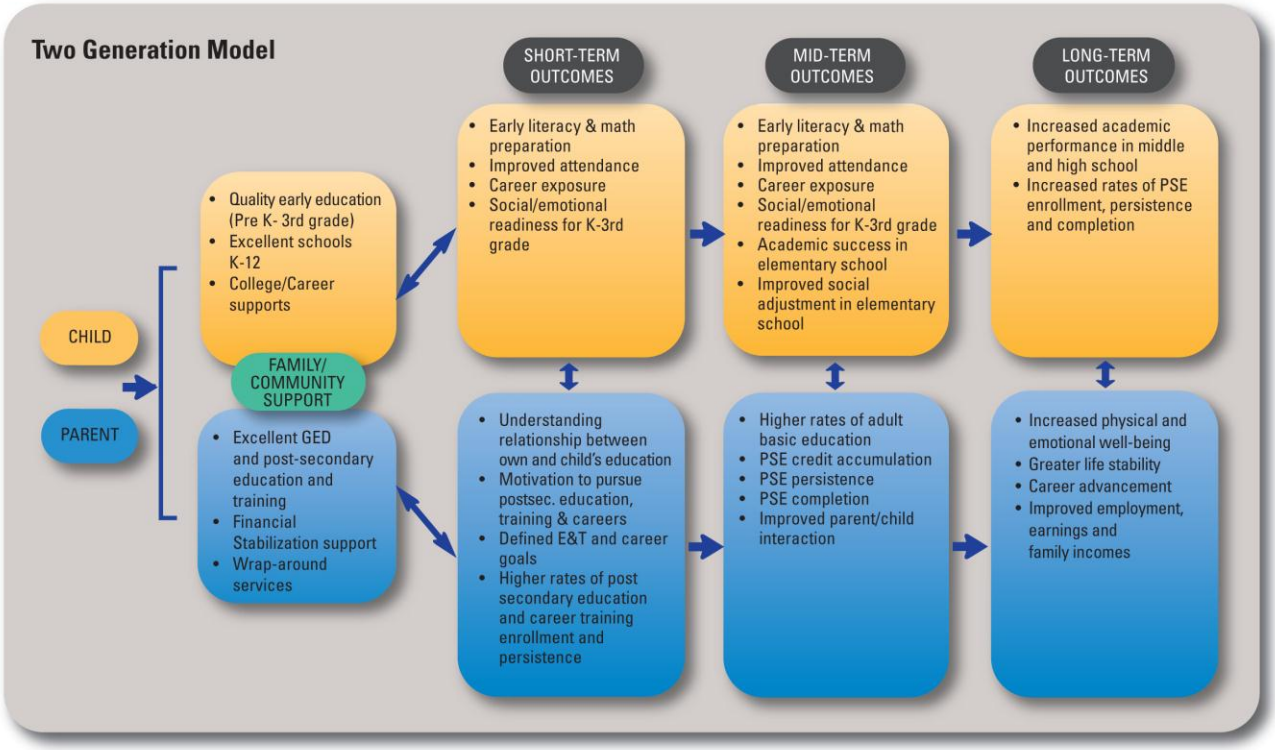
This section provides 1) a brief overview describing how our Five Promises for Two Generations translate into a continuum with four broad solution areas, and 2) a description of how that continuum is aligned with an ambitious, rigorous and comprehensive strategy for improving schools.

Breaking a Persistent Cycle of Poverty through the Two-Generation Approach: Fewer than two percent of teen mothers who have a baby before age 18 attain a college degree by age 30. (Hoffman, 2006.) The low education attainment of young, single mothers in American cities, largely unchecked by traditional poverty mitigation strategies, is among the most significant factors perpetuating the cycle of poverty from one generation to the next. With nearly 90% of families in KP headed by single mothers and high rates of teen births, it was imperative that DCPNI pursue a more effective strategy. Fortunately, over the past several years, there has been a growing body of evidence — compiled by our national partners and others — that two-generation strategies that integrate education, employment opportunities, and peer support for young parents with academic and other supports for their children can produce far more promising outcomes for both parent and child. Research has shown that mothers of young children are themselves experiencing great changes in their lives, and that this period can be one of growth for parents as well as kids.

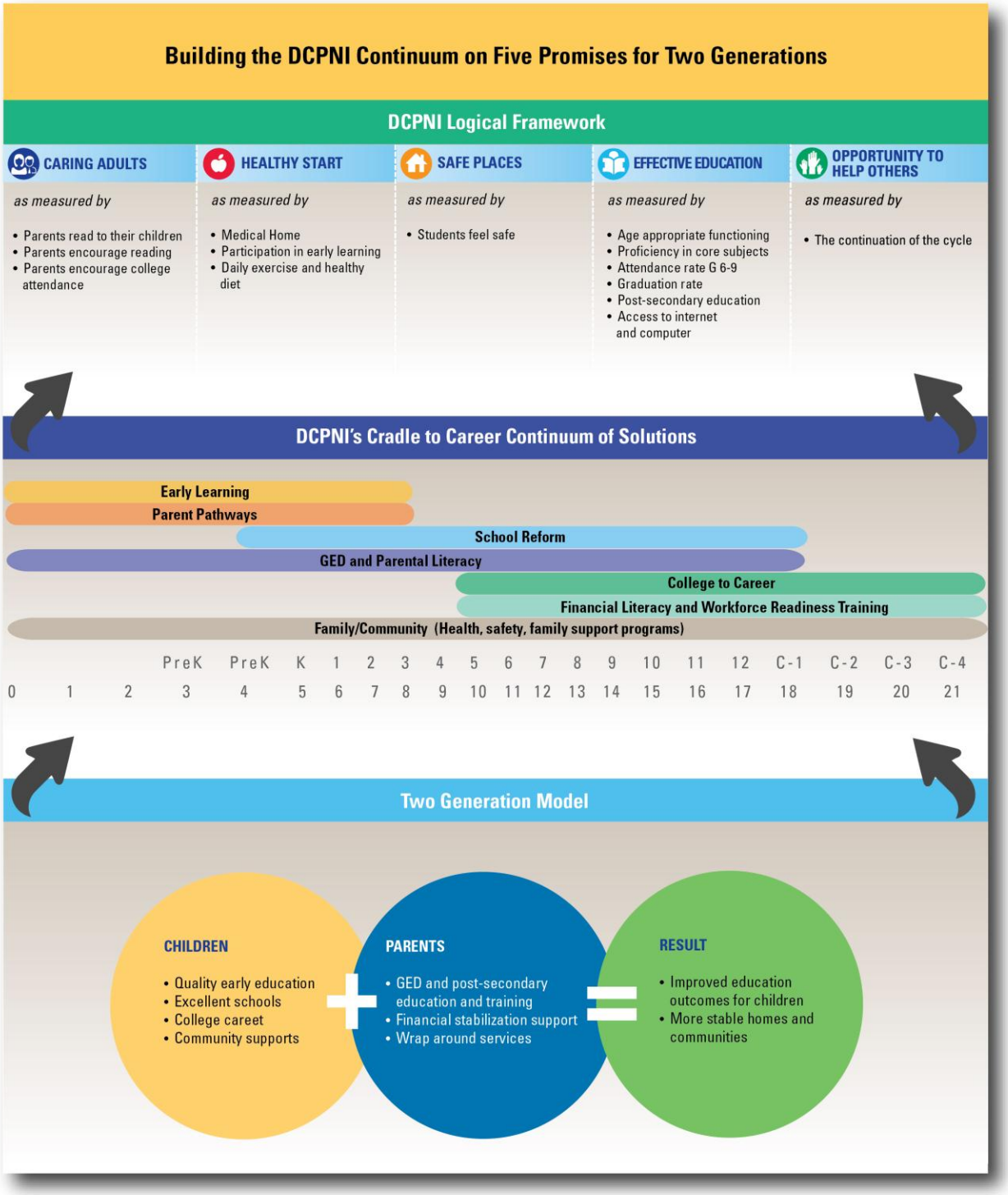
A list of successful variations of a two-generation approach, include the Annie E. Casey Foundation Civic Sites in Atlanta, Baltimore & New Haven, the Jeremiah Program in Minnesota and Tulsa's CareerAdvance Initiative, can be found in the Section 3.2 and Appendix F. These models were developed in communities of color, making them appropriate for our footprint, where almost all of the residents are African American. DCPNI has worked closely with the Annie E. Casey Foundation, the American's Promise Alliance, the Ascend program at the Aspen Institute, and the Urban Institute to develop a two-generation strategy that is fully aligned with Promise Neighborhood principles and guidelines. The result, which we have named Five Promises for Two Generations, is at the heart of our continuum design, systematically connecting adult and child investments for larger, longer-term impacts on student success in school and career, and on family economic stability.

<u>DCPNI's Theory of Change and Theory of Action</u>: Supported by the two-generation research and evidence base, our ***Theory of Change***, is that providing the fulfillment of the Five Promises for parents, particularly mothers, *as well as* for their children will lead to improved educational and life outcomes for students. To implement Five Promises for Two Generations, DCPNI's ***Theory of Action*** will deliver key programming components to both children and their parents, with a focus on quality early learning interventions, within a complete Promise Neighborhood continuum of solutions. Because research shows that maternal education's impact on child learning is greatest when children are below the age of eight, we will place special emphasis on women with young children (Magnuson, 2007.) The diagram below indicates how program supports for child and parent will lead to desirable short, mid and long-term outcomes that are fully consistent with Promise Neighborhoods' indicators and outcomes.





Building the DCPNI Continuum on Five Promises for Two Generations: As shown in the diagram on the following page, the two-generation model has informed our prenatal-through-college-to-career continuum, which in turn drives the Promise Neighborhood required indicators which we have mapped to the Five Promises as shown. Reflecting our full needs assessment and planning effort, of which the two-generation approach is one part, the DCPNI continuum is clustered into **four** solution areas. Each solution area, in keeping with the two-generation approach, has been developed with elements to achieve targeted outcomes for parents as well as for children and youth. **Early Learning** covers young child and family programs prenatal to 3rd grade (to ensure literacy coordination with the schools) with a focus on kindergarten readiness and home visits and parenting supports for parents. It also features our parent pathways to increased education, focused specifically on mothers of young children. **K-12 Reform** encompasses the "ambitious, rigorous, and comprehensive strategy for the improvement of schools." It also covers GED attainment for parents who dropped out of high school. **College/Career** begins with college and career awareness in 4th grade and includes college readiness programs, community service and linked learning through the senior year. In addition, it includes workforce readiness, and financial literacy for parents. In **Family/Community** we are focusing on health, social and mental health supports, teen pregnancy prevention, mentoring, community development, safety and security, and legal aid.



K-12 SCHOOL REFORM

The Two-Generation Elements in Our School Reform Strategy: Each of our four continuum areas contains solutions for both parents and children. The table below summarizes the broad solutions for children/youth and parents that we have incorporated in our School Reform plan.

Two-Generation Focus Areas for K-12 Reform		
Continuum Area	**Solutions for Children & Youth**	**Solutions for Parents**
K-12 Reform	**Solution 1:** Purposeful Professional Learning Community (PPLC) to implement Common Core standards **Solution 2:** Improve core proficiency **Solution 3:** Address chronic absence and problematic behaviors **Solution 4:** Address summer learning loss and leverage out-of-school time to support academic proficiency **Solution 5:** Support transition of at-risk students from elementary to middle school to high school **Solution 6:** Support students with special education needs **Solution 7:** Provide Internet access and 21st century learning tools	**Solution 1:** Dropout prevention for teen moms **Solution 2:** Parent Academy **Solution 3:** Support parent's literacy to increase their ability to support their children in school **Solution 4:** Support GED attainment for parents

Reforming the Schools Using the Transformation Model: DC Promise is targeting four schools located within its footprint for reform through the *Transformation* model: Kenilworth and Neval Thomas Elementary schools, and Chávez Middle School and High School. Kenilworth ES had been listed among the 10 DC schools that meet the definition of Tier I "persistently lowest achieving" and it is still in its third "restructuring" year, although Kenilworth ES met adequate yearly progress (AYP) in 2010. Neval Thomas Elementary School, which qualifies as a low-performing school, did not make AYP in 2010, and is in its second restructuring year. Chávez Middle School and Chávez High School also qualify as low-performing schools: more than half of the students were not proficient or advanced in reading and approximately half of the students were not proficient in math in SY2009–10. While Chávez Schools test scores have improved since SY2006–07, Cesar Chávez Schools is in its second restructuring year. Also Chávez High School graduation rates have been particularly low: only 59 percent of Chávez High School students graduated in SY2009–10.

Under the Transformation Model, school reform must address four key areas: 1) Developing and increasing teacher and school leader effectiveness, 2) Comprehensive instructional reform strategies, 3) Increasing learning time and creating community-oriented schools, and 4) Providing operational flexibility and sustained support. In each of the schools, implementation of the Transformation model has already begun. In fact, Chávez has already fired and replaced the middle and high school principals and other key academic support staff, and hired of a new Chief Academic Officer. In the 2009-10 school year, the new team implemented intensive professional development and support initiatives, and comprehensive instructional reform strategies, which include the use of a common-core standards-based instructional

program and intensive data monitoring systems employed to track and monitor the progress of every student. This work has pushed positive improvements in recent test score data. On account of its excellence in training teachers, in June 2011, Chávez was awarded an Office of the State Superintendent of Education 2011 Race to the Top Charter School Teacher Pipelines grant to train 35 highly effective teachers to be placed at Chávez and four other schools around the city. In the elementary schools, DCPNI has developed a purposeful professional learning community called Teachers and Principals of Pupils of Promise (ToPPP) to assist with the implementation of reforms aligned with the Transformation Model.

DCPNI's Role in School Reform has Evolved out of an Early Partnership Between the Footprint Schools: In October 2008, Irasema Salcido, the founder of the Cesar Chávez Public Charter Schools for Public Policy, faced an unpleasant reality: Her newest campus, comprised of the Parkside Middle and High Schools, had suffered below-average DC Comprehensive Achievement System (DC CAS) scores during the first years of operation. Not only was such performance personally unacceptable to Mrs. Salcido and Chávez Trustees, Chávez School was in danger of losing its charter. Because so many students arrived at Chávez many grade levels behind in reading and math, and the PK schools drew about a third of their enrollment from the surrounding KP community, Mrs. Salcido met with the principals of nearby elementary schools and a small group of KP community residents to discuss ways they could partner to promote academic achievement and college access. Taking lessons from the Harlem Children's Zone (HCZ) model, the initial DCPNI Steering Committee set its sights on developing a comprehensive approach to academic and life success for neighborhood children by involving the whole community, connecting with the neighborhood elementary schools, and building a cradle-to-college-to-career pipeline of supports for students and their families.

DCPNI's ambitious, rigorous, and comprehensive strategy for reform of its schools: DCPNI has put dramatic reform of the Kenilworth-Parkside schools "at the center" from day one**.** Our ***School Reform*** initiative is a highly intentional, integrated, and coherent effort that draws on 12 key elements:

1. **Achieving Required Reforms Under the Transformation Model:** DCPNI, Chávez, and the DC public elementary schools will ensure that all required elements in each of the four key areas of the Transformation Model are implemented. *Developing and increasing teacher and school leader*

effectiveness: Chávez replaced the principal of the high school campus formally in SY 2010-2011 and has replaced the principal of the middle school campus for the upcoming year, and while the Elementary Schools began implementation of the Model prior to any staff changes, DCPS is currently considering all staffing options. All schools will use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account on student growth and observation-based assessments, and were designed and developed with teacher and principal input. Chávez teachers will be evaluated using Robert Marzano's Teacher Evaluation Tool, and the DCPS schools use the IMPACT Evaluation Tool. All footprint schools currently reward effective teachers with financial incentives up to [redacted]. Ongoing, high quality job-embedded professional development and training is underway at all four schools. *Comprehensive instructional reform strategies*: The schools will improve their use of data to meet the needs of particular students, and to identify and implement instructional programs that are research-based and "vertically aligned" from one grade to the next and aligned with national academic standards. *Increasing learning time and creating community-oriented schools:* All schools have initiated after-school programs to provide increased learning time, and will offer increased mechanisms for family and community engagement through the DCPNI Community Action Teams. *Providing operational flexibility and sustained support*: All footprint schools are working toward increased flexibility and supplementary solutions to improve education outcomes and graduation rates, and will receive ongoing technical assistance and related support from DCPNI and its partners.

2. Purposeful Professional Learning Community (PPLC) to implement Common Core Standards. More can be done to improve the quality of students' education and level of achievement by improving the effectiveness of teachers than by any other single factor (Sanders and Horn 1994; Wright, Horn, and Sanders 1997). Thus, improving teacher effectiveness is crucial to the success of this Initiative. Therefore, DCPNI has created a purposeful professional learning community called Teachers and Principals of Pupils of Promise (ToPPP). Its four objectives are: 1) to implement a well-defined, vertically articulated curriculum and monthly teacher training program based upon the Common Core Standards; 2) to train teachers in the best pedagogical practices for fostering critical thinking, impacting student achievement, and improving outcomes for students at each grade level from preschool – 12th grade based

on Marzano's Classroom Instruction That Works (2005) and monitored by Teachscape's Classroom Walkthrough Tool; 3) to develop school leaders (e.g., principals, coaches, lead teachers) who exhibit the key behaviors and competencies necessary to promote and sustain school transformation through monthly development sessions based on Marzano's Leadership That Works; and 4) to ensure that the unique needs of students with disabilities and other special requirements are addressed effectively. Also, across all four objectives, there will be heavy emphasis on the collection and use of data to improve teacher practice and student achievement. School staff and the Principals Council have already begun to work on these materials and ToPPP is now well underway for all our partners.

3. Support for the use of Innovative and Evidence-Based Instructional Strategies. DCPNI will work with schools to ensure that teachers have both the resources and the skills necessary to teach effectively. Vertically articulated curricular resources and training will equip teachers with the knowledge base and tools necessary to implement the Common Core. Trainings will be provided by Marzano Research Laboratory to develop teachers' pedagogical capacity and will focus on instructional strategies that foster the development of critical thinking. The focus for pedagogical development will be on the nine "High Yield Strategies," identified in *Classrooms that Work (Marzano)* that are proven to have the strongest influence on student achievement. These nine strategies include: 1) Identifying similarities and differences, 2) Summarizing and note taking, 3) Reinforcing effort and providing recognition, 4) Homework and practice, 5) Nonlinguistic representations, 6) Cooperative learning, 7) Setting goals and providing feedback, 8) Generating and testing hypotheses, and 9) Activating prior knowledge. Professional development around these instructional strategies will be site-based and each school's instructional coach will participate in "train-the-trainer" style workshops prior to the delivery of professional development on site at each school.

4. Improve Core Proficiency: To improve proficiency in literacy and mathematics, we are implementing a variety of programs to address the diverse needs of the students within the footprint. *AARP Experience Corp* volunteers provide one-on-one and small group literacy support throughout the school year under the direction of the classroom teachers, providing valuable attention to underperforming readers on a regular basis. In partnership with Georgetown University, DCPNI is implementing the *DC Reads Initiative*, which provides students from the footprint with year-round literacy mentors with a strong focus on

building and maintaining basic literacy skills. Volunteers from *DLA Piper* will engage students from Neval Thomas Elementary in weekly reading groups to build motivation and basic skills in literacy. A variety of intervention reading programs have been incorporated in literacy instruction in order to assist students in reaching grade level benchmarks. Our partners at *Save the Children* and the *Fishing School* have both utilized software including the Accelerated Reader program (a quiz based, self-monitoring software that addresses reading comprehension) and iReady software (a student-driven diagnostic software that provides personalized instruction on core standards) to build basic literacy skills and track data over time. Students will improve math and associated science skills through the STEM model (science, technology, engineering, and mathematics) in workshops run by the *Tiger Woods Learning Center,* in order to build upon core standards from a unique, engaging platform. Experiential learning will be supported through Live It Learn It, a six-part classroom to real-world program that offers students the chance to visit Washington DC's rich cultural resources such as museums, monuments, and historic sites, in order to experience learning from the world around them.

5. Addressing Chronic Absenteeism and Behaviors Interfering with Learning: Teachers and students within the footprint report high truancy and problematic behaviors of a select group of students as being serious impediments to student success. With support from America's Promise Alliance, DCPNI will develop and implement an Early Warning System (EWS) to identify at-risk students early on in order to prevent learning loss and possible future dropouts. With support from America's Promise, the EWS will be created by Dr. Robert Balfanz of Johns Hopkins, a leader in the field of early warning system design, and will be based on research about data-driven decision-making, enabling users to make informed decisions about how to support at-risk students and how to continue to monitor their progress over time. The System will use the "ABC" indicators of Attendance, Behavior, and Course Performance to identify at risk students in need of interventions. In addition to focusing on individual students, the system will guide users to examine the success of specific supports or interventions and to examine possible systemic issues (e.g., school climate) that may relate to dropout trends.

To assist students identified by the EWS, DCPNI plans to bring City Year D.C. to the two elementary schools to provide teams of full-time tutors, mentors and role models for at-risk students to help

improve student attendance, behavior and coursework. Turnaround for Children and America's Promise will provide school-wide trainings and one-to-one teacher coaching in behavioral early warning signs and de-escalation techniques for individual students. TFC will identify the up to 15% of students that most detrimentally influence school culture and provide them and their families with deep support. To do so, TFC will work with each school to establish a Student Intervention Team (SIT) that regularly reviews the highest-risk students' needs and develops and monitors intervention plans for in-school counseling and referral to outside services. The team will include the school social worker. TFC will also assist the schools in hiring and training an additional Student Support Social Worker to manage linkages between the school and community and public child-serving agencies.

6. Out of School Initiative: In order to prevent summer learning loss and provide meaningful opportunities for students while not in school, DCPNI partners will offer a number of out-of-school time programs. Save the Children will run fully integrated afterschool and summer programs that incorporate core learning objectives and physical activities that engage students in academic challenges and teamwork. DC Reads, a literacy initiative run through Georgetown University, will provide before and after school mentor programs as well as summer projects to address the needs of at-risk students outside of school. Out-of-School programs administered by the Fishing School will empower students from within the footprint as lifelong learners as they strengthen basic academic skills and gain valuable life skills. DCPNI will also coordinate with the Boys & Girls Club of Washington DC to provide referrals to a variety of before and after school activities that include physical activity, team sports, and skill-based clubs. In addition, the Tiger Woods Foundation will offer STEM based after school programs that focus on a variety of real-life topics such as forensics, chemistry, and robotics.

7. Transitional Support Systems: Research shows that when students are supported in their transition from elementary to middle to high school, they are more likely to graduate. Therefore, DCPNI is working with the elementary schools in the footprint to institute Middle School Adventure Day, on which students will visit the middle school they plan to attend. DCPNI and the elementary schools will work with the middle schools to assign mentors to the student who can answer their questions and help them feel comfortable in the new environment. In addition, Chávez will pair rising middle school students with high

school mentors, to help younger students understand the academic and social challenges and opportunities ahead. In addition, guidance counselors at Chávez will target at-risk middle school students and help connect them with DCPNI service providers that can tailor interventions to help with the transition to high school. DCPNI will also pair students with mentors from Georgetown University through the *Kids2College* program, providing the opportunity for students to engage in a six-week initiative that engages and informs about college expectations and experiences.

8. Linked Learning and Civic Engagement in All Four Schools: Chávez makes use of the incredible wealth of public policy resources located in the nation's capital, developing students into engaged citizens able to affect change in the world around them. Public policy themes are incorporated into the curriculum in every subject. In middle school, students are introduced to policy issues through community service, field trips, discussions on current events, and public policy classroom units. High school students must integrate what they learn in policy-themed, interdisciplinary "Capstone Units" at the end of their freshman and sophomore years. In their junior year, students participate in three-week-long fellowships at respected public policy institutions, and, in their senior year, are required to write a 15-20 page public policy thesis. This program is intended to help students connect their studies to the real world and prepare them to become leaders in their own communities. DCPNI will work with the principals of Neval Thomas and Kenilworth ES to adapt and extend the highly successful public policy and civic engagement programs at Chávez to the two elementary schools through a program called Elementary Leaders. Through this program, middle and high school students will give presentations on public policy topics to ES students, lead younger students in community service, and organize field trips with support from DCPNI to accompany ES students to monuments, museums and government buildings in D.C., to link classroom learning to real world experience and encourage civic engagement from a young age.

9. Ensuring high quality curriculum and instructional support for students with special learning needs. Students with a "Specific Learning Disability" (SLD) often face challenges in perception, attention, memory, and meta-cognition. Differentiating instruction to ensure students diagnosed with these and other exceptional learning needs requires teachers with exceptional pedagogy and knowledge of how these students learn. DCPNI will engage experts in the field of Special Education to work with site-based

teachers of Special Education and English Language Learners in Year 1 and with the school's complete teaching population in Year 2 to develop Common Core State Standards curriculum materials that are differentiated to meet the unique needs of SLD students, and to support the increased capacity of teachers to instruct students with special. In addition, DCPNI will ensure counselors are assigned to each SLD student to ensure necessary social and emotional supports.

10. Providing residents with 21st Century Learning Tools: For students and parents to engage the contacts and resources they need to navigate complex systems, they need access to 21st Century learning tools. DCPNI has been designated recently by the District of Columbia Community Access Network (DC-CAN) to be the Last Mile provider in KP (see the letter of support from the DC Office of the Chief Technology Officer in Appendix G). Last Mile connectivity point for individual users are created when public structures such as recreation centers, traditional or public charter schools, libraries, or other main community buildings located within a neighborhood host equipment and fiber optics infrastructure necessary to provide free local internet access. The necessary equipment is being provided to DCPNI by the DC-CAN, and will expand Internet access in the footprint. In order to ensure that children have computer skills support at home as well as at school, the Community College of DC will offer digital literacy training as part of DC's Sustainable Broadband Initiative. Residents who sign up for 27 hours of training will receive laptops or netbooks at no cost to them.

11. Serving Students who Attend School Outside of the Footprint: DCPNI's strategy for impacting students who attend school outside of the footprint is four-fold. First, DCPNI will reach out to principals and teachers in other schools that serve large numbers of footprint children, to engage teachers and leaders in quarterly professional development trainings specifically focused on implementing the Common Core State Standards. These trainings will be held at a central location within the footprint that is convenient for all perimeter schools, and the trainings will also be broadcasted as live webinars to allow for maximum engagement. Webinars will be recorded and posted on the DCPNI resource portal so any school or individual teacher may access them. Beginning in 2013/2014, all vetted curricular resources and quarterly workshops/seminars, model teaching exemplar videos, etc. will be offered on the DCPNI resource portal and will be accessible to teachers in select non-footprint schools. Workshop recordings will include

companion tool kits. Second, DCPNI will work with footprint schools and DCPNI providers to ensure that children attending schools elsewhere have access to and information about after-school, summer, and other out-of-school time programs, and that a set number of slots are reserved for them. Third, DCPNI will create a Parents' School Improvement Advisory Committee comprised of DCPNI school parents, and parents whose children attend schools outside of the footprint. They will meet with faculty of the DCPNI schools in order to provide insight about their children's needs, and services and programs that would make the local schools more appealing to DCPNI parents. At these meetings, the schools will be able to inform parents about service available to all children in the footprint. Fourth, DCPNI has developed a network of referral points around the community, located in the four community centers that will provide information and referrals to children who are not touched by footprint schools to DCPNI service providers for tutoring, mentoring, health and social supports.

12. Supporting Parents According to the Two Generation Model: DCPNI will address the needs of parents as well, and provide supports for those who have dropped out of high school. In collaboration with East River Family Strengthening Collaborative, DCPNI will support two Parent Centers, one in Neval Thomas, and one in Kenilworth, which will administer our Parent Academy. This service will be open to all parents in the footprint, regardless of whether their children attend neighborhood schools. The Academy will provide information and services to assist parents with continuing education, literacy, job training and workforce readiness, and provide extensive parenting trainings. The Academy will also provide advocacy training, empowering parents to drive quality improvements in the schools and community supports. Through the Director of Community Outreach, DCPNI will reach out to teen mothers and help them identify childcare and other necessary supports to help them stay in school through graduation and pursue post secondary education. Older parents who have yet to graduate from high school will be referred to the GED programs being offered at the footprint community centers, and by the Community College of DC and other partners. CCDC and the community centers will also provide literacy training for adults in the community who need to improve reading skills. This increased education and skills base will contribute to parents' earning potential and to household stability.

2.2. Implementing a Complete Continuum

The K-12 Reform initiative covered in the previous section is one of four solution areas that comprise our continuum strategy. This section describes the other three areas — Early Learning, College/Career, and Family/Community. Each initiative is a continuum in its own right, comprised of programs that are "linked and integrated seamlessly" and reflecting our needs assessment and segmentation, our leveraging of neighborhood and national assets, our analysis of best available evidence, and our management core competencies and capacity. The table below summarizes the focus of the Two-Generation design in each solution area.

Building the Two-Generation Approach into the DC Continuum of Solutions		
Continuum Area	**Solutions for Children & Youth**	**Solutions for Parents**
Early Learning	**Solution 1:** Expand quantity of high-quality infant-toddler slots **Solution 2:** Improve the quality of all 0-5 slots **Solution 3:** Transition planning for rising kindergarteners **Solution 4:** School readiness for 0-5 year olds **Solution 5:** Ensure medical home for young children	**Solution 1:** Home visits for pregnant moms and parents of 0-2 year olds **Solution 2:** Support for continuing education for parents, especially mothers of young children **Solution 3:** Financial stability support for parents, especially mothers, of young children **Solution 4:** Parenting supports for mothers of young children **Solution 5:** The Mothers' Cohort
K-12 Reform	**Solution 1:** Purposeful Professional Learning Community (PPLC) to implement Common Core standards **Solution 2:** Improve core proficiency **Solution 3:** Address chronic absence and problematic behaviors **Solution 4:** Address summer learning loss and leverage out-of-school time to support academic proficiency **Solution 5:** Support transition of at-risk students from elementary to middle school to high school **Solution 6:** Support students with special education eeeds **Solution 7:** Provide Internet access and 21st century learning tools	**Solution 1:** Dropout prevention for teen moms **Solution 2:** Parent Academy **Solution 3:** Support parent's literacy to increase their ability to support their children in school **Solution 4:** Support GED attainment for parents
College/Career	**Solution 1:** Inspire a college-going culture at target schools and throughout Kenilworth-Parkside **Solution 2:** Provide comprehensive college-prep beginning in middle school **Solution 3:** Address student financial need that impedes college enrollment and completion **Solution 4:** Develop network of business and college-career mentors	**Solution 1:** Support workforce readiness for parents **Solution 2:** Support financial literacy and stability **Solution 3:** Educate parents about finanical aid
Family/Community	**Solution 1:** Address teen pregnancy **Solution 2:** Promote child nutrition and exercise **Solution 3:** Provide mentors and role models	**Solution 1:** Address health of whole families holistically **Solution 2:** Address the needs of the most distressed families and teen parents **Solution 3:** Promote community-wide safety and resident engagement **Solution 4:** Provide legal aid

<u>An Overview of the Key Programs in Each Continuum Area and the Multiple Project Indicators Impacted</u>: The following table lists key programs in each Continuum Area and the multiple indicators that they impact collectively. DCPNI has added two additional indicators to the 14 listed the Notice Inviting Applications: **Fewer Teenage Pregnancies** (Indicator: # and % of teen pregnancies in the Neighborhood), and **Maternal Education** (Indicator: # and % of mother's acquiring additional education between a child's birth and age 8). Also, please note that the Five Promises map closely to the indicators, and have been included in the table for reference.

Indicators Served by DCPNI Continuum

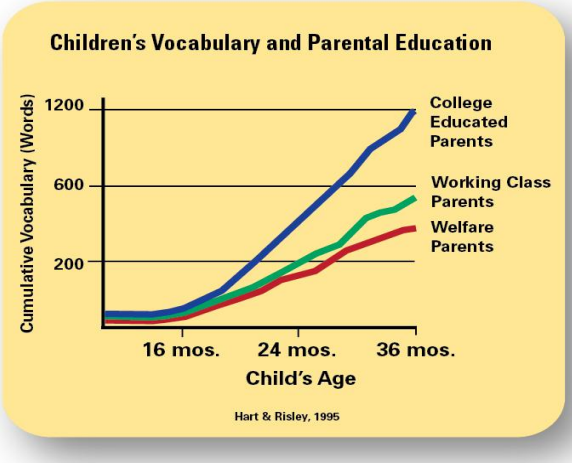
Broad DCPNI Solution Areas That Integrate Programs	Medical Home	Age-Appropriate Functioning	Participation in Early Learning	Proficiency in Core Subjects	Attendance Rate in Grades 6-9	Graduation Rate	Ready for Career*	Daily Exercise & Healthy Diet	Students Feel Safe	Parents Read to Young Children	Parent Encourage Reading	Parents Promote College/Career	Access to Internet & Computer	Fewer Teenage Pregnancies	Maternal Education Attainment	Caring Adults	Safe Places	A Healthy Start	An Effective Education	Opportunities to Help Others
EARLY LEARNING:																				
Key Programs: Save the Children home visit, Educare, Healthy Babies Project, ELN/Fight for Children, Dolly Parton, Children's National Medical Center well-child visits, DCPS pre-K programs	★	★	★	★				★	★	★	★				★	★	★	★	★	★
SCHOOL REFORM:																				
Key Programs: Core curriculum, teacher professional development, jumpstart, Save the Children OST, DC Reads, AARP Experience Corps, Live It, Learn It, Tiger Woods Learning Center, Turn Around, APA Early Warning System, Fishing School, DLA Piper and community center tutoring	★			★	★	★	★	★	★		★	★	★	★	★	★	★	★	★	★
COLLEGE/CAREER:																				
Key Programs: Georgetown Kids2College, Georgetown Meyer Institute, College Success Foundation, Mentors Foundation USA, Junior Achievement, Simon Scholars				★		★						★	★		★	★			★	★
FAMILY/COMMUNITY:																				
Key Programs: East of the River, Fit Family Jr., Bank On, DC Community College, Unity Healthcare Clinic, Children's Hospital, DLA Piper Legal Aid Clinic, DCPNI Community Center classes, Police Department, DCHA Choice Neighborhood	★	★	★	★	★	★		★	★	★	★	★	★	★	★	★	★	★	★	★

* # and % of students who graduate with a regular HS degree and postsecondary attainment

EARLY LEARNING / PARENT PATHWAYS

The Need and the Challenge: Our needs assessment shows that children in the DCPNI footprint are not receiving the early interventions they need. Less than half of the pregnant mothers of any age are receiving adequate prenatal care in the DCNPI neighborhoods as measured by the Kessner Index. Not surprisingly, babies born in the DCPNI footprint have some of the lowest birth weights in the city. And, 79% of the visits by children ages 0-5 from the DCPNI zip code to the Children's National Medical Center for are for non-emergency illnesses, indicating that many children in the footprint do not have a medical home where they can receive regular care.

The footprint has an insufficient supply of programs for infants and toddlers, and all of the existing early care home-based and center-based programs in the footprint have the lowest QSR rating (bronze), indicating a need for higher-quality programs. Three and four year old students in pre-kindergarten exhibit twice the national rate expected for developmental delays, and students at Kenilworth and Neval Thomas Elementary Schools have higher developmental delays than their peers citywide. Less than a third of students at either school can perform reading or math at grade level, and Neval Thomas has a higher than average number of special needs students. Given that approximately half of the households in the footprint live in poverty, that the median income is close to $23,000, and that about 20% of those of age don't have even a high school diploma, we also know that most children are born to mothers with low levels of education, and high levels of economic instability. As Hart and Risley (1995) have shown, these low levels of income and education level correlate in dramatic fashion with much smaller vocabularies of poor children compared to the children of college educated parents, negatively influencing kindergarten readiness and academic success. (See graphic.)



Theory of Action: It is our Early Learning solution area where our Two-Generation approach begins. As the first step in ensuring children are on a path from the earliest age to engage in lifelong learning, DCPNI will couple quality early learning interventions with programs to assist parents, particularly mothers of young children, help their children learn and succeed while pursuing skills and completing education to improve economic security and stability. Through these programs, DCPNI will increase the number of children having a medical home, exhibiting age appropriate functioning, participating in early learning programs, with an increased level of parental engagement in their children's healthy development.

The DCPNI Mother's Cohort: Because research shows that improvements in child learning are most substantial when mothers receive further education while their children are 8 or younger, DCPNI will target mothers of children in this age group, and their families. DCPNI will select women with children under the age of 8 to participate in a Mothers' Cohort that will receive ongoing individualized support for a 12-month period to help Cohort mothers and their children utilize services for maximum benefit.

The final Cohort will scale up over time to serve a total of 310 women, and the program will ensure that at least half of the cohort has more than one child, in order to serve as many children as possible. Each Cohort mother will be assigned a DCPNI Promise Advocate caseworker who will help develop a personal plan for her and her children to access solutions in the DCPNI continuum, including education, financial stability and social supports for parents, and the complete array of interventions for children. Promise Advocates will receive training on the DCPNI continuum services and providers, and on services available through the City outside of the footprint, and will ensure that the needs of the children and the Cohort mother will be addressed. Mothers and Advocates will meet every other week, and the Advocates will be available to follow up with service providers to ensure that the women and their children have access to quality programming. Each of the Advocates will be responsible for supporting up to 18 mothers and their children. Data on all Cohort mothers and their children will be collected and analyzed to identify trends, opportunities, and necessary service improvements.

Year	Number of Mothers
1	40
2	50
3	65
4	75
5	80
Total	310

The Two-Generation solution areas for Early Learning are noted here:

Two-Generation Focus Areas for Early Learning/Parent Pathways		
Continuum Area	**Solutions for Children & Youth**	**Solutions for Parents**
Early Learning	**Solution 1:** Expand quantity of high-quality infant-toddler slots **Solution 2:** Improve the quality of all 0-5 slots **Solution 3:** Transition planning for rising kindergarteners **Solution 4:** School readiness for 0-5 year olds **Solution 5:** Ensure medical home for young children	**Solution 1:** Home visits for pregnant moms and parents of 0-2 year olds **Solution 2:** Support for continuing education for parents, especially mothers of young children **Solution 3:** Financial stability support for parents, especially mothers, of young children **Solution 4:** Parenting supports for mothers of young children **Solution 5:** The Mothers' Cohort

DCPNI Solutions: Our Early Learning area contains four key strategies for support: increasing access, improving quality, providing support, and educating parents.

Increasing Access:

Ensuring Healthy Births: To address the needs of the more than half of the pregnant women in the footprint who are not receiving prenatal care, DCPNI has partnered with The Teen Parent Empowerment Program, sponsored by Healthy Babies, an intensive 20-week program for mothers age 12-21 with individual case management, support services, and classes that equips young mothers to have healthy pregnancies and births, prevent unwanted future pregnancies, and plan and implement the next step to a productive future.

Creating New Early Learning Slots: To address the lack of access, DCPNI has partnered with Educare DC to open a new state-of-the-art facility in the footprint. Educare will provide full day, year-round comprehensive early childhood education and care services, creating 175 new early learning slots, many set aside for residents of the DCPNI footprint, at least 10% of which will be reserved for special needs children with Individualized Education Plans. Educare's evidence-based programming narrows the achievement gap beginning at birth by providing the highest quality outcome-based learning for children from birth to age five. DCPNI will also work with DCPS to support the six early childhood classrooms at Kenilworth and Neval Thomas Elementary Schools, which utilize the Head Start School-wide Model. In addition, in order to increase the number of providers, DC Child Care Connections, the District of Columbia's childcare resource and referral center, will work with The Office of the State Superintendent of Education (OSSE) to provide accreditation support for licensed early learning providers.

Linking Children to High-Quality Health Care and Developmental Evaluations: DCPNI has

enlisted the help of targeted providers that will provide access to outstanding child health and wellness programs. DCPS and Early Stages will ensure access to developmental screenings in all Head Start classrooms within the footprint and expects to serve approximately 150 school-based children through this effort. Early Stages will also provide screenings for children in home and center based settings. Additional wellness services will be provided by the Children's National Medical Center, focusing on comprehensive primary care, prevention, diagnosis and treatment of detrimental health conditions; a Mobile Medical Unit, staffed by doctors and staff from the Children's National, will make 600 preventive and well-child visits in the KP community each year, serving 735 youth annually by DCPNI's fifth year of implementation.

Access to Preventative, Fitness, and Support Services for Early Learners: Fit Family Jr., operated by the Children's National, educates parents, caregivers and teachers of very young children to prevent overweight and obesity in African-American preschoolers. The program works to provide free fitness, nutrition, cooking, and healthy lifestyle programming for young children and families in the footprint.

Improving Quality:

Enhancing the Quality of Early Childhood Learning programs and Resources: DCPNI will partner with DC Local Initiatives Support Corporation (DC LISC), a national nonprofit community development investor that works as a lender, advocate, facilitator, funder, broker, and technical assistance provider for nonprofit organizations. DC LISC provides technical assistance to enhance quality and funding for DCPNI's Early Learning Network (ELN), as will Fight for Children, a local not-for-profit dedicated to quality education for low-income children in Washington, DC. (See ELN, page 76.)

Improving Quality Through Regional Collaboration: OSSE staff will participate in ELN meetings, provide technical support for DCPNI staff and footprint providers, facilitate baseline quality assessments, facilitate parent training on selecting a quality early education setting, and ensure children in the footprint have access to and receive services for infants and toddlers with disabilities. OSSE will also help to integrate DCPNI in to the larger early learning community in Washington, DC by including DCPNI in the development of DC Head Start State Collaboration Office School Transition Coalition, the DC/VA/MD Fatherhood Roundtable to enhance school readiness through active and engaged fathers, and support the integration of nutrition and physical activities in to early learning settings. Finally, OSSE will work to with the

Urban Institute and DCPNI to ensure receipt of the data to track young children in the footprint and to monitor the quality of programming.

Raise the Quality of Early Learning Providers and Workers: DCPNI has partnered with the Community College of DC (CCDC) to provide professional development training for early learning educators and early learning coaches for providers working within the footprint. In addition, DCPNI is coordinating with OSSE to support early learning professionals in the footprint by providing Child Development Associate training, and offering TEACH Early Childhood DC scholarships, and Georgetown University's Center for Child and Human Development (CCHD) will provide scholarships to DCPNI residents interested in completing certificate programs in the areas of early childhood and funding for professional development conferences on interventions for disabled youth. In addition, OSSE will educate providers about the Quality Rating and Improvement System and enhancements necessary for a higher rating. DCPNI will supplement footprint programming for young learners with Jumpstart, an organization that trains college students and community volunteers to provide in-classroom instruction sessions focused on language/literacy development for 100 preschool students. Its staff will work in Head Start classrooms in Kenilworth and Neval Thomas Elementary Schools.

Providing Literacy Support:

Creating a Comprehensive Early Literacy Program from Birth to 3rd Grade: DCPNI is partnering with several organizations to provide supplemental literacy support for providers and families to engage children at home, as well as to coordinate and support the alignment of pre-K literacy efforts with K-3 efforts at our two elementary schools. Save the Children will support the social/emotional development, language development and pre-literacy education development of children age birth to three and their families through its Early Steps to School Success (ESSS) program. ESSS will also facilitate parent groups, hold book exchanges, and will support the kindergarten transition for students in the footprint. CCDH will provide home visits through two separate programs designed to share educational books and toys and to address challenges with parenting children age three to five. In addition, the DC Public Library will provide literacy support for early learners through its national library program, Sing Talk and Read (S.T.A.R.). The program is offered to parents of children from birth to age five and focuses the six early learning literacy

skills (phonological awareness, vocabulary, narrative skills, print awareness, letter knowledge, and print motivation.) In the DC Public Library classes, focused on teen mothers, parents will learn ways to support their learning in the pre-literacy phase (singing, talking, reading aloud) and will be given books and literacy materials to use at home with their children. The ELN will coordinate with elementary schools to identify kids with developmental and reading delays as they enter school, and connect them with reading and other supports during their K-3 years, to create a linked and seamlessly integrated early literacy system.

Educate Parents:

Knitting the Parent Side of our Two-Generation Strategy into our Early Learning Solution Area: Each early learning program described above will be tied to our Parent Pathways initiative to support parents, especially mothers of young children, in advancing their own education and employability. Because the birth of a first child brings great change to young mothers (and fathers), it can be a period of reflection, redirection, and growth for parents if properly supported. A young mother moves rapidly from pregnancy to caring for a newborn, to identifying programs to support the needs of her toddler and grappling with her own capacity to be a parent and raise and support a child. During this critical period, she is setting the trajectory of her own pathway as a parent.

DCPNI's Parent Pathway will help footprint mothers avoid pitfalls that can have lasting effects (e.g. not getting adequate prenatal care), understand their children's changing physical, emotional, health, social and intellectual needs and identify key resources to meet them. Our programming will link these mothers to a supportive community of caring professionals, and other women facing the similar challenges. And, under the two-generation approach, DCPNI will seize on this time of great flux in the lives of these mothers to help them make changes that will have lasting positive impacts for their own financial stability and their children's learning. By connecting them with opportunities to attain higher levels of education, DCPNI will improve their chances for higher pay in the workplace, and increase their ability to support and contribute to their children's learning. (Additional work readiness supports are discussed in detail under College/Career.) A pregnant woman supported by DCPNI can expect that, by the time her child is 3, she will have had the necessary inputs to ensure that her child is healthy, and getting the resources, interaction and emotional support necessary for learning and development, and that she herself is better positioned

through increased education and parenting programs to provide for her child financially and advance her child's learning.

In addition to assisting mothers in accessing the continuum of services available for their children, and matching needs to the supports available, DCPNI will connect mothers to ongoing GED classes in the footprint community centers, and partner with CCDC to help residents pursue college degrees and vocational training courses that will improve their access to jobs and financial stability, and allow them to serve as role models and mentors to their children. Through CCDC, the Workforce Development and Lifelong Learning Division of the College will provide parents of students in the footprint at least 20 enrollment slots for job training, and Georgetown students will provide assistance to parents in identifying financial aid options and navigating student loan and grant applications, and DCPNI will help mothers secure the funding and supports (e.g. childcare, transportation) necessary to pursing additional learning.

The two-generation approach is still relatively new, and DCPNI will be one of the largest two-generation programs in the country. In developing this set of interventions, DCPNI has looked to existing programs, such as the Jeremiah Program in Minnesota, which has focused on education, employment and financial stability, and life skills as the critical inputs for improving children's learning and stabilizing their families. We've also drawn on the dual-generation approached used in the Tulsa Promise Neighborhood which focuses interventions on early learners and their families. This model will be supported and refined by the Urban Institute, Ascend, and the Annie E. Casey Foundation, which will work with DCPNI to identify synergistic interventions and develop service delivery methods that impact outcomes and decrease input costs. In this way, DCPNI will be a leader in the development of this promising, evidence-based model.

K-12 SCHOOL REFORM – see Section 2.1.

COLLEGE/CAREER

The Need and the Challenge: According to The DC Fiscal Policy Institute, unemployment for D.C. residents with a high school diploma stood at 24.0% in 2011, while only 4.3% with a college degree or higher were unemployed. Unemployment among those without a high school degree was as high as 25.9%

in 2010. Aspirations among footprint students are high, with 95% of Chávez High School students reporting that they are confident that they will graduate from high school. However, the Chávez graduation rates SY2009-10 was 59.2%, lagging behind the 72.3% rate for DC high schools. And with only 15% of residents over 25 in census tract 96.01 and 4% in tract 96.02 having a B.A., there are few role models to show students that hard work in school can lead to college success. Affordability of postsecondary education is an additional challenge: 50% of residents in the DCPNI footprint live in poverty. DCHA records indicate that 85% of the Kenilworth Courts families owe money to DCHA for back rent or unreported income adjustments; 15% of families owe more than $1,000. Of households surveyed, 10% have filed for bankruptcy, 16% are in default on a student loan, and 12% have had a vehicle repossessed. Without clear coaching and support, few parents see college as a financially feasible option for their children.

Our Theory of Action: DCPNI will offer supports to help students get to college and earn their degrees, and at the same time, offer workforce readiness opportunities and financial literacy to parents, allowing them to save and plan for college. Research shows that college-prep programs often lack a comprehensive approach, which students need to be successful (Swail and Perna, 2002.) Accordingly, our theory of change is that, beyond rigorous academic instruction, students living in poverty who have not been exposed to a college-going culture need three things: 1) early exposure to information about college, and an understanding of the importance of a college degree for employment, 2) adult guidance in mapping a path to college, and 3) significant relationships with adults and near-peer mentors to act as role models. In addition, our theory encompasses parents. Parents of students preparing for college can use the opportunity to get information about college and vocational degrees for themselves as well, with a special emphasis on the financial information to find an affordable postsecondary opportunity. In addition, our program encompasses skill building, job-hunting, and financial literacy programs for parents. These parental programs are an integral part of our Two-Generation approach.

Two-Generation Focus Areas for College/Career & Parental Support		
Continuum Area	**Solutions for Children & Youth**	**Solutions for Parents**
College/Career	**Solution 1:** Inspire a college-going culture at target schools and throughout Kenilworth-Parkside **Solution 2:** Provide comprehensive college-prep beginning in middle school **Solution 3:** Address student financial need that impedes college enrollment and completion **Solution 4:** Develop network of business and college-career mentors	**Solution 1:** Support workforce readiness for parents **Solution 2:** Support financial literacy and stability **Solution 3:** Educate parents about finanical aid

DCPNI Solutions for College/Career:

Creating a College-Career Success Network: DCPNI has engaged the College Success Foundation and the United Way of the National Capital Area to form and coordinate the DCPNI College-Career Success Network, which will oversee these solutions in partnership with our target schools. (Please see the MOUs from CSF and UW-NCA in Appendix C for more details.) The solutions are patterned after the comprehensive middle school-through-college strategies of the evidence-based Washington State Achiever's Program (Myers, Brown, and Pavel, 2010).

Building Awareness and Expectations Early: Some of the first things students see when they walk into the Chávez School are college pennants. Logos from universities across the country adorn the hallways and classrooms of the school, making college a ubiquitous backdrop for daily learning. Kids2College introduces students at Chávez Middle School to the importance of college; during the 6-week course, 6th graders are given two lessons each week dedicated to learning about college and career opportunities. The program culminates in a college "Shadow Day" during which all Kids2College students visit the Georgetown campus to tour the University, sit in on classes, and get a feel for the college experience. The College Success Foundation is working in the Chávez middle school to promote college awareness, support college tours and visits, and encourage rigorous academic preparation that integrates 21st century college and career skills, and SAT prep.

Developing a Plan for Getting There: To be successful in preparation for college, students need to understand what is required to gain acceptance to college, and have an admission strategy informed by school preferences and career goal. The footprint schools are leading the charge to help students chart a path to college. In daily College Prep Advisory sessions in the high school, freshmen learn about GPA

importance, while upperclassmen spend time discussing specific colleges to attend. Chávez has brought in Kaplan to lead a year-long SAT prep course for all juniors, and the school provides a parent orientation prior to each school year, as well as the Naviance College Research software to increase communication among students, parents and school staff around important decisions such as pre-college course planning, college admissions, and financial planning.

For students who need additional supports, DCPNI has engaged a host of partners to help students take actions that will support them in securing college admission. The Meyers Institute for College Preparation (MICP) is a pre-college academic enrichment program that will provide comprehensive support to students at Chávez from the 7th grade through their first year of college. MICP, which has helped 95% of pre-college scholars to graduate high school, provides a Saturday Academy focused on core curriculum, a Summer Institute (3-5 week in-residence summer program focused on science and math), an end of summer Capstone Activity (including college visits, domestic trips, study abroad in 10th grade, 5 week residency at Georgetown in 11th grade), first year of college assistance, college stipends and financial aid supports. Students in 11th grade receive an Apple package (Apple computer, AppleCare) to allow them to apply to colleges online. In order to help students facing financial challenges, DCPNI will provide access to financial aid and scholarships through various funding sources, including the Simon Scholar Program and the emergency fund Chávez has already set up to assist alumni in meeting their college living expenses. In year 3, DCPNI will identify local, national and private streams of funding available to support college tuition and living expenses.

Connect Students to Mentors Who Will Engage Them and Inspire Them to go to College: DCPNI's program will provide students with mentors who can support them as they learn about college and decide what they would like to study. Chávez is developing a young alumni network to prepare and receive new students from the school. The Authentic Career Experiences program run by Mentor Foundation USA will connect footprint students with adult mentors and brings them to a business for a daylong career experience. The goal is to build a desire for a career and some understanding of the requirements of the work world, including a college or vocational degree. The United Way, in collaboration with the College Success Foundation, will provide college and career mentoring for students by business leaders, exposure

to work-based learning such as apprenticeships and internships, and a support network that guides students until age 24 as they complete college and face hurdles associated with workforce entry.

Connect Parents with Workforce Readiness and Financial Literacy Programs- In order to support parents in their quest to become financially stable enough to afford college for their children, and to enable them to become employment role models, DCPNI has partnered with the Community College of DC to provide workforce readiness assessments, soft skills trainings (e.g. resume writing and interviewing), job training programs and community college classes. Dress for Success will support residents with interview suits and job search supports, and The Healthy Babies Project will provide expecting and new mothers with career services. In addition, DCPNI is coordinating with the Department of Employment Services to refer footprint parents to the Pathways for Young Adults program, which offers work readiness services and jobs training for DC residents age 16-24, and with the footprint community centers, which currently offer job search and job application assistance. To assist with financial literacy, DCPNI has brought in Bank On DC, a collaborative effort between the District Government's Office of the Deputy Mayor for Planning and Economic Development, financial institutions, and non-profits to provide access to financial services and products to unbanked and under-banked households in the DC metro area, to offer financial literacy education for adults in the footprint.

Serving Students who Attend School Outside of the Footprint: Because many of the children in the footprint attend middle and high school elsewhere, DCPNI's community based referral system, run in collaboration with the local community centers, will target people in the neighborhoods where they live to get information to high school students and their parents about services available to support college preparation and financial aid, as well as adult career supports. DCPNI will maintain a database of college and career supports available through the District as well as those located in the footprint to help families find solutions that may be more convenient to the schools their children attend.

FAMILY/COMMUNITY SUPPORTS – INTEGRATING COMMUNITY PARTNERS

The Need and the Challenge: A variety of challenges facing families, including physical and mental health, stability and safety of housing, connection to others, and access to basic rights, have an

important relationship with educational outcomes for children and youth. The Family/Community Supports – Integrating Community Partners initiative will address the needs of the students and their families outside of school that are integral to academic achievement, school success, and improved future outcomes. **Health:** A variety of factors contribute to the health challenges of children and families in the footprint. A lack of physical activity time and extracurricular opportunities such as sports teams, and a limited number of safe and accessible neighborhood spaces for physical activity and play increase health concerns for DCPNI children. Our needs assessment also found that DCPNI children are not on track to meet their daily physical activity needs and are at high risk for obesity and being overweight. As a federally designated "food desert", the Kenilworth-Parkside neighborhood provides extremely limited options for a nutritious and affordable diet. Other factors that pose mental and physical health risks in the footprint are high rates of teen pregnancy and drug use. Despite the need for medical care, at least half of DCPNI children do not have a medical home and are likely to use emergency rooms for non-emergency incidents. **Safety:** Improving safety was a top priority in all the meetings with community residents and stakeholders, and is essential for well-functioning communities that promote an environment of wellbeing. The DCPNI footprint suffers from drug dealing and use, high rates of violent crimes per capita in the Kenilworth neighborhood (double the city average over in 2009 and 2010), and frequent property crimes throughout the footprint and especially at the base of the footbridge that provides access to the local metro stops. This is exacerbated by significant underreporting of crimes and communication issues between police, residents, and schools on crime prevention initiatives. **Support, Access and Information:** Residents report feeling uninformed and inexperienced about how to take a more active role in ensuring their community has all the necessary positive attributes to be stable and vibrant. Many parents are coping with financial instability, high levels of emotional stress, mental health issues, and concerns about housing. Large percentages of residents receive government benefits and entitlements, but there are no resources in the community to assist residents in understanding, accessing and protecting their rights.

Our Theory of Action in Family/Community Supports: DCPNI can improve each child's academic outcomes and future opportunities through three key family/community initiatives: 1) addressing external factors such as their health, wellness, and safety; 2) reinforcing the positive role that each child's parents,

neighbors, and school plays in a student's attitudes and chances of college, career, and life success; 3) providing wrap around supports for both the children and their families, in particular teen mothers, and families in severe distress.

Two-Generation Focus Areas for Family/CommunitySupport		
Continuum Area	**Solutions for Children & Youth**	**Solutions for Parents**
Family/Community	Solution 1: Address teen pregnancy Solution 2: Promote child nutrition and exercise Solution 3: Provide mentors and role models	Solution 1: Address health of whole families holistically Solution 2: Address the needs of the most distressed families and teen parents. Solution 3: Promote and community-wide safety and resident engagement Solution 4: Provide legal aid

DCPNI Solutions in Family/Community Supports: A critical part of DCPNI's effort will be to provide the wrap around supports for the children and their families necessary to support health, safety, and stable home environments for children.

Improving Health: Partnerships with organizations like Children's National Medical Center, Unity Health Care, and the DC Primary Care Association will begin to address the health and wellness needs of children and their families. DCPNI is already increasing the number of students with a medical home through the "medical home on wheels" provided by the Mobile Health Program of Children's National Medical Center Goldberg Center for Community Pediatric Health which provides school-linked medical services and dental services (see the CNMC MOU in Appendix F.). By our second year of implementation, the new Unity Healthcare Clinic, a 43,200 square-foot state-of-the-art medical clinic providing primary and specialty care, including a full range of pediatric services, will open and begin serving up to 50,000 patients annually to meet the long-term health needs of students, families and the entire community.

In addition DCPNI is working to increase the number of children who have access to healthy foods and get enough exercise. To address the immediate need for fresh, healthy, and affordable foods, DCPNI, has secured a weekly Farmers Market to be held in the heart of the Parkside community, featuring educational outreach from CCDC's Diet, Nutrition, and Health Program. Additional physical activity opportunities for students, in conjunction with academic support, out of school activities, and self-esteem building programming, are being provided through DCPNI's work with local organizations like DC Scores,

the Fishing School, the Boys and Girls Club of Greater Washington and the four neighborhood Community Centers. The Mentor Foundation USA will provide health mentors to middle and high students to promote wellbeing, and prevent drug abuse. In addition, the Peer Health Exchange, a non-profit that works to address risky behavior among teens, will offer a comprehensive health curriculum to Chávez high school students covering prevention of teen pregnancy and STDs, binge drinking, smoking, and violence in relationships and address healthier eating habits and weight control.

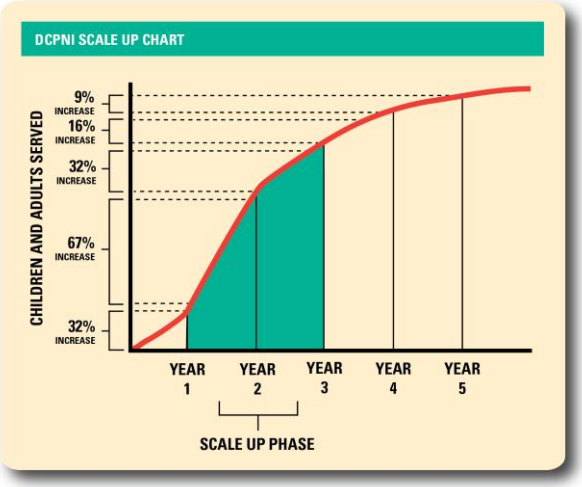
Creating a Safe Environment: DCPNI is collaborating with the Choice neighborhood to address some of the areas within the footprint most affected by crime. In response to identified need, District of Columbia Housing Authority Police Department enforcement will focus on increased community policing activities such as foot and bike patrols of the properties, which allow for mobility, high visibility and regular interactions with residents. The increased visibility will control suppressible crimes, such as robberies, vehicle thefts and burglaries, by generating a sense of police presence, observation of street activity, vehicle and pedestrian stops, and citizen contact. To promote community participation in public safety, DCPNI will mobilize residents to attend regular DCHAPD and Police Service Area meetings in the community, and participate in resident watch and other programs. In response to feedback received through our planning year Results Driven Work Group focused on Safety, DCPNI has begun working with the DC Executive Office of the Mayor- Community Outreach Relations Specialist to address lack of maintenance on city owned property, and is collaborating with the WMTA to improve and visibility paths at subway stations and pedestrian bridges.

Providing Support, Access and Information: For families facing extreme challenges, DCPNI has partnered with East River Family Strengthening Collaborative, which offers crisis intervention, substance abuse counseling, mental health services, parent education, employment and training services, and housing assistance. To increase resident's access to legal supports and remedies, and to help residents navigate housing, government benefits, and family law concerns, DCPNI is partnering with the law firm DLA Piper to establish an Equal Justice Works legal aid clinic within the footprint. Residents will be able to access legal services, at no cost and attend free workshops on a variety of legal topics, to help residents better understand their right and remedies.

Serving Students Who Don't Attend Footprint Schools: DCPNI will work through both school and community-based providers to reach all of the families in the footprint, not just those that attend one of the neighborhood schools. DCPNI community engagement and outreach staff will go to resident housing association meetings, community centers and other gatherings of residents outside of the schools, to make information available to all residents. DCPNI intake staff will hold office hours in different neighborhoods, and provide presentations specifically for parent of children who attend school elsewhere about available service and supports.

Steps DCPNI will Take to Ensure Equitable Access to, and Participation in our Continuum: DCPNI has identified potential barriers two specific groups in our footprint - young children with special needs and pregnant girls -may face in accessing our continuum, and taken steps to ensure access and participation. Currently, our early learning providers are not equipped to accept special needs children. To address this, DCPNI will welcome Educare, which has set aside 10% of its spots for special needs children, to the footprint this year. Also, DCPNI will work with current providers and those in training to ensure that they have the required qualifications to accept special needs students, and that their facilities are accessible to all students. In addition, DCPNI has noted that pregnant girls in the footprint may face barriers to accessing the continuum, and so it will provide home visits, and additional targeted supports to this population, and DCPNI's Policy Desk will work to increase resources for Title IX planning and enforcement. (Title IX of the Education Amendments of 1972 protects pregnant and parenting students from discrimination based on pregnant status, marital status, or parenthood.)

Scaling up the DCPNI Continuum:

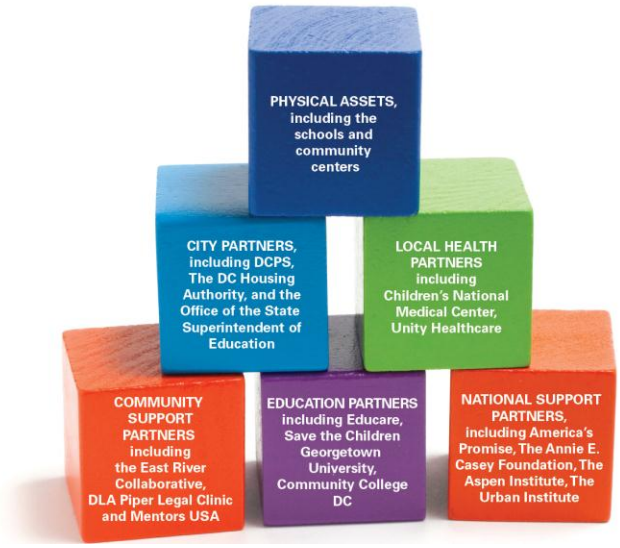


Due to new services brought into the footprint by DCPNI such as Educare, Healthy Babies, Fit Family Jr., the Children's National Medical Center mobile medical unit, as well as an increase in the capacity of the existing services like Tiger Woods, Fishing School, Live It Learn It, etc. the number of individuals served in Year 1 will increase dramatically over the baseline. The DCPNI community will experience a

dramatic 67% increase in Year 2 due to the new DLA Piper legal clinic which will begin full service at the end of Year 1, expansion of services like AARP Experience Corps, DC Scores, etc., and the growth of the Mothers' Cohort. DCPNI will expand services beyond initial capacity and bring more providers into the footprint to fill gaps as we build the continuum. In Year 3, there will also be an increase due to the opening of the Unity Health Parkside Health Center, and expansion of other interventions including the Mothers' Cohort. In Year 4, programs will reach full capacity, and the clinic will be able to expand its reach. In Year 5, there will be a more modest expansion, as programs will have scaled up, and many gaps in the continuum will have been filled. DCPNI is designed to be scalable and replicable. Given the large numbers of schools in neighboring areas attended by DCPNI children, the model offers opportunities for replication within Ward 7, where synergies within Promise Neighborhoods would be enormous. DCPNI also provides a template for a highly effective Two-Generation approach that could be adopted anywhere in the country.

2.3. Use of Existing Neighborhood Assets

DCPNI has leveraged key physical assets in the footprint, and attracted over 30 partners with their own funding from both government and private sources to help implement our continuum. These assets and programs have become the building blocks of DCPNI.



Physical Assets: While our footprint is fairly small, DCPNI has made use of the physical assets of the community. The schools serve not only as places of learning, but also as focal points in the community, a place for service delivery for parents and for out-of-school time activities for students, and as the location of the DCPNI office. The community centers are vital places for residents to come to access services, and they are distributed throughout the footprint to ensure that all residents have a service delivery hub. All of these centers already offer programming that residents utilize; DCPNI will work with the centers to continue

to build capacity by referring residents to existing programs as well as bringing new services to the footprint. DCPNI will use these important resources to reach children who do not attend the neighborhood schools.

City Partners: The DC Public Schools, DC Housing Authority (and its Choice grant redevelopment program), and The Office of the State Superintendent of Education are all MOU partners playing critical roles in K-12 Reform and our Family/Community Supports.

Local Health Partners: Because the footprint is so underserved by health providers, the importance of the Children's National Medical Center's array of services and strong commitment to DCPNI is incalculable. Unity Healthcare's new facility in the footprint in 2013 will be a game changer.

Community Support Partners: Among numerous community support partners, it is important to highlight the East River Family Strengthening Collaborative for their wrap around services for DCPNI's most vulnerable families, DLA Piper Legal Clinic that will assist residents with housing, government benefits, family law and more, and the key support and drug prevention programming provided by Mentors USA to footprint middle and high school students.

Education Partners: DCPNI's education assets are particularly strong spanning early learning (Educare, Save the Children, DC LISC), K-12 (Marzano Research Laboratory, Tiger Woods Learning Center), and higher education (Georgetown University's multiple programs, Community College DC in College/Career and our Parent Pathways).

National Support Partners: We are fortunate to be able to draw on the extensive resources and expertise of strong national partners including America's Promise Alliance, The Annie E. Casey Foundation, Ascend at the Aspen Institute, the Urban Institute, and Save the Children. Each plays a crucial role in supporting our Five Promises/Two-Generation approach and other core elements of our implementation plan.

Programs Supported by Federal, State, local and Private Funds that will be Used to Implement the Continuum of Solutions: DCPNI has forged partnerships with over 30 partners, almost all of which bring their own funding sources to bear on DCPNI's continuum of solutions. Some draw on

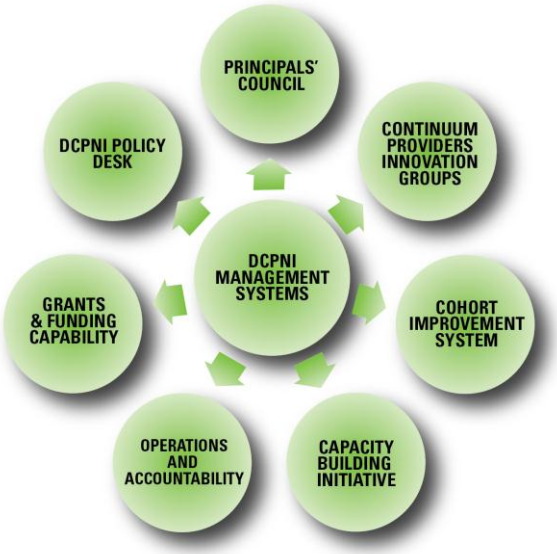
Federal and local government funds, while others raise money from private donors. The table below offers an overview of key partners by continuum area and their funding sources.

PARTNER	FUNDING SOURCE
EARLY LEARNING	
Fight for Children	DC Public Schools, Office of State Superintendent for Education, WETA, Maryland Public Television
Georgetown University	U.S. Department of Health and Human Services designated Center for Excellence in Developmental Disabilities
Children's National Medical Center	Medicaid, Kohl's Foundation, Children's Health Fund, Cafritz Foundation, Elsberg Foundation, Kaiser Foundation
Educare	U.S. Department of Health and Human Services Head Start funds, Buffet Early Childhood Fund W. K. Kellogg Foundation
Healthy Babies	Local Public Funding, McDonald's Corporation, Points of Light Institute, Other Corporate and Individual Donors
Jumpstart	AmeriCorps, the Morris and Gwendolyn Cafritz Foundation, PNC Bank, Venable LLP, Starbucks, Individual Donors
SCHOOL REFORM	
America's Promise	State Farm, AT&T, Jim and Donna Barksdale, The Boeing Company, ING Foundation
AARP Experience Corps	Serve DC, JP Morgan Chase
Cesar Chavez Public Charter Schools	Local and Federal Public Funds, Freddie Mac Foundation, Simon Foundation
Save the Children	21st Century Community Learning Center Grant, Amercian Idol Gives Back Foundation, TJ Maxx Corporation, Zynga, Philip Van Heusen, Robert Wood Johnson Foundation
Tiger Woods Learning Center	Tiger Woods, Tiger Woods Foundation, AT&T, Booz Allen Hamilton, Deutsche Bank
DC Scores	DC Children and Youth Investment Trust Corporation, DC Public Schools 21st Century Community Learning Center Grant, Soros Charitable Fund
District of Columbia Public Schools	Local Public Funds, Federal Grants, Private Grants
COLLEGE/CAREER	
Community College of the District of Columbia	Local Public Funds including grants from the DC Department of Employment Services, U.S. Department of Labor TAACT grant, Wal-Mart
College Success Foundation	Bill and Melinda Gates Foundation
Dress for Success	Wal-Mart, Bobbi Brown Cosmetics, Bank of America, Macy's, Other Corporate and Foundation Support
Mentors Foundation	Mentor Foundation International Gala Proceeds, Corporate Funders, Trustees, Individual Donors, Grants from Private Foundations
FAMILY/COMMUNITY	
DC Appleseed	Summit Fund of Washington, Morris & Gwendolyn Cafritz Foundation, Meyer Foundation, Moriah Fund, Consumer Health Foundation
DC LISC	U.S. Department of Housing and Urban Development
East River Family Strengthening Collaborative	DC Children and Family Services Agency
Famer's Market	USDA Farmers Market Promotion Program, Wal-Mart Foundation, Kaiser Permanente Foundation,
Management Associates LLC	Cafritz Foundation, Wholesome Wave
DC Housing Authority	U.S. Department of Housing and Urban Development Choice Neighborhoods Planning Grant

2.4. Improving Systems, Leveraging Resources

DCPNI has developed Seven Management Systems to organize, coordinate and improve our wide array of partners and programs, to provide effective service delivery, to ensure continuous data-driven improvement, to work collaboratively with other Communities of Practice, and to ensure sustainability. Here is a brief description of each system:

1. The Principals' Council – The Principals' Council, an ongoing partnership between our public charter and traditional public schools, is a key mechanism for improvement. It operates to break down silos, and create a forum for knowledge sharing, collaboration and coordination at the highest level, with the goal of a seamless and effective K-12 academic experience. The Council coordinates and leads teacher training and professional development, oversees data monitoring, and focuses on issues such as transitions and at risk youth that span across schools from elementary to high school, to support the substantially overlapping student populations.



2. The Continuum Providers Innovation Groups – Building on the work done during our planning year, DCPNI has organized its technical partners and service providers into four Results Area Innovation Groups (RAIGs), based on our two-general continuum model. These groups are modeled on Buffalo Promise Neighborhood's successful Improvement Teams, and will coordinate to streamline and improve services in their areas. There will be one RAIG for each Continuum Area. Each group will meet monthly, and the groups will have joint meetings quarterly to ensure that information is shared. DCPNI's Data Coordinator will work closely with the RAIGs to ensure that they have access to key information about the impact of the programs in their areas, and the populations served. The RAIGs will also liaise with the five Community Action Teams comprised of residents, which are described below in Section 4.1.

3. Cohort Improvement System for the Two-Generation Approach – The data collected from the DCPNI mother's cohort will be analyzed separately. DCPNI data team will track inputs and outcomes for the cohort, and work with the Urban Institute to identify trends and patterns that can be shared with the relevant service providers and RAIGs to allow for improvements in service delivery, and to identify synergistic interventions that can be scaled up together. This analysis will look specifically at the impact of

the two-generation interventions to inform future programming and allow DCPNI to contribute to Two Generation Communities of Practice.

4. Capacity Building Initiative – DCPNI will focus develop a holistic approach to its capacity building. Internally, efforts will begin with recruiting, as DCPNI will focus on hiring the people best suited for the unique requirements of the position. Special attention will be given to all positions that involve direct contact with the DCPNI community, to ensure that community members feel comfortable and well served by the organization. Similarly, DCPNI will seek out partners that demonstrate an understanding of the needs of the community and a shared vision for change. To get the most out of its human capital, DCPNI will invest in its people. The organization will offer training both to its own staff and to partners on a host of different topics, including case management, data collection, use of data in program evaluation, service delivery, conflict resolution, and leadership development.

5. Operations and Accountability System - DCPNI will put into place a results-based system for Operations and Accountability. It will be based on clear, measurable performance standards aimed at producing specific outcomes, both within DCPNI's internal processes, and in its partner and service provider programming. The system will employ assessment tools to measure performance against set standards, and use data to measure performance. Both internal staff and partners will work toward pre-established measurable outcomes, and be held accountable for the results they produce. By focusing on outcomes and engaging multiple stakeholders in the dialogue, DCPNI will facilitate a more holistic approach, and examine how different interventions can be integrated to achieve results. Through systematic collection of data and monitoring of progress, DCPNI will be able identify and examine successes and failures, and to use this information to refine and improve operations, services, and outcomes.

6. Grants & Funding Capability – In order to effectively scale up sustainability, DCPNI will develop a comprehensive system to track and leverage funding streams. The system begins with a searchable database of relevant donors, grant opportunities, funding streams, and funding cycles, regularly updated research on donor priorities and requirements, templates and commonly used language for grant application formats, and grant writing materials. The database will allow DCPNI to identify funding

opportunities in as they are announced, and to work with partners on a proactive grant application program.

7. DCPNI Policy Desk - DCPNI has built and will continue to develop a comprehensive policy agenda with support from its Policy Desk, staffed by the DC Appleseed Center for Law and Justice. During the formal planning year, DC Appleseed assembled a team of pro bono attorneys, academic researchers, scholars, and legal interns to staff the DCPNI Policy Desk, furnishing research and legal analysis of federal and local statutes, regulations, and policy directives that affect DCPNI goals, including materials related to Medicaid, Race to the Top, the DC Healthy Schools Act, and a survey of federal and local programs relating to K-12 success. As we enter our implementation phase, the Policy Desk will continue to provide the analytic support necessary to keep DCPNI's policy agenda relevant, up to date, and comprehensive.

Applying the 7 Systems to Creating Infrastructure, Improving Systems, and Leveraging Resources:

Annual Goals for Installing and Improving DCPNI Systems

	Infrastructure Creation	Systems Improvements	Leveraging Resources
2013	• Staff hired & trained; • ETO data system fully designed and users trained; • Partner data collection methods fully aligned with DCPNI's system; • Operations/accountability systems in place; • Partner Accountability Tool refined and finalized; • Continuum Provider Innovation Groups created.	• "Early Warning System" piloted in elementary schools; • Consensus reached with Urban Institute on indicator definitions; • Intake and referral system refined; • DCPNI served on RAISE DC Executive Council & RAISE DC Early Learning Change Network; • One existing Promise Neighborhood Community of Practice joined; • Policy agenda refined by DCPNI Policy Desk.*	• Current donors provided with report and encouraged to increase funding commitments; • Sustainability Group meets first year targets; • Self-funded partners added where appropriate; • Requests for proposals for Federal and city funding streams identified by DCPNI Grants Manager.
2014	• All aspects of 2013 activities/systems evaluated & refined; • New partners added to system; • All partners reviewed for impact and accountability; • Data sharing agreement with schools outside the DCPNI footprint signed.	• Data used to identify system needs & opportunities; • ELN & Continuum Provider RAIGs make annual recommendations; • Parents' Committee makes annual recommendations; • Enforcement mechanisms for DC Healthy Schools Act introduced in schools.	• Self-funded partners added where appropriate; • Better alignment & integration of major funding streams begun; • First additional public fund grant application submitted; • Private support increased through Sustainability Group.
2015	• New features & partners added to system; • Supplemental training provided for partners on new data system features; • All partners reviewed for impact and accountability; • Additional caseworker added to DCPNI intake.	• At least one process improvement implemented by each Continuum Provider Team; • Measurement & accountability system refined after full year of operation; • Data trends identified and used to refine programming; • Report on Lessons Learned produced for RAISE DC.	• Self-funded partners added where appropriate; • Better alignment with funding streams supporting college tuition and expenses begun; • Contribution and pledge of continuing support from first corporate sponsor received; • Private support increased through Sustainability Group.
2016	• Grant reporting procedures reviewed to ensure accountability to expanded donor base; • All partners reviewed for impact and accountability.	• Undergo full 3-year program review; replace under-performing programs; • Each RAIG has implemented at least one process improvement.	• Better alignment & integration of major funding streams expanded; • Second public funds grant application submitted.
2017	• All partners reviewed for impact and accountability.	• Final Report on DCPNI lessons learned compiled and published for sharing with Promise Neighborhoods Communities of Practice; • Plan completed for replication in Yr 6.	• Third public funds grant application submitted; • Contribution and pledge of support from second corporate sponsor received; • Direct support through website increased through publicity.

*For complete policy desk agenda see Appendix G.

section 03 Project Services

3.1 Use of Needs Assessment & Segmentation

Needs Assessment Process and Community Involvement: Our planning-year structure and approach has emphasized inclusion of all key partners (e.g. residents, civic leaders, school personnel, providers, government officials, etc.), strong resident voice, and results-based planning focused on data and the identification of evidence-based strategies and programs. During the federally funded planning year, we convened 10 Results-Driven Work Groups and drew on our needs assessment, segmentation analysis, and an evidence base to develop our continuum of solutions. The Urban Institute served as our primary consultant on the needs assessment, relying on primary and secondary data sources to determine the level of need. In addition, the UI team conducted a segmentation analysis, disaggregating the data to reveal specific population segments with disproportionate need. In order to conduct the needs assessment, the UI team relied on the following sources, gathering data at the smallest geographic level available:

- National datasets available at the census tract level, such as Census 2000 and 2010 population data and the 2005-09 American Community Survey data.
- Local administrative data from DCPS; OSSE; Metropolitan Police Department; DC Department of Health, and Children's National Medical Center.
- National citywide surveys, such as the National Children's Health Survey, Youth Risk Behavior Surveillance System, and the National Student Clearinghouse.

UI also collected quantitative and qualitative primary data to complete the needs assessments:

- A school climate survey at Chávez Parkside Middle School and Chávez Parkside High School conducted in May 2011 (response rate 70 percent).
- Five separate focus groups of teenage girls, teenage boys, parents of children aged 0-4, parents of primary school students, and parents of secondary school students. The purpose of the focus groups was to learn more about hard-to-measure indicators and about residents' perceptions of the communities' greatest needs.
- Interviews with seven teachers and all the principals from the four DCPNI schools conducted by UI staff in May 2011.

- Two resident retreats held in early 2011 for residents of the footprint. Approximately 160 adults and youth discussed the goals of DCPNI, focused around 10 areas.

- Result of an in-depth community assessment that was part of the DC Housing Authority's Choice Housing grant application, involving nine resident meetings, six community-wide meetings, and a household survey completed by nearly 300 households.

6 Key Findings from the Needs Assessment & Segmentation. Urban Institute completed a full segmentation analysis examining demographic subgroups and focusing on the Promise Neighborhood indicators. Among the extensive information collected, these six findings strongly influenced our continuum design:

DCPNI Baseline and Segmentation Analysis and Decisions

Pockets of Need

THE DATA: Approximately half of the residents living in the DCPNI neighborhoods are poor. However, four of the neighborhoods - Kenilworth Courts, KPRMC, Mayfair, and Paradise - have particularly high rates of poverty, income subsidies such as TANF and SNAP, and live in subsidized housing.

SEGMENTATION DECISIONS: DCPNI will coordinate with the different neighborhoods and housing associations to bring targeted services to the nearest community center. Services targeted to these neighborhoods with pronounced need will focus on income stabilization and assistance with government benefits.

Low Income Single Mothers

THE DATA: The vast majority (90%) of households with children in the DCPNI neighborhoods are single female-headed households. More than half live in poverty. The targeted neighborhoods, especially in the northern census tract of 96.01, also have some of the highest shares of teenage births. Fewer than half the women in the footprint receive adequate prenatal care while pregnant, and the percentage of babies born with low birth weights in the footprint is almost twice that for the city as a whole.

SEGMENTATION DECISIONS: DCPNI will focus on pregnant women, young mothers and, using programming selected in accordance with our two generation model, target mothers of young children with at home visits, pre-natal care, parenting support for new mothers, and support for continuing education, job readiness and financial education and stabilization. In addition, education programming will be provided to girls at Chavez to prevent teen pregnancy and encourage girls to pursue a college education.

Quality and Availability of Early Education Programs

THE DATA: There is an insufficient supply of programs for infants and toddlers. The existing early care home-based and center-based programs in the footprint have the lowest QSR rating (bronze), indicating a need for higher-quality programs. A citywide study suggests that PK3 and PK4 classrooms are also lacking in quality.

SEGMENTATION DECISIONS: DCPNI has partnered with Educare to increase programming for infants and toddlers. In addition, DCPNI is coordinating with a variety of early learning partners to provide training for early learning providers, and to certify additional providers in education, job readiness and financial education and stabilization.

Access to Medical Care

THE DATA: At least half of DCPNI children do not have a medical home. Families with children and youth are more likely to use emergency rooms than their counterparts in other areas. Quality of care is a concern at the nearest fixed facility. Transportation and cost are barriers to accessing care at higher-quality facilities. Parents and students are unclear about school nurses' role.

SEGMENTATION DECISIONS: DCPNI has brought The Children's National Medical Center mobile van to the footprint, and is conducting outreach to increase resident awareness of services. DCPNI has also partnered with the Unity Health Clinic which is currently under construction. By Year 3, it will begin to serve residents with high quality care, and by Year 5 it will provide a medical home for the majority of KP residents.

Students with Learning Disabilities and Other Special Conditions

THE DATA: Children enrolled at Kenilworth Elementary and Neval Thomas Elementary have higher developmental delays than their peers citywide. Both sets of students have more problems with literacy and PK3 and PK4 students from the two schools were screened at twice the national rate expected for developmental delays.

SEGMENTATION DECISIONS: DCPNI is providing evidence based training through Marzano Research Laboratory to improve teacher training and is providing specific instruction to teachers on addressing the needs of students with learning disabilities and developmental delays. DCPNI is also supporting testing of young children in order to identify them for early interventions.

Service Fragmentation

THE DATA: Qualitative data collected from resident retreats and interviews show that lack of coordinated information on what resources are available and to whom among nonprofit providers, schools, and parents is the source of enormous service fragmentation, poor program quality, poor service coverage, and even rampant misinformation.

SEGMENTATION DECISIONS: In order to ensure integrated delivery of the continuum, DCPNI has developed the Provider RAIGs and direct community services that include a Director of Resident Engagement and three caseworkers to provide support to our Mother's Cohort and the community at large. Our Director of Two Generation Programs will ensure coordination across the continuum to integrate service delivery, and a Director of Communications will ensure that information and messaging within the community reach the intendend audience and that providers are coordinating their messages.

3.2 Based on the Best Available Evidence

This section presents our overall approach and supporting evidence for DCPNI's strategies. It begins with a conceptual framework of our proposed two-generation strategy and the remaining sections are organized by our four solution areas. In each solution area, we describe our proposed strategies and the evidence base supporting each strategy. Studies cited in this section can be found in a special Evidence Endnotes page at the beginning of Appendix F.

TWO-GENERATION STRATEGY EVIDENCE

DCPN's theory of change is built upon a two-generation strategy focused on education, financial stability, and parenting support interventions for mothers of young children. The Early Head Start program started in 1995 is a community-based program that focused on both child and family outcomes. In a sense, the home-based service delivery approach is one of the bigger national two-generation strategies. Since then, other promising two generation practices have been implemented in specific communities such as the Jeremiah Program, a place-based post-secondary education effort operating in three cities for single mothers and their children; Tulsa's CareerAdvance Initiative that offers job training, career coaching, peer supports, conditional cash transfers and other supports for the parents of Head Start/Early Head Start kids; and the Annie E. Casey Family Economic Success Initiative focused on increasing educational achievement, family economic success, and neighborhood transformation in three cities. ***Evidence:*** A national, random assignment, experimental design evaluation of the Early Head Start program showed that the home-based services resulted in treatment parents enrolling in training or work programs more frequently than the control parents, children in the treatment families were more engaged with their parents, and treatment parents were more engaged with their children (US Department of Health and Human Services 2004). Using panel data of 93 African American mothers of preschoolers, Jackson et al. (2000) found that increased maternal education resulted in better academic outcomes for their children ***(moderate evidence).*** Using panel data from the National Longitudinal Survey of Youth, Magnuson (2007) found a similar positive relationship between maternal education and children's academic achievement ***(moderate evidence).***

Other organizations such as the Aspen Institute (2012) and the Ray Marshall Center (King et al., 2011) are embracing the dual generation concept. Both have constructed theories of change based on the model of increasing parental self-sufficiency to benefit youth.

EARLY CHILD/PARENT PATHWAYS EVIDENCE

Home Visits for Pregnant Women. ***DCPNI Implementation:*** DCPNI will implement the Teen Parent Empowerment Program, sponsored by Healthy Babies, that will provide home visits to mothers ages 12-21 for 20 weeks. This home-visitation program is similar to the nationally recognized Parents as Teachers (PAT) program and Home Instruction Program for Preschool Youngsters (HIPPY). ***Evidence:*** A randomized experimental design study found positive outcomes the children of women participating in the PAT program (Wagner, Spike and Linn 2002) ***(strong evidence)***. A two-site study of HIPPY using quasi-experimental methods in one site and experimental in another site found positive impacts in children's attendance, achievement, and motivation, as well as fewer instances of child abuse and rapid repeat birth (Baker, Piotrkowski, and Brooks-Gunn, 1996) ***(moderate evidence).***

Increased Access to Quality Early Learning Programs. ***DCPNI Implementation:*** DCPNI is implementing four strategies in this solution area: 1) reserving early learning slots for DCPNI footprint children through Educare, 2) Providing training for early learning professionals in the footprint through the Community College of the District of Columbia (CCDC), 3) providing training on early interventions for disabled youth through Georgetown University's Center for Child and Human Development, and 4) providing technical support to footprint providers through the ELN. ***Evidence:*** The Abecedarian Project implemented in North Carolina that randomly assigned four cohorts of young children who were tracked for 30 years provided evidence that the benefits of the early learning education program reached into young adulthood (Campbell et al.2002) ***(moderate evidence)***. The Perry Preschool is another seminal example of the positive impacts of high quality early childhood programs (Schweinhart et al., 1993). An evaluation of five Educare programs that compared the participants' assessments against national benchmarks found that Educare participants had increased school readiness, vocabulary, social, and emotional skills higher than expected, especially for high-risk populations (Yazejian and Bryant, 2010) ***(moderate evidence).***

Support Education for Mothers of Young Children. ***DCPNI Implementation***: DCPNI will work with CCDC to assist parents in obtaining their GEDs, vocational training, and college degree. ***Evidence:*** Using panel data from the National Longitudinal Survey of Youth, Magnuson (2007) found statistically significant and substantively modest payoffs to skill and employment interventions for adult women ***(moderate evidence).***

SCHOOL REFORM EVIDENCE

DCPNI is directly implementing Dr. Robert Marzano's Classroom instruction research and methodology, as well as an Early Warning System based on Dr. Robert Balfanz's research.

Professional Development and Training for Teacher. ***DCPNI Implementation:*** DCPNI will provide trainings with Marzano Research Laboratory to develop teachers' pedagogical capacity with nine "High Yield Strategies," identified in Classrooms that Work (Marzano). ***Evidence:*** The Marzano Research Laboratory provides professional development in "High Yield Strategies," Common Core training, and teacher evaluation services designed. The training and services were developed using meta-analysis of over 1,000 studies involving 22 instructional strategies, 509 teachers, 87 schools, and 26 districts (Marzano Research Laboratory 2009) ***(moderate evidence).*** Meta data studies such as Haystead and Marzan (2009) and Brophy and Good (1986) have concluded that teacher quality is the dominant school-based factor determining students' academic achievement ***(moderate evidence).***

Address Chronic Absenteeism and Behaviors Interfering with Learning. ***DCPNI Implementation:*** DCPNI will develop and implement an Early Warning System, using attendance, behavior and course performance identified by Balfanz and Fox as predictors of student's chances of graduating from high school on time. ***Evidence:*** Balfanz, Herzog and Mac Iver (2007) used longitudinal data of 13,000 students found that combining effective whole-school reform with attendance, behavioral and extra-help interventions results in increased graduation rates ***(moderate evidence).*** This early warning system has since been implemented in the Philadelphia Public School system ***(promising practice).***

Linked Learning and Civic Engagement in All Four Schools. ***DCPNI Implementation:*** DCPNI will work with schools and partners to provide students with a combination of a rigorous core curriculum, demanding policy-based technical coursework emphasizing the practical use of academic learning, meaningful real-

world experiences leveraging resources available in D.C., and support services including counseling, and reading and tutoring support. ***Evidence:*** A 2008 MDRC study using random assignment tracked Career Academy participants and found long-term positive impacts such as labor market prospects and postsecondary educational attainment (Kemple 2008) ***(moderate evidence)***. An evaluation of the California's Linked Learning program, conducted by researchers at SRI International (2012) using qualitative and quantitative data, suggest positive student outcomes for participants as well ***(moderate evidence).***

Out of School Time Initiative. ***DCPNI Implementation:*** DCPNI will provide summer programs from Save the Children, reading support through DC Reads, and additional programming through Boys and Girls Club of DC. ***Evidence:*** A mixed-method study relying on longitudinal data and qualitative interviews and site visits by Vandell, Reisner, and Pierce (2007) found that regular participation in high-quality afterschool programs was linked to significant gains in standardized test scores and work habits as well as reductions in behavior problems among disadvantaged students ***(moderate evidence).*** A Mathematica study (2003) using random assignment, a nationally representative sample of after-school programs, and a matched comparison group, found that participants of 21st Century Community Learning Centers had higher levels of supervision and parental involvement, lower levels of sibling supervision, improved feelings of safety, and mixed evidence on negative behavior ***(strong evidence).***

COLLEGE/CAREER EVIDENCE

Introduce Kids to College Importance Early. ***DCPNI Implementation:*** DCPNI will bring in Kids2College and the College Success Foundation to Chávez Middle School. ***Evidence:*** Myers, Brown and Pavel's 2010 multivariate analysis of Washington State Achiever Program participants found involvement led to increased college enrollment ***(moderate evidence).***

Support College Readiness. ***DCPNI Implementation:*** DCPNI will provide comprehensive college preparation support through the Meyers Institute for College Preparation. ***Evidence:*** Bedsworth, Colby and Doctor's (2005) analysis of National Educational Longitudinal data suggests that academic preparation is the most effective means of increasing the odds that students will graduate from high school ready for college and eventually receive their degrees ***(moderate evidence).***

Provide College Mentors for High School Student. ***DCPNI Implementation:*** DCPNI will implement the Authentic Career Experiences Program through Mentor USA and will provide mentors from the business world to support achievement and understanding of the importance of college through the College Success Foundation. ***Evidence:*** DCPNI's strategies will mirror the successful Washington State Achievers (WSA) program and the Sponsor-a-Scholar program in Philadelphia which were evaluated by the Institute for Higher Education Policy (2010) and Myers, Brow, and Pavel (2010) ***(moderate evidence).*** Others mentoring programs like Talent Search and Sponsor-a-Scholar have found positive outcomes for youth as well (Constantine, Seftor, Martin, Silva and Myers (2006) and Johnson 1998) ***(moderate evidence)***.

Support Parents in Workforce Readiness and Financial Literacy. ***DCPNI Implementation:*** DCPNI will provide expecting and new mothers with career support services through the Healthy Babies Project, will refer footprint parents to the Pathways for Young Adults program, which offers work readiness services and jobs training for DC residents ages 16-24 (through collaboration with the Department of Employment Services); and will provide financial literacy education for adults through Bank on DC. ***Evidence:*** A study using baseline and follow-up survey data of black, former welfare recipients mothers of preschoolers of employed in low-wage jobs revealed that maternal educational attainment was positively associate with increased earnings, which, combined with instrumental support, were negatively associated with financial strain (Jackson, Brooks-Gunn, Glassman, 2000) ***(moderate evidence).***

FAMILY/COMMUNITY WRAPAROUND SUPPORTS EVIDENCE

Support health services. ***DCPNI Implementation:*** DCPNI will work with Mobile Health Program of Children's National Medical Center Goldberg Center for Community Pediatric Health and the Unity Healthcare Clinic to provide health services to residents in the footprint. ***Evidence:*** DCPNI's planned intervention is based on Halfton and Newacheck's 1993 analysis of National Health Interview Survey data, which concluded that poor children experienced increased morbidity rates due to diminished accessibility to appropriate outpatient health services and were four times more likely to report to an emergency room for care ***(moderate evidence).***

Prevent Teen Pregnancy and Drug Abuse. ***DCPNI Implementation:*** DCPNI will work with Peer Health Exchange and OSSE to develop and implement a comprehensive health curriculum including topics on

prevention of teen pregnancy, sexually transmitted diseases, among others for high school students. ***Evidence:*** Evidence from a hybrid of random and nonrandom assignment studies of teen pregnancy prevention and school dropout programs found participants experienced significant reductions in levels of pregnancy, course failures and school suspension (Allen, Philliber, and Hoggson 2001) ***(moderate evidence).***

Support Families in Crisis. ***DCPNI Implementation:*** DCPNI will provide supportive services – including crisis intervention, substance abuse counseling, mental health services, parent education, employment and training services, and housing assistance - to families in crisis through its partnership with East River Family Strengthening Collaborative. ***Evidence:*** A mixed-method study of the Chicago Family Case Management Demonstration by the Urban Institute suggests that wraparound supportive service program for public housing beneficial outcomes for program participants ***(promising practice).*** A cost-benefit analysis conducted by Seedco evaluated New York City's pilot program, Housing Help Program (HHP), and found that holistic legal, financial and social services helped residents avoid homelessness (Hoffman, Rodriguez and Seigel, 2010) ***(promising practice).***

3.3. Annual Goals for Improvement on Indicators

Confirming the Indicators for DCPNI: DCPNI's needs assessment and segmentation used the 12 project indicators mandated by the Promise Neighborhoods Program in 2010 and 2011 and we propose to use these indicators and those "learning supported by families" indicators added in 2012. Finally, we have added two indicators that relate directly to the high incidence of teen births and to our Two-Generation strategy: ● Fewer Teenage Pregnancies (Indicator: # and % of teen pregnancies in the Neighborhood), and ● Maternal Education Attainment (Indicator: # and % of mother's acquiring additional education between a child's birth and age 8). See the table in Section 2.2 for a complete list.

The Required Indicators and the Five Promises: The Promise Neighborhood Required Indicators and the Five Promises spring from the same research and concern for successful outcomes in under-

privileged communities. In fact, we have found the Five Promises are a great way to communicate the principles and objectives of the PN program to our residents, stakeholders, and partners. The promise of caring adults may be fulfilled by those who read to their children or talk to them about college (both required indicators); Effective delivery of the promise of safe places can be measured by the number of children reporting that they feel safe in school; The promise of a healthy start can be tracked through the indicators measuring the number of children with a medical home, or those getting daily exercise and a healthy diet; An effective education can be tracked through proficiency in core subjects, graduation rates and an opportunity to help other can be measured by the overall effectiveness of our programming over time as those who achieve success serve as role models in their community. (For a breakdown of the impact of our continuum on each required indicator and the Five Promises. See Indicator Table, page 26.)

Projecting Improvement: To project the arc of improvement on an indicator-by-indicator basis over the five years, DCPNI worked with the Urban Institute to examine individual factors that will affect indicators. We noted increasing proportion of students served due to cohorts entering the continuum at different points (early learning, middle schools, high school), implementation phasing, scale up and the cohort model, increasing effectiveness of programs and service delivery, projected tipping points, where reaching critical mass may yield more rapid uptake of services and result in improvement in a single or group of related indicators; and the degree to which DCPNI has the direct capacity to impact the indicator. Our strategies for improving the life trajectories of the children and youth in DCPNI footprint are addressed at the end of Section 2.2. Our projections for this improvement, taking the above factors into account, are presented on the next page.

DCPNI Annual Indicator Goals

INDICATORS FOR DCPNI	Planning Year (Baseline)	Annual Goals: Year 1	Annual Goals: Year 2	Annual Goals: Year 3	Annual Goals: Year 4	Annual Goals: Year 5
Medical Home*	49%	55%	65%	75%	85%	90%
Age Appropriate Functioning Ages 3-5**	Kenilworth 37% Neval Thomas 64%	45% 67%	50% 72%	55% 77%	60% 80%	65% 83%
Enrollment in Early Learning Programs	60%	75%	81%	85%	90%	92%
Academic Proficiency Grades Grades 3-8 and 10th Grade	Neval Reading: 36% Neval Math: 33% Kenilworth Reading: 28% Kenilworth Math: 42% Chavez Reading: 43% Chavez Math: 52%	43% 40% 34% 48% 50% 62%	50% 45% 40% 55% 55% 70%	55% 50% 45% 59% 60% 75%	60% 55% 50% 63% 65% 80%	65% 60% 55% 67% 70% 85%
Attendance 6-9	Chavez Middle School 88%	90%	92%	93%	94%	95%
Graduation rates	Chavez High School 59%	65%	71%	77%	83%	90%
Students Obtain Secondary degree	N/A (Chavez HS graduates not old enough to have graduated from college as of planning year)	(10% increase over baseline)	(15% increase over baseline)	(20% increase over baseline)	(25% increase over baseline)	(30% increase over baseline)
Participate in daily exercise*	55% of children in DC receive 20 min, 4 days/week	60%	65%	70%	75%	78%
Consume adequate fruits and vegetables	19% of all children in DC	25%	30%	35%	40%	45%
Students feel safe	Chavez Middle 54% Chavez High 62%	60% 68%	65% 74%	70% 81%	76% 87%	81% 93%
Parents read to young children***	not collected for planning year	(10% increase over baseline)	(15% increase over baseline)	(20% increase over baseline)	(25% increase over baseline)	(30% increase over baseline)
Parents encourage children to read***	not collected for planning year	(15% over increase from baseline)	(20% increase over baseline)	(30% increase over baseline)	(40% increase over baseline)	(50% increase over baseline)
Parents talk to children about college***	not collected for planning year	(10% increase over baseline0	(20% increase over baseline)	(30% increase over baseline)	(40% increase over baseline)	(50% increase over baseline)
Students have access to internet and computer****	92% of Chavez Middle and High	97%	98%	98%	99%	99%

* DCPNI will switch to neighborhood surveys and other data sources for a more accurate measure of this indicator.
** Schools will switch to the GOLD System evaluation for this indicator. Baseline derived from DIBELS assessment.
*** This indicator was added after the DCPNI planning year. Baseline and subsequent year data will be collected through neighborhood surveys and partner reports.
**** Because of the high baseline number, there is limited room for annual increase.

4.1. Working with residents, schools, LEAs, gov't leaders & service providers

Table G. Fast Facts on DCPNI's Organizational Capacity

CRITERIA	DC PROMISE NEIGHBORHOOD INITIATIVE
★ **Working with residents and the neighborhood**	DCPNI's Director of Resident Engagement, Sharita Slayton spends 100% of her time identifying resident needs and connecting the community with DCPNI. She is an Advisory Neighborhood Commissioner who represents approximately 1,000 resident constituents. DCPNI has worked closely with residents on Promise Neighborhood planning for two years; the Chavez connection with residents goes back to its 2004 move to the neighborhood.
★ **Working with schools & LEA**	DCPNI was incubated by the Chavez Public Charter Schools which remains a key partner in K-12 Reform. The Chavez CEO, Irasema Salcido, is a highly respected leader in urban education and the Chavez Director of Academic Services helps coordinate the Principal's Council, a key DCPNI vehicle among the four schools for improving teaching and learning.
★ **Working with service providers**	DCPNI has over 30 service providers and has regular meetings with each one to discuss programming, funding and impact. DCPNI staff has over 50 years of collective experience working with service providers.
★ **Working with Federal, State & local gov't leaders**	DCPNI's leadership currently serves on the RAISE DC Executive Council and on Early Learning Change Network to collaborate on the City's cradle-to-career education initiative. Recently, DCPNI collaborated with the Department of Education to host a Promise Neighborhood Town Hall at the Chavez school. Secretary Duncan and Melody Barnes sat on the panel.

Experience and Lessons Learned: DCPNI was formed in 2010 to assume leadership for DC Promise Neighborhood. Our entire history and planning process has been grounded in deep resident and partner school participation. During our planning year, we formed a strong foundation with residents by immediately exceeding the required percentage of residents on our Advisory Board and including residents on our management team. We ensured strong representation and buy-in from schools by including educators on our management team and making the Principals Council one of our key decision-making bodies. This has allowed us to better understand the types of problems the residents and schools face, craft appropriate solutions that emerge from the community and not imposed on it. Since its creation, DCPNI has built a strong network of partners, engaging them in planning, community outreach, service delivery design, and fundraising. We have also worked directly with the community to identify needs, provide resident referrals to DCPNI providers, and convened informational events to highlight available

services and programs. DCPNI is also collaborating with DCPS, OSSE, and DCHA and the Choice Neighborhood, to link and align DCPNI with broader District initiatives and funding streams. Thanks to a strong endorsement by the Mayor, DCPNI has gained champions in both the Deputy Mayor for Education and the Deputy Mayor for Health and Human Services.

The DCPNI/Cesar Chávez/America's Promise Partnership: DCPNI was started by Chávez founder and CEO Irasema Salcido to improve the academic performance of students at the Cezar Chávez Schools. Chávez incubated DCPNI in its early stages, provided advisory support and office space, and acted as DCPNI's fiscal agent, lending Mrs. Salcido to work part time to fundraise and launch DCPNI. Now, Chávez is DCPNI's chief partner in school transformation, responsible for implementing and coordinating all professional development for the principals and teachers at all four footprint schools.

America's Promise Alliance (APA) headquartered in Washington D.C. has been deeply engaged in the DC Promise Neighborhood from its inception in late 2008. APA is the nation's largest partnership dedicated to improving the lives of children and youth. They have more than 400 national partners and their local affiliates give America's Promise a strong presence in every state and thousands of communities across the country. APA focuses on mobilizing communities to bring the needed supports to students who attend the lowest performing high schools, in order to help end the dropout crisis and transform the lives of vulnerable children.

APA is a fully vested partner with a ***ten-year commitment to offer every asset and tactic at its disposal to assist and support DCPNI***. It all began with Alma Powell, Chair of America's Promise Alliance, and honorary chair of DCPNI, who supported DCPNI in its earliest stages to help identify the challenges, assets, and needs of the community. APA and DCPNI then began to work together to develop a shared vision, set goals, develop clear and meaningful theories of change, create, implement, and monitor a programmatic strategy, and develop a communication process for disseminating information and gaining buy-in. To support DCPNI in the development of its continuum, APA has offered considerable resources and thought leadership, and its Five Promises that are at the core of the DCPNI strategy. APA is deeply supportive of DCPNI's two-generation approach and is dedicated to sharing and promoting lessons learned from our initiative with its partners, allowing DCPNI the opportunity to become a national model.

APA's approach, which is based on 15 years of practice and informed by evaluations of APA's work by the Heller School of Social Policy at Brandeis University and the Center on Child and Family Policy at Duke University, has been instructive as DCPNI has developed its own programs. DCPNI has also leveraged APA's data and policy expertise through research published annually in their Building a Grad Nation report, with the Johns Hopkins University Everyone Graduates Center, Civic Enterprises, and Alliance for Excellent Education, and has worked closely with the new research center at Tufts University launched by APA to bring more evidence to the field of community collaborations. And, DCPNI is now one of fifty Grad Nation Communities representing more than 700 engaged local partners in 25 states.

APA has been instrumental in helping DCPNI attract the programs and resources necessary to implement its continuum. They were able help DCPNI secure the 'best in class' provider, Educare, and additional partners with evidence-based interventions to join the cause, including Jumpstart and AARP Experience Corps. APA has also helped attract financial resources to DCPNI. Through the Wal-Mart Foundation, APA has been able to support a full time staff member for DCPNI to lead community engagement and APA partner The Simon Foundation for Education and Housing brought its Simon Scholars Program to Cesar Chávez to prepare students for college by building their academic and life skills in high school and continuing to support their financial and social needs through college.

Capacity to Run DCPNI: DCPNI's management team and organizational structure are uniquely well suited to implement its mission. Our Executive Director, Ms. Ayris T. Scales brings more than a decade of experience in community development and program management, and experience in D.C. government, having successfully managed policy and day-to-day operations for a D.C agency. DCPNI's founder, Mrs. Irasema Salcido, remains actively involved as a board member and her ability to galvanize funding, political, and other external stakeholders will be instrumental in ensuring DCPNI's sustainability over time. Our engaged board and leadership team are comprised of people who are experienced in developing, supporting and running organizations that produce results.

Key Personnel Bring Over 50 Years of Direct Neighborhood Involvement

MS. ALMA POWELL, Board Member of DCPNI, is Chairman of the Board of America's Promise Alliance and sits on the boards of several educational, cultural, charitable and civic organizations. She also chairs the advisory board for Civic Change, Inc. and serves on the YouthBuild USA Advisory Board. From 1989 to 2000, she served as the chairman of the National Council of the Best Friends Foundation, an organization dedicated to improving the lives of young girls. Mrs. Powell is the recipient of an Honorary Doctor of Human Letters from Emerson College, an Honorary Doctor of Humanities from Shenandoah University and the Civic Change Award from the Pew Partnership for Civic Change. She has also been honored by Washingtonian magazine as Washingtonian of the Year and is the recipient of the Leadership Award from the Women's Center in Virginia. In addition to her many service-minded activities, Mrs. Powell has added "author" to her list of credits. In 2003, her two children's books, My Little Wagon and America's Promise, were launched with great success.

MS. WENDY GOLDBERG, Chairman of the Board of DCPNI, is a tireless advocate for DCPNI and an experienced board member. She has served on the Board of Children's National Medical Center, the Washington Episcopal School and St. Andrews Episcopal School, and has worked with the Children's Impact DC program and on other initiatives to address high rates of asthma among children of low income families in urban areas. Ms. Goldberg has testified before the Food and Drug Administration as a parent spokesperson on the testing of pharmaceutical products in children and is a resource person on that issue for the American Academy of Pediatrics.

MELINDA HUDSON, Treasurer of the Board of DCPNI, is Executive Vice President of America's Promise Alliance. She was a member of the planning team for the Presidents' Summit for America's Future that launched America's Promise in 1997. Previously, Ms. Hudson served as Director of the Office of Public Liaison at the Corporation for National and Community Service during the Clinton Administration. In the George H.W. Bush administration, Ms. Hudson served as director of communications for the Commission on National and Community Service which developed the national youth policy and programs that served as the basis for the creation of the Corporation and its new programs Learn and Serve and AmeriCorps. Earlier, she served as associate director of the White House Office of Private Sector Initiatives under President Reagan. Ms. Hudson began her public service career on the staff of U.S. Senate Majority Leader Howard Baker, Jr.

MS. SHARITA SLAYTON, DCPNI Director of Resident Engagement, is an Advisory Neighborhood Commissioner who represents 1,000 resident constituents in Parkside-Kenilworth.

MS. IRASEMA SALCIDO, Founder and Board Member of DCPNI, is CEO of Cesar Chávez Public Charter Schools for Public Policy. She is an education leader and an invaluable resource to DCPNI. Over the course of her career, she has received several honors and awards, including being selected as one of the Caring Institute's "Six Most Caring Citizens in the U.S." of 1999. In 2000, she received the "Principal of the Year" award from the Charter School Resource Center, and in 2001, she received the "Use Your Life Award" from Oprah Winfrey's Angel Network for her dedication to the students of César Chávez. She is a key part of DCPNI leadership, in part due to her fundraising and awareness raising abilities.

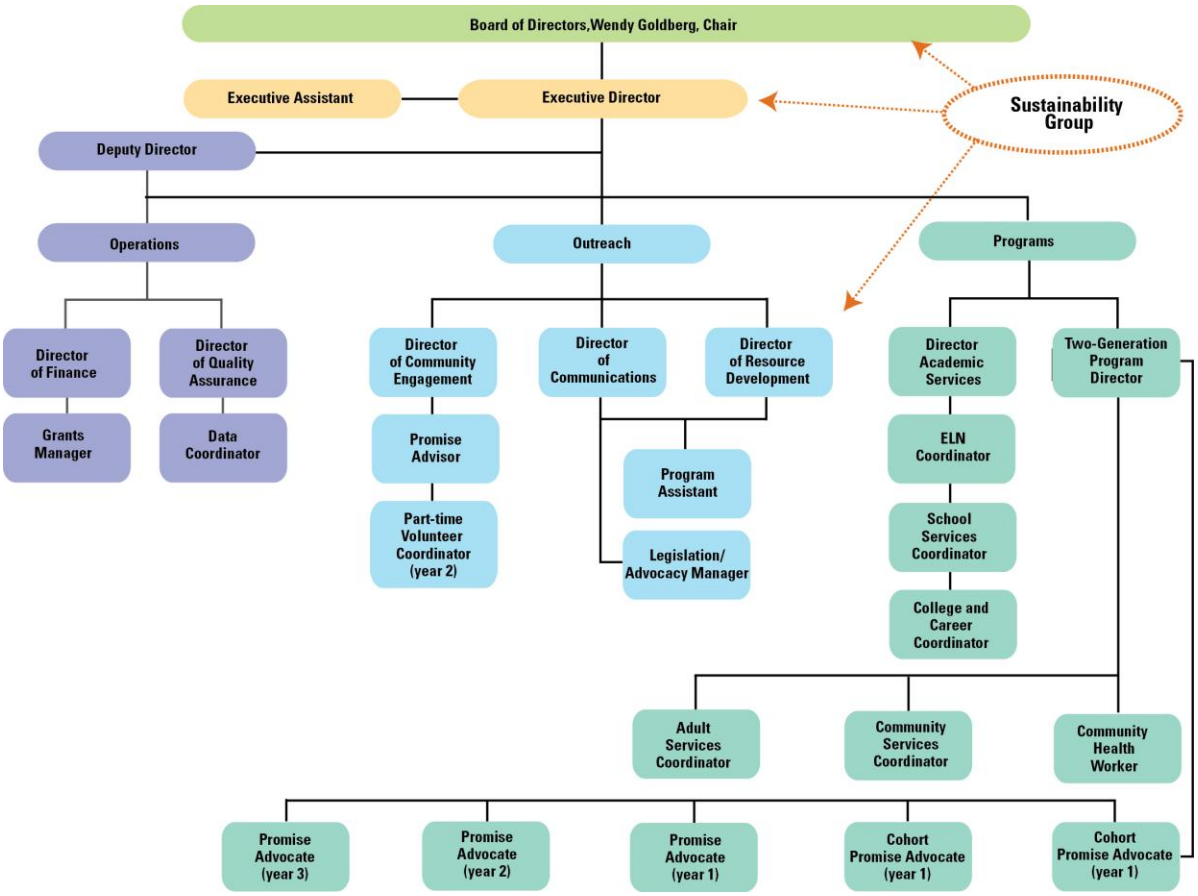
MS. AYRIS T. SCALES, Executive Director of DCPNI, brings more than a decade of experience in community development and program management. She has held leadership roles in the private and public sectors in Washington, D.C., Savannah, Ga., and Indianapolis, Ind. Most recently, Ms. Scales served as the Interim Executive Director of the DC Commission on the Arts and Humanities (DCCAH), a grant-making agency that supported cultural development throughout the nation's capital. She was previously DCCAH's Deputy Director with responsibility for the agency's policy and day-to-day operations. In 2005, she joined the Office of the Deputy Mayor for Planning and Economic Development as a Project Manager where she oversaw capital projects east of the Anacostia River totaling $250M and worked on two mayoral initiatives, New Communities and Great Streets.

DR. SUSAN J. POPKIN, DCPNI Data Advisor, is both Director of The Urban Institute's Program on Neighborhoods and Youth Development and a Senior Fellow in the Metropolitan Housing and Communities Policy Center. She is a nationally-recognized expert on assisted housing and mobility. Prior to joining the Urban Institute, Dr. Popkin was an Associate at Abt Associates, Inc. Before coming to Abt, she was an Assistant Professor of Community Health Sciences, School of Public Health, and a Senior Research Specialist at the Prevention Research Center, University of Illinois at Chicago.

MS. SADIE ELLNER, DCPNI Early Learning Network Coordinator, worked as a teacher for five years in the District of Columbia, teaching at the elementary and preschool level at Martin Luther King Jr. Elementary School and the Appletree Early Learning Public Charter School. She holds a Masters of Arts degree in Education Leadership and Policy studies from the University of Maryland, where she researched the effectiveness of community schools on students and families, and a Masters of Arts in Teaching with a focus in Elementary Education from the American University.

The DCPNI Management Structure: Under the leadership of the Executive Director, DCPNI's Directors will work closely together to ensure that programming is integrated across the continuum, that data is being collected and used to impact results, and that the organization, is well managed administratively and financially and that coordinates its messaging and communicates lessons learned effectively to benefit

partners and engage stakeholders to ensure sustainability. This chart summarizes our organizational structure for working with residents, schools, LEAs, government leaders, and service providers.



The Sustainability Steering Group: To lead and oversee our sustainability planning, DCPNI enlisted the help of a small group of city and community leaders. Membership includes Katherine Bradley, President, CityBridge Foundation, Frank Conner, III, Managing Director of DLA Piper DC, Peter Farrell, co-founder CityInterests, a large D.C. real estate developer, James Dinegar, President of the Greater Washington Board of Trade, Fred T. Goldberg, Jr., a Partner at Skadden, Arps, Slate, Meagher, and Flom, LLC, George Vradenburg, President of the Vradenburg Foundation, C. Jeannan Peterson, a Senior Vice President at Bank of America, William Hanbury, President and CEO of United Way of the National Capitol Area, Beatriz Otero, Deputy Mayor, D.C. Department of Health and Human Services, and Kaya Henderson, Chancellor of DC Public Schools. (For a complete list, see Appendix G.) The Group will help to design a realistic staged plan for generating the leadership, financial, political, administrative and legal resources that are

needed to sustain the organization going forward, and review and advise on community development plans and investment proposals, helping DCPNI access the networks in D.C. and beyond that can provide funding and support.

Capacity to Fully Involve the Community: Today, DCPNI has a member from each of the DCPNI neighborhoods on the board, and we have created five Community Action Teams that will engage residents in the ongoing work of DCPNI. DCPNI will ensure that residents whose children attend schools outside of the footprint are engaged in the Community Action Teams so that they can help shape the DCPNI community. The Director of Resident Engagement, who lives in the community, will work with the teams to facilitate their operation.

5 Community Action Teams

- Early Learning Action Team
- Kenilworth Elementary Action Team
- Neval Thomas Action Team
- Chavez Action Team
- Family and Community Support Action Team

4.2. Collecting, Analyzing & Using Data

Experience and Lessons Learned: DCPNI has examined numerous data systems, and collaborated with footprint schools and partners extensively to select the best option for our collaborative case management needs. We've consulted with Urban Institute to design our data collection, management and analysis processes, and engaged their help in bringing together our large group of partners. We've worked with Results Scorecard to design the DCPNI dashboard, and integrate data from our baseline assessment. In doing this, we've learned that simplicity of design is best, that integration of existing systems is preferable, and that coordination will be essential in extracting meaningful lessons from our data.

Our Data and Case Management Systems: Upon the recommendation of The Urban Institute, and with the support of the Promise Neighborhood Institute, DCPNI will use Social Solutions Effort to Outcomes (ETO) case data and case management system. Social Solutions is the leading provider of performance management software for human services, and currently serves other DCPNI partners, including the Annie E. Casey Foundation. The ETO system is a Web-based, hosted solution providing daily activity coordination, participant analysis, data sharing, progress alerts, performance management, and HIPAA compliant de-identified reporting, with Application Programming Interfaces for data communication between

systems. Data can be submitted into ETO through form submission (assessments, demographic intake, etc.), swipe cards, batch upload, data import, and via Web services. In addition, users can upload demographic information, as well as assessments, referrals, attendance, case notes, and client history. DCPNI has been working with ETO on a customization and training support package that will allow DCPNI to provide training to partners as well as our own staff to facilitate real-time data collection and timely analysis that can inform programming on an ongoing basis. Urban Institute will advise on the customization of the ETO system, which will allow custom access for different partners and groups, and enable sharing of data while protecting privacy and sensitive partner data through access limitations and restrictions. DCPNI's completed system will include a case management data system, longitudinal case management files, and aggregated school-and-neighborhood-level data systems. The system will integrate student-level data from multiple sources in order to measure progress, and allow for analysis of synergistic intervention. DCPNI will integrate ETO with the Results Scorecard dashboard DCPNI is currently using to track and display key indicators. (See table 4.1.),

Table 4.1 DCPNI Scorecard Dashboard

Results Scorecard — Scoreboard

DC Promise Neighborhoods Scorecard

Education

Name	Current Value	Trend Over # of Periods	Most Recent Period
DCPNI: Youth Graduate from High School			
DCPNI: Graduation rate in neighborhood high school	59.2%	0	SY 09/10
DCPNI: Students are proficient in core subjects			
DCPNI: % of students at or above grade level according to 3rd-8th grade and high school assessment (Reading)	32.7%	1	SY 10/11
DCPNI: % of students at or above grade level according to 3rd-8th grade and high school assessment (Math)	41.0%	1	SY 10/11
DCPNI: Children are ready for kindergarten			
DCPNI: # of young children who participate in early learning programs	206	0	SY 10/11
DCPNI: % of young children who participate in early learning programs	59.9%	0	SY 10/11
DCPNI: % of children who demonstrate age-appropriate functioning	50.50%	0	SY 10/11
DCPNI: % of young children who have a medical home	49.7%	0	2007

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<u>DCPNI's Data Collection and Utilization Strategy and Support</u>: Because DCPNI has a large number of partners, we have paid special attention to bringing them together to coordinate data collection and integration, and to simplify the process for partner organizations that already have data collection strategies and systems in place. The Urban Institute will help to identify the data elements to be included in the various data systems from partner agencies and the data to be collected directly from DCPNI

caseworkers, and will develop processes for implementing partner data, storing data, and processes to ensure confidentiality and quality control of the data. DLA Piper will also provide legal analysis to ensure that all policies and processes are in accordance with privacy regulations. DCPNI has arranged for data from Chávez and the DC public elementary schools to be shared in a format compatible with ETO for seamless integration by the DCPNI data team. In year 2, DCPNI will work with DCPS to obtain school data for children residing in the footprint who attend public schools elsewhere.

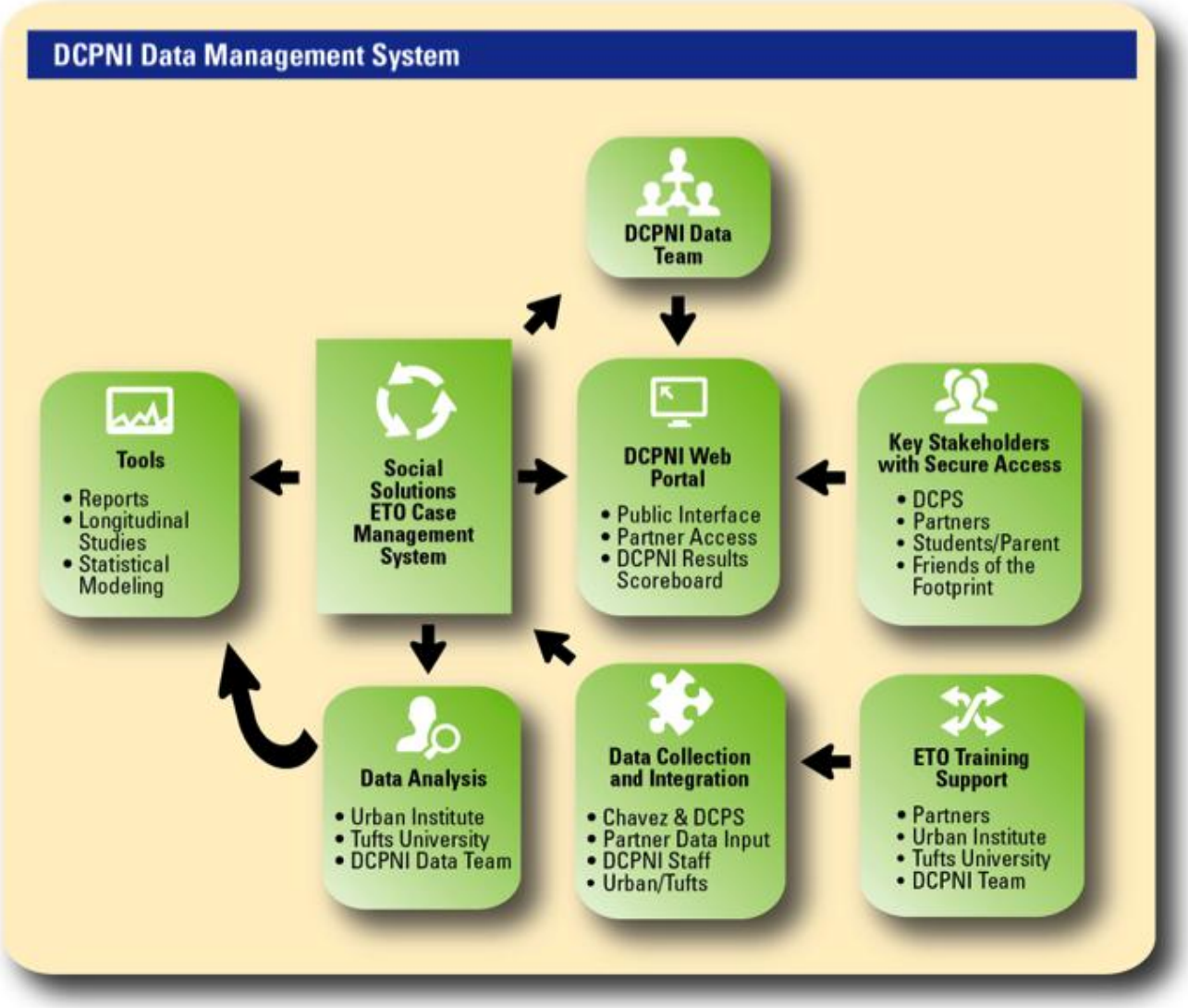
DCPNI has also contracted the Urban Institute to conduct a complete analysis of partners' current data collection efforts, including indicators tracked and existing data systems and to make recommendations as to what DCPNI should request from partners in order to effectively evaluate programs and track the required Promise Neighborhood Indicators. In addition, Urban Institute will work with DCPNI's partners to identify the core indicators that DCPNI can use to track their partner's performance measurements, and intermediate and long-term outcomes, and will lead the DCPNI partners in collaborative planning sessions to design and integrate data collection and sharing efforts.

Building a shared DCPNI data system—Part 1: System Design & Management: The system will be managed by DCPNI's Executive Director and our Director of Quality Assurance. A Data Working Group will be formed of systems staff from major partner organizations. This group will meet monthly to collaborate and improve data collection efforts. The Urban Institute will provide system design and integration assistance and expertise in data analysis and strategic decision-making. In order to ensure continuous improvements, Urban Institute will work with DCPNI to develop accountability and reporting processes, including a Partner Accountability Tool (PAT) for partner agencies and DCPNI itself. This will include a process and schedule of how often partner agencies and DCPNI core staff review the key data, and the PAT will measure performance and progress of partners, taking into account capacity building, data collection improvements, and impact. Urban Institute will also help analyze data provided by DCPNI partners and make recommendations to support effective utilization of data.

Urban will also conduct annual School Climate Surveys, and three Neighborhood Surveys for DCPNI, one in the first eight months of the program, one in Year Three and one in Year Five, to track required indicators. In addition, Tufts University, with support from America's Promise Alliance, will conduct

a Youth Survey for 4th – 12th grade students, and also a survey of providers' front line staff that engage directly with children and their families, to gauge the level of service, and knowledge, attitudes and practices of those providing services to the community.

The DCPNI Data Management System graphic below shows how the different components of DCPNI's data collection, management, and analysis fit together. The ETO system sits at the center. Data integration and capture will upload data from DCPNI partners to servers using methods that fit the needs of each organization. The DCPNI system will not require partners to abandon their existing systems. Once data is collected, ETO will support case management and a wide range of reporting and dissemination needs. ETO uses Crystal Reports software for most of its reporting functionality. Crystal Reports enables queries by desired data elements and downloading of reports into a variety of formats, such as Excel, Word, and Adobe Acrobat/PDF for convenient integration with DCPNI's Scorecard dashboard. In addition,



DCPNI will build a Web portal layer over ETO, enabling customized Web pages and data access to key stakeholders via secure access. A very wide range of stakeholders can be served cost-effectively, including partner/provider agencies, teachers and principals, and students and parents.

Building a shared DCPNI data system—Part 2: Testing Theories of Change: The process of compiling, combining, and analyzing previously unexamined data sets as part of our needs assessment dramatically impacted our theories of change and action, and eventually led to the development of the two-generation model, and the focus on expansion and improvement of early learning options. We are now beginning to track both inputs and outcomes and will expand this with the custom tools of the ETO system, and will report back to our providers at regular intervals on the effectiveness of their programming. We will also begin reporting to partner providers, funders, and the DCPNI community at large using the Scorecard dashboards to show progress on indicator-based goals—those required Promise Neighborhood, and other sub-indicators that enable us to manage programs and services on a rapid cycle basis, and make course corrections.

In order to test the impact of our Five Promises for Two Generations Theory of Change, DCPNI will rigorously collect data on the mothers and children in our Cohort. With input from Tufts University and the Urban Institute, DCPNI will ensure effective tracking of service utilization and related data on intervention impact, and will analyze input combinations to identify synergistic interventions. In addition, DCPNI will gather qualitative data about satisfaction with providers in order to enhance feedback to partners on their performance, and to make them more accountable to the people they serve. As this "system feedback" increases, our understanding and theories of change will evolve, leading to better strategic and program decision-making. As part of our data architecture process, we have developed 6 DCPNI Data Initiatives:

- Track 17 DCPNI indicators
- Identify sub-indicators that measure the impact of the Five Promises for Two Generations
- Develop dashboard to track DCPNI's Mothers Cohort
- Track referrals
- Develop feedback cycle and benchmarks for improvement measured at set intervals
- Work with DLA Piper and Urban Institute to ensure participant privacy rights

These initiatives will be incorporated into DCPNI's data system architecture, and used to refine, improve and enhance programming at regular intervals.

Working with the National Evaluator: DCPNI has identified five clear strategies for working effectively with the National Evaluator:

5 Strategies for Working With the National Evaluator

1) **Partners Provide Access -** DCPNI, in consultation with Urban Institute and DLA Piper, has ensured that all of its MOUs with partners require that the Department of Education and the National Evaluator have access to all relevant program and project data, (e.g. administrative data, program and project indicator data) on a quarterly basis if requested by the Department.

2) **Develop Comparison Group -** DCPNI will develop, in consultation with the national evaluator, and with input from The Urban Institute, an evaluation strategy, including identifying a credible comparison group. In addition, DCPNI will develop with the national evaluator a plan for identifying and collecting reliable and valid baseline data for both program participants and a designated comparison group of non-participants. DCPNI's baseline assessment conducted by the Urban Institute will support this effort.

3) **Align with Indicator Definitions -** The Urban Institute has been tasked by the U.S. Department of Education with developing clear definitions and guidelines for the Promise Neighborhood indicators. DCPNI is currently collaborating with Urban Institute to ensure that our collection efforts align with these standards to enhance our ability to provide the National Evaluator with useful information that can be aggregated effectively with data from other Promise Neighborhoods. Our partners will be trained to use the accepted definitions properly.

4) **Report Lessons Learned -** Because we recognize that the Promise Neighborhood program is still evolving, our data team will prepare a report on lessons learned regarding each of the required indictors to assist the National Evaluator in modifying and tweaking the definitions as the Promise Neighborhood Program expands and develops. This report will be based on DCPNI staff experience and a survey to be conducted by Tufts University of DCPNI partner providers, and will include information about sub-indicators which have been crucial in developing a full picture of DCPNI's impact and progress.

5) **Collaborate on Data System -** DCPNI recognizes that the Promise Neighborhood collaboration with ETO will be instrumental to effective coordination of data collection and aggregation nationally over time. Therefore, we will make available to the National Evaluator all information regarding our data system customization, and the features that prove most useful, in order to facilitate effective collaboration between ETO, the Promise Neighborhood Institute, and future Promise Neighborhoods.

4.3. Creating Formal & Informal Partnerships

DCPNI's Partners and Collective Management: DCPNI has brought together a diverse and complementary set of partners. Our aim is to create synergies among them and to develop new models for integrated service delivery. Many of our partners have been mentioned in the Project Design section. A complete list, including groups that participated during the planning year, can be found in Appendix G. In order to better manage our partners, we've divided them into four categories: Providers, Technical Assistance, Friends of the Footprint and City Agencies. The Providers are those who are providing direct services to the residents of Kenilworth-Parkside. They will be responsible for gathering data and

participating in DCPNI management groups, and will be held accountable for progress on DCPNI indicators. Technical Assistance partners are those organizations that are providing support to DCPNI itself on programmatic, administrative, data analysis, and financial issues, including America's Promise Alliance and others. Friends of the Footprint are organizations that are already running programs in KP that have agreed to collaborate with DCPNI. They will coordinate service delivery, accept referrals from DCPNI and work with us to meet resident needs identified through DCPNI's data collection and analysis. City agencies, such as DCPS, DCHA and OSSE will collaborate with DCPNI as we align our programming with their initiatives and funding streams. All relevant partners will participate in the four Results Area Innovation Groups that will assist in the development, management and implementation of the complete continuum of solutions. All partners collecting data will also participate in the Data Working Group to enhance tracking and accountability measures and track progress.

Key Partners

Continuum Service Providers: AARP Experience Corps • Bank On DC • CCDC • Cesar Chavez Public Charter Schools for Public Policy • Children's National Medical Center • College Success Foundation • East River Family Strengthening Collaborative • Educare • The Fishing School • Georgetown University • Healthy Babies Project • Jumpstart • Junior Achievement • Live It Learn It • Mentors Foundation USA • Save the Children • TurnAround • Tiger Woods Learning Center • United Way • Unity Healthcare Clinic • **Technical Assistance Partners:** America's Promise Alliance • Aspen Institute • DC Appleseed • DC LISC • DLA Piper • Fight for Children • Tufts University • Urban Institute • **Friends of the Footprint:** Community Centers • Dolly Parton's Imagination Library • Dress for Success • Through the Kitchen Door • **City Agencies:** DCHA • DCPS • DMHHS • OSSE • RAISE DC

Partner Alignment with DCPNI and Holding Partners Accountable: Through extensive collaboration DCPNI has set out its vision and theories of change and action for all of its partners, and sought out groups that align with these. Our partners are all dedicated to supporting DCPNI in providing a cradle-to-career continuum of services to improve education outcomes for the children of DCPNI. All partners signing MOUs with DCPNI have affirmed the following:

> "All signatories to this MOU approve DCPNI's Theory of Change and Theory of Action, and are aligned in their own Theories of Change and Action to support DCPNI in achieving its mission. As set out below, all signatories commit to gathering data necessary to measure impact for select indicators and sub-indicators, as required by

> DCPNI or the Department of Education, and to working with the Promise Neighborhood National Evaluator."

Through the MOU, all partners have agreed to be held accountable in the following way:

> "The DC Promise Neighborhood Initiative, Inc. management team will develop performance metrics that will be reviewed quarterly. If benchmarks are not met, DCPNI, in collaboration with the Partner Agency, will specify remedial actions that must be taken within a 30 day period. If said actions are not taken, and/or if performance does not improve, DCPNI reserves the right to modify or terminate the partnership relationship with the Partner Agency."

The Urban Institute will assist DCPNI in establishing the performance metrics and is creating an Assessment Tool that will allow DCPNI to evaluate partners along a number of different axes. In addition, Tufts University will measure the knowledge, attitudes and practices of those providing direct services to residents, to ensure that the promises of Safe Places, An Effective Education, are Caring Adults are being fulfilled. This evaluation will feed into the Assessment Tool to ensure comprehensive review of partners' programs and performance.

DCPNI's Strength in Building and Developing Partnerships and Lessons Learned: DCPNI has only been in existence for two years. During that time, its visions, leadership and the compelling need of the children it serves have enable the organization to pull together a dramatic and impressive coalition of serious partners. These partners bring years of experience, deep expertise, and evidence-based programming to all four results areas. Now, under the leadership of Ms. Ayris T. Scales, the organization is poised move to the next level of organizational development, pulling together its array of partners under the DCPNI umbrella, with coordinated program design, service delivery, data collection, analysis and performance metrics, and integrated management of the entire continuum. Her expertise in creating systems and building up organizational infrastructure will allow DCPNI to expand and manage its ever-growing list of partners and collaborators. Our founder, Mrs. Irasema Salcido, will continue to advocate for DCPNI and attract thought leadership and funding to ensure sustainability.

Moving forward, DCPNI will build on the lessons learned during the planning year. We have discovered, through trial and error, that clear messaging and direct outreach to the community are essential. Having developed a board that represents the various neighborhoods within the footprint, DCPNI

will continue to engage residents in identifying the needs of the community, and through our expanded staff, develop robust channels for conveying information to KP residents about the importance of DCPNI's programs and the ways to them. In addition, DCPNI has learned that it will important to focus on identifying gaps as we progress, and carefully select partners with the commitment and ability to work to meet clearly defined need.

DCPNI's Governance: DCPNI has a strong board that reflects both the KP community and other stakeholders committed to the success of the project. During our planning year, we developed a complete set of bylaws and a Board of Directors that meets the representation requirements for residents and public officials stipulated in the RFP. The Board has legal, fiscal, and fiduciary responsibilities for managing DCPNI's funds, set directions for the organization, and oversees its work. As the continuum has grown, the Board has approved all implementation partners and all amendments to the DCPNI budget. The deep ties of the board to each neighborhood in KP have helped DCPNI get buy in and feedback from different parts of the footprint, and have assisted us in designing a responsive continuum. The responsibility of each board member to make a personal financial contribution has helped ensure that our board is comprised of people dedicated to the vision and success of the organization.

DCPNI BOARD OF DIRECTORS	
WENDY GOLDBERG	Board Chair, Individual Funder and DCPNI Founding Board Member
ALMA POWELL	Honorary Chair, America's Promise Alliance
JON BUTLER	Vice Chair, (Eastland Gardens) Teacher, Prince George's County Public Schools
MELINDA HUDSON	DCPNI Treasurer, Executive Vice President, America's Promise Alliance
IRASEMA SALCIDO	Founder, DC Promise Neighborhood Initiative, and CEO of Cesar Chavez School of Public Policy
PETER FARRELL	Secretary, Partner and Co-Founder, City Interests LLC and PADC Realty Investors LLC
BARBARA ADDERLEY	Instructional Superintendent, DC Public Schools
DONNITA BENNETT	(Kenilworth Courts) President, Kenilworth Elementary School PTA
MARCUS CLARK	(Paradise) Director of Resident Services and Director of Chauncey Spruell Community Center Charles Tini & Associates, Inc.
JANE GENSTER	Senior Counselor to the President of Georgetown University and Interim Executive Director of the Center for Social Justice Research, Teaching and Service, Georgetown University
ERICA HUBBARD	(Paradise) Registered Medical Assistant, MDVIP and Lab Tech, Internal Medicine Center, PA
MELVIN MOORE	(Lotus Square) President, Lotus Square Tenant Association
DANIELLE OUZTS	(Kenilworth Parkside Resident Management Corporation) Parent, Cesar Chavez Parkside Students, Volunteer, Kenilworth Elementary School
MALCOLM "MIKE" PEABODY	Chairman and Founder, Friends of Choice in Urban Schools
DENISE STANLEY	(Kenilworth Courts) President, Kenilworth Resident Council
MAURICE SYKES	Director, Early Childhood Leadership Institute, UDC
ADRIANNE TODMAN	Executive Director, DC Housing Authority
WILLIE WOODS	(Parkside) Commissioner, Advisory Neighborhood Commission

DCPNI is organized such that our governance structures and action teams will work together, with partner RAIGs, Community Action Teams, the Early Learning Network and the Principals Council cross-pollinating through direct collaboration and DCPNI's leadership to align goals, improve programming, and

produce results. Going forward, the Sustainability Steering Group will serve as an integral part of our awareness and fundraising efforts, and will work closely with our Board, the Executive Director and our Director of Resource Development. A Grants Manager will also assist DCPNI in identifying new funding opportunities and providing donors with reports and additional information about DCPNI's activities. In addition, the partners' Development Directors Council will collaborate to streamline DCPNI's fundraising and sustainability efforts. Up to this point, Chávez has served as the fiscal agent for DCPNI, but we are now in the process of hiring our own finance team to handle our expanding budget and financial management needs.

4.4. Integrating Funding Streams

Summary of Grant Request and Matching Funds: Below is a summary of DCPNI's grant funding request and annual match. Detailed match letters can be found in appendix D.

[redacted]

DCPNI is fortunate to have a strong base of supporters. During our first two years, our donor base has provided [redacted] in cash, and we project continuing support in the amount of [redacted] per year. In kind support highlights include Educare, which is bringing [redacted]/year in resources, the Unity Health Care clinic, expected to open in 2013, will provide [redacted] year of medical services for one of the most underserved populations in the city, and support from DLA Piper to DCPNI and the Legal Aid clinic, valued at [redacted] annually.

Experience and Lessons Learned: DCPNI has become adept at leveraging resources through a wide array of partners, donors and channels. Our experience in putting together our continuum, and leading the organization through the planning year has taught us three key lessons:

1) ***Leverage Partner Strengths -*** Because DCPNI is implementing a broad array of solutions, we need to draw on our partners' strengths and relationships with donors to fund particular types of programming. In trying to put together our continuum, we've learned that, in order to be sustainable, we must harness the fundraising power of our partner organizations, and, through them, the donor bases that support the work they do. The chart on page 44 shows the diverse funding streams of our partners, which we have successfully leveraged.

2) ***Pursue direct government grants-*** Our experience in applying for and receiving the Planning Grant has taught us the importance of direct funding as well, and the need to have access to larger funding streams than may be available from smaller foundations and individual donors. For this reason, DCPNI has made plans to add the Grants Manager and Resource Development positions to our management structure, to ensure DCPNI's ability to apply for additional grants, tap diverse funding streams, and fulfill all reporting requirements.

3) ***Engage advocates -*** Finally, DCPNI has learned the importance of having top tier advocates to help us in our fundraising goals. Therefore, we convened our Sustainability Steering Group to work with us to conduct a gap analysis of our funding, and to identify future funding needs. This Group will lead a concerted outreach over time to mobilize the funding community in support of DCPNI. In addition, several influential local funders, including the CEO of the local community foundation, the president of DC LISC,

and several key family foundation program officers have 'adopted' DCPNI, meeting regularly with us, hosting cultivation events, and make calls to funders on our behalf, helping to raise almost [redacted] over two years. While continuing to work with the local funding community, their next step is to use their wide range of contacts to assist with securing funds from national foundations. These groups of backers will be supported internally by a Resource Development Director, well-versed in local funding, and able to identify, cultivate, solicit, and steward substantial local funding from corporations, foundations, individuals, and public funding agencies.

Our Ongoing Capacity to Integrate Funding Streams: DCPNI has put in place the management structures and supports to both secure multiple streams of funding, and to design, negotiate, maintain and coordinate partnerships that will allow for efficient leveraging of resources:

Securing and managing multiple funding streams: The DCPNI initiative comes at an optimal time. For the past five years, there has been a substantial surge in funding of programs "east of the river" in DC. Because of efforts by organizations such as the Nonprofit Roundtable and Washington Regional Area Grantmakers to educate funders and service providers about the needs and the intergenerational poverty in Anacostia, most local funders have allocated a significant portion of funds to supporting neighborhoods, like DCPNI, in Wards 7 and 8. To take advantage of this climate, DCPNI is establishing a "Development Directors Council" to increase coordination among DCPNI partners so that fundraising resources can be pooled and leveraged, and requests to funders are coordinated. In addition, DCPNI will expand Board membership to include a greater number of individuals active in the donor community. This coordinated approach, drawing partners and donors together in a concerted way, will allow DCPNI to continue to attract the resources and programs necessary to serve children and families in the footprint.

Developing and maintaining partnership to leverage resources effectively: DCPNI will focus on scaling up programs that demonstrate impact, and on filling gaps identified by the community. Management of resources will focused on ensuring the continuation of services across a complete continuum. DCPNI will continue to identify partners to fill out our continuum that have demonstrated records of programmatic success and the internal capacity to ensure sustainability. In addition to leveraging partners with robust funding sources, DCPNI will utilize the internal infrastructure of these partners, so that

costs for developing grant applications, managing funds and reporting to donors can also be mitigated.

Measuring costs for planning purposes: Given our cohort approach to delivering services to mothers and children, DCPNI will be able to track costs for groups of interventions which, together, lead to tipping points and produce cost effective results. Once these associated services are identified, DCPNI will be able to present our findings to donors and implementing partners, and together create more cost-effective ways to achieve improvements in DCPNI indicator measurements. These cost savings will allow us to serve more children and families.

DCPNI has pulled together the resources, partnerships and management to provide quality, evidence based solutions for an isolated neighborhood with extraordinary needs. A Promise Neighborhood, built on a two-generation approach offers a tremendous opportunity not only to improve the lives of children in the DCPNI footprint, but also to create a new model in the nation's capitol for breaking the cycle of poverty and improving education outcomes that can be replicated across the country. With the help of excellent partners and the award of an Implementation Grant, we can accomplish this critically important goal.

COMPETITIVE PREFERENCE PRIORITY 4

Comprehensive Local Early Learning Network

Overview: Our Early Learning Network (ELN) will organize providers, technical support providers, and parents to ensure seamless and non-duplicative coverage for pregnant women, infants, toddlers, preschoolers, kindergarteners, and early elementary school students through grade 3, particularly from the most at risk families, such as those headed by teen parents and single women, and those in our most distressed neighborhoods of Kenilworth, Mayfair, and Paradise. The network includes a range of providers such as school-based early learning programs (e.g. Early Head Start, Head Start, early elementary classrooms), family childcare homes, community-based childcare centers, and all home visiting partners.

Governance: The ELN will be managed by the ELN Coordinator Sadie Ellner, (see resume in Appendix B) who holds a District of Columbia Elementary Teaching License, has over five years of teaching experience and has served as the lead teacher in a preschool classroom. She managed and coordinated early learning services for preschoolers and worked with the Education Specialist for the

American Association for Marriage and Family Therapy, where she co-coordinated the accreditation process for specialized graduate degree programs in marriage and family therapy, and facilitated accreditation standards trainings. Ms. Ellner holds a Master of Art in Education Leadership and Policy Studies from the University of Maryland, and a Master of Arts in Teaching, Elementary Education from the American University. She will report to the DCPNI Director of Academic Service. Fight for Children, a highly regarded DC non-profit that recognizes, promotes, and cultivates quality education for low-income children in Washington, DC will provide support.

The Need: Through our baseline and segmentation analysis, we concluded that DCPNI needs vast improvements in the accessibility and quality of options available pregnant women and young children. Less than half of the pregnant mothers of any age are receiving adequate prenatal care in the DCNPI neighborhoods as measured by the Kessner Index, and babies born in the DCPNI footprint have some of the lowest birth weights in the city. The footprint has an insufficient supply of programs for infants and toddlers, and all of the existing early care home-based and center-based programs in the footprint have the lowest QSR rating (bronze), indicating a need for higher-quality programs. ***Three and four year old students in pre-kindergarten exhibit twice the national rate expected for developmental delays***, and students at Kenilworth and Neval Thomas Elementary Schools have higher developmental delays than their peers citywide. Less than a third of students at either school can read or perform math at grade level, and Neval Thomas has a high number of special needs students.

The Network: The ELN will serve as a hub for ELN technical assistance, training and coordination within the footprint. It will have six main functions:

1. **Provide technical assistance to home-based providers:** The ELN will partner with OSSE, DC Child Care Connections, and the District of Columbia Public Schools, to assist early learning home-based providers with professional development, training on the DC Early Learning Standards and early learning best practices, guidance on operating a successful small business, and to provide a supportive professional learning community. ELN members will share resources and best practices from various curricula including the Head Start for All School-Wide Model, the Creative Curriculum, Tools of the Mind, and the Sing Talk and Read (S.T.A.R.). DCPNI will also partner with WETA, Washington, DC area's source for public

television. WETA will provide Ready to Learn (RTL) workshops for preschool and daycare providers and the parents of attending students, and are rooted in using public television programs to support children learning to read and to support parents and teachers providing early literacy skills.

2. **Assist ELN providers with assessments, action plans and accreditation:** The ELN coordinator is developing a set of self-surveys that will be used by the providers inside the footprint, to assess their current programs. Providers will be asked to evaluate their access to supplies and materials, relationships with community partners, participation of parents/families, qualifications of staff, academic program/curriculum used, and goals for future growth of services. Based on the identified needs of each provider, the ELN coordinator will assist providers in creating action plans to improve the overall quality of educational care for all children. The ELN will support providers in staff professional development, parent engagement and literacy workshops, fitness programming, wellness and developmental screenings, training on the DC Early Learning Standards, and assistance with fulfilling licensure and accreditation requirements. Because there is a need for more service providers for infant and toddler care, the ELN will focus on cultivating new infant and toddler service providers. DC LISC will provide supports for new home-based early learning businesses. All ELN service providers will participate in regular ELN meetings that will offer in depth discussion and analysis of how to implement a learning setting that aligns to the DC Early Learning Standards. The ELN Coordinator will facilitate the meetings and will provide differentiated trainings for providers depending on their experience level with the DC Early Learning Standards.

3. **Educate parents, teachers, and service providers about DC Early Learning Standards –** Informed parents and engaged families can help support young children in their early years. Therefore, parents with students in provider care will complete surveys to gauge their understanding of the developmental importance of early childhood education and to determine if children are being adequately prepared for their transition to kindergarten. The ELN will offer parent information sessions on the DC Early Learning Standards, transition to kindergarten, and teaching math and literacy skills inside the home. It will also educate parents on the ways in which community programs and partners are providing services that are aligned with the DC Early Learning Standards. Support for literacy and math development will be

provided to children from birth to five year old from the DC Public Schools, the DC Public Library, and during home visits and parent trainings that will be facilitated by Jumpstart and Save the Children.

4. Work with DC government agencies to educate providers about evaluation standards and metrics -The District of Columbia utilizes the Going for the Gold, tiered QRIS system, facilitated by the Office of the State Superintendent of Education (OSSE) to rate the quality of early learning providers. Currently, the three home-based providers and one center-based provider operating in the footprint are rated at the Bronze level on the QRIS scale, the lowest rating. Programs that are licensed are automatically rated at the Bronze level. The ELN will provide enhanced services in targeted areas of focus, including classroom environment, staff qualifications, and family partnerships to enable accredited providers to secure a Gold QRIS rating. The ELN's first projected outcome for Year 1 is for two or more home-based providers to implement action plans designed to improve their QRIS rating with the help of the action plans designed by the ELN. Providers will receive support to increase their QRIS rating in several key ways. The ELN will work with OSSE to ensure that providers receive timely feedback from OSSE. It will also coordinate opportunities for providers to receive training for participation in OSSE's Professional Development Registry for early learning care providers and assist those pursuing national accreditation, a distinction that merits a Gold rating on the QRIS scale, in obtaining compliance support from DC Childcare Connections. The ELN will serve as a central clearinghouse for early learning trainings and professional development opportunities from Georgetown University, the Community College at the University of the District of Columbia, and OSSE.

The second ELN projected outcome for DCPNI's first year of funding is that ELN members will pilot an evidence based evaluation program to determine whether the children in their programs are prepared and ready for kindergarten or first grade. The District of Columbia government is committed to a Cradle-to-Career Partnership Success Roadmap, which outlines DC's vision and mission toward ensuring that DC children are supported and career-ready by age 24. DC's goal for early childhood is that every child is prepared for school, and the metric identified to measure DC's success toward achieving this goal is the percentage of kindergarten students meeting "expected benchmarks." In line with this goal is the need for DC to implement some form of kindergarten entry assessment (KEA) to determine school readiness at the

pre-kindergarten level. DC is committed to administering a pilot of its KEA by the fall of 2013 and has suggested that it could collect the KEA data using a statistical sampling method. The ELN will work collaboratively with the District government to administer and train providers as needed to conduct the KEA that the District selects for use.

5. **Facilitate relationships between home and center based providers and the neighborhood elementary schools to ensure a smooth kindergarten transition for rising kindergarteners.** DC Public Schools will play an integral role in assisting home and center-based providers with the transition of students from preschool classrooms to kindergarten classrooms. Home and center-based families will be invited to participate in transition meetings with DC Public School staff during the spring prior to transition. This will be piloted in the spring of 2013 and will facilitate a seamless transition for students. The ELN will continue to support students in first through third grades by providing links to ongoing academic support for students as they progress through the grades. The targeted support for children zero through five will further be informed by needs identified by second and third grade teacher in their current students. This valuable information will give insight in to the larger gaps in service provisions in younger learning settings and will facilitate program improvement.

6. **Identify gaps in support, in order to connect early learning programs with resources to support the development of pre-kindergarten children.** The ELN will support its providers to educate children using a holistic developmental approach that considers a child's cognitive, physical, and social needs. In addition to the provider self-surveys, parents and teachers will also take surveys to determine their satisfaction with their childcare provider and the resources in the community. Family members and providers will also have the opportunity to discuss program strengths and weaknesses through their participation in every-other month ELN meetings, which will address overall needs of the network. Opportunities to improve provider services and assess to resources in the community will be identified through these means and will be included in provider action plans.

Based on the preliminary assessments of the needs of the Kenilworth-Parkside community, partnerships have already been established and will be implemented in the fall of 2012. The ELN will partner with Healthy Babies and the Children's National Medical Center to provide home visits for families

of young children, child wellness programming, and opportunities for exercise for children. The ELN will serve as the clearinghouse for early learning services in the footprint. As the ELN identifies the needs of its providers, it will tailor partnerships and resources needed for continued improvement.

Serving Students with Disabilities: At the current time, the home-based childcare providers in the footprint are unable to serve students with disabilities because either their facilities are not equipped to accommodate a disability or the staff is not adequately trained to work with children with disabilities. Georgetown University's Center for Child and Human Development will help to fill this service gap at the family childcare level, by providing two scholarships for ELN providers to attend a certificate program, based in serving students with disabilities. Family childcare providers have expressed the desire to work with disabled children and therefore the ELN coordinator will also work with OSSE to facilitate this training. Head Start standards require one of the center-based and both school-based sites serve students with disabilities, unless the student's Individual Educational Needs (IEP) are not able to be met at that setting. In the event of such as situation, the ELN coordinator will work with DCPS to determine a more appropriate and effective school setting for the student.

Standards and Data Collection and Evaluation: The objective of the ELN is that before enrolling in Kindergarten, DCPNI children will be able to demonstrate age appropriate approaches to learning, language, literacy, mathematical thinking, science, social science, and creative arts skills, as well as appropriate social, emotional, and physical development, as measured by the DC Kindergarten Readiness Standards and guided by the DC Early Learning Standards for Infants and Toddlers. Data on child performance will be gathered through educator surveys and individual child evaluations, and will be analyzed with assistance from the Urban Institute. In addition, The Office of the State Superintendent of Education (OSSE) is planning the launch of a citywide Kindergarten Entry Assessment in 2013 in which DCPNI children will participate.

COMPETITIVE PREFERENCE PRIORITY 7

Quality Affordable Housing

DCPNI has partnered with the District of Columbia Housing Authority in its winning application for a Choice Neighborhood Planning Grant. DCPNI and DCHA are committed to coordinating implementation and aligning resources to the greatest extent possible. An MOU setting out this partnership is attached in Appendix F. The Choice Neighborhood boundaries are identical to the Promise neighborhood, and are established along a well-defined geographic boundary.

The DCHA Housing Plan targets the transformation of the 290-unit Kenilworth Courts public housing development. DCPNI will serve as the Choice Neighborhood partner on school reform, social and medical services, parenting support, vocational training, jobs, adult education, and financial literacy. In total, the Housing Plan includes 512 mixed-income rental units, including 290 ACC/LIHTC units targeted to 0 to 50% AMI and 222 LIHTC-only units targeted to 50 to 60% AMI. The plan accommodates the families who wish to return to the original site, using New Urbanist principals, addresses the failed design, by replacing the underutilized property with one of appropriate higher density, connects the site to the surrounding neighborhood, and supports and sustains the significant redevelopment underway in the target neighborhood. With the redevelopment of Kenilworth Courts, independent rehabilitation of Kenilworth Parkside Resident Management Corporation, and completion of the development activity underway and projected, all blighted, distressed housing and vacant properties in the KP neighborhood will be eliminated. The Transformation Plan completes the significant residential redevelopment underway or soon to be started in the neighborhood, including Mayfair Mansions III, Pollin Memorial Community Development, Victory Housing and CityInterest residential development. These will generate more than 1,000 new market rate and affordable rental and homeownership opportunities in the community and significantly increase the median income by attracting a large proportion of higher income residents. The total capital investment of this new residential development, in close alignment with the Transformation Plan goals and objectives, will exceed $180 million in the next 5-10 years. DCHA has also leveraged the new Educare facility and the soon-to-be-constructed community college, as part of its redevelopment plan. The DCHA's Police Department's strategy, in collaboration with city and regional partners, balances enforcement efforts with prevention, intervention and community building strategies. DCPNI serves as the Education Implementation Entity for the Choice Neighborhood, providing early learning support, comprehensive education reform in all

four neighborhood schools, college and career supports for students and adults, and comprehensive wrap-around social services and legal aid.

APPENDIX C

MEMORANDUM OF UNDERSTANDING

Memorandum of Understanding C-1

Partner Signatures:

America's Promise Alliance C-6

Bank on DC C-6

Cesar Chavez Public Charter Schools for Public Policy C-8

College Success Foundation C-9

DC Appleseed C-10

DC Deputy Mayor for Health and Human Services C-11

DC Housing Authority C-12

DC Primary Care Association C-13

DC Scores C-13

East River Family Strengthening Collaborative C-14

Educare C-14

Fight for Children C-15

The Fishing School C-16

Flamboyan Foundation C-16

Georgetown University C-17

Healthy Babies Project C-18

Jumpstart C-19

Live It, Learn It C-19

Mentor Foundation USA C-20

Raise DC C-20

Save the Children C-21

Tiger Woods Learning Center C-22

Tufts University Center for Promise C-23

United Way of the National Capital Area C-23

Unity Health Care C-25

Urban Institute. C-25

Unique MOUs:

AARP Experience Corps C-27

Children's National Medical Center C-33

DC Public Schools C-38

DLA Piper, LLC C-48

Office of the State Superintendent for Education C-54

Turnaround for Children C-57

University of the District of Columbia Community College.....C-63

Memorandum of Understanding ("MOU") Between DC Promise Neighborhoods Initiative, Inc. ("Applicant") and Project Partners for the Implementation of the DC Promise Neighborhood Initiative

This Memorandum of Understanding ("MOU" or "Agreement") formalizes a multi-organization partnership collaborating to develop and implement the DC Promise Neighborhood Initiative, Inc. ("DCPNI") and to apply for funding through the federal Promise Neighborhood Implementation Grant program.

All signatories to this MOU approve DCPNI's Theory of Change and Theory of Action as stated below, and are aligned in their own Theories of Change and Action, which are included in the below signature lines of this MOU, to support DCPNI in achieving its mission. As set out below, all signatories that provide direct services to the residents of the DCPNI Neighborhood as defined below commit to gathering data necessary to measure impact for select indicators and sub-indicators, as required by DCPNI or the U.S. Department of Education, and to working with the Promise Neighborhood National Evaluator.

This MOU demonstrates the commitment of partners to work together to ensure that each and every child in the Kenilworth-Parkside neighborhood of Washington, DC has the health, early learning inputs, quality K-12 education, community support, tools, and knowledge to successfully complete his or her educational experience, and be fully prepared for success in college, career and as a civically engaged citizen.

The Vision of the DC Promise Neighborhood Initiative, Inc. (DCPNI): DCPNI envisions that each child and parent in the Ward 7 community of Kenilworth-Parkside will receive the "Five Promises" of: 1) Caring adults; 2) Physical and emotional safety wherever they are; 3) A healthy start; 4) An effective education 5) Opportunities to

help others. **The Mission of the DCPNI:** DCPNI will increase the number of children who complete their education – from cradle to college – and enter adulthood as productive participants in the 21st century economy and in the civic life of their communities, and to support fulfillment of the Five Promises for Two Generations. Over time DCPNI will achieve these ten overarching goals: 1) Children enter kindergarten ready to learn; 2) Students are proficient in core academic subjects; 3) Students successfully transition from middle grades to high school; 4) Youth graduate from high school; 5) High school graduates obtain a postsecondary degree, certification, or credential; 6) Students are healthy; 7) Families, schools, and community members work together to support learning in Promise Neighborhood schools; 8) Students live in stable homes and communities; 9) Students feel safe at school and in their community; 10) Students have access to 21st century learning tools. **DCPNI's Five Promises for Two Generations Theory of Change:** DCPNI's Theory of Change, supported by a compelling evidence base, is that providing the fulfillment of the Five Promises for parents, particularly mothers, as well as for their children will lead to improved educational and life outcomes for students. **DCPNI's Theory of Action:** In order to implement our Five Promises for Two Generations approach, DCPNI will deliver key programming components to both children and their parents, with a focus on quality early learning interventions. These inputs will lead to desirable short, mid and long-term outcomes that will contribute to increased academic achievement for children. Individual solutions may be driven by more specific Theories of Action, developed from the evidence base, giving rise to the solution.

DCPNI Neighborhood Definition: The footprint of the DC Promise Neighborhood Initiative, Inc. is the Kenilworth-Parkside community in Ward 7, Washington, DC. It is home to approximately 5,725 residents and is bounded by Interstate 295 to the east, the Anacostia River and federal and District parklands to the west, and a Pepco electrical plant to the south. The Parkside-Kenilworth community is

comprised of seven contiguous neighborhoods: the northern census tract (96.01) consists of Kenilworth Courts, Kenilworth-Parkside Resident Management Corporation (KPRMC), and Eastland Gardens and the southern census tract (96.02) includes Mayfair Mansions, Paradise, Parkside, and Lotus Square. The entire area is slightly less than 2 miles long and less than one mile wide.

Governance & Decision Making: The DC Promise Neighborhoods Initiative, Inc. board of directors as the governing body of DC Promise Neighborhoods Initiative, Inc. shall have legal, fiscal, and fiduciary responsibilities for managing federal funds in accordance with federal regulations, policies and guidelines.

Roles and Responsibilities: DC Promise Neighborhood Initiative, Inc. meets the definition of a nonprofit under 34 CFR 77.1(c) and the requirements of an eligible applicant as defined in the Promise Neighborhoods Grant Application. DC Promise Neighborhood Initiative, Inc. will serve as the lead agency and Project Director for Promise Neighborhoods. In this capacity, DCPNI will be responsible for: convening meetings of partners, overseeing the work of committees (action teams), reviewing data and ensuring the planning goals of this grant are carried out, evaluating progress of the effort, developing and approving the implementation plan, ensuring youth and community voice drives the plan, developing protocols for shared decision making among the partners, facilitating hard conversations among partners around results, systems integration, collaboration, ensuring transparency of the process and decisions. Each signatory of this MOU will be invited to serve on at least one of the ―Results Area Innovation Group" including Early Learning, K-12, College and Career, Family and Community Support, Data, and Sustainability. Each ―Results Area Innovation Group" will meet on at least a quarterly basis to discuss and coordinate services and activities within the DCPNI footprint. DC Promise Neighborhood Initiative, Inc. and Partners hereby commit matching funds or in-kind donations equal to at least 100% of its grant award as required by the PN Implementation Grant program.

Commitments: We, the undersigned, as leaders of organizations implementing academic programs and family and community supports in the Kenilworth-Parkside community, affirm our commitment to significantly improve the educational and developmental outcomes of all children living in the distressed areas to be served by planning and implementing a Promise Neighborhood. We acknowledge that our commitment includes: **(1)** Contributing to the process of gathering data about children and families as required by DCPNI or the U.S. Department of Education, to inform needs assessments segmentation analyses, and a longitudinal data management system; **(2)** Supporting efforts to improve child outcomes and helping to ensure that results data is analyzed on an ongoing basis by members of the local community; **(3)** Developing organizational capacity to achieve results and to foster a college-going culture in the target neighborhoods; **(4)** Helping to build a complete continuum of cradle-through-college-to-career solutions, linked and integrated seamlessly, based on the best available evidence, and with strong schools at the center; **(5)** Breaking down agency silos so that programmatic solutions are implemented efficiently across agencies; **(6)** Supporting the efforts of other community organizations and working with local government to build the infrastructure needed to scale up effective solutions across the broader region; **(7)** Committing to work long-term to implement and ensure continued success of the Promise Neighborhood plan and creating a system for holding all partners accountable for meeting performance goals; **(8)** Working with public and private organizations and individuals to build community involvement and to leverage resources needed to support the financial sustainability of the Promise Neighborhood plan; and **(9)** Participating in a rigorous evaluation of the continuum of solutions deployed in the target neighborhoods by working with a National Evaluator in order to inform the national community about the relationship between particular strategies in Promise Neighborhoods and student outcomes.

Partners: With their approving signatures below, each partner affirms their

commitment to the terms and conditions above; affirms that their mission, vision, theory of change, theory of action are aligned with the DC Promise Neighborhood Initiative, Inc.; and states the individual financial and programmatic commitments, vision, theory of change, and theory of action.

Accountability: The DC Promise Neighborhood Initiative, Inc. management team will develop performance metrics that will be reviewed quarterly. If benchmarks are not met, DCPNI, in collaboration with partner agencies, will specify remedial actions that must be taken within a thirty (30) day period. If said actions are not taken, and/or if performance does not improve, DCPNI reserves the right to modify or terminate the partnership relationship with any partner agency.

Summary and Timeline: Each of the signatories of this MOU has agreed to work collectively and collaboratively with the DC Promise Neighborhood Initiative, Inc. and other DCPNI partners and collaborators over a 60-month implementation period. Upon receipt of funding, the DC Promise Neighborhood will continue to work with each partner to refine the implementation plan and timeline as well as partner responsibilities. This commitment is effective for the project period, January 1, 2013 – December 31, 2017.

_____ _____ __July 26, 2012__

Ayris T. Scales, Executive Director, DCPNI, Inc. Date

AMERICA'S PROMISE ALLIANCE **NAME: JOHN GOMPERTS** **TITLE: PRESIDENT & CEO** **DATE: JULY 23, 2012** **SIGNATURE:** [redacted]	**Vision:** The nation's largest multi-sector partnership organization dedicated to improving the lives of young people by providing the key supports – or Five Promises – for all children, especially our most vulnerable: Caring Adults such as parents, teachers, mentors, coaches, and neighbors; Safe Places that offer constructive activities when young people are not in school; A Healthy Start and healthy development; Effective Education that prepares youth for college and work; and Opportunities to Help Others through service. **Theory of Change:** The first and best proxy for success in America is to ensure, at a minimum, that every young person completes high school and is prepared for life. The prospects for reaching that milestone are dramatically increased if young people have the five promises fulfilled in their lives. Through this alliance, we raise awareness, create connections and share knowledge so that communities collaborate for greater impact, policies are enacted that drive effective practices and resources, the private sector invests its capital, and the nation embraces a cultural norm that demands children as a priority. **Theory of Action:** If we mobilize communities to bring the needed supports to students who attend the lowest performing high schools, while supporting education reform, then we can help end the dropout crisis and transform the lives of the most vulnerable children and youth. **Financial Commitment:** [redacted] annually (in-kind) **Program Commitment:** • America's Promise Alliance Leadership to serve as Honorary Chair of DCPNI Board • Support and advising from EVP, SVP for Partnership Engagement and SVP for Community Engagement • Training DCPNI staff and board in strategic communications to promote the initiative locally as well as nationwide • Consultation by Chief Education Advisor to the Grad Nation on the DCPNI Early Warning System • Technical Assistance and Support from the Grad Nation Knowledge Center team • Program Coordinators for Simon Scholars
BANK ON DC **NAME: SYBONGILE COOK**	**Vision:** Effective financial education programs should help individuals achieve their personal financial goals and work towards financial security. In addition, these programs also need to drive value and generate a real ROI for the partners who provide them. Bank on DC

TITLE: PROGRAM DIRECTOR **DATE: JULY 19, 2012** **SIGNATURE:** [redacted]	understands these requirements. We deliver results by leveraging a wealth of performance data and User metrics that makes our approach unique. In turn, we drive action and positive behaviors by: • Creating targeted educational campaigns based User needs, interests, and goals. • Providing just-in-time learning to reach individuals at teachable moments. • Connecting Users with the right partners, products, and services at the right time. • Identifying and connecting data points that can demonstrate improvements in an individual's behaviors-not just relying on the educational benefits of the approach. **Theory of Change:** Bank on DC's approach to financial education is highly unique and effective because we are able to provide metrics and relevant analytics that demonstrate that our financial education delivers results and the outcomes important to drive results and change behaviors of residents when thinking about their financial picture. **Theory of Action:** 1. **Knowledge Acquisition.** Many financial education programs lack the most fundamental pre- and post-assessments. Not only do we capture and analyze these critical data points, but we also integrate Interest Surveys, Self Evaluations, Wellness Checkups, among others to ensure the efficacy of our education. 2. **Activities and Interests**. As part of the goal-based learning, we provide a road map that includes identifying specific tasks, activities, and goals that each participant needs to complete. 3. **Behaviors and Connections**. Traditionally, it has been difficult to scale financial education programs, let alone identify and track positive changes in participants' behaviors. Bank on DC's approach can provide the metrics that can show real results and outcomes from participation on the program. **Financial Commitment**: [redacted] annually (in kind) **Program Commitment:** Quarterly workshops in the DCPNI footprint to provide financial literacy training to residents with a focus on: 1) children, 2) single mothers, and 3) DCPNI residents with financial management challenges as identified by DCHA. These workshops will culminate in the creation of a savings account by each participant.

CESAR CHAVEZ PUBLIC **CHARTER SCHOOLS FOR** **PUBLIC POLICY** **NAME: JEFF COOPER** **TITLE: MANAGING DIRECTOR** **AND COO** **DATE: JULY 16, 2012** **SIGNATURE:** [redacted]	**Vision:** All Chavez alumni will enter and graduate from competitive colleges and universities; Chavez's reputation as a great school leads to a long waiting list at all of our campuses; all Chavez alumni, regardless of their profession, will become productive citizens making positive contributions in their families, their jobs, their communities and in the world. Chavez will be known nationally as the prominent school for public policy. Elected officials, community organizers and the media will seek out Chavez scholars when they are looking for an informed student voice on public policy issues. **Theory of Change:** At Chavez, the study of public policy is a way of investigating how the government, organized groups and individuals can establish justice and secure liberty for our community. Students use public policy as a lens to view the world. Through a cycle of constant understanding, taking action, and reflecting on attitudes and growth, our students build the character traits most conducive to our democracy and in line with our namesake, Cesar Chavez. **Theory of Action:** The Chavez schools prepare DC students to succeed in competitive colleges so that they can use their lives to make a positive difference in the world. **Financial Commitment:** [redacted] annually (in kind) **Program Commitment:** • Urban Teacher Center Teaching Fellows • Chavez Parkside Principal participation in the Principals Council and other DCPNI activities. • Chavez Parkside Additional College Counselor • Chavez Parkside Emergency College Fund for up to 10 graduates who need help with expenses in order to get to college or during their freshman or sophomore year. • Chavez Parkside Scholarship Funds for up to 10 graduates of Chavez Parkside each year to help pay for college tuition or books. • Chavez Parkside College Tours to take students on college tours including an overnight college trip to expose students to schools out of the DC area. • Chavez Parkside Achievement Network Expenses • Chavez Parkside Scantron Expenses for assessments of approximately 250 9th and 10th graders at Chavez Parkside. • Chavez Parkside Kaplan Expenses for the assessments for approximately 80 11th grade students at Chavez

	Parkside. • Chavez facilities for meeting space. • Chavez Bus Driver for resident transportation and DCPNI community tours. • ToPPP professional learning community funded by a competitive grant under Race to the Top.
COLLEGE SUCCESS FOUNDATION **NAME: HERBERT R. TILLERY** **TITLE: EXECUTIVE DIRECTOR** **DATE: JULY 23, 2012** **SIGNATURE:** [redacted]	**Vision:** To provide a unique and integrated system of supports and scholarships to underserved, low-income students to enable them to finish high school, attend & graduate from college, and succeed in life. **Theory of Change:** Our work will increase educational, professional and financial supports to families, increase financial literacy and self sufficiency among residents through increased financial literacy education programming provided by partner organizations, decrease societal conditions that adversely affect youth including: middle and high school dropouts; lack of access to secondary education, increase communication and collaboration between families, partners and schools to expand the engagement of families and the greater community in the creation of opportunities for the children of DCPNI as well as the families. **Theory of Action:** We will do this by collaborating with DCPNI partners and residents to provide a continuum of support that strengthens student engagement and performance in middle, high school and college ultimately resulting in college completion, provide access to financial literacy and financial aid information and resources to students and parents to increase awareness of the costs and financial commitments required for college and to increase student and family participation in the process of financial preparing for and completing a higher education credential; partner with other college access and completion providers, the higher education community, the business community, and other community support providers to provide a broad range of services to students and families to expand access to higher education opportunities. **Financial Commitment:** [redacted] annually (in kind) **Program Commitment:** Creation of a college to career preparation system

	including: • Pre-college preparation program for middle school students within the footprint • College to career mentoring services • Development of a scholarship resources network • Workshops and training for parents and families • Personnel donation for college prep workshops and support for HS and college students and will help recruit mentors for HS and college students (2013) • Data coordination with Urban Institute and DCPNI
DC APPLESEED **NAME: JUDY BERMAN** **TITLE: DEPUTY DIRECTOR** **DATE: JULY 19, 2012** **SIGNATURE:** [redacted]	**Vision, Theory of Change, & Theory of Action:** DC Appleseed is a nonprofit organization dedicated to solving important public policy problems facing the Washington, DC metropolitan area. To advance this mission, DC Appleseed organizes volunteers, including attorneys and other experts who work in teams to analyze and develop solutions to problems facing the region. Depending on the problem being addressed, DC Appleseed's projects involve working with broad coalitions, issuing reports, participating in regulatory proceedings, bringing lawsuits, managing public education campaigns, and meeting with and/or testifying before governmental decision-makers. DC Appleseed is part of a nationwide network of Appleseed centers. Four things, taken together, make DC Appleseed unlike any other organization in the District of Columbia: 1. We are a local organization working exclusively on a broad array of the biggest public policy problems facing the National Capital area—from health care to voting representation to education reform to environmental concerns to jobs and housing. 2. We are independent, non-partisan, and objective. This means we do not come to any issue with an agenda or predetermined viewpoint; and we do not take a position on an issue until we have thoroughly researched it from all sides and determined the best policy for the District. 3. We leverage our small budget nearly three-times-over with pro bono support from law firms, accountants, and other professionals—allowing our small staff and hands-on Board to do significantly more work to improve the National Capital area. 4. Finally, we are efficient, effective advocates. We work closely with government and interested organizations during our investigations to build support and consensus concerning solutions we

	suppose. Once we propose our solutions we continue to work with these same organizations to implement our proposed solutions. So in the end, we don't simply call for change; we help make change happen. **Financial Commitment:** [redacted] annually (in-kind) **Program Commitment:** • 0.20 of a FTE staff person to serve as a healthy students implementation guide and to staff an ongoing policy desk to help support DCPNI's advocate agenda • 600 hours of policy research support from DC Appleseed's partners at law, accounting and professional services firms.

DISTRICT OF COLUMBIA OFFICE OF THE DEPUTY MAYOR FOR HEALTH AND HUMAN SERVICES
NAME: BEATRIZ OTERO
TITLE: DC DEPUTY MAYOR FOR HEALTH AND HUMAN SERVICES
DATE: JULY 24, 2012
SIGNATURE:
[redacted]
	Mission: The Office of the Deputy Mayor for Health and Human Services (DMHHS) supports the Mayor in coordinating a comprehensive system of benefits, services and supports across multiple agencies to ensure that children, youth, and adults, with and without disabilities can lead healthy, meaningful and productive lives.
	Financial Commitment: [redacted] annually (in kind)
	Program Commitment:
	• Coordination of DC Health and Human Services Investments and Service:
	  o DMHHS will serve as the main point of contact between DCPNI and the health and human services cluster of agencies
	  o DMHHS will assist in determining the fiscal, programmatic, and human capital investments being made in the DCPNI footprint
	  o DMHHS will assist in the identification and facilitate the implementation, of new opportunities for programs and services in the DCPNI footprint
	• Data and Mapping: DMHHS will work with the Urban Institute and the DCPNI Coordinator to ensure that all DCPNI families, children, and teens that are jointly served are ―mapped" and that families and service providers together are meeting targeted benchmarks for child/youth development and education.

DC HOUSING AUTHORITY **NAME: ADRIANNE TODMAN** **TITLE: EXECUTIVE DIRECTOR** **DATE: JULY 19, 2012** **SIGNATURE:** [redacted]	**Vision:** The vision of DCHA is that all low income District of Columbia (District) residents will have decent homes in diverse neighborhoods of choice, supported by effective social services and excellent educational opportunities to spur our residents and our children to become self-sufficient, well educated and to break out of the cycle of poverty. **Theory of Change:** DCHA will enhance the quality of life in the District for low and moderate income households by providing affordable housing, effectively managing DCHA affordable housing inventory, and assisting in the provision of access to effective social services and educational opportunities**.** **Theory of Action:** Through the provision of decent affordable housing and supportive services, in partnership with DCPNI and other public and private entities, collectively we can achieve total neighborhood transformation as envisioned by the Promise and Choice Programs. **Financial Commitment:** [redacted] annually (in kind) **Program Commitment:** • DCHA's redevelopment footprint for its 2011 Choice Neighborhoods planning grant and 2012 implementation grant application is consistent with the DCPNI footprint • DCHA representative for DCPNI's community engagement action team • DCHA staff will work with Urban Institute and DCPNI Data Coordinator to identify, define, and provide the necessary data to track and measure progress. • DCHA Staff participation in the work of the other teams/taskforces as determined by DCPNI and DCHA; ED's participation in DCPNI planning process • DCHA space and staff support for programs Kenilworth Youth Activities • Continued Supportive Services for DCHA resident youth such as post-secondary education scholarship, summer employment, and workforce development programs, etc.

DC PRIMARY CARE ASSOCIATION **NAME: SHARON A. BASKERVILLE** **TITLE: CHIEF EXECUTIVE OFFICER** **DATE: JULY 20, 2012** **SIGNATURE:** [redacted]	**Vision:** An integrated high quality and sustainable health system for all District residents regardless of economic status. **Theory of Change: N/A** **Theory of Action: N/A** **Financial Commitment:** [redacted] (in kind) **Program Commitment:** • Development of the Parkside Health Center at the intersection of Hayes Street NW and Kenilworth Terrace to serve Kenilworth-Parkside residents as part of the Medical Homes DC initiative. [redacted] **(direct** [redacted] **indirect** [redacted]**)** • Outreach and educational activities within the Kenilworth-Parkside community to prepare residents to utilize the services of the health center. [redacted] **(direct** [redacted] **indirect** [redacted]**)** • Partner with DCPNI to identify and hire a community health worker for the Kenilworth-Parkside neighborhood. [redacted] **(direct** [redacted] **indirect** [redacted]**)** • Grassroots surveys and baseline data gathering within DCPNI footprint. [redacted] **(direct** [redacted] **indirect** [redacted]**)** • Data Sharing, Coordination and Strategic Advising with DPCNI Data Coordinator and Urban Institute. [redacted] **(direct** [redacted] **indirect** [redacted]**)**
DC SCORES **NAME: AMY NAKAMOTO** **TITLE: EXECUTIVE DIRECTOR** **DATE: JULY 20, 2012** **SIGNATURE:** [redacted]	**Vision:** N/A **Theory of Change:** N/A **Theory of Action:** N/A **Financial Commitment:** [redacted] in year 1 (in kind); [redacted] in year 2 (in kind) **Program Commitment:** • Provide 270 minutes per week of physical activity about 3 times per week, to approximately 25 kids at Chavez Parkside (6-8th). • Future Expansion of program into Neval Thomas and/or Kenilworth Elementary Schools contingent upon DCPNI funding for school expansion at [redacted] per school. Data Sharing and Coordination with Urban Institute and DCPNI Data Coordinator.

EAST RIVER FAMILY STRENGTHENING COLLABORATIVE **NAME: MAE BEST** **TITLE: EXECUTIVE DIRECTOR** **DATE: JULY 17, 2012** **SIGNATURE:** [redacted]	**Vision:** To empower families, youth, seniors and communities to become more self-sufficient through integrated and collaborative community based services. **Theory of Change:** By providing a continuum of care that strengthens family functioning through various initiatives that promote family stabilization, family preservation, family support and community capacity building services, we improve the quality of life for an ever increasing number of residents in Ward 7 and increase our partners' capacity to serve residents. **Theory of Action:** We will collaborate with DCPNI partners and residents to increase supports to families, increase financial self-sufficiency, decrease youth violence, increase communication between families, partners and schools. **Financial Commitment:** [redacted] annually (in-kind) **Program Commitment:** • Provide the "Powerful Families United" parenting curriculum through the DCPNI "Parent Academy." • Provide special fatherhood and financial literacy workshops as part of the "Parent Academy." • Participate in the monthly meetings of the Results Area Innovation Groups. • Work with the Urban Institute and the DCPNI Data Coordinator to ensure that they receive the data necessary to ensure that the Initiative and its partners are meeting targeted benchmarks for family and child outcomes and school performance overall.
EDUCARE OF WASHINGTON, DC **NAME: CAROL L. HOWARD** **TITLE: EXECUTIVE DIRECTOR** **DATE: JULY 17, 2012** **SIGNATURE:** [redacted]	**Vision:** To narrow the achievement gap beginning at birth by providing and promoting the highest quality outcome-based learning for children birth to five. **Theory of Change:** School readiness for at-risk children can be ensured through evidence-based programming aimed at preventing the achievement gap. Family involvement that strengthens parents' abilities to serve as advocates for their child's learning from infancy through their primary and secondary school educations is central to our theory of change. **Theory of Action:** We can draw support to build awareness for the importance of high quality ECE by demonstrating "on the ground" in Parkside-Kenilworth and elsewhere on how research and evidence-based practices work to prepare low-income children for school. Our work will serve as a local, regional and national showcase for the importance of comprehensive, high-quality programs that benefit vulnerable children and their

	families. **Commitment:** [redacted] in Year 1 (in kind) **Program Commitment:** • Staff Support for DCPNI Early Learning Network. • **Early Learning Services:** for 157 children and families during 2012 – 2013 and up to 175 children and families in subsequent years. Services for infants and toddlers and preschool children implementing a full day, full year, comprehensive early childhood education model. • **Data Coordination:** work with Urban Institute and DCPNI Data Coordinator.
FIGHT FOR CHILDREN **NAME: MICHELA ENGLISH** **TITLE: PRESIDENT AND CEO** **DATE: JULY 17,2012** **SIGNATURE:** [redacted]	**Vision:** Fight For Children believes all children should have access to high quality early childhood, elementary, and secondary education—regardless of where they are born or their families' income. Parents and caregivers should also have access to reliable information to help them choose the best schools for their children, whether those schools be public, charter, or independent schools. **Theory of Change:** Fight For Children believes: • All children, regardless of income or family background, can achieve at high levels; • A great education gives children the tools they need to be successful adults; • Children need to be nurtured physically, emotionally and mentally to maximize their potential in school and life; and • Children get a great education when engaged families, effective educators and strong communities work together and remain focused on their success. **Theory of Action:** Ready to Learn DC is Fight For Children's early childhood education initiative set up to help meet the goal that by 2014 all DC children will be ready to learn when they enter kindergarten. In order to accomplish this, Ready to Learn DC will: • Increase the number of high-quality, early childhood education programs in Washington, DC; and • Help parents better understand the attributes of a high-quality preschool and outline how to choose the school best suited for their children. **Financial Commitment:** [redacted] annually (in kind) **Program Commitment:** Staff support for DCPNI and to form and manage an early learning network (ELN) composed of all the local childcare providers in the footprint: • 10% FTE Director-level support to serve as an advisor

	to DCPNI leadership; • 25% FTE Manager-level support to manage the Early Childhood Network Coordinator and actively participate in a task force related to early childhood efforts in the DCPNI footprint; • 15% FTE Assistant-level support to aid the Director and Manager in administrative tasks associated with their work in support of DCPNI; and • 42% of the Early Learning Network Coordinator's time, as outlined in the Memorandum of Understanding between DCPNI, Inc. and Fight For Children dated May 15, 2012.
THE FISHING SCHOOL **NAME: LEO GIVS** **TITLE: EXECUTIVE DIRECTOR** **DATE: JULY 20, 2012** **SIGNATURE:** [redacted]	**Vision:** N/A **Theory of Change:** N/A **Theory of Action:** N/A **Financial Commitment:** [redacted] **Program Commitment:** • Provide on-site after school academic support and fine arts and science programming to elementary school youth at Kenilworth Elementary School. • Provides day-long summertime programming including academic support, self-esteem, leadership/character building for elementary and middle school youth in the DCPNI footprint. • Year round parent training and activities centered around parenting best practices and positive youth development.
FLAMBOYAN FOUNDATION **NAME: SUSAN STEVENSON** **TITLE: EXECUTIVE DIRECTOR** **DATE: JULY 23, 2012** **SIGNATURE:** [redacted]	**Vision:** Flamboyan Foundation envisions a day when children in Washington, D.C. and Puerto Rico receive a world-class education. In Washington, D.C., we are working to improve student outcomes by transforming the way families and educators work together. We also invest in education advocacy efforts that enable families to attain the possible public education for their children. **Theory of Change:** Flamboyan brings strategic leadership and investment of time and money to solve some of the most deeply rooted educational challenges. We study the issues and work with our partners to develop creative solutions and put ideas into practice. We constantly learn from our experiences and adapt our work accordingly. The cornerstone of Flamboyan's approach is hands-on, purposeful collaboration with nonprofits, school districts, educators, government and community leaders who share our commitment and focus on achieving ambitious results to improve children's learning.

	Theory of Action: Research consistently shows that family engagement accelerates student learning, yet districts, schools and teachers often do not know how to partner with families and provide the information and support needed to help children succeed. In Washington, D.C. Flamboyan Foundation works with educators and other partners to learn about the most effective approaches to family engagement and then build the capacity of teachers, school leaders and districts by providing the training, resources, and on- the-ground support they need. **Financial Commitment:** [redacted] (in kind) **Program Commitment:** In-kind donation of services to support the following at Neval Thomas Elementary School: 1) parent-teacher home visits, 2) teacher training on family engagement and home visits, 3) training and coaching of school leaders to manage implementation of these family engagement initiatives.
GEORGETOWN UNIVERSITY **NAME: ERIK SMULSON** **TITLE: VICE PRESIDENT OF PUBLIC AFFAIRS AND SENIOR ADVISOR TO THE PRESIDENT** **DATE: JULY 23, 2012** **SIGNATURE:** [redacted]	**Vision:** At Georgetown, community service and volunteerism have long been defining characteristics of student's education and the University's mission to embrace and live out the Catholic, Jesuit ideal of educating –women and men for others." **Theory of Change:** Through the Ward 7 Initiative, the University has worked to develop and strengthen partnerships with schools, community organizations, and other partners to build a broad network of support for students and families in Ward 7, which included the DCPNI footprint. **Theory of Action:** Strengthen the community from within with resources through a collaboration of faculty, staff, and student-run literacy programs, academic support services and college preparation programs, as well as faculty and course initiatives, research and on-going, systematic institutional support for community outreach across Georgetown's three campuses. **Financial Commitment:** [redacted] annually (in kind) **Program Commitment:** • DC READS mentor-based early literacy program at Kenilworth Elementary School and Parkside Paradise Apartments. • Kids2College college-access support program for 6th grade students of Kenilworth-Parkside. • Meyers Institute for College Preparation pre-college academic enrichment program for 7th and 8th grade students of Kenilworth-Parkside. • Georgetown Center for Child and Human

	Development: 5 slots for professionals from DCPNI or partner organizations/providers to attend an annual one-day professional development conference on early intervention for disabled youth. Parent training program for parents of 0-5 year-olds within the DCPNI footprint.
HEALTHY BABIES PROJECT **NAME: REGINE ELIE** **TITLE: EXECUTIVE DIRECTOR** **DATE: JULY 12, 2012** **SIGNATURE:** [redacted]	**Vision:** We envision a Parkside-Kenilworth neighborhood in which all babies are born healthy and families help lead them to build productive lives. **Theory of Change:** In order to make our vision for the community a reality, we work to reduce infant mortality and low birth weight rates in teens, improve DC infant health, reduce incidence of child abuse and neglect among teens, prevent teen repeat unplanned pregnancies, & equip teen moms to set and work for vocational goals to become employed and productive. **Theory of Action:** We inclusively develop a plan with families and together that looks at obstacles that may potentially block their success. We work closely with young mothers to form a trusting relationship that shall empower them to set and achieve goals, develop self-esteem and self-reliance, improve personal circumstances, connect to their culture and history, learn life skills, finish their education, and begin a career. **Financial Commitment**: [redacted] annually (in kind) **Program Commitment:** • Case management and support services for 25 teen moms and 25 babies • One Family Support Worker to identify eligible moms • 20 week Teen Parent Empowerment Program (TPEP) • Director of Health Education and Parenting • TPEP Coordinator On-site pregnancy tests, HIV tests (for youth 12-24), food pantry, diaper bank, donation closet, access to new pack and plays, etc.

JUMPSTART **NAME: KATEY COMERFORD** **TITLE: EXECUTIVE DIRECTOR** **DATE: JULY 18, 2012** **SIGNATURE:** [redacted]	**Vision:** Every child enters school prepared to be successful. **Theory of Change:** Helping children develop language and literacy skills will help them be successful in school, setting them on a path to close achievement gaps. **Theory of Action:** Recruit and train college students to deliver high quality early education curriculum to preschool children in low-income neighborhoods. **Financial Commitment:** [redacted] in Year 1 (in kind) **Program Commitment:** • In-classroom sessions focused on language/literacy development in 2 preschool classes, 10 hrs/week • Jumpstart Administrative Support
LIVE IT LEARN IT **NAME: MATTHEW WHEELOCK** **TITLE: EXECUTIVE DIRECTOR** **DATE: JULY 19, 2012** **SIGNATURE:** [redacted]	**Vision:** To assist in building a Kenilworth-Parkside where all students are engaged and successful academically, see the connections between their classroom studies and the broader world around them, are excited to learn and convinced that learning will open critical doors, are well prepared to pursue opportunities for post-secondary education, and are motivated for productive fulfilling careers that strengthen their own lives, the lives of their families, and contribute to the fabric of the broader community. **Theory of Change:** In order to make our vision for the community a reality, we believe that students must have the opportunity to learn in a way that: 1) captivates them & inspires them to learn more, 2) reaches them regardless of their learning style or literacy level, 3) emphasizes hands-on learning to make concepts more tangible and real – and their mastery of them more nuanced & enduring, and 4) offers meaningful exposure outside of their neighborhoods, so that students see the vital connection between classroom learning and the broader world, & develop a meaningful sense of the tremendous opportunities made possible through education. **Theory of Action:** We provide comprehensive 6-part experiential learning programs, which feature carefully structured academic trips to DC's world-class museums and monuments scaffolded by rigorous pre- and post-trip classroom instruction – all led directly by Live It Learn It's highly effective educators – and further supplemental instruction conducted by classroom teachers using curricula created by Live It Learn It. **Commitment:** [redacted] annually (in-kind) **Program Commitment:**

	• Academic Programming for 6-part experiential learning program for 50 Neval Thomas ES students and 50 Kenilworth ES students (4th and 5th grades) • Academic program development/curriculum of experiential learning program for students at Chavez Parkside middle school
MENTOR FOUNDATION USA **NAME: YVONNE THUNELL** **TITLE: CHAIR** **DATE: JULY 18, 2012** **SIGNATURE:** [redacted]	**Vision:** Mentor Foundation is the leading international NGO voice of drug abuse prevention with a mission to prevent drug abuse and promote health and well-being among children and youth in the U.S. **Theory of Change:** Mentor Foundation relies on mentoring in schools and a focus on building hope, strong values, and self-esteem among young students as the key to drug abuse prevention. **Theory of Action:** Mentor Foundation delivers effective drug abuse prevention programs and serves as a central resource providing information on work in the field, effective prevention practice, prevention research, resources, news and events. **Commitment:** [redacted] annually (in kind) **Program Commitment:** • School-based mentoring relationships between 50 students at Chavez Middle School and local professionals; programming includes bi-weekly facilitate mentoring sessions, the Authentic Career Experiences (ACE) program, and other activities. • Mentor Foundation will include DCPNI in all local Community Connection activities such as rallies, campaigns, and contests.
RAISE DC **NAME: DE'SHAWN WRIGHT** **TITLE: CO-CHAIR, RAISE DC** **DATE: JULY 24, 2012** **SIGNATURE:** [redacted]	**Vision:** N/A **Theory of Change:** N/A **Theory of Action:** N/A **Financial Commitment:** N/A **Program Commitment:** Coordination of DC Education Investments, Initiatives and Service: - Raise DC will serve as the main POC between DCPNI and Raise DC Members including the District's key education agencies (Deputy Mayor for Education, DC Public Schools, Public School Board, Office of the State Superintendent of Education) corporate sector leaders, and non-profit organizations. Raise DC will also act as the main point of contact for the District's additional education-related initiatives. - Raise DC will assist in determining the fiscal, programmatic, and human capital investments being

NAME: LUCRETIA MURPHY **TITLE: CO-CHAIR, RAISE DC** **DATE: JULY 24, 2012** **SIGNATURE:** [redacted]	made in the DCPNI footprint and advise how DCPNI can leverage this investment. - Raise DC will assist in the identification, of new opportunities for programs and services in the DCPNI footprint to increase academic services and educational attainment levels for all youth.\ - RAISE DC will include DCPNI as a member of the Early Childhood Change Network team when established. This team is the group of stakeholders, practitioners, and issue experts who are responsible for 1) identifying initial contributing indicators and committing to integrate these indicators into their own performance tracking; 2) identifying successful strategies and committing to integrating these strategies into practice/program; and 3) communicating progress to the RAISE DC Leadership Council. - Raise DC will work closely with DCPNI to identify partnership opportunities that allow DCPNI's place-based strategy and Raise DC's citywide strategy to build on one another, leverage resources, and bring evidence-based programs to scale. Data and Mapping: Raise DC will work with Urban Institute and the DCPNI Data Coordinator to ensure that all DCPNI families, children, and teens that are jointly served are ~~"m~~apped" and that families and service providers together are meeting targeted benchmarks for child/youth development and education.
SAVE THE CHILDREN **KATHY SPANGLER** **VICE PRESIDENT, US PROGRAMS** **DATE: JULY 17, 2012** **SIGNATURE:** [redacted]	**Vision:** To create real and lasting change for children in Kenilworth-Parkside, the US and around the world. **Theory of Change:** Save the Children seeks to create positive impact for children at scale by developing innovative programs, working with partners and advocating for policy change at the local, state and national levels. **Theory of Action:** Save the Children seeks to affect this change using the following strategies: • **We will be the voice –** advocate and campaign for better practices and policies to fulfill children's rights and to ensure that children's voices are heard – particularly those children most marginalised or living in poverty. • **We will be the innovator** – develop and prove evidence-based, replicable breakthrough solutions to problems facing children. • **We will achieve results at scale** – support effective

	implementation of best practices, programmes and policies for children, leveraging our knowledge to ensure sustainable impact at scale. • **We will build partnership –** collaborate with children, civil society organisations, communities, governments and the private sector to share knowledge to ensure children's rights are met. **Financial Commitment:** [redacted] annually (in-kind) **Program Commitment:** • OST Programming: 40 week math, reading and health after-school program for 160 K-5th students at Neval Thomas with 6-week summer program for up to 160 students living in the footprint. • In-school programming with Renaissance Learning software in footprint elementary schools • Early Steps to School Success program including home visiting • Training and technical assistance for ELN providers
TIGER WOODS LEARNING CENTER **NAME: KATHERINE BIHR ED.D.** **TITLE: VICE PRESIDENT** **DATE: JULY 10, 2012** **SIGNATURE:** [redacted]	**Vision:** We believe in A NEW GENERATION of bold, courageous youth. We inspire NEW PERSPECTIVES and LIMITLESS POSSIBILITIES. We provide opportunities to BE SOMEONE. **Theory of Change**: Individuals can change their circumstances when opportunities provide appropriate support and exposure to inspire new ways of thinking and the realization of dreams. **Theory of Action:** The TWLC provides programming for underserved youth through in school and out-of-school programs focused on STEM (Science, Technology, Engineering and Math.) In addition, the TWLC provides professional development to teachers and youth workers to support the dissemination of best practices in teaching/learning. **Financial Commitment:** [redacted] annually (in-kind) **Program Commitment:** • An after-school STEM experiential classes for students plus STEM curriculum professional development for teachers. • In-school forensic science class for 5th graders at Neval Thomas and Kenilworth Elementary Schools. • In-school forensic/marine science class for 6th grade students at Parkside Middle School. • Elective robotics class for high school students at Parkside High School • A STEM summer program open to all middle and high school students in the DCPNI footprint.

	• Consult with DCPNI on the development of a 21st Century Learning tools plan for footprint residents and teachers. • Consult with DCPNI schools on the use of classroom technologies. • Provide DCPNI schools and students access to STEM curriculum including staff, tech support, software and curriculum integration.
CENTER FOR PROMISE AT TUFTS UNIVERSITY **NAME: JONATHAN ZAFF** **TITLE: DIRECTOR** **DATE: JULY 13, 2012** **SIGNATURE:** [redacted]	**Vision:** N/A **Theory of Change**: N/A **Theory of Action:** N/A **Financial Commitment**: [redacted] annually (in-kind) **Program Commitment:** • *Assess the strength and productivity of collaborations*: Annual survey of the members of the collaborative to understand the connectedness, the strategic focus, and perceived efficacy of the collaborative's work; document review to understand the governance, decision-making, and funding structures & processes of the collaborative, the theory of change guiding the collaborative, and capacity of the collaborative to effectively implement their strategies; and site visit to more deeply understand what is happening in the community and to reflect with the collaborative leadership on their work. • *Examining the role of front-line providers:* Annual survey of front-line staff in the community to understand how they are working with young people and how they interact (or do not interact) with families and other organizations and agencies to address the needs and strengths of young people. • *Assessing the positive youth development of target youth:* Longitudinal survey with middle and high school youth to understand the ways that youth navigate their communities, are influenced by their environment, and develop within their community context.
UNITED WAY OF THE NATIONAL CAPITAL AREA **NAME: WILLIAM A. HANBURY**	**Vision:** to mobilize individuals and organizations in the DC metro region to improve education, financial stability and health – the building blocks of a good quality of life. **Theory of Change:** We provide information and opportunities for community members, businesses, and organizations to build stronger communities through

TITLE: PRESIDENT & CEO **DATE: JULY 24, 2012** **SIGNATURE:** [redacted]	advocacy, volunteerism and financial support. **Theory of Action:** 1) Build awareness among individuals and organizations of community needs and effective solutions in education, financial stability, and health; 2) bring support of committed volunteers, advocates and resources to effective programs addressing the areas of education, financial stability, and health; and 3) report on the collective impact of coordinated efforts in making positive change on these issues. **Financial Commitment:** [redacted] ([redacted] cash, [redacted] in kind) **Program Commitment:** Support to build a college to career preparation network consisting of: • Comprehensive pre-college preparation beginning in middle school including promotion of college awareness, support for college tours and visits, rigorous academic preparation that integrates 21st century college and career skills, and SAT prep. • Support for community events and activities that promote a college-going culture. • College and career mentoring for students by business leaders, exposure to work-based learning such as apprenticeships and internships, and a support network that guides students until the age of 24 to serve students as they complete college and face hurdles associated with workforce entry. • Student access to, and training to use, scholarship resource networks. • Trainings and workshops for parents and the entire family focused on the student's successful engagement with college and career. • Data: work with the Urban Institute and the DCPNI Data Coordinator. • Use existing resources and networks to find relevant partners in the business community, college providers, adult education and workforce development providers, and scholarship providers to support this effort. • Dedicate 10-20% of 4 employees' time over 12 months to these efforts. This time includes 20% of the Manager of Education Programs & Initiatives and 10% of the Director of Public Policy, both of whom will be involved in day-to-day programmatic activities, as well as 10% of the VP of Community Impact and 10% of the President and CEO who will focus on macro-level recruitment and advocacy activities.

UNITY HEALTH CARE **NAME: VINCENT A. KEANE** **TITLE: PRESIDENT & CEO** **DATE: JULY 19, 2012** **SIGNATURE:** [redacted]	**Mission:** Promoting healthier communities through compassion and comprehensive health and human services, regardless of ability to pay. **Vision:** Unity Health Care will be recognized as the health care provider and employer of choice by establishing a culture that champions patient-centered care, promotes staff engagement, embraces the latest technology, and pursues community partnerships and strategic alliances. **Theory of Change:** N/A **Theory of Action:** N/A **Financial Commitment**: [redacted] annually (in kind medical visits) **Program Commitment:** • Development and operation of the Unity Parkside Health Center at the intersection of Hayes Street NW and Kenilworth Terrace to serve Kenilworth-Parkside residents as part of the Medical Homes DC initiative. • Outreach and educational activities within the Kenilworth-Parkside community to prepare residents to utilize the services of the health center. • Collaborate with DCPNI to help them identify and hire a community health worker for the Kenilworth-Parkside neighborhood. • Designate a Unity staff member to serve as the point of contact and participate in activities related to finding data sources, in collaboration with DCPNI Data Coordinator and Urban Institute.
URBAN INSTITUTE **NAME: SUSAN POPKIN, PHD** **TITLE: SENIOR FELLOW** **DATE: JULY 17, 2012** **SIGNATURE:** [redacted]	**Vision:** Founded in 1968 as a private, nonprofit corporation in Washington, D.C., the Urban Institute is nationally known for its objective and nonpartisan research and educational outreach on the nation's social, economic, and governance challenges. **Theory of Change:** Through broad conceptual studies, program evaluations, and administrative and technical assistance, the Urban Institute helps public and private decision makers address these problems and strives to raise citizens' understanding of policy issues and trade-offs. **Theory of Action:** In order to meet DCPNI's data and evaluation needs, we intend to conduct an outcome evaluation and performance management, update the needs assessment and segmentation analysis, and conduct a process study. This includes conducting a neighborhood survey in years 1, 3, and 5, a school climate survey in two targeted schools, a series of focus groups, developing

	DCPNI's longitudinal data system, and collecting school- and neighborhood-level data. **Financial Commitment:** [redacted] annually (in kind) **Program Commitment:** • Program support to create a data and evaluation system.

Memorandum of Understanding ("MOU")
Between DC Promise Neighborhoods Initiative, Inc. ("Applicant")
and Project Partners for the Implementation of the
DC Promise Neighborhood Initiative

This Memorandum of Understanding ("MOU" or "Agreement") formalizes a multi-organization collaboration to develop and implement the DC Promise Neighborhood Initiative, Inc. ("DCPNI") and to apply for funding through the federal Promise Neighborhood Implementation Grant program.

All signatories to this MOU approve DCPNI's Theory of Change and Theory of Action as stated below, and are aligned in their own Theories of Change and Action, which are included in the below signature lines of this MOU, to support DCPNI in achieving its mission. As set out below, all signatories that provide direct services to the residents of the DCPNI neighborhood as defined below commit to gathering data necessary to measure impact for select indicators and sub-indicators, as required by DCPNI or the U.S. Department of Education, and to working with the Promise Neighborhood National Evaluator.

This MOU demonstrates the commitment of partners (listed in Appendix A) to work together to ensure that each and every child in the Kenilworth-Parkside neighborhood of Washington, DC has the health, early learning inputs, quality K-12 education, community support, tools, and knowledge to successfully complete his or her educational experience, and be fully prepared for success in college, career and as a civically engaged citizen.

The Vision of the DC Promise Neighborhood Initiative, Inc. (DCPNI): DCPNI envisions that each child and parent in the Ward 7 community of Kenilworth-Parkside will receive the "Five Promises" of: 1) Caring adults; 2) Physical and emotional safety wherever they are; 3) A healthy start; 4) An effective education 5) Opportunities to help others. **The Mission of the DCPNI:** DCPNI will increase the number of children who complete their education – from cradle to college – and enter adulthood as productive participants in the 21st

century economy and in the civic life of their communities, and to support fulfillment of the Five Promises for Two Generations. Over time DCPNI will achieve these ten overarching goals: 1) Children enter kindergarten ready to learn; 2) Students are proficient in core academic subjects; 3) Students successfully transition from middle grades to high school; 4) Youth graduate from high school; 5) High school graduates obtain a postsecondary degree, certification, or credential; 6) Students are healthy; 7) Families, schools, and community members work together to support learning in Promise Neighborhood schools; 8) Students live in stable homes and communities; 9) Students feel safe at school and in their community; 10) Students have access to 21st century learning tools. **DCPNI's Five Promises for Two Generations Theory of Change:** DCPNI's Theory of Change, supported by a compelling evidence base, is that providing the fulfillment of the Five Promises for parents, particularly mothers, as well as for their children will lead to improved educational and life outcomes for students. **DCPNI's Theory of Action:** In order to implement our Five Promises for Two Generations approach, DCPNI will deliver key programming components to both children and their parents, with a focus on quality early learning interventions. These inputs will lead to desirable short, mid and long-term outcomes that will contribute to increased academic achievement for children. Individual solutions may be driven by more specific Theories of Action, developed from the evidence base, giving rise to the solution.

DCPNI Neighborhood Definition: The footprint of the DC Promise Neighborhood Initiative, Inc. is the Kenilworth-Parkside community in Ward 7, Washington, DC. It is home to approximately 5,725 residents and is bounded by Interstate 295 to the east, the Anacostia River and federal and District parklands to the west, and a Pepco electrical plant to the south. The Parkside-Kenilworth community is comprised of seven contiguous neighborhoods: the northern census tract (96.01) consists of Kenilworth Courts, Kenilworth-Parkside Resident Management Corporation (KPRMC), and Eastland Gardens and the southern census tract (96.02) includes Mayfair Mansions, Paradise, Parkside, and Lotus Square. The entire area is slightly less than 2 miles long and less than one mile wide.

Governance & Decision Making: The DC Promise Neighborhoods Initiative, Inc. board of directors as the governing body of DC Promise Neighborhoods Initiative, Inc. shall have legal, fiscal, and fiduciary responsibilities for managing federal funds in accordance with federal regulations, policies and guidelines.

Roles and Responsibilities: DC Promise Neighborhood Initiative, Inc. meets the definition of a nonprofit under 34 CFR 77.1(c) and the requirements of an eligible applicant as defined in the Promise Neighborhoods Grant Application. DC Promise Neighborhood Initiative, Inc. will serve as the lead agency and Project Director for Promise Neighborhoods. In this capacity, DCPNI will be responsible for: convening meetings of partners, overseeing the work of committees (action teams), reviewing data and ensuring the planning goals of this grant are carried out, evaluating progress of the effort, developing and approving the implementation plan, ensuring youth and community voice drives the plan, developing protocols for shared decision making among the partners, facilitating hard conversations among partners around results, systems integration, collaboration, ensuring transparency of the process and decisions. Each signatory of this MOU will be invited to serve on at least one of the "Results Area Innovation Group" including Early Learning, K-12, College and Career, Family and Community Support, Data, and Sustainability. Each "Results Area Innovation Group" will meet on at least a quarterly basis to discuss and coordinate services and activities within the DCPNI footprint. DC Promise Neighborhood Initiative, Inc. and Partners hereby commit matching funds or in-kind donations equal to at least 100% of its grant award as required by the PN Implementation Grant program.

Commitments: We, the undersigned, as leaders of organizations implementing academic programs and family and community supports in the Kenilworth-Parkside community, affirm our commitment to significantly improve the educational and developmental outcomes of all children living in the distressed areas to be served by planning and implementing a Promise Neighborhood. We acknowledge that our commitment includes: **(1)** Contributing to the process of gathering data about children and families as required by DCPNI or the U.S. Department of

Education, to inform needs assessments segmentation analyses, and a longitudinal data management system; **(2)** Supporting efforts to improve child outcomes and helping to ensure that results data is analyzed on an ongoing basis by members of the local community; **(3)** Developing organizational capacity to achieve results and to foster a college-going culture in the target neighborhoods; **(4)** Helping to build a complete continuum of cradle-through-college-to-career solutions, linked and integrated seamlessly, based on the best available evidence, and with strong schools at the center; **(5)** Breaking down agency silos so that programmatic solutions are implemented efficiently across agencies; **(6)** Supporting the efforts of other community organizations and working with local government to build the infrastructure needed to scale up effective solutions across the broader region; **(7)** Committing to work long-term to implement and ensure continued success of the Promise Neighborhood plan and creating a system for holding all partners accountable for meeting performance goals; **(8)** Working with public and private organizations and individuals to build community involvement and to leverage resources needed to support the financial sustainability of the Promise Neighborhood plan; and **(9)** Participating in a rigorous evaluation of the continuum of solutions deployed in the target neighborhoods by working with a National Evaluator in order to inform the national community about the relationship between particular strategies in Promise Neighborhoods and student outcomes.

Partners: With their approving signatures below, each partner affirms their commitment to the terms and conditions above; affirms that their mission, vision, theory of change, theory of action are aligned with the DC Promise Neighborhood Initiative, Inc.; and states the individual financial and programmatic commitments, vision, theory of change, and theory of action.

Accountability and Termination: The DC Promise Neighborhood Initiative, Inc. management team will develop performance metrics that will be reviewed quarterly. If benchmarks are not met, DCPNI, in collaboration with partner agencies, will specify remedial actions that must be taken within a thirty (30) day period. If said actions are not taken, and/or if performance does not improve, DCPNI reserves the right to modify or terminate the partnership

relationship with any partner agency.

a. This Agreement will be effective from January 1, 2013-December 31, 2017.

b. This Agreement will renew for one subsequent one-year term, through December 31, 2013, unless either party provides written notice of intent not to renew no later than June 30, 2013. Additional renewal terms shall require a new agreement or an extension approved in writing by both parties.

c. If either party should breach any material provision of this Agreement, the other party may terminate this Agreement if the breaching party fails to cure such breach within thirty (30) days after written notice of such breach.

d. Failure to meet any deadline set out in this Agreement shall be considered a material breach thirty days after the deadline has passed, or sooner if an earlier window for compliance is explicitly stated in this Agreement. No additional written notice of such breach shall be required and no extended period to cure the breach shall apply unless the non-breaching party agrees to extend the cure period.

Summary and Timeline: Each of the signatories of this MOU has agreed to work collectively and collaboratively with the DC Promise Neighborhood Initiative, Inc. and other DCPNI partners and collaborators over a 60-month implementation period. Upon receipt of funding, the DC Promise Neighborhood will continue to work with each partner to refine the implementation plan and timeline as well as partner responsibilities. This commitment is effective for the project period, January 1, 2013 – December 31, 2017.

AARP Experience Corps-Washington DC is pleased to be a partner to the DC Promise Neighborhood Initiative (DCPNI). We strongly support DCPNI's mission to increase the number of children who complete their education from cradle to college, and enter adulthood as productive participants in the 21st Century economy and in the civic life of their communities.

AARP EXPERIENCE CORPS- **WASHINGTON, DC** **DEBORAH STILLER** **BRANCH DIRECTOR,** **DATE: 7/12/2012** **SIGNATURE:** [redacted]	**Vision:** AARP Experience Corps creates powerful opportunities for older adults to boost educational achievement for K-3rd grade students. **Theory of Change:** AARP Experience Corps envisions a Parkside-Kenilworth neighborhood in which older adults provide services to children and become an integral part of the school leadership's education strategy. Through this generational exchange, children succeed, older adults thrive, and the community is made stronger. **Theory of Action:** AARP Experience Corps matches the experience and talents of older Americans with elementary schools to help young children build the literacy skills they must have. AARP Experience Corps is the only national program that provides an intensive level of reading intervention using older, well-trained, adult volunteer members within a standardized practice. These volunteers – many of whom live in the communities they serve – are essential to the program's success. **Financial Commitment:** [redacted] annually (in-kind) **Program Commitment:** School-based individual and group literacy tutoring by senior citizen volunteers for over 300 students, primarily in grades Kindergarten – 3rd at Neval Thomas and Kenilworth Elementary Schools.

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century economy and in the civic life of their communities, and to support fulfillment of the Five Promises for Two Generations. Over time DCPNI will achieve these ten overarching goals: 1) Children enter kindergarten ready to learn; 2) Students are proficient in core academic subjects; 3) Students successfully transition from middle grades to high school; 4) Youth graduate from high school; 5) High school graduates obtain a postsecondary degree, certification, or credential; 6) Students are healthy; 7) Families, schools, and community members work together to support learning in Promise Neighborhood schools; 8) Students live in stable homes and communities; 9) Students feel safe at school and in their community; 10) Students have access to 21st century learning tools. **DCPNI's Five Promises for Two Generations Theory of Change:** DCPNI's Theory of Change, supported by a compelling evidence base, is that providing the fulfillment of the Five Promises for parents, particularly mothers, as well as for their children will lead to improved educational and life outcomes for students. **DCPNI's Theory of Action:** In order to implement our Five Promises for Two Generations approach, DCPNI will deliver key programming components to both children and their parents, with a focus on quality early learning interventions. These inputs will lead to desirable short, mid and long-term outcomes that will contribute to increased academic achievement for children. Individual solutions may be driven by more specific Theories of Action, developed from the evidence base, giving rise to the solution.

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Governance & Decision Making: The DC Promise Neighborhoods Initiative, Inc. board of directors as the governing body of DC Promise Neighborhoods Initiative, Inc. shall have legal, fiscal, and fiduciary responsibilities for managing federal funds in accordance with federal regulations, policies and guidelines.

Roles and Responsibilities: DC Promise Neighborhood Initiative, Inc. meets the definition of a nonprofit under 34 CFR 77.1(c) and the requirements of an eligible applicant as defined in the Promise Neighborhoods Grant Application. DC Promise Neighborhood Initiative, Inc. will serve as the lead agency and Project Director for Promise Neighborhoods. In this capacity, DCPNI will be responsible for: convening meetings of partners, overseeing the work of committees (action teams), reviewing data and ensuring the planning goals of this grant are carried out, evaluating progress of the effort, developing and approving the implementation plan, ensuring youth and community voice drives the plan, developing protocols for shared decision making among the partners, facilitating hard conversations among partners around results, systems integration, collaboration, ensuring transparency of the process and decisions. Each signatory of this MOU will be invited to serve on at least one of the "Results Area Innovation Group" including Early Learning, K-12, College and Career, Family and Community Support, Data, and Sustainability. Each "Results Area Innovation Group" will meet on at least a quarterly basis to discuss and coordinate services and activities within the DCPNI footprint. DC Promise Neighborhood Initiative, Inc. and Partners hereby commit matching funds or in-kind donations equal to at least 100% of its grant award as required by the PN Implementation Grant program.

Commitments: We, the undersigned, as leaders of organizations implementing academic programs and family and community supports in the Kenilworth-Parkside community, affirm our commitment to significantly improve the educational and developmental outcomes of all children living in the distressed areas to be served by planning and implementing a Promise Neighborhood. We acknowledge that our commitment includes: **(1)** Contributing to the process of gathering data about children and families as required by DCPNI or the U.S. Department of

Education, to inform needs assessments segmentation analyses, and a longitudinal data management system; **(2)** Supporting efforts to improve child outcomes and helping to ensure that results data is analyzed on an ongoing basis by members of the local community; **(3)** Developing organizational capacity to achieve results and to foster a college-going culture in the target neighborhoods; **(4)** Helping to build a complete continuum of cradle-through-college-to-career solutions, linked and integrated seamlessly, based on the best available evidence, and with strong schools at the center; **(5)** Breaking down agency silos so that programmatic solutions are implemented efficiently across agencies; **(6)** Supporting the efforts of other community organizations and working with local government to build the infrastructure needed to scale up effective solutions across the broader region; **(7)** Committing to work long-term to implement and ensure continued success of the Promise Neighborhood plan and creating a system for holding all partners accountable for meeting performance goals; **(8)** Working with public and private organizations and individuals to build community involvement and to leverage resources needed to support the financial sustainability of the Promise Neighborhood plan; and **(9)** Participating in a rigorous evaluation of the continuum of solutions deployed in the target neighborhoods by working with a National Evaluator in order to inform the national community about the relationship between particular strategies in Promise Neighborhoods and student outcomes.

Partners: With their approving signatures below, each partner affirms their commitment to the terms and conditions above; affirms that their mission, vision, theory of change, theory of action are aligned with the DC Promise Neighborhood Initiative, Inc.; and states the individual financial and programmatic commitments, vision, theory of change, and theory of action. Fulfilling the financial and programmatic in-kind commitments made by the Fit Family Jr. and Mobile Health Program to the DCPNI over the lifespan of the DCPNI is fully dependent on the ability of both programs (Fit Family Jr. and Mobile Health Program) to secure adequate funding and staff to fully support operations each year. The Fit Family Jr. Program, The Mobile Health Program, and Children's National Medical Center reserves the right to modify or terminate the

partnership relationship with DCPNI and any other partnering agency.

Accountability: The DC Promise Neighborhood Initiative, Inc. management team will develop performance metrics that will be reviewed quarterly. If benchmarks are not met, DCPNI, in collaboration with partner agencies, will specify remedial actions that must be taken within a thirty (30) day period. If said actions are not taken, and/or if performance does not improve, DCPNI reserves the right to modify or terminate the partnership relationship with any partner agency.

Summary and Timeline: Each of the signatories of this MOU has agreed to work collectively and collaboratively with the DC Promise Neighborhood Initiative, Inc. and other DCPNI partners and collaborators over a 60-month implementation period. Upon receipt of funding, the DC Promise Neighborhood will continue to work with each partner to refine the implementation plan and timeline as well as partner responsibilities. This commitment is effective for the project period, January 1, 2013 – December 31, 2017.

CHILDREN'S NATIONAL MEDICAL CENTER **NAME:** DENICE CORA-BRAMBLE, MD, MBA **TITLE:** ACTING EXECUTIVE VP, AMBULATORY SERVICES, SR. VP GOLDBERG CENTER FOR COMMUNITY PEDIATRIC HEALTH **DATE:** JULY 20, 2012 **SIGNATURE:** [redacted]	**Vision:** **Theory of Change:** **Theory of Action:** **Commitment:** [redacted] annually (in-kind) **Program Commitment:** • Mobile Medicine Project will provide preventive and well-child visits and donated personnel time • FitFamily Jr. nutrition, fitness, and wellness workshops will target obesity and promote healthy diets, nutrition and an active lifestyle among Kenilworth-Parkside children and parents as well as early childhood educators in the footprint.

Memorandum of Agreement ("MOA") Between DC Promise Neighborhoods Initiative, Inc. ("Applicant") and Project Partners for the Implementation of the DC Promise Neighborhood Initiative

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All signatories to this MOA approve DCPNI's Theory of Change and Theory of Action as stated below, and are aligned in their own Theories of Change and Action, which are included in the below signature lines of this MOA, to support DCPNI in achieving its mission. As set out below, all signatories commit to gathering data necessary to measure impact for select indicators and sub-indicators, as required by DCPNI or the U.S. Department of Education, and to working with the Promise Neighborhood National Evaluator.

This MOA demonstrates the commitment of partners to work together to ensure that each and every child in the Kenilworth-Parkside neighborhood of Washington, DC has the health, early learning inputs, quality K-12 education, community support, tools, and knowledge to successfully complete his or her educational experience, and be fully prepared for success in college, career and as a civically engaged citizen.

I. **The Vision of the DCPNI:** DCPNI envisions that each child and parent in the Ward 7 community of Kenilworth-Parkside will receive the "Five Promises" of: 1) Caring adults; 2) Physical and emotional safety wherever they are; 3) A healthy start; 4) An effective education; and 5) Opportunities to help others. **The Mission of the DCPNI:** DCPNI will increase the number of children who complete their education – from cradle to college – and enter adulthood as productive participants in the 21st century economy and in the civic life of their

communities, and to support fulfillment of the Five Promises for Two Generations. Over time DCPNI will achieve these ten overarching goals: 1) Children enter kindergarten ready to learn; 2) Students are proficient in core academic subjects; 3) Students successfully transition from middle grades to high school; 4) Youth graduate from high school; 5) High school graduates obtain a postsecondary degree, certification, or credential; 6) Students are healthy; 7) Families, schools, and community members work together to support learning in Promise Neighborhood schools; 8) Students live in stable homes and communities; 9) Students feel safe at school and in their community; 10) Students have access to 21st century learning tools. **DCPNI's Five Promises for Two Generations Theory of Change:** DCPNI's Theory of Change, supported by a compelling evidence base, is that providing the fulfillment of the Five Promises for parents, particularly mothers, as well as for their children will lead to improved educational and life outcomes for students. **DCPNI's Theory of Action:** In order to implement our Five Promises for Two Generations approach, DCPNI will deliver key programming components to both children and their parents, with a focus on quality early learning interventions. These inputs will lead to desirable short, mid and long-term outcomes that will contribute to increased academic achievement for children. Individual solutions may be driven by more specific Theories of Action, developed from the evidence base, giving rise to the solution.

II. **DCPNI Neighborhood Definition**: The footprint of the DC Promise Neighborhood Initiative, Inc. is the Kenilworth-Parkside community in Ward 7, Washington, DC. It is home to approximately 5,725 residents and is bounded by Interstate 295 to the east, the Anacostia River and federal and District parklands to the west, and a Pepco electrical plant to the south. The Parkside-Kenilworth community is comprised of seven contiguous neighborhoods: the northern census

tract (96.01) consists of Kenilworth Courts, Kenilworth-Parkside Resident Management Corporation (KPRMC), and Eastland Gardens and the southern census tract (96.02) includes Mayfair Mansions, Paradise, Parkside, and Lotus Square. The entire area is slightly less than 2 miles long and less than one mile wide.

III. **Governance & Decision Making:** The DC Promise Neighborhoods Initiative, Inc. board of directors as the governing body of DC Promise Neighborhoods Initiative, Inc. shall have legal, fiscal, and fiduciary responsibilities for managing federal funds in accordance with federal regulations, policies and guidelines.

IV. **Roles and Responsibilities:** DC Promise Neighborhood Initiative, Inc. represents and warrants that it meets the definition of a nonprofit under 34 CFR 77.1(c) and the requirements of an eligible applicant as defined in the Promise Neighborhoods Grant Application. DC Promise Neighborhood Initiative, Inc. will serve as the lead agency and Project Director for Promise Neighborhoods. In this capacity, DCPNI will be responsible for: convening meetings of partners, overseeing the work of committees (action teams), reviewing data and ensuring the planning goals of this grant are carried out, evaluating progress of the effort, developing and approving the implementation plan, ensuring youth and community voice drives the plan, developing protocols for shared decision making among the partners, facilitating hard conversations among partners around results, systems integration, collaboration, ensuring transparency of the process and decisions. Each signatory of this MOA will be invited to serve on at least one of the "Results Area Innovation Group" including Early Learning, K-12, College and Career, Family and Community Support, Data, and Sustainability. Each "Results Area Innovation Group" will meet on at least a quarterly basis to discuss and coordinate services and activities within the DCPNI footprint. DC Promise Neighborhood Initiative, Inc. and Partners hereby commit matching funds or in-

kind donations equal to at least 100% of its grant award as required by the PN Implementation Grant program. For sake of clarity, the matching funds or in-kind donations commitment undertaken by DCPS hereunder is explained in the attached letter dated July 17, 2012 from DCPS to DC Promise Neighborhood Initiative, Inc.("Attachment D").

V. **Commitments**: We, the undersigned, as leaders of organizations implementing academic programs and family and community supports in the Kenilworth-Parkside community, affirm our commitment to significantly improve the educational and developmental outcomes of all children living in the distressed areas to be served by planning and implementing a Promise Neighborhood. We acknowledge that our commitment includes: **(1)** Contributing to the process of gathering data about children and families as required by DCPNI or the U.S. Department of Education, to inform needs assessments segmentation analyses, and a longitudinal data management system; **(2)** Supporting efforts to improve child outcomes and helping to ensure that results data is analyzed on an ongoing basis by members of the local community; **(3)** Developing organizational capacity to achieve results and to foster a college-going culture in the target neighborhoods; **(4)** Helping to build a complete continuum of cradle-through-college-to-career solutions, linked and integrated seamlessly, based on the best available evidence, and with strong schools at the center; **(5)** Breaking down agency silos so that programmatic solutions are implemented efficiently across agencies; **(6)** Supporting the efforts of other community organizations and working with local government to build the infrastructure needed to scale up effective solutions across the broader region; **(7)** Committing to work long-term to implement and ensure continued success of the Promise Neighborhood plan and creating a system for holding all partners accountable for meeting performance goals; **(8)** Working with public and private organizations and

individuals to build community involvement and to leverage resources needed to support the financial sustainability of the Promise Neighborhood plan; and **(9)** Participating in a rigorous evaluation of the continuum of solutions deployed in the target neighborhoods by working with a National Evaluator in order to inform the national community about the relationship between particular strategies in Promise Neighborhoods and student outcomes.

VI. **Partners**: With their approving signatures below, each partner affirms their commitment to the terms and conditions above; affirms that their mission, vision, theory of change, theory of action are aligned with the DC Promise Neighborhood Initiative, Inc.; and states the individual financial and programmatic commitments, vision, theory of change, and theory of action.

VII. **Accountability:** The DC Promise Neighborhood Initiative, Inc. management team will develop performance metrics that will be reviewed quarterly. If benchmarks are not met, DCPNI, in collaboration with partner agencies, will specify remedial actions that must be taken within a thirty (30) day period. If said actions are not taken, and/or if performance does not improve, DCPNI reserves the right to terminate the partnership relationship with any partner agency. The parties may mutually agree to modify the terms of their partnership relationship. DCPS reserves the right to terminate this MOA and its participation in the partnership relationship with DC Promise Neighborhood Initiative, Inc. upon providing written notice to DC Promise Neighborhood Initiative, Inc.

VIII. **Summary and Timeline:** Each of the signatories of this MOA has agreed to work collectively and collaboratively with the DC Promise Neighborhood Initiative, Inc. and other DCPNI partners and collaborators over a 60-month implementation period. Upon receipt of funding, the DC Promise Neighborhood will continue to work with each partner to refine the implementation plan and timeline as well as partner responsibilities. This commitment and the MOA are~~is~~

effective for the project period, January 1, 2013 – December 31, 2017.

DC PUBLIC SCHOOLS **KAYA HENDERSON** [redacted] **CHANCELLOR** **DATE:** 7/25/12 **SIGNATURE:** **DC PROMISE NEIGHBORHOOD** **INITIATIVE, INC.** **AYRIS T. SCALES** **EXECUTIVE DIRECTOR** **DATE: JULY 25, 2012** **SIGNATURE:** [redacted]	**Vision:** The vision of DCPS is that every DCPS school provides a world-class education that prepares ALL of our students, regardless of background or circumstance, for [redacted]ccess in college, career and life. **Theory of Change:** We realize our vision within the next five years by 1) Improving achievement rates such that at least 70% of our students will be proficient in reading and math, and we will double the number of advanced students in the district, 2) Investing in struggling schools such that our 40 lowest-performing schools will increase proficiency rates by 40 percentage points, 3) Increasing graduation rates whereby at least 75% of entering 9th graders will graduate from high school in four years, 4) Improving satisfaction whereby at least 90% of students will say they will like their school, 5) Increasing enrollment **Theory of Action:** To realize our vision within the next five years, we will take the following steps: 1) With regard to our achievement goals, we will: continue to invest in high-quality instruction by rewarding our highly effective teachers and principals; provide professional development driven by student performance data and teacher needs; increase investments to improve In-Seat Attendance (ISA), decrease tardiness and truancy, reduce bullying and improve student wellness; invest in new gifted and talented programs and continued expansion of International Baccalaureate and Advanced Placement Programs. 2) With regard to our 40 lowest performing schools, we will: offer the Proving What's Possible Grant to low-performing schools that are improving instruction, extending learning time, and making targeted technology investments; and invest in teachers, principals, and staff who interact with students every day, continuing to recruit and retain highly effective educators with a focus on placing these educators in our 40 lowest-performing schools. 3) With regard to increasing the graduation rate, we will: provide targeted resources to schools with low promotion rates for first-time 9th graders, including an intensive summer bridge program; invest in an Early Warning Intervention system so we can identify students who need support to

	graduate on time; and, explore new ways to make the high school experience vibrant and relevant. 4) With regard to improving satisfaction, we will: employ dedicated staff who make meaningful connections with students; provide a rich and varied educational experience that includes art, music, and physical education; offer safe and modern facilities, quality meals, and current technology; welcome families and encourage them to participate in their children's education. 5) With regard to increasing enrollment, we will: prepare to serve all students, including special education students who are returning to DCPS from non-public placements; continue to use targeted recruitment to raise the profile of high-performing schools, and make school performance data easily accessible for families; and continually improve the quality of education at every school to attract new families to DCPS. **Financial Commitment: [redacted] as detailed in DCPS Match Letter in Attachment D.** **Program Commitment:** Work with the DCPNI Early Learning Network: • Office of Early Childhood (including those that are assigned to pre-K and preschool classrooms at Neval Thomas and Kenilworth ES) will work with the DCPNI ELN to implement the Head Start School-wide Model and help ensure effective transition into Kindergarten • Provision of Pre-K and preschool classes at Kenilworth ES and Neval Thomas ES Early Stages staff will support the increase in capacity and effectiveness of footprint early child care providers: • Provide educational materials to every child care center and home-based daycare in the footprint. • Ensure that each child will have the opportunity to receive a developmental screening. • Ensure that each DCPS staffer at Neval Thomas and Kenilworth ES will have the opportunity to participate in professional development sessions focusing on early intervention and special education. • Developmental screenings and follow up for all children enrolled in PS/PK/K classes at Kenilworth ES

	and Neval Thomas ES • Attend periodic outreach events in the footprint. • Provided Applicant first obtain any required approvals from the Department of General Services ("DGS"), DCPS will provide space for the DCPNI/ERFSC Parent Centers and collaborate on programming. Participation of DCPS Staff in Teachers & Principals of Pupils of Promise Professional Learning Community: • DCPNI will assume direct management of professional development only under the leadership of the Instructional Superintendant for Cluster 1: o DCPNI will collaborate with the Instructional Superintendant for Cluster 1 and DCPS to ensure the goals and objects set forth by the school system are addressed and realized o DCPNI develops and executes the professional development agenda for each school, with the latitude to make some shifts to allow for more teacher learning time (with approval by DCPS) o Clear measurable outcomes will be established and reviewed monthly to ensure progress in stated areas o Monthly meetings/ visits conducted with principals to assess progress of the schools, to action plan, etc. • The Director of School Turn Around will advise the governing council for the ToPPP. • The Instructional Superintendant for Cluster 1 will participate in the monthly governing council meetings for the ToPPP. • The Instructional Superintendant for Cluster 1 will participate in the capacity building and professional development of principals and teachers within the footprint including collaboration with Chavez Chief Academic Officer, school visits, and data review. • The Instructional Superintendant for Cluster 1 will participate on the DCPNI Board of Directors. • The Neval Thomas ES and Kenilworth ES Principals will participate in: ToPPP professional development activities; Principals Council Meeting; site visits; DCPNI Community Dinners; and site based planning for professional development through ToPPP • Staff from the Office of Out-of-School-Time will participate in quarterly meetings of the DCPNI Out-of-School-Time Council. • Office Space: Provided Applicant first obtain any required approvals from DGS, DCPS will provide two classrooms in Kenilworth ES as office space for

	DCPNI. • Data: DCPS will work with the Urban Institute and the DCPNI Data Coordinator to complete DCPS' research request process for DCPNI staff to receive the data necessary to meet targeted benchmarks for student outcomes and school performance overall. DCPS does not guarantee any such data requests will ultimately be granted.

Memorandum of Understanding ("MOU") Between DC Promise Neighborhoods Initiative, Inc. ("Applicant") and Project Partners for the Implementation of the DC Promise Neighborhood Initiative

This Memorandum of Understanding ("MOU" or "Agreement") formalizes a multi-organization partnership collaborating to develop and implement the DC Promise Neighborhood Initiative, Inc. ("DCPNI") and to apply for funding through the federal Promise Neighborhood Implementation Grant program.

All signatories to this MOU approve DCPNI's Theory of Change and Theory of Action as stated below, and are aligned in their own Theories of Change and Action, which are included in the below signature lines of this MOU, to support DCPNI in achieving its mission. As set out below, all signatories that provide direct services to the residents of the DCPNI Neighborhood as defined below commit to gathering data necessary to measure impact for select indicators and sub-indicators, as required by DCPNI or the U.S. Department of Education, and to working with the Promise Neighborhood National Evaluator.

This MOU demonstrates the commitment of partners to work together to ensure that each and every child in the Kenilworth-Parkside neighborhood of Washington, DC has the health, early learning inputs, quality K-12 education, community support, tools, and knowledge to successfully complete his or her educational experience, and be fully prepared for success in college, career and as a civically engaged citizen.

The Vision of the DC Promise Neighborhood Initiative, Inc. (DCPNI): DCPNI envisions that each child and parent in the Ward 7 community of Kenilworth-Parkside will receive the "Five Promises" of: 1) Caring adults; 2) Physical and emotional safety wherever they are; 3) A healthy start; 4) An effective education 5) Opportunities to help others. **The Mission of the DCPNI:** DCPNI will increase the number of children who complete their education – from cradle to college – and enter adulthood as productive participants in the 21st

century economy and in the civic life of their communities, and to support fulfillment of the Five Promises for Two Generations. Over time DCPNI will achieve these ten overarching goals: 1) Children enter kindergarten ready to learn; 2) Students are proficient in core academic subjects; 3) Students successfully transition from middle grades to high school; 4) Youth graduate from high school; 5) High school graduates obtain a postsecondary degree, certification, or credential; 6) Students are healthy; 7) Families, schools, and community members work together to support learning in Promise Neighborhood schools; 8) Students live in stable homes and communities; 9) Students feel safe at school and in their community; 10) Students have access to 21st century learning tools. **DCPNI's Five Promises for Two Generations Theory of Change:** DCPNI's Theory of Change, supported by a compelling evidence base, is that providing the fulfillment of the Five Promises for parents, particularly mothers, as well as for their children will lead to improved educational and life outcomes for students. **DCPNI's Theory of Action:** In order to implement our Five Promises for Two Generations approach, DCPNI will deliver key programming components to both children and their parents, with a focus on quality early learning interventions. These inputs will lead to desirable short, mid and long-term outcomes that will contribute to increased academic achievement for children. Individual solutions may be driven by more specific Theories of Action, developed from the evidence base, giving rise to the solution.

DCPNI Neighborhood Definition: The footprint of the DC Promise Neighborhood Initiative, Inc. is the Kenilworth-Parkside community in Ward 7, Washington, DC. It is home to approximately 5,725 residents and is bounded by Interstate 295 to the east, the Anacostia River and federal and District parklands to the west, and a Pepco electrical plant to the south. The Parkside-Kenilworth community is comprised of seven contiguous neighborhoods: the northern census tract (96.01) consists of Kenilworth Courts, Kenilworth-Parkside Resident Management Corporation (KPRMC), and Eastland Gardens and the southern census tract (96.02) includes Mayfair Mansions, Paradise, Parkside, and Lotus Square. The entire area is slightly less than 2 miles long and less than one mile wide.

Governance & Decision Making: The DC Promise Neighborhoods Initiative, Inc. board of directors as the governing body of DC Promise Neighborhoods Initiative, Inc. shall have legal, fiscal, and fiduciary responsibilities for managing federal funds in accordance with federal regulations, policies and guidelines.

Roles and Responsibilities: DC Promise Neighborhood Initiative, Inc. meets the definition of a nonprofit under 34 CFR 77.1(c) and the requirements of an eligible applicant as defined in the Promise Neighborhoods Grant Application. DC Promise Neighborhood Initiative, Inc. will serve as the lead agency and Project Director for Promise Neighborhoods. In this capacity, DCPNI will be responsible for: convening meetings of partners, overseeing the work of committees (action teams), reviewing data and ensuring the planning goals of this grant are carried out, evaluating progress of the effort, developing and approving the implementation plan, ensuring youth and community voice drives the plan, developing protocols for shared decision making among the partners, facilitating hard conversations among partners around results, systems integration, collaboration, ensuring transparency of the process and decisions. Each signatory of this MOU will be invited to serve on at least one of the "Results Area Innovation Group" including Early Learning, K-12, College and Career, Family and Community Support, Data, and Sustainability. Each "Results Area Innovation Group" will meet on at least a quarterly basis to discuss and coordinate services and activities within the DCPNI footprint. DC Promise Neighborhood Initiative, Inc. is committed to using the in-kind and cash donations received from its Funders and Partners to match at least 100% of DCPNI's grant award as required by the Promise Neighborhood Implementation Grant.

Commitments: We, the undersigned, as leaders of organizations implementing academic programs and family and community supports in the Kenilworth-Parkside community, affirm our commitment to significantly improve the educational and developmental outcomes of all children living in the distressed areas to be served by planning and implementing a Promise Neighborhood. We acknowledge that our commitment includes: **(1)** Contributing to the process of gathering data about children and families as required by DCPNI or the U.S. Department of

Education, to inform needs assessments segmentation analyses, and a longitudinal data management system; **(2)** Supporting efforts to improve child outcomes and helping to ensure that results data is analyzed on an ongoing basis by members of the local community; **(3)** Developing organizational capacity to achieve results and to foster a college-going culture in the target neighborhoods; **(4)** Helping to build a complete continuum of cradle-through-college-to-career solutions, linked and integrated seamlessly, based on the best available evidence, and with strong schools at the center; **(5)** Breaking down agency silos so that programmatic solutions are implemented efficiently across agencies; **(6)** Supporting the efforts of other community organizations and working with local government to build the infrastructure needed to scale up effective solutions across the broader region; **(7)** Committing to work long-term to implement and ensure continued success of the Promise Neighborhood plan and creating a system for holding all partners accountable for meeting performance goals; **(8)** Working with public and private organizations and individuals to build community involvement and to leverage resources needed to support the financial sustainability of the Promise Neighborhood plan; and **(9)** Participating in a rigorous evaluation of the continuum of solutions deployed in the target neighborhoods by working with a National Evaluator in order to inform the national community about the relationship between particular strategies in Promise Neighborhoods and student outcomes.

Partners: With their approving signatures below, each partner affirms their commitment to the terms and conditions above; affirms that their mission, vision, theory of change, theory of action are aligned with the DC Promise Neighborhood Initiative, Inc.; and states the individual financial and programmatic commitments, vision, theory of change, and theory of action.

Accountability: The DC Promise Neighborhood Initiative, Inc. management team will develop performance metrics that will be reviewed quarterly. If benchmarks are not met, DCPNI, in collaboration with partner agencies, will specify remedial actions that must be taken within a thirty (30) day period. If said actions are not taken, and/or if performance does not improve, DCPNI reserves the right to modify or terminate the partnership relationship with any

partner agency.

Summary and Timeline: Each of the signatories of this MOU has agreed to work collectively and collaboratively with the DC Promise Neighborhood Initiative, Inc. and other DCPNI partners and collaborators over a 60-month implementation period. Upon receipt of funding, the DC Promise Neighborhood will continue to work with each partner to refine the implementation plan and timeline as well as partner responsibilities. This commitment is effective for the project period, January 1, 2013 – December 31, 2016.

DLA PIPER LLP (US) **JAY GARY FINKELSTEIN** **PARTNER** **DATE:** 7/19/12 **SIGNATURE:** [redacted]	**Vision:** N/A **Theory of Change:** N/A **Theory of Action:** N/A **Financial Commitment:** [redacted] annually ([redacted] cash and [redacted] in kind) **Program Commitment:** • Pro Bono Legal Counsel to DCPNI • Pro Bono Legal Clinic for Kenilworth-Parkside Residents • Volunteer programs at Neval Thomas Elementary School and Cesar Chavez Public Charter Schools for Public Policy • Other ad hoc volunteer activities within the Kenilworth-Parkside Community DLA Piper is a global law firm with 4,200 lawyers in 31 countries and 77 offices throughout the Americas, Asia Pacific, Europe and the Middle East. Our work with DCPNI is part of Advancing Education's Promise, our firm-wide signature project. In the United States, DLA Piper's signature pro bono projects are designed to commit significant resources to tackle systematic issues. These projects aim to develop innovative solutions to vexing social problems including education, hunger relief, juvenile justice, access to justice, domestic violence and serving veterans.

OSSE

MEMORANDUM OF UNDERSTANDING

The Office of the State Superintendent of Education (OSSE) is pleased to be a partner to the DC Promise Neighborhood Initiative (DCPNI), Inc. We strongly support DCPNI's mission to increase the number of children who complete their education from cradle to college and enter adulthood as productive participants in the 21st Century economy and in the civic life of their communities.

Our partnership with DCPNI will be a vital component of our strategic plan to organize and align early learning and development systems in order to improve outcomes for all children from birth to third grade. This partnership will also help inform our policies and practices as we develop an infrastructure to ensure a coherent system of training, support and resources for all early care and education systems within the District of Columbia.

OSSE will include DCPNI in its action steps designed to improve school readiness and health outcomes for all children in the District of Columbia by:

- Ensuring Access to Available High Quality Early Care Professionals;
- Ensuring Professional Development for Early Care Professionals;
- Defining High Quality Early Learning Programs for Children from Birth to Age Five; and
- Enhancing Current QRIS Assessments, Data Collection and Mapping.

For 2013, our commitments to DCPNI will include: a separate Match Letter, which accompanies this letter of commitment that documents how the monetized commitments stated below were calculated. Please note that all commitments described below are contingent on DCPNI filing all of the relevant OSSE forms and application (e.g., for data access) at the time intervals required.

Ensure Access to Available High Quality Early Care Professionals

- OSSE staff will participate in DCPNI ELN meetings every other month and serve as key points of contact for special consultation and support purposes. ([redacted])
- Facilitate baseline quality assessments of current family child development homes and a congregation-based early childhood center. ([redacted])
- Through one training a set of informational packets, videos, etc., train DCPNI outreach staff to assist footprint parents to identify, choose and utilize quality early education settings. [redacted]
- Ensure community members, doctors and childcare providers for kids in the footprint understand and have access to part C Services and that services are delivered in a timely manner. [redacted]

. *Ensure Professional Development for Early Care Professionals* ([redacted])

- Ensure relevant OSSE grantees prioritize early childhood providers who participate in the DCPNI ELN through:
  --National accreditation facilitation support for two (2) providers and

  --TEACH Early Childhood DC scholarships for two (2) early childhood professionals to obtain up to 12 credit hours per contract year.

- Ensure DCA training for 10 eligible early childhood professionals

Define High Quality Early Learning Programs for Children from Birth to Age Five

- Link DCPNI ELN Team with the Head Start training and TA team [redacted]
- Support high quality programming with the Revised Head Start Child Development and Early Learning Framework [redacted]
- Include DCPNI ELN in the development of the DC Head Start Sate Collaboration Office School Transition Coalition [redacted]
- Support the integration of nutrition and physical activities into early learning programs through the national "Let's Move" and the Head Start" I am Moving, I am Learning". [redacted]
- Promote partnership between DCPNI and DC HS Dental Homes State Leadership Team [redacted]

Enhance Current QRIS Assessment, Data Collection, and Mapping

- Work with Urban Institute ad DCPNI to ensure receipt of necessary data to map children in the footprint and to meet targeted benchmarks [redacted]
- Facilitate two (2) QRIS orientation sessions for DCPNI ELN members [redacted]

OSSE's **Vision** is that all District of Columbia residents will receive an excellent education for success in the 21st century by providing a comprehensive network of interconnecting strategies and services to focus on prepared children, classrooms, families and communities.

Our **Core Beliefs** are that the District is a city-state with multiple local education agencies (LEAs) and education delivery systems (early childhood, pre-K through 12, postsecondary education and adult education) that are well poised to continue educational reforms designed to prepare all district of Columbia residents to be ready for success in the 21st century.

Theory of Change: We will realize our vision by: 1) ensuring accountability of all local education agencies and programs; 2) enforcing standards and quality; 3) providing equal resources to all public schools and educational programs, and ; 4) establishing a comprehensive, cohesive framework for public education based on a strong policy foundation.

OSSE's Theory of Action: The need for improvements in our education delivery systems becomes more critical as we realize that every child will be prepared for postsecondary education, work and citizenship in the 21st century. This expectation sets a bar for coordinated and collaborative action between the state education agency and our local education agencies to: 1) increase the rigor of our academic programs, including appropriate interventions in our lowest-performing schools; 2) provide better information to allow teachers to track the progress of students; 3) provide better information to develop a college-going culture among our students and their families; 4) provide better supports and transitions from secondary to postsecondary education for students; 5) provide resources and incentives for high-quality career and technical education as well as alternative pathways to postsecondary endeavors for our youth, and finally; 6) develop the policies that make these possibilities reality.

The signatory to this letter of commitment affirms that the vision, theory of change, theory of action, core beliefs and activities for the DC Office of the State Superintendent of Education are in substantial alignment with those of DCPNI. Thus, OSSE is pleased to support DCPNI implementation in the ways described above from January 1, 2013 - December 31, 2017.

[redacted] 7-26-12

Hosanna Mahaley, State Superintendent of Education Date

[redacted] 7-26-12

Aris T. Scales, Executive Director Date

Memorandum of Understanding ("MOU") Between DC Promise Neighborhoods Initiative, Inc. ("Applicant") and Project Partners for the Implementation of the DC Promise Neighborhood Initiative

This Memorandum of Understanding ("MOU" or "Agreement") formalizes a multi-organization partnership collaborating to develop and implement the DC Promise Neighborhood Initiative, Inc. ("DCPNI") and to apply for funding through the federal Promise Neighborhood Implementation Grant program.

All signatories to this MOU approve DCPNI's Theory of Change and Theory of Action as stated below, and are aligned in their own Theories of Change and Action, which are included in the below signature lines of this MOU, to support DCPNI in achieving its mission. As set out below, all signatories that provide direct services to the residents of the DCPNI Neighborhood as defined below commit to gathering data necessary to measure impact for select indicators and sub-indicators, as required by DCPNI or the U.S. Department of Education, and to working with the Promise Neighborhood National Evaluator.

This MOU demonstrates the commitment of partners to work together to ensure that each and every child in the Kenilworth-Parkside neighborhood of Washington, DC has the health, early learning inputs, quality K-12 education, community support, tools, and knowledge to successfully complete his or her educational experience, and be fully prepared for success in college, career and as a civically engaged citizen.

The Vision of the DC Promise Neighborhood Initiative, Inc. (DCPNI): DCPNI envisions that each child and parent in the Ward 7 community of Kenilworth-Parkside will receive the "Five Promises" of: 1) Caring adults; 2) Physical and emotional safety wherever they are; 3) A healthy start; 4) An effective education 5) Opportunities to help others.

The Mission of the DCPNI: DCPNI will increase the number of children who complete their education – from cradle to college – and enter adulthood as productive participants in the 21st

century economy and in the civic life of their communities, and to support fulfillment of the Five Promises for Two Generations. Over time DCPNI will achieve these ten overarching goals: 1) Children enter kindergarten ready to learn; 2) Students are proficient in core academic subjects; 3) Students successfully transition from middle grades to high school; 4) Youth graduate from high school; 5) High school graduates obtain a postsecondary degree, certification, or credential; 6) Students are healthy; 7) Families, schools, and community members work together to support learning in Promise Neighborhood schools; 8) Students live in stable homes and communities; 9) Students feel safe at school and in their community; 10) Students have access to 21st century learning tools. **DCPNI's Five Promises for Two Generations Theory of Change:** DCPNI's Theory of Change, supported by a compelling evidence base, is that providing the fulfillment of the Five Promises for parents, particularly mothers, as well as for their children will lead to improved educational and life outcomes for students. **DCPNI's Theory of Action:** In order to implement our Five Promises for Two Generations approach, DCPNI will deliver key programming components to both children and their parents, with a focus on quality early learning interventions. These inputs will lead to desirable short, mid and long-term outcomes that will contribute to increased academic achievement for children. Individual solutions may be driven by more specific Theories of Action, developed from the evidence base, giving rise to the solution.

DCPNI Neighborhood Definition: The footprint of the DC Promise Neighborhood Initiative, Inc. is the Kenilworth-Parkside community in Ward 7, Washington, DC. It is home to approximately 5,725 residents and is bounded by Interstate 295 to the east, the Anacostia River and federal and District parklands to the west, and a Pepco electrical plant to the south. The Parkside-Kenilworth community is comprised of seven contiguous neighborhoods: the northern census tract (96.01) consists of Kenilworth Courts, Kenilworth-Parkside Resident Management Corporation (KPRMC), and Eastland Gardens and the southern census tract (96.02) includes Mayfair Mansions, Paradise, Parkside, and Lotus Square. The entire area is slightly less than 2 miles long and less than one mile wide.

Governance & Decision Making: The DC Promise Neighborhoods Initiative, Inc. board of directors as the governing body of DC Promise Neighborhoods Initiative, Inc. shall have legal, fiscal, and fiduciary responsibilities for managing federal funds in accordance with federal regulations, policies and guidelines.

Roles and Responsibilities: DC Promise Neighborhood Initiative, Inc. meets the definition of a nonprofit under 34 CFR 77.1(c) and the requirements of an eligible applicant as defined in the Promise Neighborhoods Grant Application. DC Promise Neighborhood Initiative, Inc. will serve as the lead agency and Project Director for Promise Neighborhoods. In this capacity, DCPNI will be responsible for: convening meetings of partners, overseeing the work of committees (action teams), reviewing data and ensuring the planning goals of this grant are carried out, evaluating progress of the effort, developing and approving the implementation plan, ensuring youth and community voice drives the plan, developing protocols for shared decision making among the partners, facilitating hard conversations among partners around results, systems integration, collaboration, ensuring transparency of the process and decisions. Each signatory of this MOU will be invited to serve on at least one of the "Results Area Innovation Group" including Early Learning, K-12, College and Career, Family and Community Support, Data, and Sustainability. Each "Results Area Innovation Group" will meet on at least a quarterly basis to discuss and coordinate services and activities within the DCPNI footprint. DC Promise Neighborhood Initiative, Inc. and Partners hereby commit matching funds or in-kind donations equal to at least 100% of its grant award as required by the PN Implementation Grant program.

Commitments: We, the undersigned, as leaders of organizations implementing academic programs and family and community supports in the Kenilworth-Parkside community, affirm our commitment to significantly improve the educational and developmental outcomes of all children living in the distressed areas to be served by planning and implementing a Promise Neighborhood. We acknowledge that our commitment includes: **(1)** Contributing to the process of gathering data about children and families as required by DCPNI or the U.S. Department of

Education, to inform needs assessments segmentation analyses, and a longitudinal data management system; **(2)** Supporting efforts to improve child outcomes and helping to ensure that results data is analyzed on an ongoing basis by members of the local community; **(3)** Developing organizational capacity to achieve results and to foster a college-going culture in the target neighborhoods; **(4)** Helping to build a complete continuum of cradle-through-college-to-career solutions, linked and integrated seamlessly, based on the best available evidence, and with strong schools at the center; **(5)** Breaking down agency silos so that programmatic solutions are implemented efficiently across agencies; **(6)** Supporting the efforts of other community organizations and working with local government to build the infrastructure needed to scale up effective solutions across the broader region; **(7)** Committing to work long-term to implement and ensure continued success of the Promise Neighborhood plan and creating a system for holding all partners accountable for meeting performance goals; **(8)** Working with public and private organizations and individuals to build community involvement and to leverage resources needed to support the financial sustainability of the Promise Neighborhood plan; and **(9)** Participating in a rigorous evaluation of the continuum of solutions deployed in the target neighborhoods by working with a National Evaluator in order to inform the national community about the relationship between particular strategies in Promise Neighborhoods and student outcomes. In our effort to meet these commitments, Turnaround for Children (TFC) will contribute up to 1 day per month of additional staff time (and the associated travel costs to Washington DC, as necessary) at no additional cost to DCPNI. This time will be above and beyond the time and expense incurred through the programmatic work of TFC's School Transformation Model in Parkside Middle School. If DCPNI is interested in engaging TFC beyond the 1 day per month referenced above, that time would be billed through a separate contract negotiated with DCPNI.

Partners: With their approving signatures below, each partner affirms their commitment to the terms and conditions above; affirms that their mission, vision, theory of change, theory of action are aligned with the DC Promise Neighborhood Initiative, Inc.; and states the individual

financial and programmatic commitments, vision, theory of change, and theory of action.

Accountability: The DC Promise Neighborhood Initiative, Inc. management team will work with Turnaround for Children (TFC) to develop mutually agreed upon performance metrics that will be reviewed quarterly. If issues related to performance are identified by either DCPNI or TFC, each party reserves the right to modify or terminate the partnership relationship.

Summary and Timeline: Turnaround for Children has agreed to work collectively and collaboratively with the DC Promise Neighborhood Initiative, Inc. and other DCPNI partners and collaborators from January 1, 2013 through June 30, 2013, the period of this Initiative that falls within the 2012-13 school year. TFC, as part of its standard partnership processes, will evaluate our partnership with Parkside Middle School and with DCPNI before June 30, 2013 and determine the possibility of continuing the partnership at that time. For as long as it continues, the partnership will be evaluated on an annual basis for potential continuation. Upon receipt of funding, the DC Promise Neighborhood will continue to work with each partner to refine the implementation plan and timeline as well as partner responsibilities.

TURNAROUND FOR CHILDREN **LAWSON SHADBURN** **SENIOR VICE PRESIDENT,** **FINANCIAL STRATEGY AND** **EXTERNAL RELATIONS** **DATE:** 7/25/12 **SIGNATURE:** [redacted]	**Turnaround will support DCPNI in the following** **Vision:** All Parkside Middle School alumni will enter and graduate from competitive colleges and universities. **Theory of Change:** Turnaround for Children believes children in high-poverty communities face enormous adversity – and child services are poorly aligned to help. Further, schools in high-poverty communities are not designed to educate the high concentration of kids facing adversity and thus schools become persistently low-performing – compounding an achievement gap that is already much lower compared to students in more affluent communities. We believe these schools must be fundamentally redesigned and realigned with child services to support the success of these students. This requires an objective, expert transformation partner. The outcomes we aim for are 1) successfully transformed schools will be positioned to continuously and effectively respond to the needs of students from high-poverty communities, and 2) students' academic and life outcomes improve, helping them break out of the cycle of poverty. **Theory of Action:** Re-engineer schools serving low-income communities so they can effectively address the barriers to teaching and learning that arise from poverty. Partner with schools in a methodical, three-year program that puts in place the classroom practices, student supports and school-wide culture that are essential for student success. **Financial Commitment:** [redacted] (in kind) for the period January 1, 2013 to June 30, 2013. **Program Commitment:** • Continued implementation of Turnaround for Children's School Transformation Model at Chavez Parkside Middle School. • Continued employment of a capacity-building model designed to transform the school into a thriving center for teaching and learning through the establishment of new school-wide structures and processes, highly targeted professional development for teachers and leaders, and the implementation of intervention strategies for highest-need students, including the cultivation of partnerships with community-based mental health agencies and other child-serving providers. • Data Coordination with Urban Institute and DCPNI Data Coordinator.

University of the District of Columbia and the Community College

The University of the District of Columbia Community College is pleased to be a partner to the DC Promise Neighborhood Initiative (DCPNI). We strongly support DCPNI's mission to increase the number of children who complete their education from cradle to college, and enter adulthood as productive participants in the 21st Century economy and in the civic life of their communities.

For 2012, our commitments to DCPNI will include the following. A separate Match letter which accompanies this MOU documents how any of the monetized commitments stated below were calculated. Please note that all commitments described below are contingent on DCPNI filing all of the relevant CCDC/UDC forms and applications (e.g. for data access) at the time intervals required.

- *Early Childhood Leadership Institute (ECLI) participation in the DCPNI Early Learning Network (ELN):* The ECLI of the National Center for Urban Education at UDC, will assign a representative to serve as the key point of contact to the DCPNI Early Learning Network. The DCPNI ELN began informally in 2010 under the auspices of the DCPNI "Ready for Kindergarten" Results-Driven Work Group. The network currently includes a range of providers serving Parkside-Kenilworth such as school-based early learning programs, Early Head Start and Head Start programs, family child development homes, and community-based child care centers. In 2012, it will expand to include DCPNI home visiting partners, providers who have not yet joined, and providers of more informal care like neighbor and kinship care, as well as ancillary efforts like emergent reader groups at the local community centers. We understand that network representatives will 1) convene for every-other-month meetings to discuss the collective quality and comprehensiveness of early learning supports

for children from birth through third grade; 2) facilitate the introduction and use, as appropriate, of DCPNI-secured early learning resources in each provider's respective setting; 3) connect network partners to one another, as appropriate, in order to enhance the quality of care and learning across Parkside-Kenilworth (e.g. school-based providers might assist community-based providers to ensure a smooth transition to Kindergarten for their enrolled children). The advantage to participation in the network will be the opportunity to easily access State-level and Systems-level (e.g. the District of Columbia Resource & Referral Agency, the Office of Early Childhood for DCPS, Department of Health, Part C and Part B resources, etc.) and other resources (e.g. TEACH scholarships, the Early Childhood Leadership Institute of UDC, the DC Early Childhood Higher Education Collaborative, Scholarship Program, local public television initiatives, private-sector stakeholders, etc.) that address the major components of high-quality early learning such as the use of State early learning and development standards, program quality standards, professional development systems, health promotion, family and community engagement, and data and evaluation resources. To this end, a variety of technical assistance and training providers will support the Network's provider members, and the Network will be coordinated by Fight for Children, a highly regarded independent non-profit that recognizes, promotes, and cultivates quality education for low-income children in Washington, DC. Network members will also be able to utilize DCPNI line and management staff in furthering their outreach, enrollment, teacher recruitment, and community partnership objectives. The value of the ECLI staff time assigned to this commitment is [redacted]

- *Professional Development and Quality Improvement Services*: In addition to assigning a key contact to the DCPNI ELN, the Early Childhood Leadership Institute will train 50 of

educators 25 of ELN members in the Parkside-Kenilworth footprint to receive training and professional development and opportunities for certification in early childhood education. Effectiveness of the professional development training will be assessed by the progress of the centers' children on standard early education assessments, including ECKERS, ELLCO, and CLASS. DCLI will also provide coaches to the staff at the ELN member sites. The in-kind value of these services to be [redacted]

- *The Workforce Development and Lifelong Learning Division of the Community College* (the WD program) will provide Comprehensive Adult Student Assessment Systems (CASAS) to the parent of Parkside-Kenilworth students who wish to enroll in one of the Career and Technical Education Programs offered by the division (e.g. Medical Assistant Program, Child Development Associate Training). In particular, the WD program will work with the DCPNI ELN to create the entry level of a career pipeline for early childhood teachers – both those who are not currently employed at early childhood provider sites and those that are. We estimate that this will cover testing for approximately 10 of adults in 2012. Thus, we estimate the in-kind value of these services to be [redacted]

- *In support of DCPNI's work with DC-CAN to serve as the "last mile" provider of Broadband Access and other technology infrastructure support to the Parkside-Kenilworth neighborhood*, the Workforce Development and Lifelong Learning Division of the Community College (the WD program) will provide at least 20 enrollment slots for Park-side-Kenilworth residents, particularly the parents of students involved in DCPNI solutions, in classes such as our A+ Certification/Computer Repair, Cabling/Telecommunications Training Program, and Cisco Certified Network Associate. The in-kind value of these slots is [redacted]

- *DC Neighborhood College* will provide customized leadership classes and skill-building activities for Parkside-Kenilworth civic leaders and relevant DCPNI staff (e.g. DCPNI's outreach line workers who are also residents). There is an expectation that funding would be sought to cover 80% of the cost of this effort [redacted] An in- kind contribution of 20% would be provided by the Community College.

- Staff from UDC-CC programs described above will work with the Urban Institute and the DCPNI Data Coordinator to ensure that they receive the data necessary to ensure that UDC-CC efforts are assisting DCPNI and its other partners to meet targeted benchmarks for young child development and education.

The vision for the Community College is to provide opportunity for District residents to access high-quality, affordable, learner-focused and market-driven programs that advance their individual and the community's economic, social and educational goals. The mission of the CCDC provides opportunities for students to obtain the requisite skills of today's workforce and prepares them for the demands of tomorrow. We offer accessible, affordable, and high-quality programs to the residents of the District of Columbia and the region. Our associate degrees, certificates, workforce development and lifelong learning programs are market-driven and learner focused. Using diverse, technology-enhanced learning environments the Community College serves as a vital link to the intellectual, economic, civic and cultural vitality of the region.

The signatory to this MOU affirms that the vision, theory of change, theory of action, core beliefs, and activities of the Community College are in substantial alignment with those of DCPNI. Thus, UDC-CC is pleased to support DCPNI implementation in the ways described above from January 1, 2011 – December 31, 2011.

[redacted] 08/31/2011

Jonathan Gueverra, Date
Chief Executive Officer, CCDC

DC PROMISE NEIGHBORHOOD INITIATIVE

APPENDIX F

EVIDENCE, TIMING OF IMPLEMENTATION, PARTNER PARTICIPATION, COSTS AND SOURCE OF FUNDS, NUMBER AND PERCENT OF CHILDREN SERVED PER SOLUTION, PENETRATION RATE AND GROWTH PLAN

References. F-1

Table: *Evidence Timing of Implementation, Partner Participation, Cost and Source of Funds, Number and Percent of Children Served per Solution, Penetration Rate and Growth Plan* F-13

Identifying Policies, Regulations, and Other Requirements that would Impede Successful Implementation F-25

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KEY STRATEGY/SOLUTION	BASELINE AND SEGMENTATION ANALYSIS	STARTING YEAR TIMING OF IMPLEMENTATION	KEY PARTNERS	TARGET POPULATION	# CHILDREN (BY AGE) SERVED ANNUALLY	POPULATION OF CHILDREN	% of CHILDREN WITHIN AGE GROUP SERVED BY SOLUTION	GROWTH PLANS	COST PER CHILD	FUNDING SOURCE
Result Area 1: Early Learning Solutions										
Solution 1 for CHILDREN: Expand the quantity of high-quality infant-toddler slots										
Open an Educare School that will increase the number of high-quality infant-toddler slots	**Baseline Analysis:** Finding: Overall we found that there is a sufficient supply of early care programs for 3–4–year–olds in the footprint, but a lack of providers for infants and toddlers. However, all of the existing early care home-based and center–based programs have the lowest assessment ratings by OSSE; therefore, there is need to increase the supply of "high–quality" programs across the board. **Segmentation Analysis:** Absent of Educare there is currently no other liscensed and subsidized center based provider(s) in the footprint and only 4 su and	Late Year 1/ Year 2	Educare, United Planning Organization	Children ages 0-2 and ages 3-5	56 0-2 year olds 119 3-5 year olds	324 0-2 year olds and 305 3-5 year olds	17% of 0-2 year olds and 39% of 3-5 year olds	At capacity in year 1 for infant-toddler slots; 20% each year for 3 to 5 year-old slots during years 1, 2, and 3 of implementation	Service cost per child: [redacted] Start-up costs per child: [redacted]	Head Start Funds, Private Foundations Private Donations, Local Public funds
		EVIDENCE: Yazejian, N., & Bryant, D. M. (2009). Promising early returns: Educare implementation study data, March 2009. Chapel Hill: FPG Child Development Institute, UNC-CH. This brief chronicles the important elements and results from 5 Educare programs across the country. It concludes that the early results (2007-2008) from the 5 program cities shows that more years of Educare attendance are associated with better school readiness and vocabulary skills, as well as in social and emotional skills, than nonparticipants from high-risk populations. The authors also describe the high quality of most Educare classrooms. **Strong** **Yazejian, N., & Bryant, D. M. (2010)**. Promising early returns: Educare implementation study data, January 2010. Chapel Hill: FPG Child Development Institute, UNC-CH. This brief chronicles the important elements and results from 5 Educare programs across the country. It concludes that the early results (2008-2009) from the 5 program cities shows that more years of Educare attendance are associated with better school readiness and vocabulary skills, as well as in social and emotional skills, than nonparticipants from high-risk populations. The authors also describe the high quality of most Educare classrooms. **Strong**									
Work with our Early Learning Network (ELN) members to identify under-enrolled 3 & 4 year old slots in the neighborhood and convert them to high-quality slots for infants and toddlers	See Above	Year 2	Fight for Children heads Early Learning Network (ELN). Participants include: DC Child Care Connections, Early Learning Institute of the University of the District of Columbia, Head Start State Collaboration Office, and Part C and Part B Early Intervention coordinators; DC LISC-CICK	Children enrolled in early childcare facilities (center-based and home-based)	4 3- and 4-year olds enrolled	79 3- and 4-year olds enrolled in center-based and home-based facilities	5%	5% each additional year	[redacted]	Local Public Fund including Head Start funds, Private Donations, Corporate and Foundation Support
		EVIDENCE: Yazejian, N., & Bryant, D. M. (2009). Promising early returns: Educare implementation study data, March 2009. Chapel Hill: FPG Child Development Institute, UNC-CH. This brief chronicles the important elements and results from 5 Educare programs across the country. It concludes that the early results (2007-2008) from the 5 program cities shows that more years of Educare attendance are associated with better school readiness and vocabulary skills, as well as in social and emotional skills, than nonparticipants from high-risk populations. The authors also describe the high quality of most Educare classrooms. **Strong** **Yazejian, N., & Bryant, D. M. (2010)**. Promising early returns: Educare implementation study data, January 2010. Chapel Hill: FPG Child Development Institute, UNC-CH. This brief chronicles the important elements and results from 5 Educare programs across the country. It concludes that the early results (2008-2009) from the 5 program cities shows that more years of Educare attendance are associated with better school readiness and vocabulary skills, as well as in social and emotional skills, than nonparticipants from high-risk populations. The authors also describe the high quality of most Educare classrooms. **Strong**									
Solution 2 for CHILDREN: Increase the quality of existing infant-toddler and PK3 and PK4 slots										
Communicate the elements of quality early childhood programs to Early Learning Network members and to catalyze each Early Learning Network member to understand their role in and the resources available to them for improving quality;	**Baseline Analysis:** All of the existing early care home–based and center–based programs in the footprint have the lowest QSR rating (bronze), indicating a need for higher–quality programs. A citywide study suggests that PK3 and PK4 classrooms are also lacking in quality. **Segmentation analysis:** No specific group affected—affects centers throughout the footprint.	Year 1	Fight for Children heads Early Learning Network including DC Child Care Connections, Early Learning Institute of the University of the District of Columbia, Head Start State Collaboration Office, and Part C & Part B Early Intervention coordinators; DC LISC	Children enrolled in early childcare facilities (home-based, center-based, and public PK3 and PK4 classrooms)	206 0-5 year olds enrolled	206 0-5 year olds	100%	Intend to continue to maintain 100% penetration rate	[redacted]	Local Public Fund including Head Start funds, Private Donations, Corporate and Foundation Support
		EVIDENCE: Assel, M. A., Landry, S. H., Swank, P. R., & Gunnewig, S. (2007). An evaluation of curriculum, setting, and mentoring on the performance of children enrolled in pre-kindergarten. Reading and Writing, 20, 463-494. This work presents results from an evaluation of two language and literacy curricula from a random assignment study that occurred within three settings. The design of the program includes a mentoring and non-mentoring condition that is balanced across sites in either curriculum condition. The findings indicate that at-risk children can benefit from a well-specified curriculum. **Strong** **Wasik, B.A. & Bond, M.A. (2001)**. Beyond the Pages of a Book: Interactive Book Reading and Language Development in Preschool Classrooms. Journal of Educational Psychology, 93(2), 243-250. This paper evaluates the effects of interactive book reading on the language and literacy development of 4-year-olds from low-income families. The findings indicate that children who were in the interactive book reading intervention group scored significantly better than children in the comparison group in vocabulary and in receptive and expressive language. The authors conclude that book reading and related activities can promote the development of language and literacy skills in young children. **Moderate** **Browder, D.M., Ahlgrim-Delzell, L., Courtade, G., Gibbs, S.L., & Flowers, C. (2008)**. Evaluation of the effectiveness of an early literacy program for students with significant developmental disabilities. Council for Exceptional Children, 75(1), 33-52. This study evaluated the impact of a curriculum called the Early Literacy Skills Builder on the language and early literacy skills of students with significant developmental disabilities. Results indicate statistically significant interaction effects for the treatment group for two research team-designed measures of early literacy. **Moderate** **Campbell, F.A., Ramey, C.T., Pungello, E., Sparling, J., & Miller-Johnson, S. (2002)**. "Early Childhood Education: Young Adult Outcomes From the Abecedarian Project," Applied Developmental Science, vol. 6, no. 1, pp. 42-57. This report describes a longitudinal followup study that explores long-term academic outcomes among participants in the Abecedarian project, a program of intensive early childhood education for children from low-income families which provided full-time child care and education from as early as six weeks of age through preschool, and included parent involvement and support activities. Results demonstrate that, after three years in school, children who participated in the preschool program scored significantly higher on standardized tests of reading and math. Followup study reveals that preschool treatment continues to be be a significant predictor of children's academic outcomes, with higher levels of academic achievement, more total education, higher rates of college enrollment and graduation, and lower rates of teenage pregnancy. **Moderate** **Masse, L., & Barnett, W.S. (2002)**. A Benefit-Cost Analysis of the Abecedarian Early Childhood Intervention, New Brunswick, NJ.: National Institute for Early Education Research. This paper examines the outcomes from the Carolina Abecedarian Study of 104 intensive early education participants and a control group over a 21 year period. It then presents the findings of a benefit-cost analysis. The authors conclude that the intensive early education intervention resulted in improving measures of intelligence and achievement over the long term, but also that participants experienced lower levels of grade retention and placements in special education classes, and benefits for the mothers of participants. The researchers determine that the rate of return to the Abecedarian project is no less than three percent and is likely higher than seven percent, which represents a healthy return for the investment of public sector resources. They conclude that benefits likely exist beyond what is accounted for in the model, particularly if the program were replicated on a large scale for at-risk children in areas where the quality of care currently being received was relatively low. **Moderate**									
Facilitate Early Learning Network members to formally assess the current and ongoing quality of their environments and instruction across the domains of child development	See Above	Year 1	Fight for Children heads Early Learning Network. Participants include: OSSE, DCPS, DC Child Care Connections, Early Learning Institute of the University of the District of Columbia, Head Start State Collaboration Office, and Part C and Part B Early Intervention coordinators ; DC LISC	Children enrolled in early childcare facilities (home-based, center-based, and public PK3 and PK4 classrooms)	206 0-5 year olds enrolled	206 0-5 year olds	100%	Intend to continue to maintain 100% penetration rate	[redacted]	Local Public Fund including Head Start funds, Private Donations, Corporate and Foundation Support
		EVIDENCE: Assel, M. A., Landry, S. H., Swank, P. R., & Gunnewig, S. (2007). An evaluation of curriculum, setting, and mentoring on the performance of children enrolled in pre-kindergarten. Reading and Writing, 20, 463-494. This work presents results from an evaluation of two language and literacy curricula from a random assignment study that occurred within three settings. The design of the program includes a mentoring and non-mentoring condition that is balanced across sites in either curriculum condition. The findings indicate that at-risk children can benefit from a well-specified curriculum. **Strong** **Wasik, B.A. & Bond, M.A. (2001)**. Beyond the Pages of a Book: Interactive Book Reading and Language Development in Preschool Classrooms. Journal of Educational Psychology, 93(2), 243-250. This paper evaluates the effects of interactive book reading on the language and literacy development of 4-year-olds from low-income families. The findings indicate that children who were in the interactive book reading intervention group scored significantly better than children in the comparison group in vocabulary and in receptive and expressive language. The authors conclude that book reading and related activities can promote the development of language and literacy skills in young children. **Moderate** **Browder, D.M., Ahlgrim-Delzell, L., Courtade, G., Gibbs, S.L., & Flowers, C. (2008)**. Evaluation of the effectiveness of an early literacy program for students with significant developmental disabilities. Council for Exceptional Children, 75(1), 33-52. This study evaluated the impact of a curriculum called the Early Literacy Skills Builder on the language and early literacy skills of students with significant developmental disabilities. Results indicate statistically significant interaction effects for the treatment group for two research team-designed measures of early literacy. Moderate **Campbell, F.A., Ramey, C.T., Pungello, E., Sparling, J., & Miller-Johnson, S. (2002)**. "Early Childhood Education: Young Adult Outcomes From the Abecedarian Project," Applied Developmental Science, vol. 6, no. 1, pp. 42-57. This report describes a longitudinal followup study that explores long-term academic outcomes among participants in the Abecedarian project, a program of intensive early childhood education for children from low-income families which provided full-time child care and education from as early as six weeks of age through preschool, and included parent involvement and support activities. Results demonstrate that, after three years in school, children who participated in the preschool program scored significantly higher on standardized tests of reading and math. Followup study reveals that preschool treatment continues to be be a significant predictor of children's academic outcomes, with higher levels of academic achievement, more total education, higher rates of college enrollment and graduation, and lower rates of teeage pregnancy. **Moderate** **Schweinhart, L.J., PhD. (2004)**. The High/Scope Perry Preschool Study Through Age 40: Summary, Conclusions, and Frequently Asked Questions. High/Scope Press. This report summarizes the design and findings of the High/Scope Perry Preschool study, which took place over a 40 year period, and presents its conclusions. The researcher finds that the program effects for participants span education, economic performance, crime prevention, family relationships, and health. The author concludes that high-quality preschool programs for young children living in poverty contribute to their intellectual and social development in d and their school success, mic performance, and reduced commission of crime in adulthood; and that these are lifetime effects. In constant 2000 dollars discounted at 3%, the economic return to society was [redacted] per participant at a cost of [redacted] per participant. The majority of the value returned to the public came from crime savings. **Moderate**									

KEY STRATEGY/SOLUTION	BASELINE AND SEGMENTATION ANALYSIS	STARTING YEAR/ TIMING OF IMPLEMENTATION	KEY PARTNERS	TARGET POPULATION	# CHILDREN (BY AGE) SERVED ANNUALLY	POPULATION OF CHILDREN	% of CHILDREN WITHIN AGE GROUP SERVED BY SOLUTION	GROWTH PLANS	COST PER CHILD	FUNDING SOURCE
Connect Early Learning Network members to one another and with a range of external resources that will advance their programs along the QRIS until every provider meets the highest quality standards possible	**See Above**	Planning Year	Fight for Children heads Early Learning Network. DC Department of Mental Health's Healthy Futures and CCR&R's Child Care Connections, Early Learning Institute of the University of the District of Columbia, Public Television Stations (MPT an WETA)	Children ages 0-4 in center-based and home-based care	114 0-4 year olds	114 0-4 year olds	100%	Intend to continue to maintain 100% penetration rate	[redacted]	Local Public Fund including Head Start funds, Private Donations, Corporate and Foundation Support
		EVIDENCE: Fox, L., & Hemmeter, M.L. (2009). A Program-Wide Model for Supporting Social Emotional Development and Addressing Challenging Behavior in Early Childhood Settings. In W. Sailor, G. Dunlap, G. Sugai, and R. Horner (Eds.), Handbook of Positive Behavior Support (pp. 177-202). New York: Springer. This report cites substantial research and program experience indicating that behavioral problems in young children present a significant barrier to the effectiveness of early learning programs. It presents a Teaching Pyramid Model with promotion, prevention, and intervention frameworks to target children at risk. The model includes detailed description of the research-based teaching practices that should be included at each level of the model. The paper further identifies several readiness factors: a champion, ongoing training and support, and an expert leadership team. **Moderate** **Barnett, W.S., Yarosz, D.J., Thomas, J., & Hornbeck, A. (2006)**. Educational Effectiveness of a Vygotskian Approach to Preschool Education: A Randomized Trial. Rutgers, NJ: National Institute for Early Education Research. This report evaluates the effectiveness of the Tools of the Mind (TOM) curriculum, which focuses on socially mediating learning through peer and teacher play, in improving the education of 3- and 4-year old children. The authors find that TOM yielded higher classroom quality and more growth in children's language and social development. **Moderate**									
Create a comprehensive, high quality early childhood system within Parkside-Kenilworth that promotes maternal, infant, and early childhood health, safety, and development, as well as strong parent child relationships	See Above	Year 1	Fight for Children heads Early Learning Network. DC Department of Mental Health's Healthy Futures and CCR&R's Child Care Connections; Jumpstart	Children ages 0-4 in center-based and home-based care	114 0-4 year olds	114 0-4 year olds	100%	Intend to continue to maintain 100% penetration rate	[redacted]	Local Public Fund including Head Start funds, Private Donations, Corporate and Foundation Support
		EVIDENCE Assel, M. A., Landry, S. H., Swank, P. R., & Gunnewig, S. (2007). An evaluation of curriculum, setting, and mentoring on the performance of children enrolled in pre-kindergarten. Reading and Writing, 20, 463-494. This work presents results from an evaluation of two language and literacy curricula from a random assignment study that occurred within three settings. The design of the program includes a mentoring and non-mentoring condition that is balanced across sites in either curriculum condition. The findings indicate that at-risk children can benefit from a well-specified curriculum. **Strong** **Wasik, B.A. & Bond, M.A. (2001)**. Beyond the Pages of a Book: Interactive Book Reading and Language Development in Preschool Classrooms. Journal of Educational Psychology, 93(2), 243-250. This paper evaluates the effects of interactive book reading on the language and literacy development of 4-year-olds from low-income families. The findings indicate that children who were in the interactive book reading intervention group scored significantly better than children in the comparison group in vocabulary and in receptive and expressive language. The authors conclude that book reading and related activities can promote the development of language and literacy skills in young children. **Moderate** **Browder, D.M., Ahlgrim-Delzell, L., Courtade, G., Gibbs, S.L., & Flowers, C. (2008)**. Evaluation of the effectiveness of an early literacy program for students with significant developmental disabilities. Council for Exceptional Children, 75(1), 33-52. This study evaluated the impact of a curriculum called the Early Literacy Skills Builder on the language and early literacy skills of students with significant developmental disabilities. Results indicate statistically significant interaction effects for the treatment group for two research team-designed measures of early literacy. **Moderate** **Campbell, F.A., Ramey, C.T., Pungello, E., Sparling, J., & Miller-Johnson, S. (2002)**. "Early Childhood Education: Young Adult Outcomes From the Abecedarian Project," Applied Developmental Science, vol. 6, no. 1, pp. 42-57. This report describes a longitudinal followup study that explores long-term academic outcomes among participants in the Abecedarian project, a program of intensive early childhood education for children from low-income families which provided full-time child care and education from as early as six weeks of age through preschool, and included parent involvement and support activities. Results demonstrate that, after three years in school, children who participated in the preschool program scored significantly higher on standardized tests of reading and math. Followup study reveals that preschool treatment continues to be be a significant predictor of children's academic outcomes, with higher levels of academic achievement, more total education, higher rates of college enrollment and graduation, and lower rates of teenage pregnancy. **Moderate** **Masse, L., & Barnett, W.S. (2002)**. A Benefit-Cost Analysis of the Abecedarian Early Childhood Intervention, New Brunswick, NJ.: National Institute for Early Education Research. This paper examines the outcomes from the Carolina Abecedarian Study of 104 intensive early education participants and a control group over a 21 year period. It then presents the findings of a benefit-cost analysis. The authors conclude that the intensive early education intervention resulted in improving measures of intelligence and achievement over the long term, but also that participants experienced lower levels of grade retention and placements in special education classes, and benefits for the mothers of participants. The researchers determine that the rate of return to the Abecedarian project is no less than three percent and is likely higher than seven percent, which represents a healthy return for the investment of public sector resources. They conclude that benefits likely exist beyond what is accounted for in the model, particularly if the program were replicated on a large scale for at-risk children in areas where the quality of care currently being received was relatively low. **Moderate**									
Solution 3 for CHILDREN: Support individualized transition planning for rising kindergartners										
Ensure high-risk children seamlessly transition to preschool and kindergarten	Baseline Analysis: Children enrolled at Kenilworth Elementary and Neval Thomas Elementary have higher developmental delays than their peers citywide. Both sets of students have more problems with literacy and PK3 and PK4 students from the two schools were screened at twice the national rate expected for developmental delays. Students at Neval Thomas Elementary are particularly challenged due to the high numbers of special education students. **Segmentation Analysis:** Special education students at both elementary schools; Neval Thomas Elementary appears to have a greater share of special education students, fewer students meeting the expected benchmark on the DIBELs assessment, and a higher share of kindergarten students in need of intensive intervention compared to Kenilworth Elementary.	Year 1	Head Start State Collaboration Office, ELN Members, and other support providers listed above	Families with 3 -5 year olds	305 3-5 year olds	305 3-5 year olds	100%	Intend to continue to maintain 100% penetration rate	[redacted]	Local public funds, private donations, & Federal Promise Neighborhood Implementation funds (particularly for PGAs)
		EVIDENCE: Bohan-Baker and Little (2002). The Transition to Kindergarten: A Review of Current Research and Promising Practices to Involve Families. Cambridge, MA: Harvard Graduate School of Education - Harvard Family Research Project. This brief begins with an overview of the concept of transition and its importance to school success. It then examines transition practices that focus on families, considering both practices and key players in implementation; it includes examples of promising transition practices that involve families. It concludes that families are critical partners in providing continuity as children move between systems of care and education and that family involvement should be an integral part of transition policies and programs that are developed. **Moderate** **Broton, K., & Mueller, D. (2009)**. Transition to Kindergarten Evaluation: Rochester Even Start Family Literacy Program. Saint Paul, Minnesota: Wilder Research. This report evaluates the Rochester Even Start Family Literacy Program (Hand in Hand), which integrates parent education, adult literacy, early childhood education, and parent-child interactive literacy activities into a comprehensive program. Survey results indicate that it prepares children for kindergarten through home readiness activities and by participating in program- and school-related events, it improves children's comfort and performance in kindergarten, and it engages parents in their child's educational experience. **Moderate**									
Solution 1 for PARENTS: Provide home visits for pregnant moms and parents of 0-2 year olds										
Home visits for 0-2 year olds and pregnant moms	**Baseline Analysis:** The vast majority (90 percent) of households with children in the DCPNI neighborhoods are single female-headed households. The targeted neighborhoods, especially in the northern census tract of 96.01, also have some of the highest shares of teenage births, although Mayfair and Paradise have experienced above average shares of teenage births in the past as well.	Year 1	Save the Children Early Steps to School Success Program; Healthy Babies Project (HBP) of the DC Developing Families Center; DC Department of Health's Healthy Start program	Pregnant mothers and children ages	95	324 0-2 year olds	29%	15% each additional year	[redacted]	Local Public Funds, Federal Funds, Private Foundation funds
		EVIDENCE: Wagner, M., & Clayton, S.L. (1999). Parents as Teachers Program: Results from two demonstrations. The Future of Children, 9 (1, Home visiting: Recent program evaluations), 91-115. This article describes the Parents as Teachers (PAT) program and reports the results of evaluations of two randomized trials of PAT. Subgroup analyses indicate that children in primarily Spanish speaking Latino families benefitted more than either non-Latino or English-speaking Latino families. More subgroup analyses finds that families that received both PAT services and comprehensive case management services designed to help mothers improve their life course benefitted most. Finally, another subgroup study finds that children in families that received more intensive services benefitted more than children whose families received less intensive services; and that home visits produced about a one-month developmental advantage per 10 visits for participating children. **Moderate** **Wagner, M., Iida, E., & Spiker, D. (2001, August)**. The multisite evaluation of the Parents as Teachers home visiting program: Three-year findings from one community. Menlo Park, CA: SRI International. This report evaluates the Parents as Teachers (PAT) program on enrollment, attrition, services, and outcomes. It also examines program variations and their corresponding outcomes. The evaluation was able to confirm a pattern of small positive benefits for parents on several dimensions associated with participation in PAT. The positive effects crossed all three dimensions of parent impact. **Moderate**									
Solution 2 for PARENTS: Support continuing education for parents, especially mothers of young children.										
Launch Parent Pathways to support the advancement of the education levels and employability of mothers by connecting them to GED classes, vocational training and degree opportunities within the footprint	**Baseline Analysis:** The vast majority (90 percent) of households with children in the DCPNI neighborhoods are single female-headed households. The targeted neighborhoods, especially in the northern census tract of 96.01, also have some of the highest shares of teenage births, although Mayfair and Paradise have experienced above average shares of teenage births in the past as well. **Segementation Analysis:** Kenilworth Courts and Kenilworth-Parkside Resident Management Corporation	Year 1	CCDC, DCPNI staff, United Way, DC Dept of Employment Services	DCPNI Mothers Cohort	40	**629**	6%	Increase Mothers Cohort by 10-15 per year	[redacted]	Local Public Funding, Private Foundations, Corporate and Individual Donors
		EVIDENCE: Magnuson, K. (2007). Maternal Education and Children's Academic Achievement During Middle Childhood. Developmental Psychology, Vol 43, No. 6. 1497-1512. This study examined whether increases in maternal education between young, less educated mothers and older, more educated mothers would increase the home environment and math and reading achievements of their children. The study found that increases in completed education for young, less-educated mothers increased their children's reading levels between the ages of six-ten and persisting through age 12 as well as produced improvements in the children's home learning environment. The study found that the positive effect of a mother's educational attainment was greater for younger, lower- income mothers, as compared to older, higher-income mothers. **Moderate** **Holyfield, L. (2006)**. Positive Outcomes: A Follow-Up of Single Parent Scholarship Graduates (2003-6). Retrieved from http://www.aspsf.org/pdf/PositiveOutcomes.pdf The report outlines the Single Parent Scholarship Fund (SPSF) in the state of Arkansas and the effect earning a college degree had on the scholarship awardee. The study sought to determine if obtaining a postsecondary degree would lead the awardee to self-sufficiency, most notably demonstrated through the attainment of skilled, long-term employment. The study was conducted after awardees completed their education and found that 88% of SPSF graduates were currently employed full-time and 98% of those employees earned above poverty wages; 98% were very satisfied with their jobs; 96% believed that their education increased their job readiness; and 94% believed that their education had a positive influence on the educational goals of their children. SPSG graduates also tout high percentages of home ownership and pursuit of advanced degrees. **Moderate**									

KEY STRATEGY/SOLUTION	BASELINE AND SEGMENTATION ANALYSIS	STARTING-YEAR TIMING OF IMPLEMENTATION	KEY PARTNERS	TARGET POPULATION	# CHILDREN (BY AGE) SERVED ANNUALLY	POPULATION OF CHILDREN	% of CHILDREN WITHIN AGE GROUP SERVED BY SOLUTION	GROWTH PLANS	COST PER CHILD	FUNDING SOURCE
Solution 3 for PARENTS: Financial stability support for parents, especially mothers, of young children										
Ensure stability for mothers phasing out of the TANF program	**Baseline Analysis:** The vast majority (90 percent) of households with children in the DCPNI neighborhoods are single female-headed households. The targeted neighborhoods, especially in the northern census tract of 96.01, also have some of the highest shares of teenage births, although Mayfair and Paradise have experienced above average shares of teenage births in the past as well. Approximately half of the residents living in the DCPNI neighborhoods are poor. However, four of the neighborhoods have particularly high rates of poverty, income subsidies such as TANF and SNAP, and live in subsidized housing. **Segementation Analysis:** Kenilworth Courts and Kenilworth-Parkside Resident Management Corporation	Year 1	Deputy Mayor for Health and Human Services, DCHA, Bank On, East River Family Strengthening Collaborative, CCDC	DCPNI Footprint TANF Beneficiaries with Children	TBD with help from the DC Economic Security Administration	TBD	TBD	TBD	TBD	Local public funds, Federal WIA funds, Private Foundations
		EVIDENCE: Boudett, K., Murnane, R. J., & Willett, J. B. (2000). "Second-Chance" Strategies for Female School Dropouts. Monthly Labor Review, 123(12), 19-31. This article explores the four major economic opportunities available to women that do not obtain a high school diploma. The most common opportunities available to female high school dropouts are to obtain a GED, participate in a training or trade school (beauty school, job corps, ect.), on-the-job company sponsored training, or to attend college. The research tracked women in the years beyond their decisions to drop out of high school and quantified their decision based on their ability to earn wages. The authors conclude that although initially modest, obtaining a GED will overtime, allow a woman to earn a higher income than had she not obtained the GED. However, the earning power of a woman who obtains her GED as a stepping-stone toward attending college is far higher than those who stop their educational pursuits with a GED. **Moderate** **Duncan, G. (2012)**. The Importance of Early Childhood Poverty. Social Indicators Research, 108(1), 87. This study examined the important effects that poverty has on children at a very early age. The study argues that children that reside in poverty as infants and toddlers suffer more of the negative effects of poverty because their developmental needs are so extreme. The study examined the effects of early poverty overtime and into adulthood and tracked children from birth through ages 30-37. The study tracked family income from the children's prenatal age through age 15 and found that poor children on average completed two years fewer schooling, earned less than half as much income, worked 451 fewer hours, received $826 more per year in food stamps, and were almost three times as likely to report poor health than their peers that did not reside in poverty at an early age. The authors argue that if a person's ability to obtain employment later in life is severely impacted by the effects of early poverty, then interventions should be in place that provide more financial support to families with very young children. **Moderate**									
Solution 4 for PARENTS: Parenting supports for mothers of young children										
Provide parenting supports for mother of young children in the footprint	**Baseline Analysis:** The vast majority (90 percent) of households with children in the DCPNI neighborhoods are single female-headed households. The targeted neighborhoods, especially in the northern census tract of 96.01, also have some of the highest shares of teenage births, although Mayfair and Paradise have experienced above average shares of teenage births in the past as well. **Segementation Analysis:** Kenilworth Courts and Kenilworth-Parkside Resident Management Corporation	Year 1	Healthy Babies Program, East River Family Strengthening Collaborative	DCPNI Mothers Cohort, young mothers in the footprint	65	Approx 900	7%	Increase Mothers Cohort by 10-15 per year; continue serving 25 teen moms/year in HBP	[redacted]	Medicaid, Private Foundations
		EVIDENCE: Gross, D., Garvey, C., Julion, W., Fogg, L., Tucker, S., & Mokros, H. (2009). Efficacy of the Chicago Parent Program with Low-Income African American and Latino Parents of Young Children. Prevention Science, 10(1), 54-65. This study tested the efficacy of the Chicago Parent Program (CPP), a 12-session parent training program that was offered to parents of two-four year old students at seven day care centers serving low-income Mexican and African-American families. The study found that CPP was effective for reducing parent reliance on corporal punishment, the number of commands given, and the observed child behavior problems for up to one year after the intervention was complete. Parents that attended at least 50% of the training sessions reported increased parenting, self-efficacy, increased consistency in their used of discipline, greater expressions of warmth toward their children and fewer child behavior problems than the parents in the control group that did not attend any sessions. **Moderate** **Chang, M., Park, B., & Kim, S. (2009)**. Parenting Classes, Parenting Behavior, and Child Cognitive Development in Early Head Start: A Longitudinal Model. School Community Journal, 19(1), 155-174. This study is based in the belie									
Solution 5 for PARENTS: Create a cohort for mothers										
Provide ongoing individualized support and attention for a 12-month period to help Cohort mothers and their children utilize services for maximum benefit	**Baseline Analysis:** The vast majority (90 percent) of households with children in the DCPNI neighborhoods are single female-headed households. The targeted neighborhoods, especially in the northern census tract of 96.01, also have some of the highest shares of teenage births, although Mayfair and Paradise have experienced above average shares of teenage births in the past as well. **Segementation Analysis:** Kenilworth Courts and Kenilworth-Parkside Resident Management Corporation	Year 1	East River Family Strengthening Collaborative, Educare, Deputy Mayor for Health and Human Services, DCPNI Promise Advocates	DCPNI Mothers Cohort	40	Approx 900	4%	Increase Mothers Cohort by 10-15 per year	[redacted]	Local funding, Federal funding
		EVIDENCE: Davis-Kean, P. E. (2005). The Influence of Parent Education and Family Income on Child Achievement: The Indirect Role of Parental Expectations and the Home Environment. Journal Of Family Psychology, 19(2), 294-304. This article examined the family indicators of parental education and income with child achievement, as demonstrated through the indirect links of parents' educational expectations, reading, play and affective behaviors toward their children. The study found that there is an indirect relationship between parents' educational attainment and children's academic expectations and specific parenting behaviors. This study accounted for participant race and for the African-American sample, relations of both parents' educational attainment and family income were related indirectly to children's achievement through the parents' educational expectations and the reading and the warmth of parent-child interactions. **Moderate** **McDonell, J.R., Limber, S.P., Connor-Godbey, J. (2007)**. Pathways Teen Mother Support Project: Longitudinal findings, Children and Youth Services Review, Volume 29, Issue 7, July 2007, Pages 840-855. This article examined the effectiveness of the Pathways Teen Mother Support Project in South Carolina. The program was geared toward helping pregnant women and parenting teens up to age 18, with a family income that did not exceed of 150% the federal poverty rate. The Pathways model provided support in the areas of case management, family group decision-making, mutual assistance groups, life skills education, and leadership development. The study concluded that the mothers that participated in the intervention performed nearer their academic grade level, were significantly less likely to have smoked marijuana in the past month, had fewer pregnancies, developed self-efficaciousness, and were less impulsive than their peers in the control group that was not exposed to the Pathway's intervention model. **Moderate**									
Result Area 2: Comprehensive School Reform Solutions										
Solution 1 for CHILDREN: Provide a Purposeful Professional Learning Community (PPLC) to implement common core standards										
Implement a well defined vertically articulated curriculum and monthly teacher training program based on the Common Core Standards	**Baseline Analysis:** More than half of students from the two DCPNI elementary schools are not proficient in reading or math on the DCCAS test. More than half of th e middle and high school students at Chavez Schools--Parkside are not proficient in reading a nd approximately half are proficient in math. These shares are even lower than the city's alre ady low citywide reading scores DCCAS averag es. **Segmentation analysis**: This affects all students although special educat ion students test at lower levels.	Planning year (for Chavez); Year 1 (Elem. Schools)	Chavez Senior Staff; School Academic Coaches; Educational Epiphany; TurnAround	Children enrolled at 4 DCPNI-targeted schools	1,156 students, PS-12th grades (Kenilworth ES: 180 students, Neval Thomas ES: 250 students, Chavez MS and HS: 726 students)	1,156 students, PS-12th grades (Kenilworth ES: 180 students, Neval Thomas ES: 250 students, Chavez MS and HS: 726 students)	100%	Intend to continue to maintain 100% penetration rate	[redacted]	Mix of public and private partner resources, including RTTT funds, and federal Promise Neighborhood Implementation funds.
		EVIDENCE: Attewell, P. & Domina, T. (2008) Raising the Bar: Curricular Intensity and Academic Performance. Educational Evaluation and Policy Analysis 30(1): 31-50. Examines the inequality in access to an advanced curriculum in high school and assesses the consequences of curricular intensity on test scores and college entry. It finds significant positive effects that operate within schools rather than between schools, and that there are significant positive effects of taking a more intense curriculum on 12th-grade test scores and in probabilities of entry to and completion of college. **Moderate** **Brophy, J., & Good, T. (1986).** Teacher behavior and student achievement. In M.C. Wittrock (ed.), Handbook of research on teaching (3rd ed.). New York: McMillian. This paper reviews research that indicates that students achieve more when their teachers emphasize academic objectives in establishing expectations and allocating time, use effective management strategies to ensure that academic learning time is maximized, pace students through the curriculum briskly but in small steps that allow high rates of success, and adapt curriculum materials based on their knowledge of students' characteristics. The authors conclude that any attempt to improve student achievement must be based on the development of effective teaching behavior. **Moderate** **Wright, S.P., Horn, S.P., & Sanders, W.L. (1997)**. Teacher and classroom context effects on student achievement: Implications for teacher evaluation. Journal of Personnel Evaluation in Education. This study examines the relative magnitude of teacher effects on student achievement while simultaneously considering the influences of intraclassroom heterogeneity, student achievement level, and class size on academic growth. The results show that teacher effects are dominant factors affecting student academic gain and that the classroom context variables of heterogeneity among students and class sizes have relatively little influence on academic gain. The authors conclude that teachers make a difference, and that teacher evaluation measures merit future research. **Moderate** **Sanders, W.L., & Horn, S.P. (1994)**. The Tennessee Value-Added Assessment System (TVAAS): Mixed-model methodology in educational assessment. Journal of Personnel Evaluation in Education, 8, 299-311. This report describes the Tennessee value-added assessment system (TVAAS), a statistical process measuring the influence which school systems, schools, and teachers have on indicators of student learning. It finds that the mixed-model methodology employed by the TVAAS addresses major problems in using student achievement data in educational assessment, including missing data, diverse teaching modes, and the regression to the mean problem. It cites strong early support for the diagnostic system from educators, the system's ability to identify hidden trends. The authors conclude that TVAAS offers insight and perspective in the pursuit of educational improvement, and represents a solid base from which many future investigations (cooperative learning, whole language, team teaching, class size, textbook adoptions, funding, technology, curricular innovations, etc.) can be launched. **Moderate** **Calkins, A., Guenther, W., Belfiore, G., & Lash, D. (2007)**. The turnaround challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools. Boston, MA: Mass Insight Education & Research Institute. This paper outlines strategies used for improving learning and teaching conditions, internal and external capacity, and building support clusters for transforming high poverty schools into high performance organizations. Turnaround strategies focus on the development of a readiness triangle: readiness to act, readiness to teach, and readiness to learn. The paper explores the roles and coordination between various state, local, and nonprofit actors in leading dramatic changes in urban districts. Finally, the report discusses several approaches to implementation and details relevant case studies. **Moderate**									

KEY STRATEGY/SOLUTION	BASELINE AND SEGMENTATION ANALYSIS	STARTING YEAR/ TIMING OF IMPLEMENTATION	KEY PARTNERS	TARGET POPULATION	# CHILDREN (BY AGE) SERVED ANNUALLY	POPULATION OF CHILDREN	% of CHILDREN WITHIN AGE GROUP SERVED BY SOLUTION	GROWTH PLANS	COST PER CHILD	FUNDING SOURCE
Train teachers in the best pedagogical practices for fostering critical thinking, impacting student achievement, and improving outcomes for students	**Baseline Analysis:** Teachers need training in best pedagogical practices for fostering critical thinking, impacting student achievement, and improving outcomes for students at each grade level from preschool to 12th grade **Segmentation analysis:** New teachers need to be targeted in particular. Cesar Chavez has a number of Teach for America placements who need more targeted training.	Year 1	Chavez Senior Staff; School Academic Coaches; Educational Epiphany; TurnAround	Children enrolled at 4 DCPNI-targeted schools	1,156 students (Kenilworth ES: 180 students, Neval Thomas ES: 250 students, Chavez MS and HS: 726 students)	1,156 students (Kenilworth ES: 180 students, Neval Thomas ES: 250 students, Chavez MS and HS: 726 students)	100%	Intend to continue to maintain 100% penetration rate	[redacted]	Mix of public and private partner resources, including RTTT funds, and federal Promise Neighborhood Implementation funds.
		Marzano, R. J., Pickering, D. and Pollock, J.E. (2005). Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall. This report utilizes a meta-analysis to determine the effect size of different instructional techniques. The researchers identify those strategies most likely to lead to improve student learning and discuss the research and theory behind the most effective strategies. They also cite specific examples, recommend classroom practices, and offer advice for instructional planning. **Moderate** **Haystead, M.W., Marzano, R.J. (2009).** "Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategy." Marzano Research Laboratory: Englewood, CO. This report synthesizes a series of quasi-experimental studies conducted as action research projects regarding the extent to which the utilization of selected instructional strategies enhances the learning of students, using date from over 300 teachers at 38 schools in 14 school districts. The authors identified a statistically significant positive effect of 16 percentiles (ES = 0.42) on student achievement associated with the instructional strategies. **Moderate** **Newton, D.P., & Newton, L.D. (2001)**. Subject content knowledge and teacher talk in the primary science classroom. European Journal of Teacher Education, 24(3), 369-379. This study investigates whether a background in science would make a difference in the oral interactions of elementary teachers in their science lessons through observations of 50 British elementary science teachers and comparison of the oral discourse. The authors find that those teachers with a science background ask more subject-relevent and causal questions than teachers without significant science backgrounds. **Moderate** **Parker, J., & Heywood, D. (2000)**. Exploring the relationships between subject knowledge and pedagogic content knowledge in primary teachers' learning about forces. International Journal of Science Education, 22(1), 89-111. This study explores the tension between subject knowledge and pedagogic content knowledge in elementary teacher education by documenting students' and inservice teachers' learning about forces in the context of floating and sinking. The researchers describe significant features of the learning process, examine subject-specific aspects of learning, and discuss the links between tacit knowledge and abstract scientific notions. **Moderate** **Joyce, B., & Showers, B. (1987)**. Low-Cost Arrangements for Peer-Coaching. Journal of Staff Development. This paper identifies best practices in peer coaching as professional development. It also identifies the benefits of peer coaching, including: the formation of relationships and social capital, refining presentations skills, learning new skills, and solving classroom-related problems. The authors present four working models of peer coaching, which address technical, collegial, challenge, and team elements. Finally, the paper suggests six specific strategies for low-cost coaching arrangements. **Moderate** **Calkins, A., Guenther, W., Belfiore, G., & Lash, D. (2007)**. The turnaround challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools. Boston, MA: Mass Insight Education & Research Institute. This paper outlines strategies used for improving learning and teaching conditions, internal and external capacity, and building support clusters for transforming high poverty schools into high performance organizations. Turnaround strategies focus on the development of a readiness triangle: readiness to act, readiness to teach, and readiness to learn. The paper explores the roles and coordination between various state, local, and nonprofit actors in leading dramatic changes in urban districts. Finally, the report discusses several approaches to implementation and details relevant case studies. **Moderate**									
Develop school leaders (e.g. principals, coaches, lead teachers) who exhibit the key behaviors and competencies necessary to promote and sustain school transformation	**Baseline Analysis:** School leaders (e.g., principals, coaches, lead teachers) across the four schools need to exhibit the key behaviors and competencies necessary to promote and sustain school transformation **Segmentation analysis:** No specific group affected—this affects all schools.	Year 1	Chavez Academic staff, DCPNI Academic Service Coordinator, Educational Epiphany Inc., and each school's instructional coach/coaches who will participate in "train-the-trainer" style workshops	Principals and academic coaches at four targeted schools	1,156 students (Kenilworth ES: 180 students, Neval Thomas ES: 250 students, Chavez MS and HS: 726 students)	1,156 students (Kenilworth ES: 180 students, Neval Thomas ES: 250 students, Chavez MS and HS: 726 students)	100%	Intend to continue to maintain 100% penetration rate	[redacted]	Mix of public and private partner resources, including RTTT funds, and federal Promise Neighborhood Implementation funds.
		EVIDENCE: Marzano, R. J., Pickering, D. and Pollock, J.E. (2005). Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall. This report utilizes a meta-analysis to determine the effect size of different instructional techniques. The researchers identify those strategies most likely to lead to improve student learning and discuss the research and theory behind the most effective strategies. They also cite specific examples, recommend classroom practices, and offer advice for instructional planning. **Moderate** **Newton, D.P., & Newton, L.D. (2001)**. Subject content knowledge and teacher talk in the primary science classroom. European Journal of Teacher Education, 24(3), 369-379. This study investigates whether a background in science would make a difference in the oral interactions of elementary teachers in their science lessons through observations of 50 British elementary science teachers and comparison of the oral discourse. The authors find that those teachers with a science background ask more subject-relevent and causal questions than teachers without significant science backgrounds. **Moderate** **Parker, J., & Heywood, D. (2000)**. Exploring the relationships between subject knowledge and pedagogic content knowledge in primary teachers' learning about forces. International Journal of Science Education, 22(1), 89-111. This study explores the tension between subject knowledge and pedagogic content knowledge in elementary teacher education by documenting students' and inservice teachers' learning about forces in the context of floating and sinking. The researchers describe significant features of the learning process, examine subject-specific aspects of learning, and discuss the links between tacit knowledge and abstract scientific notions. **Moderate** **Joyce, B., & Showers, B. (1987)**. Low-Cost Arrangements for Peer-Coaching. Journal of Staff Development. This paper identifies best practices in peer coaching as professional development. It also identifies the benefits of peer coaching, including: the formation of relationships and social capital, refining presentations skills, learning new skills, and solving classroom-related problems. The authors present four working models of peer coaching, which address technical, collegial, challenge, and team elements. Finally, the paper suggests six specific strategies for low-cost coaching arrangements. **Moderate** **Calkins, A., Guenther, W., Belfiore, G., & Lash, D. (2007)**. The turnaround challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools. Boston, MA: Mass Insight Education & Research Institute. This paper outlines strategies used for improving learning and teaching conditions, internal and external capacity, and building support clusters for transforming high poverty schools into high performance organizations. Turnaround strategies focus on the development of a readiness triangle: readiness to act, readiness to teach, and readiness to learn. The paper explores the roles and coordination between various state, local, and nonprofit actors in leading dramatic changes in urban districts. Finally, the report discusses several approaches to implementation and details relevant case studies. **Moderate** (e) **Haystead, M.W., Marzano, R.J. (2009).** "Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategy." Marzano Research Laboratory: Englewood, CO. This report synthesizes a series of quasi-experimental studies conducted as action research projects regarding the extent to which the utilization of selected instructional strategies enhances the learning of students, using date from over 300 teachers at 38 schools in 14 school districts. The authors identified a statistically significant positive effect of 16 percentiles (ES = 0.42) on student achievement associated with the instructional strategies. **Moderate**									
Solution 2 for CHILDREN: Improve core proficiency										
Support PK3/PK4 classrooms and K-3 classrooms with volunteers who are trained to work closely with teachers and in support of the reading Intervention	**Baseline Analysis:** More than half of students from the two DCPNI elementary schools are not proficient in reading on the DCCAS test. These shares are even lower than the city's already low citywide reading scores DCCAS averages. **Segmentation analysis:** This affects all students although special education students test at lower levels.	Year 1	Experience Corps, Georgetown DC Reads, DLA Piper	Elementary students at the two schools	413 students (145 from DC reads and 286 from Experience Corps)	430 PK3-3rd grade students (Kenilworth ES: 180 students, Neval Thomas ES: 250 students)	100%	Intend to continue to maintain 100% penetration rate	[redacted]	Mix of public and private partner resources (including Americorps funding), and federal Promise Neighborhood Implementation funds.
		EVIDENCE: Rebok, G.W., et al. (2004). Short Term Impact of Experience Corps Participation on Children and Schools: Results From a Pilot Randomized Trail. Journal of Urban Health, 81 (1): 79-93. This article reports preliminary findings on the Experience Corps program's first year of operation in Baltimore, MD (1999-2000). The Experience Corps is a national program that sends older volunteers into school to assist teachers in grades K-3. The authors find that third graders in the Experience Corps schools scored significantly better in reading than did third graders in the control schools, and they exhibited problem behavior half as often. The article concludes that the Experience Corps program can make a difference to young children and the schools they attend. **Moderate** **Morrow-Howell, N., Johnson-Reid, M., McCary, S., Lee, Y., and Spitznagel, E. (2009)**. Evaluation of Experience Corps: Student Reading Outcomes. St. Louis, MO: Washington University, George Warren Brown School of Social Work, Center for Social Development. This study evaluates the results of 23 sites implementing the Experience Corps (EC) program, which sends older volunteers into school to assist teachers in grades K-3, using interview data, teacher assessments, standardized tests, and school records. The study finds that the EC program successfully delivers the intervention to large numbers of the students identified for the program, with an average of 45 sessions per student. The authors also find that the students in the EC program made over 60% more progress in word attack and passage comprehension, as well as 40% more progress on grade-specific reading skills. **Moderate**									
Pilot a comprehensive 6-part experiential learning program that frames carefully structured academic trips to DC's world-class museums and monuments with pre- and post-trip classroom instruction that feature "mini-curricula" geared to meet common core standards	See Above	Year 1 pilot at Neval Thomas , Kenilworth, and Chavez MS; Year 2 expands to grades K-3 and 7-8 grades	Chavez; Live It, Learn It	Elementary students at the two schools	100 students	430 students (Kenilworth ES: 180 students, Neval Thomas ES: 250 students)	23%	Contingent on success of pilot	[redacted]	Private partner resources.
		EVIDENCE: Kemple, J.J. (2008). Career academies: Long-term impacts on labor market outcomes, educational attainment, and transitions to adulthood. New York, NY: MDRC. This paper describes a rigorous evaluation of the Career Academy approach, characterized by small learning communities with a career oriented curriculum of combined academic and technical elements, within a diverse group of nine high schools across the United States. The findings demonstrate the feasibility of improving labor market preparation and successful school-to-work transitions without compromising academic goals and preparation for college. The authors conclude that Career Academies are one of the few youth-focused interventions that have been found to improve the labor market prospects of young men. **Moderate** **Adelman, N., Guha, R., Padilla, C., Stites, R. (2012).** "Evaluation of California Linked Learning District Initiative." James Irvine Foundation. This report constitutes a two-year summary of the California Linked Learning Initiative, which was implemented in nine California school districts. The report finds steady progress in adoption, integration, and development of the curricula, as well as strong engagement of students and leaders. The authors propose areas for more detailed evaluation as the programs enters their third year of operation. **Moderate**									
Support Science, Technology, Engineering and Math (STEM) Curriculum	See Above	Year 1	Tiger Woods Learning Center	Students enrolled in 6th through 12th grade	100 students	1,156 students	9%	15% each additional year	[redacted]	Private Partner Resources including corporate and foundation donations.
		EVIDENCE: Gavin, K., Casa, T., Adelson, J., Carroll, S., & Sheffield, L. (2009). The Impact of Advanced Curriculum on Mathematically Promising Elementary School Students. Gifted Child Quarterly Volume 53 Number 3. National Association for Gifted Children: p. 188-202. This article describes the development of the units of the Mentoring Mathematical Minds project, and reports on mathematics achievement results for students in Grades 3 to 5 from 11 urban and suburban schools after exposure to the curriculum. Data analyses indicate statistically significant differences favoring each of the experimental groups over the comparison group on skills assessments. The effect sizes range from 0.29 to 0.97, which suggests that these curricular units strongly improved student achievement. **Moderate**									

KEY STRATEGY/SOLUTION	BASELINE AND SEGMENTATION ANALYSIS	STARTING YEAR/TIMING OF IMPLEMENTATION	KEY PARTNERS	TARGET POPULATION	# CHILDREN (BY AGE) SERVED ANNUALLY	POPULATION OF CHILDREN	% of CHILDREN WITHIN AGE GROUP SERVED BY SOLUTION	GROWTH PLANS	COST PER CHILD	FUNDING SOURCE
Solution 3 for CHILDREN: Address chronic absence and other behavioral challenges										
Offer technical assistance and training early warning systems for attendance tracking and intervention to schools	**Baseline Analysis:** Cesar Chavez High School–Parkside retention r ates are relatively low: the size of the 12th grad e class is half of what the 9th grade class size wa s 4 years prior. Less than two–thirds of Chavez High School–Parkside students graduate (59 pe rcent in SY2009).	Year 1	Turnaround for Children; America's Promise Alliance	High risk students	Neval Thomas, Kenilworth, and Chavez Schools	1,156 students (Kenilworth ES: 180 students, Neval Thomas ES: 250 students, Chavez MS and HS: 726 students)	100%	Intend to continue to maintain 100% penetration rate	[redacted]	Private Partner Resources and some public funds.
		EVIDENCE: Kendziora, K., & Osher, D. (2009). Starting to turn schools around: The academic outcomes of the Safe Schools, Successful Students initiative. Washington, DC: American Institutes for Research. This paper supplies detailed frameworks for creating the Safe and Supportive Schools Model and details best practices for implementation. The Safe and Supportive Schools Model is designed to create a climate of personal health and academic achievement, which is shown to result in improved test scores, graduation rates, school safety, student attendance, dropout rate, working environment, and teacher satisfaction. The model suggests that attendance and participation in class and extra-curricular activities both represent key indicators of a healthy school climate. **Moderate** **Balfanz, R., Herzog, L., Mac Iver, D.J. (2007)**. "Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grade Schools: Early Identification and Effective Interventions." Educational Psychologist, 42, 223-235. This report describes the implementation and outcomes of The Early Warning Indicator system, pioneered by Robert Balfanz and Joanna Fox of Johns Hopkins University. The system operates based on three primary indicators: attendance, behavior, and course performance. It reliably predicts off-track students and those at risk of dropping out. The program is able to identify 75% or more of eventual dropouts between 6th and 9th grade; students with one or more indicators may have only a 15% to 25% chance of graduating within one year of expected graduation. The system has been successfully implemented in 10 cities. **Moderate** **Walker, J.S., Bohanon-Edmonson, H.M., Turnbull, A.P., Sailor, W., Wickham, D., Griggs, P., et al. (1995)**. School-wide positive behavior support: Addressing behavior problems that impede student learning. Educational Psychology Review, 18, 187-198. This article reviews the foundations and core components of school-wide positive behavior support (PBS), which is a prevention-oriented approach to student discipline characterized by a focus on defining and teaching behavioral expectations, rewarding appropriate behaviors, evaluating effectiveness, and integrating supports. The article provides a case example for implementation and evaluation in urban middle schools, and it summarizes critical issues. **Moderate** **Brooks-Gunn, J., Duncan, G., & Aber, J.L. (Eds.). (1997)**. Neighborhood Poverty: Context and consquences for children. (Volume 1). Policy implications in studying neighborhoods (Volume 2). New York, NY: Russell Sage. This report describes developments in neighborhood effects on children's outcomes, including a conceptual framework for understanding community influences on child and youth development from preschool to older adolescence. The findings suggest that neighborhood composition, social organization, and cultural processes (norms and values) do matter for child and youth development. The strongest neighborhood effects are in early childhood and late adolescence, with less powerful effects in between. **Moderate** **Warren, J.S., Bohanon-Edmonson, H.M., Turnbull, A.P., Sailor, W., Wickham, D. Griggs, P., et al. (2006)**. School-wide positive behavior support: Addressing behavior problems that impede student learning. Educational Psychology Review, 18, 187-198. This article reviews the foundations and core components of school-wide positive behavior support (PBS), which is a prevention-oriented approach to student discipline characterized by a focus on defining and teaching behavioral expectations, rewarding appropriate behaviors, evaluating effectiveness, and integrating supports. The article provides a case example for implementation and evaluation in urban middle schools, and it summarizes critical issues. **Moderate** **Calkins, A., Guenther, W., Beilfore, G., & Lash, D. (2007)**. The turnaround challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools. Boston, Massachusetts: Mass Insight Education & Research Institute. Retrieved on March 24, 2008. This paper outlines strategies used for improving learning and teaching conditions, internal and external capacity, and building support clusters for transforming high poverty schools into high performance organizations. Turnaround strategies focus on the development of a readiness triangle: readiness to act, readiness to teach, and readiness to learn. The paper explores the roles and coordination between various state, local, and nonprofit actors in leading dramatic changes in urban districts. Finally, the report discusses several approaches to implementation and details relevant case studies. **Moderate**									
Offer more intensive supports focused on most at-risk segments of students	**Baseline Analysis:** The four schools located in the targeted commu nities partnering with the DC Promise Neighborhood Initiative also have high-need po pulations. Virtually all of the students enrolled in the schools qualify for free and reduced lunch a nd virtually all are minority students. Truancy ha s been identified as a priority area of interest for the local DC government. Residents and stake holders believe truancy is a problem in the DCP NI footprint as well. More than half of students fr om the two DCPNI elementary schools are not proficient in reading or math on the DCCAS test. More than half of th e middle and high school students at Chavez Schools–Parkside are not proficient in reading a nd approximately half are proficient in math. These shares are even lower than the city's alre ady low citywide reading scores DCCAS averag es. **Segmentation analysis:** This affects all students although special educat ion students test at lower levels.	Planning Year for Chavez MS, Year 2 for NTES and KES, Year 3 for Chavez HS	Turnaround for Children; student intervention team; DC Department of Mental Health; Student Support Social Worker	High risk students	45 middle school students	175 highest-risk students (15% of total student population at 4 targeted schools)	26%	Year 2: Increase to 63% to include both DCPNI elementary schools, Year 3: Increase to 100% to cover DCPNI high school	[redacted]	Local Public Funds, Private Partner resources, federa Promise Neighborhood Implementation funds.
		EVIDENCE: Calkins, A., Guenther, W., Beilfore, G., & Lash, D. (2007). The turnaround challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools. Boston, Massachusetts: Mass Insight Education & Research Institute. Retrieved on March 24, 2008. This paper outlines strategies used for improving learning and teaching conditions, internal and external capacity, and building support clusters for transforming high poverty schools into high performance organizations. Turnaround strategies focus on the development of a readiness triangle: readiness to act, readiness to teach, and readiness to learn. The paper explores the roles and coordination between various state, local, and nonprofit actors in leading dramatic changes in urban districts. Finally, the report discusses several approaches to implementation and details relevant case studies. **Moderate** **Kendziora, K., & Osher, D. (2009)**. Starting to turn schools around: The academic outcomes of the Safe Schools, Successful Students initiative. Washington, DC: American Institutes for Research. This paper discusses the academic outcomes and best practices associated with the Safe Schools, Successful Students initiative, a set of successful school discipline policies. **Moderate** **Balfanz R., Herzog L., Mac Iver, D.J. (2007)**. Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grade Schools: Early Identification and Effective Interventions. Educational Psychologist, 42, 223-235. This report describes the implementation and outcomes of The Early Warning Indicator system, pioneered by Robert Balfanz and Joanna Fox of Johns Hopkins University. The system operates based on three primary indicators: attendance, behavior, and course performance. It reliably predicts off-track students and those at risk of dropping out. The program is able to identify 75% or more of eventual dropouts between 6th and 9th grade; students with one or more indicators may have only a 15% to 25% chance of graduating within one year of expected graduation. The system has been successfully implemented in 10 cities. **Moderate**									
Solution 4 for CHILDREN: Address summer learning loss and leverage out of school time (OST) hours to support academic proficiency and enrichment learning										
Coordinate and expand a diverse range of high quality out of school time (OST) offerings that offer complete OST coverage for every Parkside-Kenilworth youth	**Baseline Analysis:** Chavez Parkside Schools are severely lacking s ports, clubs, and other extracurricular programming. The DCPNI neighborhoods at lar ge needs more summer programming, particularly for adolescents in the neighborhood. **Segmentation analysis:** All Chavez Parkside students (for school culture /activities); Teenagers in the DCPNI footprint (fo r summer and after school opportunities)	Year 1	Out-of-School Time Network Members including all existing community-center- and school-based programs; Save the Children	Children ages 5 - 18	To be determined (TBD) based on deeper analytic work provided by Urban Institute	1,435 children ages 5-18	TBD	TBD	TBD	Partner resources, public an private, including 21st Century Learning Centers, federal Promise Neighborhood resources to seed expansion, and DCPNI fundraising and resource development capacity building support
		EVIDENCE: Vandell, D. L., Reisner, E. R., & Pierce, K. M. (2007). Outcomes linked to high-quality afterschool programs: Longitudinal findings from the Study of Promising Afterschool Programs. Report to the Charles Stewart Mott F								
Provide Capacity building for OST providers to assist them in providing meaningful academic support to students	See Above	Year 1	Save the Children using 21st Century Community Learning Centers Model and volunteer mentors from community	Children ages 5 - 18	1,435 children ages 5-18	1,435 children ages 5-18	100%	Maintain 100%	[redacted]	Mix of private partner resources and federal Promise Neighborhood Implementation funds.
		EVIDENCE: Dynarski, M., Moore, M., Mullens, J., Gleason, P., James-Burdumy, S., Rosenberg, L., Pistorino, C., Silva, T., Deke, J., Mansfield, W., Heaviside, S., & Levy, D. (2003). When Schools Stay Open Late: The National Evaluation of the 21st Century Community Learning Centers Program, First-Year Findings. Report submitted to the U.S. Department of Education. Princeton, NJ: Mathematica Policy Research, Inc., January 2003. This paper evaluates the implementation of the 21st Century Community Learning Centers after-school program and assesses its impact on students. The findings reveal higher levels of adult supervision, lower levels of sibling supervision, no reduction in self-care, limited academic outcomes, improved feelings of safety, mixed evidence on negative behavior, some impact on parents, and some impact on development. **Strong** **Hair, Jager, and Garret (2001)**. "Background for Community-Level Work on Social Competency in Adolescence: Reviewing the Literature on Contributing Factors." Washington, DC: Child Trends. This report examines the relationship between quality social relationships and good social skills. It cites evidence on individual-, family-, and community-level factors shown to relate to the development of quality social relationships or good social skills. It also describes intervention programs that demonstrate improvements in adolescents' social relationships or skills. The authors conclude that social competence leads to good psychological well-being, good academic outcomes, successful marriages, and positive relationships with progeny. **Moderate** **Zief, S.G. (2005)**. A mixed-methods study of the impacts and processes of an after-school program for urban elementary youth. (Unpublished doctoral dissertation). University of Pennsylvania, Philadelphia. This mixed-methods study examines the effects of quality after-school programming on 35 outcomes for 104 urban elementary youth. The findings indicate that enrolled youth saw a tutor more frequently, watched less television, and spent less time with friends in the neighborhood. The author recommends improving similar programs and developing alternate program models to achieve outcomes that are of greater interest to parents and policymakers. **Moderate**									

KEY STRATEGY/SOLUTION	BASELINE AND SEGMENTATION ANALYSIS	STARTING-YEAR TIMING OF IMPLEMENTATION	KEY PARTNERS	TARGET POPULATION	# CHILDREN (BY AGE) SERVED ANNUALLY	POPULATION OF CHILDREN	% of CHILDREN WITHIN AGE GROUP SERVED BY SOLUTION	GROWTH PLANS	COST PER CHILD	FUNDING SOURCE
Expand the number of trained mentors and role models who are Kenilworth-Parkside residents	**Baseline Analysis:** Existing mentorship programming in the DCPNI footprint lacks the resources and training necessary to meet demand. New programming should be identified to fill in where existing programming cannot meet the high level of need.	Year 1	Out-of-School Time Network Members including all existing community-center- and school-based programs; Save the Children; Experience Corps; Mentor Foundation	Rising 6th and 9th grade students	23 students	152 students (rising 6th and 9th graders at 3 DCPNI schools)	15%	5% each additional year	TBD	Mix of private partner resources and federal Promise Neighborhood Implementation funds.
		EVIDENCE: Tierney, J.P., Grossman, J.B. & Resch, N.L. 1995. Making a difference: An impact study of Big Brothers/Big Sisters. Philadelphia: Public/Private Ventures. This study examines the impact of high-quality mentoring on the lives of 1,000 10- to 16- year-olds involved in the Big Brothers Big Sisters program, 80% of whom came from low-income families. Half were matched with mentors for a period of eighteen months. The study finds that weekly mentor meetings reduced first-time drug use by half, first time alcohol use by a third, cut school absenteeism by half, improved parental and peer relationships, and gave the youth confidence in doing their school work. **Strong** **Herrera, C., Baldwin Grossman, J., Kauh, T. J., Feldman, A. F., McMaken, J., & Jucovy, L. Z. 2007**. Making a Difference in Schools: The Big Brothers Big Sisters School-Based Mentoring Impact Study. Philadelphia: Public/Private Ventures. This report evaluates the Big Brothers Big Sisters (BBBS) School-based Mentoring (SBM) program, which is currently serving about 126,000 children nationwide. The study tests the extent to which BBBS SBM can provide youth with measurable benefits, identifies characteristics of the program and participants, determines which mentoring experiences help ensure benefits, and documents the cost of the programs. **Strong** **Grossman, Jean Baldwin and Joseph P. Tierney. 1998**. "Does Mentoring Work? An Impact Study of the Big Brothers Big Sisters Program." Evaluation Review, Vol. 22, No. 3, June 1998, pp 403-426. This study evaluates the benefits of participation in the Big Brothers Big Sisters program for youths ages 10 to 16, over an eighteen month period. The researchers find that participating youths were significantly less likely to have started using illegal drugs or alcohol, hit someone, or skip school. Participants are also more confident about school performance and show improved relations with their families. **Moderate** **Jekielek, Moore, and Hair (2002)**. "Mentoring Programs and Youth Development: A Synthesis" Washington, DC: Child Trends. This synthesis of 10 mentoring programs and evaluations examines the role that mentoring plays in helping youth develop a broad array of strengths and capacities related to education and cognitive development, health and safety, social and emotional well-being, and developing self-sufficiency. It finds that participating youth improve on some educational measures, develop safe and healthy behaviors, and demonstrate improved social and behavioral outcomes. **Moderate** **Jekielek, S.M., Moore, K.A., Hair, E.C., & Scarupa, H.J. (2002)**. Mentoring: A promising strategy for youth development. Washington, DC: Child Trends. This brief synthesizes several research studies of mentoring programs for at-risk youth. The brief finds that mentored youth are likely to have fewer absences from school, better attitudes towards school, fewer fights, less drug and alcohol abuse, more positive attitudes toward their elders, and helping in general, as well as improved relationships with parents. It also finds that short duration mentoring relationships can be harmful to these outcomes. It concludes that mentoring programs can be an effective tool for enhancing the positive development of youth, and may be most effective when combined with other services such as academic support. **Moderate** **Herrera, C., Baldwin Grossman, J., Kauh, T.J., Feldman, A.F., McMaken, J., & Jucovy, L.Z. (2007)**. Making a Difference in Schools: The Big Brothers Big Sisters School-Based Mentoring Impact Study. Philadelphia: Public/Private Ventures. This report evaluates the Big Brothers Big Sisters (BBBS) School-based Mentoring (SBM) program, which is currently serving about 126,000 children nationwide. The study tests the extent to which BBBS SBM can provide youth with measurable benefits, identifies characteristics of the program and participants, determines which mentoring experiences help ensure benefits, and documents the cost of the programs. **Strong** **Rhodes, J., & DuBois, D.L. (2006).** Understanding and facilitating youth mentoring. Social Policy Report: Giving Child and Youth Development Knowledge Away. This report reviews current scientific knowledge of youth mentoring programs and their interface with organizations and institutions. It concludes that mentoring relationships are most likely to promote positive outcomes and avoid harm when they are close, consistent, and enduring. The authors also determine that many programs have achieved limited success in establishing such relationships. They identify modest and inconsistent youth outcomes, implementation problems, and issues with cost-effectiveness of mentoring programs. **Moderate**									
Solution 5 for CHILDREN: Support transition of at-risk students from elementary school to middle school and from middle school to high school										
Ensure that 5th grade elementary students make strong transitions to middle school	**Baseline Analysis** Cesar Chavez High School–Parkside retention rates are relatively low: the size of the 12th grade class is half of what the 9th grade class size was four years prior. Less than two-thirds of Chavez High School–Parkside students graduate (59 percent in SY2009).	Year 1	DCPNI staff with DCPS	Rising 6th grade students	41	41 students (5th grade Kenilworth ES and Thomas ES)	100%	Maintain 100%	[redacted]	Federal Promise Neighborhood Implementation funds for PGAs -- see budget narrative
		EVIDENCE: Dynarski, Mark. Gleason, Phillip. Ragarjan, Anu. Wood, Robert. Impacts of Dropout Prevention Programs: A Research Report from the School Dropout Demonstration Assistance Program Evaluation. Mathematica Policy Research Inc. (1998). This report presents results from a rigorous evaluation of 16 dropout-prevention programs from 1991 to 1995. The programs provide services which include: intensive instruction, attendance monitoring and followup, small-school settings, counseling and mentoring, links with social-service providers, and instruction in life skills and conflict resolution. In middle school programs, the researchers identify intensive programs that improve grade promotion and reduce the dropout rate. They find that high school programs that help students pursue a GED were effective, but that alternative high school programs did not demonstrate an impact and that high school programs failed to impact personal and social outcomes. The authors discuss the reasons for success or failure of various programs and recommend several policies to improve success rates and cost-effectiveness. **Strong** **Hammond, C., Smink, J., & Drew, S. (2007, May).** Dropout Risk Factors and Exemplary Programs: A Technical Report. National Dropout Prevention Center. D. Linton: Communities in Schools, Inc. This study identifies the risk factors which increase a student's likelihood of dropping out. The authors conclude that disengagement can begin as early as kindergarten, and provide information on 50 effective dropout prevention programs. **Moderate**									
Ensure that 8th grade students make strong transition to high school	**Baseline Analysis** Cesar Chavez High School–Parkside retention rates are relatively low: the size of the 12th grade class is half of what the 9th grade class size was four years prior. Less than two-thirds of Chavez High School–Parkside students graduate (59 percent in SY2009).	Year 1	DCPNI staff with DCPS and Cesar Chavez Schools	Rising 9th grade students	111 middle school students	111 middle school students	100%	Maintain 100%	[redacted]	Federal Promise Neighborhood Implementation funds for PGAs -- see budget narrative
		EVIDENCE: Dynarski, M., Gleason, P., Ragarjan, A. & Wood, R. (1998). Impacts of Dropout Prevention Programs: A Research Report from the School Dropout Demonstration Assistance Program Evaluation. Mathematica Policy Research Inc. This report presents results from a rigorous evaluation of 16 dropout-prevention programs from 1991 to 1995. The programs provide services which include: intensive instruction, attendance monitoring and followup, small-school settings, counseling and mentoring, links with social-service providers, and instruction in life skills and conflict resolution. In middle school programs, the researchers identify intensive programs that improve grade promotion and reduce the dropout rate. They find that high school programs that help students pursue a GED were effective, but that alternative high school programs did not demonstrate an impact and that high school programs failed to impact personal and social outcomes. The authors discuss the reasons for success or failure of various programs and recommend several policies to improve success rates and cost-effectiveness. **Strong** **Hammond, C., Smink, J., & Drew, S. (2007, May)**. Dropout Risk Factors and Exemplary Programs: A Technical Report. National Dropout Prevention Center. D. Linton: Communities in Schools, Inc. This study identifies the risk factors which increase a student's likelihood of dropping out. The authors conclude that disengagement can begin as early as kindergarten, and provide information on 50 effective dropout prevention programs. **Moderate**									
Solution 6 for CHILDREN: Support Students with Special Education Needs										
Ensure needs of special education students are addressed effectively	**Baseline Analysis:** Children enrolled at Kenilworth Elementary and Neval Thomas Elementary have higher developmental delays than their peers citywide. Both sets of students have more problems with literacy and PK3 and PK4 students from the two schools were screened at twice the national rate expected for developmental delays. **Segmentation analysis:** Neval Thomas Elementary appears to have a greater share of special education students, fewer students meeting the expected benchmark on the DIBELs assessment, and a higher share of kindergarten students in need of intensive intervention compared to Kenilworth Elementary.	Year 1	Chavez Academic staff, DCPNI Academic Service Coordinator, Educational Epiphany Inc., and each school's instructional coach/coaches who will participate in "train-the-trainer" style workshops	Students with special learning disabilities	139 students with special learning disabilities (Kenilworth ES: 21 students, Neval Thomas ES: 33 students, Chavez MS and HS: 85 students)	139 students with special learning disabilities (Kenilworth ES: 21 students, Neval Thomas ES: 33 students, Chavez MS and HS: 85 students)	100%	Intend to continue to maintain 100% penetration rate	[redacted]	Mix of public and private partner resources, including RTTT funds, and federal Promise Neighborhood Implementation funds -- see Match letters and budget narrative
		EVIDENCE: McLaughlin, M.J., & Nolet, V. (2004). What every principal needs to know about special education. Thousand Oaks, CA: Corwin Press. This report describes strategies for principals to develop high quality special education programs that address current standards and students' diverse needs. Recommendations address the need to create standards-based individualized curriculums, ensure appropriate access to the general curriculum, understand standardized testing options, support accurate identification and eligibility decisions, and promote positive behavior and family involvement. **Moderate**								
Solution 7 for CHILDREN: Provide Internet access and 21st Century Learning Tools										
Ensure teachers are trained on how to educate their students in the use of 21st Century Learning Tools	**Baseline Analysis:** Children at partner schools have very little structured instruction in computers/technology and depend primarily on teachers to integrate technology into their other lesson plans. **Segmentation Analysis:** Thomas Elementary has no designated time or space for computer labs. Chavez Middle School–Parkside has computer lab time scheduled for all students, but no formal computer or technology instruction offered during this time. Kenilworth Elementary has a computer lab, but teachers have no support in deciding what to do or how to use this time and resource.	Year 1	OCTO (DC-NET) and DCPNI vendors TBD	Teachers at 4 DCPNI-targeted schools	1,156 students (Kenilworth ES: 180 students, Neval Thomas ES: 250 students, Chavez MS and HS: 726 students)	1,156 students (Kenilworth ES: 180 students, Neval Thomas ES: 250 students, Chavez MS and HS: 726 students)	100%	Maintain 100%	TBD	Mix of public and private partner resources, including RTTT funds, and federal Promise Neighborhood Implementation funds -- see Match letters and budget narrative
		EVIDENCE: Warschauer, M., Michele, K., & Stone, L. (2008). "Technology and Equity in Schooling: Deconstructing the Digital Divide." Educational Policy 18.4: 562-588. This study compares the availability of, access to, and use of new technologies in a group of low- and high-socioeconomic status (SES) California high schools. The authors find that student-computer ratios were similar, but that the social contexts of computer use differed, with low-SES schools affected by uneven human support networks, irregular home access to computers by students, and pressure to raise school test scores while addressing the needs of large numbers of English learners. The report concludes that low SES schools require higher numbers of well-trained and experienced teachers, staff, and administrators; that teachers need to focus greater attention on using technology for scholarship, research, and inquiry, rather than mastery of software programs; and finally, that schools need a better approach for addressing unequal access to home computers. **Moderate** **Middleton, B.M., & Murray, R.K. (1999)**. "The Impact of Instructional Technology on Student Academic Achievement in Reading and Mathematics." International Journal of Instructional Media 26. This study examines the relationship between levels of technology implementation in the classroom and standardized test scores in reading and mathematics in grades four and five. Standardized test achievement scores are analyzed to determine whether significant differences exist between students from teachers who identify as high or low level users of technology in their classroom. Results showed a significant difference in both math and reading scores among the fifth grade students. **Moderate** **Tiene, D., & Luft, P. (2001).** "Teaching in a Technology Rich Classroom." Educational Technology 41.4: 23-31. This study documents the experiences of 10 public school teachers whose classes spent two months in a high tech facility made available at a local university. It finds that pairing children by their shared interests results in accelerated skill acquisition. **Moderate** **Ringstaff, C., & Kelley, L. (2002)**. The Learning Return on Our Educational Technology Investment: A Review of Findings from Research. Rep. San Francisco: WestEd RTEC. This report draws on selected longitudinal studies that investigate salient pedagogical and policy issues related to educational technology. The authors identifies several key characteristics for successfully using technology, including: its use as one component in a broad-based reform effort, adequate training for teachers, attitudinal changes in teachers, the availability of sufficient resources, effective long-term planning and support, and the integration of technology into the curricular and instructional framework. **Moderate**									

KEY STRATEGY/SOLUTION	BASELINE AND SEGMENTATION ANALYSIS	STARTING YEAR/ TIMING OF IMPLEMENTATION	KEY PARTNERS	TARGET POPULATION	# CHILDREN (BY AGE) SERVED ANNUALLY	POPULATION OF CHILDREN	% of CHILDREN WITHIN AGE GROUP SERVED BY SOLUTION	GROWTH PLANS	COST PER CHILD	FUNDING SOURCE
Promote greater use of user-friendly data reports and web/cell phone based tools for tracking student performance among parents	**Baseline Analysis:** **Data systems to facilitate information for parents are inadequate.** **Segmentation Analysis:** **Teachers at Thomas Elementary and Kenilworth Elementary still use carbon copies for report cards; no database is available to them. Chavez currently uses PowerSchools, but the system has issues because of connectivity problems in the building.**	Year 1	OCTO (DC-NET) and DCPNI vendors TBD	4 DCPNI-targeted schools	1,156 students (Kenilworth ES: 180 students, Neval Thomas ES: 250 students, Chavez MS and HS: 726 students)	1,156 students (Kenilworth ES: 180 students, Neval Thomas ES: 250 students, Chavez MS and HS: 726 students)	100%	Maintain 100%	TBD	Modest federal Promise Neighborhood funding
		EVIDENCE: Bouffard, S., & Little, P.M.D. (2004). Promoting quality through professional development: A framework for evaluation (Issues and Opportunities in Out-of-School Time Evaluation Brief No. 8). Cambridge, MA: Harvard Family Research Project. This report details current research and evaluation work in the out-of-school time (OST) field and highlights the evaluation methods and results of recent OST professional development initiatives at local and national levels. It finds that professional development initiatives are associated with positive outcomes, including providers' satisfaction and use of positive youth development framework. **Moderate**									
Ensure broadband accessibility throughout all neighborhoods	**Baseline Analysis:** Many low-income students in the DCPNI footprint do not have in-home Internet access—we estimate roughly 60 percent. All schools have Wi-Fi installed, but quality of connection varies. **Segmentation Analysis:** Kenilworth Courts has the most concentrated need for in-home Internet access, but residents of Mayfair and Paradise also struggle with Internet access. The connection at Chavez in particular may be unreliable.	Year 1	OCTO (DC-NET) and DCPNI vendors TBD	All households throughout the DCPNI neighborhoods	1456 Family Households	1456 Family Households	100%	Maintain 100%	TBD	Public partner resources, including ARRA funds, from Mayoral-level Office of the Chief Technology Officer
		Year 1	Community College of DC	Train parents in DCPNI neighborhoods to maintain network	NA	NA	NA	NA	NA	Public partner resources.
		EVIDENCE: Jackson, L.A., Von Eye, A., Biocca, F.A., Fitzgerald, H.E. (2006). "Does Home Internet Use Influence the Academic Performance of Low-Income Children?" Developmental Psychology 42.3: 429-435. This report describes a longitudinal field study designed to examine the antecedents and consequences of home Internet use in low-income families. Findings indicate that children who used the Internet more have higher scores on standardized tests of reading achievement and higher grade point averages than do children who used it less. **Moderate** **Huang, J., & Russell, S. (2006).** "The digital divide and academic achievement", Electronic Library, Vol. 24: 2, 160-173. This paper examines the relationship between students' access to computers and academic achievement. The findings show that the digital divide does exist, cutting through various socioeconomic factors, and that the relationship between technology accessibility and academic achievement may also exist, although it is very much complicated by other compounding factors, such as the subjects of learning, the uses of technology, and socioeconomic conditions. **Moderate** **Greenfield, P., & Yan, Z. (2006)**. "Children, Adolescents, and the Internet: A New Field of Inquiry in Developmental Psychology." Developmental Psychology 42.3: 391-394. This paper surveys the developmental psychology of children and adolescents in the virtual universe. It reviews six empirical articles which reflect changes in communication, cognitive development, academic achievement, and relationships to the globalized Internet world; with attention to positive and negative aspects of the new technology. It reaches four conclusions: that the Internet represents a new social environment for adolescents to create and explore universal issues such as identity, sexuality, and self-worth; the Internet is a new cultural tool where norms are shared, developed, and transmitted; that the Internet is a locus for cognitive development; and finally, that the Internet serves as a source of new methods for developmental research and requires new methodologies. **Moderate**									
Solution 1 for PARENTS: Drop Out Prevention for Teen Moms										
Identify at-risk teens and provide pipeline to high school completion.	**Baseline Analysis:** The vast majority (90 percent) of households with children in the DCPNI neighborhoods are single female-headed households. The targeted neighborhoods, especially in the northern census tract of 96.01, also have some of the highest shares of teenage births, although Mayfair and Paradise have experienced above average shares of teenage births in the past as well. **Segmentation analysis:** Kenilworth Courts and Kenilworth-Parkside Resident Management Corporation	Year 1	America's Promise Alliance (Early Warning System), Healthy Babies Project	4 DCPNI-targeted Schools, Teen moms in DPCNI footprint	1,156 students (Kenilworth ES: 180 students, Neval Thomas ES: 250 students, Chavez MS and HS: 726 students); 25 teen moms	1,156 students (Kenilworth ES: 180 students, Neval Thomas ES: 250 students, Chavez MS and HS: 726 students); 25 teen moms	100%	Maintain 100%	[redacted]	Local Public Funding, Private Foundations, Corporate and Individual Donors
		EVIDENCE: Magnuson, K. (2007). "Maternal education and children's academic achievement during middle childhood." Developmental Psychology, Vol. 43. This analysis of the National Longitudinal Survey of Youth data determines whether increases in mothers' educational attainment are associated with changes in children's academic achievement and the quality of their home environments. The results suggest that children of young mothers with low levels of education preform better on tests of academic skills and have higher quality home environments when their mothers complete additional schooling. **Moderate**									
Solution 2 for PARENTS: Invite and Welcome Parents Into the Schools										
Develop and implement ongoing strategies for engaging families and neighbors into deeper engagement with schools	**Segmentation Analysis:** There is a need to increase the amount and variety of methods used by schools to communicate with parents. Many parents/guardians are not involved in their child's education or school because the schools are either unwelcoming or the school system is misunderstood by parents. Parents lack the skills and knowledge necessary to effectively support their students' learning. Teachers lack the appropriate training and support to communicate more effectively with their students' parents/guardians.	Year 1	Flamboyan Foundation ; East River Family Strengthening Collaborative	Children enrolled at Neval Thomas	250 students	250 students	100%	Maintain 100%	[redacted]	Private partner resources.
			DC Public Schools Office of Family and Public Engagement; East River Family Strengthening Collaborative	Parents with children enrolled at 2 DCPNI-targeted elementary schools	430 students (Kenilworth ES: 180 students, Neval Thomas ES: 250 students)	430 students (Kenilworth ES: 180 students, Neval Thomas ES: 250 students)	100%	Maintain 100%	[redacted]	Mix of public partner resources, including DC Child and Family Services Administration funding, and federal Promise Neighborhood Implementation funds -- see Match letters and budget narrative
		EVIDENCE: Fehrmann, P.G., Keith, T.Z., & Reimers, T.M. (1987). Home influence on School Learning: Direct and Indirect Effects on Parental Involvement on High School Grades. The Journal of Educational Research, 80(6): 330-337. This study examines the direct effects of perceived parental involvement on grades. It also examines the indirect effect of such involvement on grades through TV time and time spent on homework. The results indicate that parental involvement has an important direct, positive effect on grades as well as leading to increased time spent on homework, which also has positive effects on grades. The authors suggest that policy-makers should consider improving parental involvement in students' academic and social lives as a means to improve students' academic progress. **Moderate** **Jeynes, W. (2007)**. The Relationship Between Parental Involvement and Urban Secondary School Student Academic Achievement: A Meta-Analysis. Urban Education, 42(1): 82-110. This report is composed as a meta-analysis of 52 studies undertaken to determine the influence of parental involvement on the educational outcomes of urban secondary school children as well as the possible differing effects of parental involvement by race and socioeconomic status. The results indicate that the influence of parental involvement overall is significant for secondary school children. Parental involvement as a whole affects all the academic variables and across race and socioeconomic status. **Moderate** **Jeynes, W. (2005)**. A Meta-analysis: The effects of parental involvement on minority children's academic achievement. Urban Education, 40(3): 237-269. This report is composed as a meta-analysis of 41 studies undertaken to determine the influence of parental involvement on the educational outcomes of urban secondary school children as well as the possible differing effects of parental involvement by race and socioeconomic status. The results indicate that the influence of parental involvement overall is significant for secondary school children. Parental involvement as a whole affects all the academic variables and across race and socioeconomic status. **Moderate** **Jeynes, W. (2003)**. A meta-analysis: The effects of parental involvement on minority children's academic achievement. Education & Urban Society 35(2): 202-218. This report is composed as a meta-analysis of 21 studies undertaken to determine the influence of parental involvement on the educational outcomes of urban secondary school children as well as the possible differing effects of parental involvement by race and socioeconomic status. The results indicate that the influence of parental involvement overall is significant for secondary school children. Parental involvement as a whole affects all the academic variables and across race and socioeconomic status. **Moderate** **Henderson, Anne T. & Mapp, K.L. (2002)**. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory. This paper assimilates research from several studies that examines the impact of family engagement to support learning. The authors conclude that teacher outreach to parents was related to strong and consistent gains in student performance in both reading and math. The highest performing schools focus on building trusting, collaborative relationships; recognizing, respecting, and addressing families' needs as well as class and cultural difference; embracing a philosophy of partnership where power and responsibility are shared. The paper describes a model which features engagement of parents and communities in building low-income families' power and political skills to hold schools accountable for results. Moderate **Shaver, A.V., & Walls, R.T. (1998)**. Effect of Title I Parent Involvement on Student Reading and Mathematics Achievement. Journal of Research and Development in Education, 31(2), 90-97. This study examines the effects of parent involvement on the reading and math achievement of low-performing Title I students in elementary and middle grades. Researchers compare results between children whose parents attended at least half and those who participated in fewer than half of the sessions and find that parent involvement increased student achievement in both reading and math, with younger children making the most improvement. The author recommends school programs for at-risk children have multifaceted methods for family involvement. **Moderate**									
Train and support teachers to make family home visits	See Above	Year 1	Flamboyan Foundation; East River Family Strengthening Collaborative	Children enrolled at 4 DCPNI-targeted schools	300 Visits	1,156 students (Kenilworth ES: 180 students, Neval Thomas ES: 250 students, Chavez MS and HS: 726 students)	26%	15% per year	[redacted]	Mix of private partner resources and federal Promise Neighborhood Implementation funds.
		EVIDENCE: Bridgeland, J.M., Dilulio, J.J., Streeter, R.T., & Mason, J.R. (2008). One dream, two realities: Perspectives of parents on America's high school students. A report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation. Washington, DC: Civic Enterprises. This report introduces a series of focus group studies as well as a nationally representative survey of 1,006 parents, to evaluate parent attitudes and experiences related to involvement and to identify best practices for parent engagement. The findings demonstrate that parents place a very high value on their involvement in their child's success, but that they also experience numerous barriers to information and opportunity. **Moderate** **Sale, L., Weil, G., & Kryah, R. (2011)**. Teacher Home Visit Program: 2009-2010 Evaluation Report. St. Louis, MO: University of Missouri-St.Louis. This report evaluates the impact of The Teacher Home Visit Program (THVP), a St. Louis school-based program to boost parental involvement, including a survey of teachers, parents/guardians, and students. The researchers find that THVP is having a positive impact on families, students, and teachers; and that enthusiasm for the program is very high among all parties involved. The report concludes with a list of suggested program modifications. **Moderate** **Sweet, M.A., & Appelbaum, M.I. (2004).** Is home visiting an effective strategy? A meta-analytic review of home visiting programs for families with young children. Child Development, 75(5): 1435-1456. This paper quantifies the usefulness of home visits as a strategy for helping families across a range of outcomes. Child outcomes reviewed include cognitive development, socioemotional development, and prevention of abuse. Parent outcomes reviewed include parenting behavior, attitudes, education, and employment. Results indicate that children whose families were enrolled in a home visiting program fared better than children who were not, however, program implementation varies widely and measures of effect size are low. The authors recommend greater standardization of home visiting models to assist in future evaluation and the identification of best practices. **Moderate**									

KEY STRATEGY/SOLUTION	BASELINE AND SEGMENTATION ANALYSIS	STARTING YEAR TIMING OF IMPLEMENTATION	KEY PARTNERS	TARGET POPULATION	# CHILDREN (BY AGE) SERVED ANNUALLY	POPULATION OF CHILDREN	% of CHILDREN WITHIN AGE GROUP SERVED BY SOLUTION	GROWTH PLANS	COST PER CHILD	FUNDING SOURCE
Train and support teachers and principals in evidence-based strategies for engaging parents in schools	**See Above**	Year 1	Flamboyan Foundation ; East River Family Strengthening Collaborative; Cesar Chavez Public Charter Schools	Children enrolled at 4 DCPNI-targeted schools	1,156 students (Kenilworth ES: 180 students, Neval Thomas ES: 250 students, Chavez MS and HS: 726 students)	1,156 students (Kenilworth ES: 180 students, Neval Thomas ES: 250 students, Chavez MS and HS: 726 students)	100%	Maintain 100%	[redacted]	Mix of private partner resources and federal Promise Neighborhood Implementation funds.
		EVIDENCE: Tolan, P., Gorman-Smith, D., & Henry, D. (2004). Supporting families in a high-risk setting: Proximal effects of the SAFEChildren preventive intervention. Journal of Consulting and Clinical Psychology, 72(5), 855-869. This report evaluates the SAFEChildren program, a preventative intervention program targeting 424 at-risk children and families in inner city Chicago. It finds that children in the intervention condition experience a greater increase in reading level than children in the control condition, and subgroup analysis indicate that children who were categorized as high-risk have greater declines in aggression and hyperactivity. Parents of high-risk children have greater improvements in involvement and parental monitoring. **Moderate** **Lee, J.C., & Bowen, N.K. (2006)**. Parent Involvement, Cultural Capital, and the Achievement Gap among Elementary School Children. American Educational Research Journal, 43(2), 193-218. This study examines the level and impact of five types of parent involvement on elementary school children's academic achievement by race/ethnicity, poverty, and parent educational attainment. It finds that parents with different demographic characteristics exhibit different types of involvement, and the types of involvement exhibited by parents from dominant groups had the strongest association with achievement. Contrary to theoretical expectations, however, the study also finds that members of dominant and nondominant groups benefited similarly from certain types of involvement and differently from others. **Moderate** **Fehrmann, P.G., Keith, T.Z., & Reimers, T.M. (1987).** Home influence on School Learning: Direct and Indirect Effects on Parental Involvement on High School Grades. The Journal of Educational Research, 80(6): 330-337. This study examines the direct effects of perceived parental involvement on grades. It also examines the indirect effect of such involvement on grades through TV time and time spent on homework. The results indicate that parental involvement has an important direct, positive effect on grades as well as leading to increased time spent on homework, which also has positive effects on grades. The authors suggest that policy-makers should consider improving parental involvement in students' academic and social lives as a means to improve students' academic progress. **Moderate** **Jeynes, W. (2007).** The Relationship Between Parental Involvement and Urban Secondary School Student Academic Achievement: A Meta-Analysis. Urban Education, 42(1): 82-110. This report is composed as a meta-analysis of 52 studies undertaken to determine the influence of parental involvement on the educational outcomes of urban secondary school children as well as the possible differing effects of parental involvement by race and socioeconomic status. The results indicate that the influence of parental involvement overall is significant for secondary school children. Parental involvement as a whole affects all the academic variables and across race and socioeconomic status. **Moderate**									
Provide high-quality parent support and training that spans all child age ranges and family support topics (including parent centers and early childhood home visits)	**Segmentation Analysis:** Parents lack the skills and knowledge necessar y to effectively support their students' learning.	Year 1	DCPNI Parent Academy-East River Family Strengthening Collaborative; Georgetown University; ELN	Parents with children ages 0-5 and parents enrolled at 2 DCPNI-targeted elementary schools, parents of older children Years 2 -5	967	1,693	57%	Increase 25% per year until full penetration	[redacted]	Mix of private partner resources and federal Promise Neighborhood Implementation funds.
		EVIDENCE: Reed, Zakia, Gregory Matthews, and Jenny Hamilton. (2005, June). "Logic Models and Outcomes for Programs Serving Parents of Adolescents." Washington, DC: Child Trends. This report describes and summarizes the Parent Centers for Parents of Adolescents in Washington, DC, to help parents gain the skills necessary for parenting this age group. The authors state that the activities, staff, and available financial resources and human capital within each program ultimately determine the specific outcomes appropriate for specific programs; and that the centers can and do provide access to information that could be used towards improving the functioning of their families or to improve their own personal development. Recommendations for future outcomes measurement are provided. **Strong** **Sanders, M.R., Markie-Dadds, C., Tully, L.A., & Bor, W. (2000)**. The Triple P-Positive Parenting Program: A comparison of enhanced, standard, and self-directed behavioral family intervention for parents of children with early onset conduct problems. Journal of Consulting and Clinical Psychology, 68(4), 624-640. This report compares three variants of a behavioral family intervention (BFI) known as Triple P. Results indicate that 2 practitioner-assisted conditions were associated with lower levels of parent-reported disruptive child behavior, lower levels of dysfunctional parenting, greater parental competence, and higher consumer satisfaction. Overall, participants in one of the three models demonstrated greater reliable improvement than in the other models. A one-year followup finds that children in all three models achieved similar levels of clinically reliable change in observed disruptive behavior. **Strong** **Harrel, A., Cavanaugh, S., & Sridharan, S. (1999).** Evaluation of the Children at Risk Program: Results 1 year after the end of the program. Research in brief. Washington, DC: U.S. Department of Justice, Office of Justice Programs, National Institute of Justice. This brief presents the findings of an evaluation of the Children at Risk (CAR) drug and delinquency prevention program for high-risk 11- to 13-year-old adolescents linging narrowly defined and severely distressed neighborhoods in five cities. The study finds that CAR youths participated in more positive activities (school clubs, religious groups, sports) and reported attending more drug and alcohol abuse programs during the program period than did youths in the control group. **Moderate** **Griffith, A. (2008)**. "An evaluation of Boys Town's Common Sense Parenting behavioral parent training program" Lincoln, Nebraska: ETD collection for University of Nebraska - Lincoln. This study evaluates Boys Town's Common Sense Parenting (CSP) program, which is designed to address the limitations of other parent training programs, and examines the pre/post changes that occurred in areas of parent knowledge, parent stress, parenting practices and beliefs, and child externalizing behavior. The findings indicate that parent participation in the CSP program results in significant increases for measures of parent knowledge and parenting practices and beliefs, and significant decreases in parent stress and child externalizing behavior. **Moderate**									
Solution 3 for PARENTS: Support parent's literacy to increase their ability to support their children in school										
Provide adult literacy training for Kenilworth-Parkside residents.	**Baseline Analysis:** More than half of students from the two DCPNI elementary schools are not proficient in reading or math on the DCCAS test. **Segmentation Analysis:** Parents lack the skills and knowledge necessar y to effectively support their students' learning.	Year 1	East River Family Strengthening Collaborative; DCPNI Neighborhood Community Centers	DCPNI Residents living in public housing or near to/below the poverty line	30	400	13%	Increase by 15% annually as services are strengthened and expanded	[redacted]	Local Pubic Funds including DCHA and DC Child and Family Services, Private Foundations
		EVIDENCE: Jackson, A.P., Brooks-Gunn, J., Huang, C., Glassman, M. (2000). "Single Mothers in Low-wage Jobs: Financial Strain, Parenting, and Preschool Outcomes." Child Development, Vol. 71, Issue 5. King, C.T., Smith, T.C., Glover, R.W. (2011). "Investing in Children and Parents: Fostering Dual-Generation Strategies in the United States." Ray Marshall Center for the Study of Human Resources. This study investigates the effect of maternal education, economic conditions, and the availability of instrumental support on maternal psychological functioning, parenting, and child development. The results indicate that maternal educational attainment was positively associated with earning, which, together with instrumental support, were negatively associated with financial strain, negatively associated with depressive symptoms, and positively associated with parenting quality and preschool ability in their children. **Moderate** **Britto, P.R., Brooks-Gunn, J. (2001)**. The Role of Family Literacy Environments in Promoting Young Children's Emerging Literacy Skills: New Directions for Child and Adolescent Development. This volume identifies aspects of family literacy environments that promote children's emerging literacy and facilitate the development of children's literacy skills. It includes studies that highlight the association between child and family literacy and demonstrates particular types of literacy interactions that influence the skill being developed. **Moderate** **Padak, N., Sapin, C., Baycich, D. (2002)**. A Decade of Family Literacy: Programs, Outcomes, and Future Prospects. ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment. College of Education. The Ohio State University: Columbus, OH. This paper reviews and synthesizes reports about family literacy programs and practices, focusing on outcomes for adult learners. It identifies critical issues for program implementation, including: the quality of staff, curricular assumptions and instructional practices, and collaboration within and outside of programs. The paper also discusses outcomes using an assessment model. **Moderate** **Caspe, M. (2003)**. Family Literacy: A Review of Programs and Critical Perspectives. Harvard Family Research Project, Harvard Graduate School of Education. Cambridge, MA. This literature review explores the importance and complexity of family literacy and emergent literacy in a rapidly evolving technological society. It defines modern family literacy, describes important perspectives for program design, guides program principles, and discusses keys for implementation. **Moderate**									
Solution 4 for PARENTS: Support GED attainment for parents										
Provide pathways to GED attainment for parents and disconnected youth in the footprint.	**Baseline Analysis:** Approximately half of the residents living in the DCPNI neighborhoods are poor. However, four of the neighborhoods have particularly high rate s of poverty, income subsidies such as TANF an d SNAP, and live in subsidized housing. **Segmentation analysis:** The four neighborhoods include Kenilworth Cou rts, Kenilworth-Parkside Resident Management Corporation, Mayfair, and Paradis e	Year 1	East River Family Strengthening Collaborative; DCPNI Neighborhood Community Centers, CCDC, Healthy Babies Project (HBP)	DCPNI Residents living in public housing or near to/below the poverty line; Teen Moms	45 total (10 parents served by ERFSC; 10 parents served by CCDC; 25 parents served by HBP	425	9%	Increase services by 15% each year at community centers, CCDC, ERFSC due to enhanced outreach; Healthy Babies Project will serve 25 teen moms annually to help achieve GED or High School Diploma	[redacted]	Local Public Funds, Federal WIA funds, Private Foundations
		EVIDENCE: Jackson, A.P., Brooks-Gunn, J., Huang, C., Glassman, M. (2000). "Single Mothers in Low-wage Jobs: Financial Strain, Parenting, and Preschool Outcomes." Child Development, Vol. 71, Issue 5. King, C.T., Smith, T.C., Glover, R.W. (2011). "Investing in Children and Parents: Fostering Dual-Generation Strategies in the United States." Ray Marshall Center for the Study of Human Resources. This study investigates the effect of maternal education, economic conditions, and the availability of instrumental support on maternal psychological functioning, parenting, and child development. The results indicate that maternal educational attainment was positively associated with earning, which, together with instrumental support, were negatively associated with financial strain, negatively associated with depressive symptoms, and positively associated with parenting quality and preschool ability in their children. **Moderate** **Heckman, J.J., Lalonde, R.J., Smith, J.A. (1999)**. The Economics and Econometrics of Active Labor Market Programs. Handbook of Labor Economics, 1999: pp. 1865-2097. This chapter examines the impacts of active labor market policies, such as job training, job search assistance, and job subsidies, and the methods used to evaluate their effectiveness. It finds that some groups generate high rates of return, while others generate little or no effect. The authors conclude that interventions targeting adult women demonstrate significant positive rates of employment and positive impact on earnings. Moderate **Schochet, P.Z., Burghardt, J., McConnell, S. (2006)**. National Jobs Corps Study and Longer-Term Follow-up Study: Impact and Benefit-Cost Findings Using Survey and Summary Earnings Records Data. Submitted to U.S. Depa									

KEY STRATEGY/SOLUTION	BASELINE AND SEGMENTATION ANALYSIS	STARTING YEAR TIMING OF IMPLEMENTATION	KEY PARTNERS	TARGET POPULATION	# CHILDREN (BY AGE) SERVED ANNUALLY	POPULATION OF CHILDREN	% of CHILDREN WITHIN AGE GROUP SERVED BY SOLUTION	GROWTH PLANS	COST PER CHILD	FUNDING SOURCE
Result Area 3: College and Career Solutions										
Solution 1 for CHILDREN: Inspire a college-going culture at target schools and throughout Parkside-Kenilworth										
Inspire a college-going culture at target schools and throughout Kenilworth-Parkside.	**Baseline Analysis:** Cesar Chavez High School–Parkside retention r ates are relatively low: the size of the 12th grad e class is half of what the 9th grade class size w as four years prior. Less than two-thirds of Cha vez High School–Parkside students graduate (5 9 percent in SY2009).	Year 1	DCPNI College-Career Success Network ; College Success Foundation and United Way of the North Capital Region	Children enrolled at 4 DCPNI-targeted schools and children in Parkside-Kenilworth ages 0 through 24	2967	2,967	100%	Maintain 100%	[redacted]	Private Partner Resources
		EVIDENCE: Myers, C.B., Brown, D.E., Pavel, D.M. (2010). Increasing Access to Higher Education Among Low-Income Students: The Washington State Achiever's Program. Journal of Education for Students Placed at Risk, 15(4), 299-321. This study assesses how a comprehensive precollege intervention and developmental program among low-income high school students contributed to college enrollment outcomes measured in 2006. It finds that early and continuous financial support for college combined with activity in the WSA Program guarantees enrollment in college and increases enrollment in 4-year and highly selective colleges. It also finds that, even in the absence of financial support for college, there are still quantifiable and positive effects on college-going for just participating in the WSA Program and receiving its abundant non-financial resources and support. **Strong** **Institute for Higher Education Policy (2010)**. Expanding Access and Opportunity: The Washington Achievers Program. Washington, DC. This report describes the components, demographics characteristics, and summarizes research conducted on the Washington State Achievers Program (WSA). Researchers find that participants had highly positive academic, financial, and social outcomes compared with non-participants; and were on par with students from the highest socioeconomic quartile nationally. It also finds that participants persisted and graduated higher education at increased rates and frequently remained active as community leaders and mentors. **Moderate** **Sawaga, S., & Schram, J.B. (2008)**. High Schools as Launch Pads: How College-Going Culture Improves Graduation Rates in Low-Income High Schools. Washington, DC: College Summit. This paper cites research supporting the importance of college-going culture in boosting graduation rates. The authors also outline policy recommendations and best practices for program implementation. **Moderate** **Bedsworth, B., Colby, S., & Doctor, J. (2005)**. Reclaiming the American Dream. New York, NY: The Bridgespan Group. This study analyzes data from the National Educational Longitudinal Study to identify the kinds of support that appear to make the greatest difference in helping low-income youth enroll in and complete college. It finds several important factors that support academic preparation as a path to college and career success. These factors include expectations about college attendance, information about college and the requirements to enroll, peer culture, and supports that address college affordability. **Moderate** **Cunningham, A.F., Erisman, W., & Looney, S.M. (2007)**. From Aspirations to Action: The Role of Middle School Parents in Making the Dream of College a Reality. Washington, DC: Institute for Higher Education Policy. This paper describes a nationwide survey to determine the necessary steps involved in planning for college. It finds four elements that are critical for supporting college enrollment: developing aspirations, college knowledge and planning, academic preparation, and financial preparation. **Moderate**									
Solution 2 for CHILDREN: Beginning in middle school, provide comprehensive pre-college prep										
Promote college awareness and the goal of college attendance for each student	**Baseline Analysis:** Chavez Schools-Parkside has a strong college culture. However, more needs to be done to ensure that graduates of Chavez have the support mechanisms and long-term plans to graduate and earn a postsecondary degree, and/or have access to alternatives such as job placement and training opportunities. **Segmentation Analysis:** Chavez Parkside High School students who are not planning on going to college. Chavez Parkside High School students who are not certain they will go into postsecondary education immediately after graduating from Chavez.	Year 1	ABOVE: DCPNI College-Career Success Network ; College Success Foundation and United Way of the North Capital Region; Chavez Academic Staff; Gerogetown's Kids2College	Students enrolled in 6th through 12th grade	736	736	100%	Maintain 100%	[redacted]	Private partner resources and federal Promise Neighborhood Implementation funds
			America's Promise Alliance & Simon Foundation; Georgetown's Meyers Institute for College Preparation	Students enrolled in 9th - 12th grade	75	380	20%	Not applicable -- Simon and Meyers at capacity targeting subset of high-risk students	[redacted]	
		EVIDENCE: Myers, C.B., Brown, D.E., Pavel, D.M. (2010). Increasing Access to Higher Education Among Low-Income Students: The Washington State Achiever's Program. Journal of Education for Students Placed at Risk, 15(4), 299-321. This study assesses how a comprehensive precollege intervention and developmental program among low-income high school students contributed to college enrollment outcomes measured in 2006. It finds that early and continuous financial support for college combined with activity in the WSA Program guarantees enrollment in college and increases enrollment in 4-year and highly selective colleges. It also finds that, even in the absence of financial support for college, there are still quantifiable and positive effects on college-going for just participating in the WSA Program and receiving its abundant non-financial resources and support. **Strong** **Institute for Higher Education Policy (2010)**. Expanding Access and Opportunity: The Washington Achievers Program. Washington, DC. This report describes the components, demographics characteristics, and summarizes research conducted on the Washington State Achievers Program (WSA). Researchers find that participants had highly positive academic, financial, and social outcomes compared with non-participants; and were on par with students from the highest socioeconomic quartile nationally. It also finds that participants persisted and graduated higher education at increased rates and frequently remained active as community leaders and mentors. **Moderate** **Sawaga, S., & Schram, J.B. (2008)**. High Schools as Launch Pads: How College-Going Culture Improves Graduation Rates in Low-Income High Schools. Washington, DC: College Summit. This paper cites research supporting the importance of college-going culture in boosting graduation rates. The authors also outline policy recommendations and best practices for program implementation. **Moderate** **Bedsworth, B., Colby, S., & Doctor, J. (2005)**. Reclaiming the American Dream. New York, NY: The Bridgespan Group. This study analyzes data from the National Educational Longitudinal Study to identify the kinds of support that appear to make the greatest difference in helping low-income youth enroll in and complete college. It finds several important factors that support academic preparation as a path to college and career success. These factors include expectations about college attendance, information about college and the requirements to enroll, peer culture, and supports that address college affordability. **Moderate** **Cunningham, A.F., Erisman, W., & Looney, S.M. (2007)**. From Aspirations to Action: The Role of Middle School Parents in Making the Dream of College a Reality. Washington, DC: Institute for Higher Education Policy. This paper describes a nationwide survey to determine the necessary steps involved in planning for college. It finds four elements that are critical for supporting college enrollment: developing aspirations, college knowledge and planning, academic preparation, and financial preparation. **Moderate**									
Support college tours and visits	See Above	Planning Year	Georgetown University's Kids2College; Chavez College Tours	Students enrolled in 6th - 8th grade	448	791	100%	Maintain 100%	[redacted]	Private partner resources and federal Promise Neighborhood Implementation funds
				Students enrolled in 9th - 12th grade	380	380	100%	Maintain 100%	[redacted]	
		EVIDENCE: Myers, C.B., Brown, D.E., Pavel, D.M. (2010). Increasing Access to Higher Education Among Low-Income Students: The Washington State Achiever's Program. Journal of Education for Students Placed at Risk, 15(4), 299-321. This study assesses how a comprehensive precollege intervention and developmental program among low-income high school students contributed to college enrollment outcomes measured in 2006. It finds that early and continuous financial support for college combined with activity in the WSA Program guarantees enrollment in college and increases enrollment in 4-year and highly selective colleges. It also finds that, even in the absence of financial support for college, there are still quantifiable and positive effects on college-going for just participating in the WSA Program and receiving its abundant non-financial resources and support. **Strong** **Institute for Higher Education Policy (2010)**. Expanding Access and Opportunity: The Washington Achievers Program. Washington, DC. This report describes the components, demographics characteristics, and summarizes research conducted on the Washington State Achievers Program (WSA). Researchers find that participants had highly positive academic, financial, and social outcomes compared with non-participants; and were on par with students from the highest socioeconomic quartile nationally. It also finds that participants persisted and graduated higher education at increased rates and frequently remained active as community leaders and mentors. **Moderate**									
Promote parental involvement and college awareness, as well as parent post-secondary education	See Above	Year 1	DCPNI College-Career Success Network ; College Success Foundation and United Way of the North Capital Region;	Students enrolled in 6th - 12th grade	726	726	100%	Maintain 100%	[redacted]	Mix of private and public partner resources
		EVIDENCE: Myers, C.B., Brown, D.E., Pavel, D.M. (2010). Increasing Access to Higher Education Among Low-Income Students: The Washington State Achiever's Program. Journal of Education for Students Placed at Risk, 15(4), 299-321. This study assesses how a comprehensive precollege intervention and developmental program among low-income high school students contributed to college enrollment outcomes measured in 2006. It finds that early and continuous financial support for college combined with activity in the WSA Program guarantees enrollment in college and increases enrollment in 4-year and highly selective colleges. It also finds that, even in the absence of financial support for college, there are still quantifiable and positive effects on college-going for just participating in the WSA Program and receiving its abundant non-financial resources and support. **Strong** **Institute for Higher Education Policy (2010)**. Expanding Access and Opportunity: The Washington Achievers Program. Washington, DC. This report describes the components, demographics characteristics, and summarizes research conducted on the Washington State Achievers Program (WSA). Researchers find that participants had highly positive academic, financial, and social outcomes compared with non-participants; and were on par with students from the highest socioeconomic quartile nationally. It also finds that participants persisted and graduated higher education at increased rates and frequently remained active as community leaders and mentors. **Moderate** **Sawaga, S., & Schram, J.B. (2008)**. High Schools as Launch Pads: How College-Going Culture Improves Graduation Rates in Low-Income High Schools. Washington, DC: College Summit. This paper cites research supporting the importance of college-going culture in boosting graduation rates. The authors also outline policy recommendations and best practices for program implementation. **Moderate** **Bedsworth, B., Colby, S., & Doctor, J. (2005)**. Reclaiming the American Dream. New York, NY: The Bridgespan Group. This study analyzes data from the National Educational Longitudinal Study to identify the kinds of support that appear to make the greatest difference in helping low-income youth enroll in and complete college. It finds several important factors that support academic preparation as a path to college and career success. These factors include expectations about college attendance, information about college and the requirements to enroll, peer culture, and supports that address college affordability. **Moderate** **Cunningham, A.F., Erisman, W., & Looney, S.M. (2007)**. From Aspirations to Action: The Role of Middle School Parents in Making the Dream of College a Reality. Washington, DC: Institute for Higher Education Policy. This paper describes a nationwide survey to determine the necessary steps involved in planning for college. It finds four elements that are critical for supporting college enrollment: developing aspirations, college knowledge and planning, academic preparation, and financial preparation. **Moderate**									
Provide rigorous academic preparation	See Above	Planning Year	Chavez Curriculum Coordinators	Students enrolled in 6th - 12th grade	726	726	100%	Maintain 100%	[redacted]	Mix of private and public partner resources
		EVIDENCE: Bedsworth, B., Colby, S., & Doctor, J. (2005). Reclaiming the American Dream. New York, NY: The Bridgespan Group. This study analyzes data from the National Educational Longitudinal Study to identify the kinds of support that appear to make the greatest difference in helping low-income youth enroll in and complete college. It finds several important factors that support academic preparation as a path to college and career success. These factors include expectations about college attendance, information about college and the requirements to enroll, peer culture, and supports that address college affordability. **Moderate**									
SAT preparation	See Above	Year 1	Kaplan	Students enrolled in 11th grade	90	90	100%	Maintain 100%	[redacted]	Mix of private and public partner resources
		EVIDENCE: Briggs, D.C. (2009). Preparation for College Admission Exams. Arlington, VA: National Association for College Admission Counseling. This paper examines inequalities in test preparation access, and recommends a set of solutions related to test preparation, including test preparation programs. It also summarizes existing research on the effects of test preparation on standardized test scores and presents newly published data collected by the author in cooperation with the National Association for College Admission Counseling (NACAC) and its members about how colleges are currently using test scores in the process of making admission decisions. **Moderate**									

KEY STRATEGY/SOLUTION	BASELINE AND SEGMENTATION ANALYSIS	STARTING YEAR TIMING OF IMPLEMENTATION	KEY PARTNERS	TARGET POPULATION	# CHILDREN (BY AGE) SERVED ANNUALLY	POPULATION OF CHILDREN	% of CHILDREN WITHIN AGE GROUP SERVED BY SOLUTION	GROWTH PLANS	COST PER CHILD	FUNDING SOURCE
Solution 3 for CHILDREN: Address students financial needs that impede college enrollment and successful college completion										
Address students financial needs that impede college enrollment and successful college completion	**Baseline Analysis**: Chavez Schools-Parkside has a strong college culture. However, more needs to be done to ensure that graduates of Chavez have the support mechanisms and long-term plans to graduate and earn a postsecondary degree, and/or have access to alternatives such as job placement and training opportunities. **Segmentation Analysis:** Chavez Parkside High School students who are not planning on going to college. Chavez Parkside High School students who are not certain they will go into postsecondary education immediately after graduating from Chavez. **Baseline Analysis:** Approximately half of the residents living in the DCPNI neighborhoods are poor. However, four of the neighborhoods have particularly high rates of poverty, income subsidies such as TANF and SNAP, and live in subsidized housing. **Segmentation Analysis:** The four neighborhoods include Kenilworth Courts, Kenilworth-Parkside Resident Management Corporation, Mayfair, and Paradise.	Year 1	DCPNI College-Career Success Network ; College Success Foundation and United Way of the North Capital Region; Chavez Emergency College Fund	Students enrolled in 11th and 12th grade	137 11th and 12th graders at Chavez HS	137 11th and 12th graders at Chavez HS	100%	Maintain 100% at Chavez HS 15% expansion to other 11th and 12th grade students in DCPNI neighborhood each year, as needed	TBD	Mix of public and private partner resources and federal Promise Neighborhood Implementation funds
	EVIDENCE: Myers, C.B., Brown, D.E., Pavel, D.M. (2010). Increasing Access to Higher Education Among Low-Income Students: The Washington State Achiever's Program. Journal of Education for Students Placed at Risk, 15(4), 299-321. This study assesses how a comprehensive precollege intervention and developmental program among low-income high school students contributed to college enrollment outcomes measured in 2006. It finds that early and continuous financial support for college combined with activity in the WSA Program guarantees enrollment in college and increases enrollment in 4-year and highly selective colleges. It also finds that, even in the absence of financial support for college, there are still quantifiable and positive effects on college-going for just participating in the WSA Program and receiving its abundant non-financial resources and support. **Strong** **Institute for Higher Education Policy (2010)**. Expanding Access and Opportunity: The Washington Achievers Program. Washington, DC. This report describes the components, demographics characteristics, and summarizes research conducted on the Washington State Achievers Program (WSA). Researchers find that participants had highly positive academic, financial, and social outcomes compared with non-participants; and were on par with students from the highest socioeconomic quartile nationally. It also finds that participants persisted and graduated higher education at increased rates and frequently remained active as community leaders and mentors. **Moderate**									
Solution 4 for CHILDREN: Develop a network of business and college-career mentors										
Develop a network of business and college-career mentors	**Baseline Analysis:** Chavez Schools-Parkside has a strong college culture. However, more needs to be done to ensure that graduates of Chavez have the support mechanisms and long-term plans to graduate and earn a postsecondary degree, and/or have access to alternatives such as job placement and training opportunities. **Segmentation Analysis:** Chavez Parkside High School students who are not planning on going to college. Chavez Parkside High School students who are not certain they will go into postsecondary education immediately after graduating from Chavez.	Year 1	DCPNI College-Career Success Network ; College Success Foundation and United Way of the North Capital Region, Mentors Foundation	Students enrolled in 6th-12th grade and Parkside-Kenilworth residents ages 18 24	142	1406	10%	15% each additional year	[redacted]	Partner resources -- primarily private funds,see match letters
	EVIDENCE: Johnson, A. W. (1998). An evaluation of the long-term impacts of the Sponsora- Scholar program on student achievement. Princeton, NJ: Mathematica Policy Research. This report is an evaluation of the Sponsor-a-Scholar (SAS) program in Philadelphia, which selects at-risk students from the public school system and offers them an opportunity to participate in a mentoring relationship with an adult volunteer. The findings indicate the potential of this form of intervention for changing the long-term educational prospects of at-risk youth. They also suggest the value of particular aspects of the program model. **Strong** **Myers, C.B., Brown, D.E., Pavel, D.M. (2010)**. Increasing Access to Higher Education Among Low-Income Students: The Washington State Achiever's Program. Journal of Education for Students Placed at Risk, 15(4), 299-321. This study assesses how a comprehensive precollege intervention and developmental program among low-income high school students contributed to college enrollment outcomes measured in 2006. It finds that early and continuous financial support for college combined with activity in the WSA Program guarantees enrollment in college and increases enrollment in 4-year and highly selective colleges. It also finds that, even in the absence of financial support for college, there are still quantifiable and positive effects on college-going for just participating in the WSA Program and receiving its abundant non-financial resources and support. **Strong** **Institute for Higher Education Policy. (2010)**. Expanding Access and Opportunity: The Washington Achievers Program. Washington, DC. This report describes the components, demographics characteristics, and summarizes research conducted on the Washington State Achievers Program (WSA). Researchers find that participants had highly positive academic, financial, and social outcomes compared with non-participants; and were on par with students from the highest socioeconomic quartile nationally. It also finds that participants persisted and graduated higher education at increased rates and frequently remained active as community leaders and mentors. **Moderate** **Constantine, J.M.., Seftor, N.S., Martin, E.S., Silva, T., & Myers, D. (2006)**. A study of the effect of the Talent Search program on secondary and postsecondary outcomes in Florida, Indiana, and Texas: Final report from phase II of the national evaluation. Washington, DC: U.S. Department of Education. This paper reviews seven studies of the effectiveness of Talent Search, a program to help low-income and first-generation college students complete high school and gain access to college. Talent Search provides a combination of services designed to improve academic achievement and increased access to financial aid. Services include test taking and study skills assistance, academic advising, tutoring, career development, college campus visits, and financial aid application assistance. The authors find that participants in the program complete high school at a significantly higher rate than nonparticipants. The What Works Clearinghouse (WWC) rated the effectiveness of the program as potentially positive. **Moderate**									
Solution 1 for PARENTS: Support workforce readiness for parents										
Provide assessments and follow up services to disconnected youth and adults.	**Baseline Analysis:** Approximately half of the residents living in the DCPNI neighborhoods are poor. However, four of the neighborhoods have particularly high rates of poverty, income subsidies such as TANF and SNAP, and live in subsidized housing. **Segmentation analysis:** The four neighborhoods include Kenilworth Courts, Kenilworth-Parkside Resident Management Corporation, Mayfair, and Paradise **Baseline Analysis:** Approximately 5,700 people live in the DCPNI footprint as of 2010 Census, and almost one-third of the population is children under age 18 (much higher than the citywide average of 17 percent). **Segmentation Analysis:** A slightly larger number of young children live in the southern tract 96.02 (Mayfair, Paradise), which is not surprising given the many multifamily units in the Mayfair and Paradise neighborhoods.	Year 1	CCDC, Healthy Babies Project, Dress for Success, East River Family Strengthening Collaborative, District Department of Employment Services, DC Housing Authority	16-24 year olds, adult women, teen mothers	80	437 (extrapolated from unemployment rate)	18%	Increase by 20% each year as we strengthen partnerships and expand outreach	TBD (awaiting further info from Dept of Employment Services on Pathways for Young Adults program)	Local Public Funds including Children and Family Services Agency funds, Federal WIA funds, private resources
	EVIDENCE: Jackson, A.P., Brooks-Gunn, J., Huang, C., Glassman, M. (2000). "Single Mothers in Low-wage Jobs: Financial Strain, Parenting, and Preschool Outcomes." Child Development, Vol. 71, Issue 5. This study investigates the effect of maternal education, economic conditions, and the availability of instrumental support on maternal psychological functioning, parenting, and child development. The results indicate that maternal educational attainment was positively associated with earning, which, together with instrumental support, were negatively associated with financial strain, negatively associated with depressive symptoms, and positively associated with parenting quality and preschool ability in their children. **Moderate** **Karoly, L.A. (2001).** Investing in the Future: Reducing Poverty Through Human Capital Investment, Youth Employment and Training Programs. Prepared by RAND Corporation. Understanding poverty, 314-356, 507-552. Harvard University Press: Cambridge, MA. This literature review examines the effectiveness of youth employment and training programs since the 1960s and analyzes the cost-effectiveness of different approaches. The author finds that less intensive interventions fail to produce additional earning, but that more intensive programs, such as Job Corps, demonstrate largely positive results with earnings differentials equivalent to the expected earnings gain from an additional year of schooling. Participants in more intensive training programs also demonstrated lower welfare use and were 22% less likely to be arrested. **Moderate** **Schochet, P.Z., Burghardt, J., McConnell, S. (2006)**. National Jobs Corps Study and Longer-Term Follow-up Study: Impact and Benefit-Cost Findings Using Survey and Summary Earnings Records Data. Submitted to U.S. Depar									
Solution 2 for PARENTS: Support financial literacy and stability										
Support financial literacy	**Baseline Analysis:** Approximately half of the residents living in the DCPNI neighborhoods are poor. However, four of the neighborhoods have particularly high rates of poverty, income subsidies such as TANF and SNAP, and live in subsidized housing. **Segmentation analysis:** The four neighborhoods include Kenilworth Courts, Kenilworth-Parkside Resident	Year 1	Bank on DC, Healthy Babies Project	All households throughout the DCPNI neighborhoods	All DCPNI residents; 25 teen moms in HBP	All DCPNI residents	100%	Maintain 100% through continued outreach and education with Bank on DC and partners	[redacted]	Local Public Funds, Private Partner Resources
	EVIDENCE: Lusardi, A. (2011). "Americans' Financial Capability," Report Prepared for Financial Crisis Inquiry Commission. The National Bureau of Economic Research: Cambridge, MA. NBER Working Paper No. 17103. JEL No. D14. This paper examines Americans' financial capability through a literature review and analysis of three linked surveys. The findings indicate that the majority of Americans do not plan for predictable events such as retirement or children's college education, or make provisions for unexpected events. The author determines that a majority of Americans are not well informed about their terms of borrowing and lack basic numeracy and knowledge of fundamental economic principles such as inflation, risk diversification, and the relationship between prices and interest rates. The report concludes that Americans' financial behaviors generate large expenses and fuel personal debt. **Moderate** **FINRA Investor Education Foundation (2010).** State-by-State Financial Capability Survey. Financial Industry Regulatory Authority (FINRA). U.S. Department of the Treasury and the President's Advisory Council on Financial Capability. FINRA Investor Education Foundation: Washington, DC. This survey of 28,146 respondents (weighted to match the 2008 American Community Survey distributions on age category by gender, ethnicity and education) explores how Americans manage their resources and make financial decisions. It finds that 53% of Washingtonians are living paycheck-to-paycheck; that 58% of Washingtonians do not have a "rainy day" fund to cover three months of unanticipated financial emergencies; and that 25% have engaged in high-cost, non-bank borrowing during the last five years. It concludes that District of Columbia residents underperform the nation in financial literacy. **Moderate**									
Result Area 4: Family and Community Support Solutions										
Solution 1 for CHILDREN: Address teen pregnancy										
Provide pregnancy prevention information and health services to youth in the footprint	**Baseline Analysis:** The vast majority (90 percent) of households with children in the DCPNI neighborhoods are single female-headed households. The targeted neighborhoods, especially in the northern census tract of 96.01, also have some of the highest shares of teenage births, although Mayfair and Paradise have experienced above average shares of teenage births in the past as well. **Segmentation analysis:** Kenilworth Courts and Kenilworth-Parkside Resident Management Corporation	Year 1	Health Care Providers in the footprint such as CNMC Mobile Medical Unit and Unity Health Care	Youth in DCPNI footprint	600 patient visits to Mobile Health Program	1956 children and youth	100%	Expand to 100% at opening of Parkside Health Clinic in Year 2	[redacted]	Medicaid, Local Public Funds, Private Foundations
	EVIDENCE: Moore, K.A., Hofferth, S.L., Wertheimer, R. (1979). "Teenage motherhood: its social and economic costs." Child Today, September-October, 8(5): 12-6. This study examines the National Longitudinal Study and the Panel Study of Income Dynamics to support earlier findings that teenage childbearing has important negative consequences for the mother and her family. The results indicate that early birth affects the amount of schooling a young woman is able to complete, even when family background and motivation are considered. The authors conclude that early birth plays a causal role in school dropout, even when factors such as religion, education, and parental status are held constant. The authors also find that welfare dependency for women who bore their first child while teenagers accounted for nearly half of all state and federal AFDC expenditures in 1975. **Moderate.** **Abreahamse, A.F., Morrison, P.A., Waite, L.J. (1988)**. Beyond Stereotypes: Who Becomes a Single Teenage Mother? The Population Research Center, RAND Corporation: Santa Monica, CA. This observational study of High School and Beyond panel data analyzes the individual characteristics associated with teenage pregnancy and the forms of social restrain which influence behavior for different populations. It finds that where personal motivations exist for not getting involved with early unwed childbearing, young women manage not to. The authors identify composite factors, including social restraint, awareness and perception of opportunity costs, and peer milieu; as strong influences on teen pregnancy rates. **Moderate**									

KEY STRATEGY/SOLUTION	BASELINE AND SEGMENTATION ANALYSIS	STARTING YEAR TIMING OF IMPLEMENTATION	KEY PARTNERS	TARGET POPULATION	# CHILDREN (BY AGE) SERVED ANNUALLY	POPULATION OF CHILDREN	% of CHILDREN WITHIN AGE GROUP SERVED BY SOLUTION	GROWTH PLANS	COST PER CHILD	FUNDING SOURCE
Prevent Subsequent Pregnancies Among Teen Moms	See Above	Year 1	Healthy Babies Project	Teen moms in the DCPNI footprint	25 teen moms and 25 infants	25 teen moms and 25 infants	100%	Maintain 100%	[redacted]	Head Start Funds, Private Foundations
		EVIDENCE: El-Kamary, S.S., Higman, S.M., Fuddy, L., McFarlane, E., Sia, C., & Duggan, A.K. (2004). Hawaii's Healthy Start home visiting program: Determinants and impact of rapid repeat birth. Pediatrics, 114(3), 317-326. This study assesses the impact of home visiting in preventing rapid repeat births (RRB) and its malleable determinants and assesses the influence of RRB on the mother and the index child. The authors find that mothers with a desire to have a child within 2 years after the index birth were significantly more likely to have a RRB and that lack of a family planning site after one year led to a greater likelihood of RRB. They also find that mothers with RRB were more likely to have adverse maternal or child outcomes and a greater likelihood of servere maternal parenting stress, neglectful behavior, and poor warmth. The authors identify several best practices for improving program design and implementation based on the study's findings. **Moderate** **Klerman, L.V. (2004)**. Another Chance: Preventing Additional Births to Teen Mothers. The National Campaign to Prevent Teen Pregnancy: Washington, DC. This report summarizes what is known about additional births to teen mothers, including the dimensions of the problem, the factors that seem to increase the chances of such births occurring to teen mothers, their consequences, and the potential for prevention. The results demonstrate that postponing additional births to teen mothers is possible, but difficult. The author identifies best practices for comprehensive program implementation and suggests areas requiring future research. **Moderate**									
Solution 2 for CHILDREN: Promote child nutrition and exercise										
Ensure physical fitness and good nutrition for each child	**Baseline Analysis:** DCPNI children are at high risk for obesity and being overweight. **Segmentation Analysis:** Girls are at slightly higher risk than boys. **Baseline Analysis:** Most DCPNI children and youth are not consuming enough fruits and vegetables. Parents and children want better education about nutrition and food preparation. **Segmentation Analysis:** DCPNI families living under the poverty level experience additional barriers of cost and transportation to accessing healthy food. **Baseline Analysis:** Most DCPNI children are not on track to meet goals for physical activity. There are very few extracurricular opportunities for physical activity at partner schools. Neighborhood spaces for physical activity are limited and there are barriers to use including scheduling, residence requirements, and safety concerns. **Segmentation Analysis:** Older children, children living under the poverty level, and girls are at higher risk for not engaging in an adequate amount of physical activity.	Planning Year	Children's National Medical Center [FitFamily, Jr.]; Farmers Market Management Association	PK3 and PK4 students	85 PK3 and PK4 students	92 PK3 and PK4 students	92%	Increase to 100% and maintain	[redacted]	Private Partner Resources, Federal Funds for Farmers Market
			DC Scores -- expansion through DC Scores and other OSTN members;	Children enrolled at 4 DCPNI-targeted schools	32 Chavez middle school students	1,156 students (Kenilworth ES: 180 students, Neval Thomas ES: 250 students, Chavez MS and HS: 726 students)	11% of Chavez middle school students	Expand 25% each year to other DCPNI schools (Kenilworth, Neval Thomas and Chavez HS)	[redacted]	
		EVIDENCE: Fitzgibbon, M. L., Stolley, M. R., Schiffer, L, Van Horn, L., Kauferchristoffel, K., & Dyer, A. (2005). Two-year follow-up results for Hip-Hop to Health Jr.: A randomized controlled trial for overweight prevention in preschool minority children. The Journal of Pediatrics, 146(5), 618-625. This investigation describes the effectiveness of Hip-Hop to Health program in preventing and reducing overweight among minority children in preschool years. The authors observed significantly smaller increases in BMI compared with control children at 1-year followup, despite nearly identical caloric intake and physical activity. **Strong** **J F Sallis, J.F., McKenzie, T.L., Alcaraz, J.E., Kolody, B., Faucette, N. & Hovell M.F. (1997).** The effects of a 2-year physical education program (SPARK) on physical activity and fitness in elementary school students. Sports, Play and Active Recreation for Kids. American Journal of Public Health, 87(8), 1328-1334. This report concludes that a health-related physical education curriculum can provide students with substantially more physical activity during physical education class. The researchers found that improvements to physical education classes can benefit 97% of children. After two years, girls in the improved classes were superior to girls in the control group in abdominal strength and endurance, and in cardiorespiratory endurance. **Moderate** **Haerens, L., & DeBourdeaudhuji, I., et al. (2007)**. "School-Based Randomized Controlled Trial of a Physical Activity Intervention Among Adolescents." Journal of Adolescent Health 40(3): 258-265. This report concludes that physical activity intervention, combining environmental and computer-tailored interventions and implemented by school staff, resulted in enhanced physical activity behaviors in both middle school boys and girls. **Strong** **Blurford, D.A., Bettylou, S., and Scanlon, K.S. (2007)**. Interventions to Prevent or Treat Obesity in Preschool Children: A Review of Evaluated Programs. Obesity, 15, 1356-1372. The results of several studies document significant, sustained reductions in weight status or body fat. These programs contained various levels of parental involvement, framework/theory, multicomponent strategies, and monitoring of behavioral changes. The authors also observed significant changes in television watching, cholesterol, and parental restriction of child feeding. **Moderate** **Wechsler, H., Devereaux, R.S., Davis, M., & Collins, J. (2002)**. Using the School Environment to Promote Physical Activity and Healthy Eating. Preventative Medicine, 31(2), 121-137. This report concludes that school-based environmental strategies to promote physical activity and healthy eating among young people merit implementation and ongoing refinement. This is based on the study of key environmental influences, including: recess periods, intramural sports and physical activity programs, physical activity facilities, foods available outside of the meals program, and psychosocial support for physical activity and healthy eating. **Moderate**									
Solution 3 for CHILDREN: Provide mentors and role models										
Provide mentoring relationships to fight substance abuse and build career aspirations	**Baseline Analysis:** Existing mentorship programming in the DCPNI footprint lacks the resources and training necessary to meet demand. New programming should be identified to fill in where existing programming cannot meet the high level of need.	Year 1	Mentors Foundation USA	Children enrolled at Chavez Middle School and High School	25 Chavez middle schoo students and 25 Chavez high school students (targeting at-risk students and footprint residents	726 Chavez students	14.5% of Chavez Students	Year 1: Grow program from current levels (14 students served) to 50 students served; Years2 - 5 Continue to explore opportunities to gr	[redacted]	Private Donations Corporate Funders Grants from Private Foundations
		EVIDENCE: Jekielek, Moore, and Hair (2002). "Mentoring Programs and Youth Development: A Synthesis" Washington, DC: Child Trends. This synthesis of 10 mentoring programs and evaluations examines the role that mentoring plays in helping youth develop a broad array of strengths and capacities related to education and cognitive development, health and safety, social and emotional well-being, and developing self-sufficiency. It finds that participating youth improve on some educational measures, develop safe and healthy behaviors, and demonstrate improved social and behavioral outcomes. **Moderate** **Jekielek, S.M., Moore, K.A., Hair, E.C., & Scarupa, H.J. (2002)**. Mentoring: A promising strategy for youth development. Washington, DC: Child Trends. This brief synthesizes several research studies of mentoring programs for at-risk youth. The brief finds that mentored youth are likely to have fewer absences from school, better attitudes towards school, fewer fights, less drug and alcohol abuse, more positive attitudes toward their elders, and helping in general, as well as improved relationships with parents. It also finds that short duration mentoring relationships can be harmful to these outcomes. It concludes that mentoring programs can be an effective tool for enhancing the positive development of youth, and may be most effective when combined with other services such as academic support. **Moderate** **Rhodes, J., & DuBois, D.L. (2006)**. Understanding and facilitating youth mentoring. Social Policy Report: Giving Child and Youth Development Knowledge Away. This report reviews current scientific knowledge of youth mentoring programs and their interface with organizations and institutions. It concludes that mentoring relationships are most likely to promote positive outcomes and avoid harm when they are close, consistent, and enduring. The authors also determine that many programs have achieved limited success in establishing such relationships. They identify modest and inconsistent youth outcomes, implementation problems, and issues with cost-effectiveness of mentoring programs. **Moderate** **Bowie, L., & Bronte-Tinkew, J. (2007)**. "Recruiting Mentors in Out-Of-School Time Programs: What's Involved?" Washington, DC: Child Trends. This brief summarizes steps that programs can use to recruit mentors and recommends resources that can be used in this process. **Moderate**									
Solution 1 for PARENTS: Address health holistically as a school improvement issue and as a community-wellness issue										
Ensure medical homes for all children	**Baseline Analysis:** Most residents have access to health insurance, but at least half of DCPNI children do not have a medical home. Families with children and youth are more likely to use emergency rooms than their counterparts in other areas. **Segmentation Analysis:** Older children and youth as well as minors living in households under the federal poverty level are less likely to have a medical home (targets half of the DCPNI population).	Planning Year	Children's National Medical Center [Mobile Health Program]; Unity Healthcare Clinic; DC Primary Care Association	All children in Parkside Kenilworth Community	600 patient visits to Mobile Health Program	1,958	31%	Year 1: Maintain same level for Mobile Health Program, Years 2-5: increase penetration rate by 25% per due to development of the Unity Healthcare Clinic and DC AAP partnership	[redacted]	Medicaid, Local public funds,private partner resources, federal Promise Neighborhood funds for Community Health Worker
		EVIDENCE: Cox, L. (2001). Allowing families to self-report income: A promising strategy for simplifying enrollment in children's health coverage programs. Washington, DC: Center on Budget and Policy Priorities, December, 2001. This report concludes that the requirement for families to verify income by providing pay stubs and other documents presents a substantial barrier to the enrollment of eligible children in health coverage programs. It suggests that streamlining income verification and easing the application process can increase program enrollment, improve administrative efficiency, and increase family satisfaction with programs. **Moderate** **Ross, D.C., & Hill, I. (2003)**. Enrolling Eligible Children and Keeping Them Enrolled. Health Insurance for Children, 13(1). This report details ways for states to simplify eligibility procedures, use community-based application assistance, and eliminate procedural differences between Medicaid and the State Children's Health Insurance Plan; and chronicles evidence to support the effectiveness of these programs in various states throughout the country. The authors recommend reducing barriers to attaining health care coverage, establishing outreach programs, community-based application assistance, and developing efforts to enroll children through other public assistance programs. **Moderate** **Soto-Taylor, S. (2002)**. Healthy Familes/Medi-Cal for families application assistance fact book. Sacramento, CA: California Managed Risk Medical Insurance Board, March 2002. This Fact Book describes the quantity, type, responsibilities of, and relationships between organizations providing application assistance for families covered under the California's Healthy Families Program and Medi-Cal. As of 2002, there were 3,200 organizations and 22,000 community members participating in enrollment efforts. The majority of application assistance was provided by fee-based enrollment entities, totaling over $12 million in receipts. The authors also found that families who receive application assistance have a greater success rate of being enrolled in Healthy Families. **Moderate** **Buischi, Y.A.P., Axelsson, P.O., & Gieron, P. (1994)**. Effect of two preventative programs on oral health knowledge and habits among Brazilian schoolchildren. Community Dentistry and Oral Epidemiology, 22, 41-46. This report presents evidence of improved dental health knowledge and behavior among Brazilian schoolchildren as a result of one comprehensive and one less comprehensive preventative oral health program. The findings were taken from a 3-year followup study and controlled for socioeconomic status. **Moderate**									
Address common health issues in the community such as asthma and mental health	**Segmentation Analysis:** More than half of DCPNI pediatric emergency visits are for children under 5. DCPNI young children disproportionately visit the emergency room for respiratory illness. DCPNI older children and youth are seen primarily for injuries. Visits for nonemergency purposes are most frequent among older DCPNI children and youth.	Year 1	DC Appleseed, Children's National Medical Center [Mobile Health Program]; Unity Health Care and DC Primary Care Association	All children in DCPNI neighborhoods	TBD	1,958	TBD	TBD	TBD	Partner resources including private funds, Medicaid, local public funds; Modest federal Promise Neighborhood funding for assessment work
		EVIDENCE: Halfton, N., & Newacheck, P. (1993). "Childhood Asthma and Poverty: Differential Impacts and Utilization of Health Services." Pediatrics 91 (1), p. 56-61. This study finds that poor children, particularly children younger than 6, demonstrate higher rates of asthma than nonpoor children; that poor children were more likely to have had more bed days because of asthma; that poor children had 40% fewer doctor visits and 40% more hospitalizations; poor children were more likely to receive care in a neighborhood health center or clinic than in a doctor's office; and that, when sick, poor children were four times more likely to receive care in an emergency department than a usual source of care. These findings have significant implications for the development of comprehensive models of care and the potential role that community clinics could play. **Moderate** **Blackman, James, and Matthew Gurka (2007)**. Developmental and Behavioral Comorbidities of Asthma in Children. Journal of Developmental and Behavioral Pediatrics 28 (2). This research finds that children with asthma have higher rates of attention-deficit/hyperactivity disorder, diagnoses of depression, behavioral disorders, learning disabilities, and missed school days. Researchers concluded that asthma treatment programs must acknowledge and address these comorbidities to achieve the best overall outcomes. The study used data from the first National Survey of Children's Health, which included interviews with the parents or guardians of 102,353 randomly selected children. **Moderate**									

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Solution 2 for PARENTS: Address the needs of the most distressed families and teen parents.										
Work with the most distressed families and teen parents whose children attend schools inside and outside the footprint	**Baseline Analysis:** Approximately half of the residents living in the DCPNI neighborhoods are poor. However, four of the neighborhoods have particularly high rates of poverty, income subsidies such as TANF and SNAP, and live in subsidized housing. **Segmentation analysis**: The four neighborhoods include Kenilworth Courts, Kenilworth–Parkside Resident Management Corporation, Mayfair, and Paradise. **Baseline Analysis:** The vast majority (90 percent) of households with children in the DCPNI neighborhoods are single female–headed households. The targeted neighborhoods, especially in the northern census tract of 96.01, also have some of the highest shares of teenage births, although Mayfair and Paradise have experienced above average shares of teenage births in the past as well. **Segmentation analysis:** Kenilworth Courts and Kenilworth–Parkside Resident Management Corporation.	Year 1	East River Family Strengthening Collaborative; Turnaround for Children; DC Children and Family Services Agency; ODM-HHS;	Most distressed families in DCPNI neighborhoods	66	437 (extrapolated from unemployment rate)	15%	15% per year	[redacted]	Public partner resources, including DC Child and Family Services Administration funding
		EVIDENCE: Allen, J., Philliber, S., & Hoggson, N. (1990). "School-based prevention of teen-age pregnancy and school dropout: Process evaluation of the national replication of the teen outreach program." American Journal of Community Psychology 18.4. This report summarizes the results from 3,691 school-based prevention operations in 1998. It finds that the quality of school-based prevention practices as they are implemented in the typical school is low, but that prevention practices can be improved through better integration of these activities into normal school operations; more extensive local planning and involvement in decisions about what to implement; greater organizational support in the form of high-quality training, supervision, and principal support; and greater standardization of program materials and methods. **Moderate** **Parilla, J., & Theodos, B. (2010)**. "Moving 'Hard to House' Residents to Work: The Role of Intensive Case Management." Washington, DC: The Urban Institute. **Moderate** **Allen, J.P., & Philliber, S. (2001)**. Who benefits most from a broadly targeted prevention program? Differential efficacy across populations in the Teen Outreach program. Journal of Community Psychology, 29: 637-655. This brief analyzes the employment experiences of participants in Chicago's Family Case Management Demonstration, which provides wraparound support services. The Demonstration program coincided with increased employment despite a difficult labor market. The intensive Transitional Jobs program appears to have contributed to these employment gains. **Moderate Hoffman, S.D. (2006)**. *By the Numbers: The Public Costs of Adolescent Childbearing*. The National Campaign to Prevent Teen Pregnancy Washington, DC. This report details the cost of teen pregnancy in the United States, identifying over $9.1 billion in national costs to taxpayers in 2004 and over $161 billion between 1991 and 2004. The report also measures the savings associated with the national decline in births to teens, estimating a savings of $6.7 billion in 2004 alone. 18,524 births to teens in 2004 cost the District of Columbia approximately $38 million in lost tax revenue, healthcare, and child welfare.									
Solution 3 for PARENTS: Promote resident leadership and resident-led projects that address health, stability, and safety										
Serve as conduit for leader understanding and support for footprint community-revitalization efforts	**Baseline Analysis**: Residents feel uninformed and inexperienced about how to take a more active role in ensuring their community has all the necessary positive attributes for a stable, vibrant community.	Planning Year	Community Engagement Action Team ; Community College of DC	All residents in DCPNI neighborhoods, 1,456 family households	Not Applicable (NA)	NA	NA	NA	NA	Mix of private partner resources and federal Promise Neighborhood Implementation funds -- See Match letters and budget narrative
		EVIDENCE: Leventhal, T., & Brooks-Gunn, J. (2000). ""Entrances" and "Exits" in Children's Lives: Associations between Household Events and Test Scores." In Household Events 1-58. New York: Columbia University, 2001a. "Changing Neighborhoods and Child Well-Being: Understanding How Children May Be Affected in the Coming Century." Children at the Millennium: Where Have We Come From? Where Are We Going?, 6: 259-297. This research identifies three models for neighborhood influence on child development, including: Institutional resources, defined as the quality, availability, accessibility, and affordability of different resources in the community; Relationships, defined as the parental characteristics, support networks, and behavior and home environment attributes; and Norms/Collective efficacy, defined as extent of community formal and informal institutions present to monitor the behavior of residents as well as the presence of physical risk to residents. **Moderate** **Leventhal, T., Dupere, V., & Brooks-Gunn, J. (2009)**. "Neighborhood Influences on Adolescent Development." In Handbook of Adolescent Psychology, 3rd ed., edited by Richard M. Lerner and Laurence Steinberg (411-443). New York: John Wiley & Sons. The authors review methodological, empirical, and theoretical advances in studying neighborhood contexts and adolescent development; consider a taxonomy for addressing the potential pathways through which neighborhood effects might implement; identify emerging trends in neighborhood research on adolescent development; and summarizes directions for future research. **Moderate** **Sampson, R.J., Morenoff, J.D., & Gannon-Rowley, T. (2002)**. "Assessing Neighborhood Effects': Social Processes and New Directions in Research." Annual Review of Sociology 28: 443-478. This paper assesses and synthesizes the cumulative results of a new "neighborhood-effects" literature that examines social processes related to problem behaviors and health-related outcomes. The new effects include social-interactional and institutional mechanisms in a variety of phenomena (delinquency, violence, depression, and high-risk behavior). The researchers identify neighborhood ties, social control, mutual trust, institutional resources, disorder, and routine activity patterns as significant factors in the neighborhood environment. **Moderate**									
Address community-wide health concerns and efforts	**Baseline Analysis:** DCPNI children are at high risk for obesity and being overweight. Most DCPNI children and youth are not consuming enough fruits and vegetables. DCPNIchildren and youth eat at least two of their three main meals at school during the week. Schools are serving meals that meet high nutritional standards, but the students are not eating them. The neighborhood is located in a food desert. Parents and children want better education about nutrition and food preparation. **Segmentation Analysis:** DCPNI families living under the poverty level experience additional barriers of cost and transportation to accessing healthy food. Most DCPNI children are not on track to meet goalsfor physical activity.Safe play spaces and programming for small children (0–5) are even more limited than those for school–age children.	Year 1	Community Engagement Action Team ; DC Appleseed; University of DC, Diet, Nutrition and Health Program; Children's National Medical Center Community Health Worker ; City Interests	All residents in DCPNI neighborhoods	NA	NA	NA	NA	NA	Mix of public and private partner resources and federal Promise Neighborhood Implementation funds
		EVIDENCE: Goodman, R. Wheeler, F., Lee, P. (1995). Evaluation of the Heart To Heart Project: lessons from a community-based chronic disease prevention project. American Journal of Health Promotion:9(6):443-55. This research evaluates a 5-year, community-based, chronic disease prevention project in South Carolina, managed by a state health department, to determine whether the department could replicate similar previous projects that had received more funding and other resources. It concludes that health departments can be instrumental in community risk reduction programming, but may not replicate projects having greater resources. The findings indicate that the project influenced community awareness, enlisted influential community members, and fostered linkages among local health services. **Strong** **Brownson, R., Smith, C., Pratt, M., Mack, N., Jackson-Thomson, J, Dean, C., Dabney, S., Wilkerson, J. (1996)**. Preventing Cardiovascular Disease Through Community Based Risk Reduction. American Journal of Public Health, Vol. 86, Issue 2 206-213. This study examines whether a community-based risk reduction project, originating in southeastern Missouri, affected behavioral risk factors for cardiovascular disease. It finds that physical inactivity decreased within the intervention region and that prevalence rates for reports of cholesterol screening within the past 2 years were higher for respondents in areas covered by the project. The authors conclude that even with modest resources, community-based interventions show promise in reducing self-reported risk for cardiovascular disease within a relatively brief period. **Moderate** **National Institute on Drug Abuse (2003)**. Preventing Drug Use Among Children and Adolescents: A Research Based Guide for Parents, Educators, and Community Leaders. U.S. Department of Health and Human Services. NIH Publication No. 04-4212(A). This report identifies risk factors, potential interventions and prevention techniques, and details examples of successful programs and approaches at different levels of schooling.									
Address housing and parent employment issues that affect student stability	**Baseline Analysis:** Residents feel uninformed and inexperienced about how to take a more active role in ensuring their community has all the necessary positive attributes for a stable, vibrant community.	Year 1	Community Engagement Action Team ;East River Family Strengthening Collaborative-Ward 7 workforce development initiative;	All residents in DCPNI neighborhoods	NA	NA	NA	NA	NA	Mix of public and private partner resources and federal Promise Neighborhood Implementation funds
			District of Columbia Housing Authority	Youth living in Kenilworth Courts	500 children	500 children	100%	Maintain 100%	[redacted]	Mix of public partner resources (CHOICE anticipated) and federal Promise Neighborhood Implementation funds
		EVIDENCE: Hoffman, L., Rodriguez, L., & Seigel, B. (2010). The Housing Help Program: Homelessness Prevention Pilot Final Report. Seedco Policy Sector. This report examines academic research about family homelessness and its prevention, provides a detailed description of the Housing Help Program (HHP) model: a three year pilot program within New York City Department of Homeless Services; and compares the program model to similar programs in cities across the country, assesses HHP's effectiveness in delivering services and the impact of these services on client outcomes, and offers a cost-benefit analysis of HHP. **Moderate**									
Address community-wide safety concerns	**Baseline Analysis:** There appears to be significant underreporting of crimes in the DCPNI footprint and a problem with other forms of communication between the police, schools, and residents on crime prevention initiatives. A large portion of Chavez Schools –Parkside students feel unsafe at school and on their way to and from school. **Segmentation Analysis:** Parkside/Mayfair for property and violent crimes —particularly around the Minnesota Avenue Metro footbridge and in the park adjacent to the Parkside housing development.	Planning Year	Community Engagement Action Team; Metropolitan Police Department; DC Housing Authority	All residents in DCPNI neighborhoods	NA	NA	NA	NA	NA	Mix of public and private partner resources and federal Promise Neighborhood Implementation funds -
		EVIDENCE: Cahill, M., & Hayeslip, D. (2010). Findings From the Evaluation of OJJP's Gang Reduction Programs. U.S Department of Justice. Office of Juvenile Justice and Delinquency Programs. 2010. This research evaluates The Office of Juvenile Justice and Delinquency Prevention's (OJJDP's) Gang Reduction Program (GRP) on gang-related crime in Los Angeles, CA; Milwaukee, WI; North Miami Beach, FL; and Richmond, VA. It finds that all sites are successfully implementing the GRP model; each site is realizing crime reduction as a result of the program, although results vary; strong leadership, oversight, and technical assistance contribute to implementation progress; the GRP model is flexible enough that sites can adapt it to local conditions yet remain true to the original design. **Moderate** **Holloway, K., Bennett, T., & Farrington, D. (2008)**. Crime Prevention Research Review No. 3: Does Neighborhood Watch Reduce Crime? Washington, DC: U.S. Department of Justice Office of Community Oriented Policing Services. This publication reviews all available studies evaluating the effectiveness of Neighborhood Watch programs in reducing crime. It finds that Neighborhood Watch was associated with a reduction in crime. However, it has difficulty identifying the elements of the program responsible for the reduction. The authors conclude that proven methods of the Neighborhood Watch should be continued, but that more thorough evaluation is needed. **Moderate**									
Solution 4 for PARENTS: Provide Legal Aid										
Provide free legal aid services community-wide	**Baseline Analysis:** Residents feel uninformed and inexperienced about how to take a more active role in ensuring their community has all the necessary positive attributes for a stable, vibrant community. Parents lack the skills and knowledge necessary to effectively support their students' learning.	Year 1/Year 2	DLA Piper, LLC	All Residents in DCPNI footprint	100 clients	2,850 residents living below poverty line	29%	Serve 35 in year 1 and then triple the number of families served in Year 2 and beyond once clinic is fully installed and legal needs assessment completed	[redacted]	Private funds from DLA Piper and Bread for the City
		EVIDENCE: District of Columbia Access to Justice Commission (2008). "Justice for All?" An Examination of the Civil Legal Needs of the District of Columbia's Low-Income Community. District of Columbia Court of Appeals: Washington, DC. This report identifies the legal needs of low-income populations in Washington, DC; and it stresses the financial burden that unmet legal needs impose on the District, estimating that every $1 of funds invested in providing legal aid generates $4 in benefits. Low-income District residents likely have more civil legal needs than average, in the areas of housing, family law, consumer protection, education, employment, health access, public benefits, disability, immigration, and more. The report determines that low-income residents confront significant obstacles to access of the legal system, which include: a lack of understanding their legal rights, knowledge of available of legal services, geographic isolation from legal services, lack of trust in the legal system, and acceptance of adversity and unfairness. The authors prescribe a set of community-based solutions to overcome the various obstacles and address the needs of the community. **Moderate** **District of Columbia Access to Justice Commission, D.C. Consortium of Legal Service Providers (2009)**. Rationing Justice: the Effect of the Recession on Access to Justice in the District of Columbia. This report builds off of the 2008 Access to Justice Commission publication, "Justice for All?", which documented substantial gaps in legal services for low-income residents. Rationing Justice addresses the increased needs of low-income individuals and simultaneous decrease in the availability of legal services, brought on by the economic recession. It finds residents of high poverty neighborhoods are experiencing desperate conditions, with unemployment in Ward 7 reaching 19.5%. Demand for legal services in these neighborhoods is conservatively estimated to rise by 20%. Meanwhile, programs providing civil legal aid in the District lost more than 25% in revenue and are effectively rationing service provision. **Moderate**									

IDENTIFYING POLICIES, REGULATIONS, AND OTHER REQUIREMENTS

THAT WOULD IMPEDE SUCCESSFUL IMPLEMENTATION

DCPNI Policy Desk - DCPNI has built and will continue to develop a comprehensive policy agenda with support from its Policy Desk, staffed by the DC Appleseed Center for Law and Justice. During the formal planning year, DC Appleseed assembled a team of pro bono attorneys, academic researchers, scholars, and legal interns to staff the DCPNI Policy Desk, furnishing research and legal analysis of federal and local statutes, regulations, and policy directives that affect DCPNI goals, including materials related to Medicaid, Race to the Top, the DC Healthy Schools Act, and a survey of federal and local programs relating to K-12 success. As we enter our implementation phase, the Policy Desk will continue to provide the analytic support necessary to keep DCPNI‘s policy agenda relevant, up to date, and comprehensive. DCPNI will submit regular reports and recommendations to the Department and other relevant agencies on legal impediments to achieving DCPNI’s goals. For complete details of the DCPNI Policy Desk, please see Appendix G.