

Newark Fairmount Promise Neighborhood

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A. Need for the Project (15 points)

(1) The magnitude or severity of the problems to be addressed (10 points).

The life of a child in the Fairmount Neighborhood of Newark, New Jersey is complex. Here, compared to other children in the city and state, the average child is more likely to:

- *live in poverty;*
- *experience or witness violence and crime;*
- *live in substandard housing and walk past abandoned homes on the way to school;*
- *not have a clean, safe, environment in which to play;*

and less likely to:

- *read or write at grade level;*
- *have health insurance;*
- *pass state assessment tests in language arts, mathematics, and science;*
- *have access to 21st century technology at home;*
- *be prepared for college and career.*

The **Newark Fairmount Promise Neighborhood** targets students enrolled at **West Side High School** and **13th Avenue Renew School**, a newly consolidated school that will open in fall 2012. The school combines students previously zoned for 13th Avenue School, as well as, students from the nearby Martin Luther King, Jr. Community Campus, which closed in June 2012. The newly formed school serves approximately 1,100 students in Kindergarten through 8th grade.

Both Martin Luther King, Jr. and 13th Avenue Schools were among 45 out of 75 schools in the Newark Public Schools (NPS) district identified as *In Need of Improvement*. Both schools failed to make Adequate Yearly Progress on student assessments for the seven-year period between 2003-4 and 2009-10. Both are persistently lowest-achieving schools located within the attendance zone of West Side High School, one of the state's persistently lowest-achieving high

schools. West Side students also failed to make Adequate Yearly Progress during that same seven-year period. In August 2010, West Side High School was ranked 319 out of 322 public high schools in New Jersey¹. Together, the three schools have some of the lowest achievement rates in the City and all three were among the 18 schools ranked Tier Five by the school district—the lowest possible designation – indicating that most students do not achieve basic proficiency.

In March 2012, NPS adopted an aggressive reform strategy to improve outcomes in the district’s lower performing schools. The plan calls for the district to: 1) consolidate schools, 2) reallocate existing resources, 3) support and elevate excellent staff, 4) provide social and emotional supports that ensure students are prepared to learn, and 5) infuse technology to augment 21st century learning environments. The strategy calls for the launch of “Renew Schools” *with support from partners* to replace the lowest performing schools in the district. It is clear to all involved that a *schools alone* approach is insufficient to achieve the outcomes that Newark school children deserve. A strong, effective partnership between the school district, community, and service agencies is critical to the future of Newark’s children. *More than ever before, the proposed Newark Fairmount Promise Neighborhood (NFPN) must become a living, breathing reality.*

Indicators of Need.

Race/Ethnicity. The population in the target area is much less racially and ethnically diverse than elsewhere in the city and state: 82% of residents in the proposed NFPN are Black or African American, compared to 53.4% city wide and just under 14% statewide.

Poverty and Income Status. For almost a generation, Newark has been ranked among the 10 poorest cities in the nation with a population over 250,000 (*Source: U.S. News and World*

¹ *New Jersey Monthly* magazine conducts periodic reviews of high schools across the state based on: 1) school environment (e.g., class, size and student-faculty ratios); 2) student performance (statewide assessment, SAT, and AP test scores); and, 3) student outcomes (e.g., graduation rate and post-secondary education).

Report). Newark's residents have a median income of \$35,507 vs. \$68,981 statewide (*Source: US Census, 2010*). More than a third (35%) of local children live in poverty and 25% of Newark residents live below the federal poverty level—almost four times the average, for the state where 13% of children live below the poverty line (*Source: American Community Survey, 2007*). Median income in Newark has remained stagnant over the past five years despite a 10% growth statewide (*Source: Newark Kids Count, 2010*). The New Jersey Poverty Research Institute, which calculates a poverty rate based on geographic variations in the cost-of-living across the state, estimates that **the true poverty rate for Newark is closer to 50%** (*Source: NJPRI, 2009*). The median household income in the area immediately surrounding the school is \$31,650, compared to \$35,507 in Newark and \$68,981 in New Jersey. Overall, fewer Newark households (25%) report incomes of less than \$25,000 per year compared to Fairmount residents (48%) and 65% of households earn less than \$50,000 per year vs. 73% in Fairmount. Only 16% of New Jersey residents report household incomes of less than \$25,000 and 36% earn less than \$50,000.

Unemployment. Employment data empirically deduced for the Fairmount neighborhood shows significantly higher unemployment rates. The Federal Bureau of Labor Statistics estimates unemployment within Fairmount at 28% for 2010. In 2010, unemployment for Newark as a whole is 15.5%, compared to 10.2% statewide.

While the employment picture in the state and region is unhealthy, the situation in Fairmount is exacerbated by the large number of poorly educated and trained young people, by the large percentage of single parent households without proper community supports to seek and find work, and by a lack of local economic activity to produce local jobs.

Educational Attainment. Residents of Newark and Fairmount have attained significantly lower levels of education than on average in the state: 27.9% of Fairmount

residents report not having finished high school. While higher in Newark overall (32.1%), both figures are significantly higher than the statewide figure of 13.2%. Only 10.2% of Fairmount residents have received a college degree compared to 12.6% of Newark and 27.6% of New Jersey residents. Virtually no Fairmount residents report having received a post-baccalaureate degree compared to 3.4% of Newark residents and 12.7% of New Jersey residents (*Source: U.S. Census, 2010*).

The correlation between education and employability in the Fairmount Neighborhood is profound. In 2000, the unemployment rate for residents without a high school diploma was about 5.5%. Losses in low-skill manufacturing jobs both in the neighborhood and region have increased that rate to about 15%. For residents with a high school diploma, the unemployment rate in 2000 was about 4% and increased to 10% by 2010. Among Fairmount residents with a college degree, the unemployment rate in 2000 was 1% but increased to 5% in 2010.

From 2002 to 2007, Fairmount residents experienced a 26% loss in manufacturing jobs, and an 11% loss in wholesale trade. At the same time there was a 58% increase in professional, scientific and technical services and a 43% increase in educational service jobs. Within 5 years, the employment base for the entire community has radically and permanently changed, away from manufacturing jobs requiring little formal education to technical and administrative careers that require a high school diploma at the very least. (*Source: Newark Fairmount Strategic Plan, 2011*).

Housing Tenure and Cost Burden. Apartment dwellers often lack green space and, as a consequence, areas for children to play. The majority of housing units in the Fairmount Neighborhood are small (1-4 units) multi-family and renter-occupied units. Fully 81% of available housing is apartment units, while fewer than 17% are single family homes. Only 24%

of units are owner-occupied, a sharp contrast from the state, where 68% are owner-occupied. Moreover, 18% (812 units out of 4,436) of housing units are listed as vacant or abandoned compared to 13.2% in Newark and 10% in New Jersey.

According to the Fairmount Neighborhood Strategic Plan, between 50-60% of the renters in Fairmount experience a housing cost burden greater than 30% of their income. The great majority of these (upwards of 65%) pay more than 50% of their income in rent.

Homeownership is not expected to increase through 2014 (*Source: Fairmount Neighborhood Strategic Plan*), and in fact, has become more precarious over the last three years. The rate of foreclosure is quite high as a consequence of predatory lending practices, job loss or reduction in wages. For example, in July 2010 there were 1,122 housing units in some stage of foreclosure within the Fairmount neighborhood—about one quarter of the housing stock, and fully 92% of homes for sale in the area.

Health Insurance. Residents and their children in the Fairmount community are medically vulnerable. It is estimated that only 25% of residents have health insurance. For those who have health insurance, Medicaid is the primary insurance source in Fairmount and in the area immediately surrounding 13th Avenue Renew School. (*Source: Fairmount Neighborhood Strategic Plan*).

Crime. Residents' concerns about public safety dominated public discussions during the development of the *Fairmount Neighborhood Strategic Plan*. Data from the 2009 Uniform Crime Reporting statistics demonstrate that the rate of reported crime per capita is almost double in Fairmount (78.5/1,000) compared to the City of Newark (39.9/1,000). However, while the overall crime rate declined in 2009 compared to 2006, Fairmount experienced a significant

increase in burglaries during this period. Theft, auto theft and robberies also were reported at significantly higher rates than for the City as a whole.

The report also noted several problems in the neighborhood that contribute to perceptions of safety. They include poor lighting in public areas; trash and litter; lack of code enforcement; vagrancy and loitering; and abandoned and vacant buildings which often are havens for crime, drugs and other illicit activities.

School proficiency rates. Performance indicators for students at Martin Luther King, Jr. Community Campus and 13th Avenue School (13th Avenue Renew School) are far below the state average based on the New Jersey Assessment of Skills and Knowledge (NJASK), the states' standardized test. The NJASK demonstrates student acuity in math and language arts and classifies the resulting scores into three categories—advanced proficient, proficient, and partially proficient. Students classified as partially proficient are considered skills deficient and in need of remediation.

As indicated by Figure 1, scores for the majority of students in the elementary and middle school at both schools fell well below district and state figures in each subject. A staggering 82% of K-4 students at Martin Luther King, Jr. and 77.7% of K-4th grade students at 13th Avenue were partially proficient in language arts; 69.3% of Martin Luther King, Jr. students and 76.2% of 13th Avenue students scored partially proficient in mathematics in the elementary grades. Performance among MLK students in middle school grades 5-8 continued to deteriorate: 82.7% and 86.4% tested partially proficient in Language Arts and Mathematics, respectively. Although fewer students at 13th Avenue tested partially proficient by middle school (56.5% and 68.5% in Language Arts and Mathematics, respectively) the percentage of students doing poorly was still significantly greater than on average in the district and state.

Figure 1. New Jersey ASK Proficiency: % Partially (Not) Proficient by Subject
Elementary and Middle School Cohorts, and School
2009-10

	Martin Luther King Comm. Campus				13th Avenue School			
	Elementary		Middle School		Elementary		Middle School	
	LA	Math	LA	Math	LA	Math	LA	Math
School	82.0	69.3	82.7	86.4	77.7	76.2	56.5	68.5
District	59.9	42.0	50.9	55.1	59.9	42.0	50.9	55.1
State	37.5	20.5	26.2	30.3	37.5	20.5	26.2	30.3

Source: New Jersey Department of Education No Child Left Behind Report, 2010

The newly designated 13th Avenue Renew School is located within West Side High School’s attendance zone into which many of the students will enter the 9th grade. A review of West Side assessment scores demonstrates the continuing impact of poor preparatory achievement. In 2010-2011, 41.3% of West Side students tested partially proficient in language arts (compared to 31.0% district wide and 9.7% state wide) and 71.0% tested partially proficient in math (compared to 48.5% district wide and 24.0% state wide) on the High School Proficiency Assessment (HSPA). Students at West Side had some of the lowest SAT scores in the district, with scores averaging in the low 300’s for Mathematics, Verbal, and Essay assessments. By comparison, the state average for each of these components was around 500. In AY2008-09, a lower percentage of West Side students took the SAT than all but one other school in the district (*Source: Newark Kids Count, 2010*).

Moreover, there is evidence that a significant percentage of students Newark-wide begin school at a disadvantage. Based on the 2009 Developmental Reading Assessment (DRA), less than two-thirds (64%) of Newark students are ready for Kindergarten (*Source: Newark Public*

Schools Strategic Plan). Preschool enrollment patterns appear to influence these results. Preschool enrollment in Newark dropped 1% between 2006 and 2010, but climbed by 19% statewide. However, Kindergarten enrollment in Newark increased by 12% during that period, but only 2% statewide (*Source: Newark Kid's Count, 2010*).

The compelling link between socioeconomic factors and educational outcomes is pervasive. Data compiled by the Newark Public Schools² clearly demonstrates these impacts. Seventy percent of the students are eligible for free or reduced price lunch; 26.2% of students are classified with a learning disability and receive services through an Individualized Education Program (IEP). The student mobility rate for 2010-11 was 25.9%, down from 36.7% in the previous academic year. Just over one-third (38%) of middle school students are considered prepared for high school and only 94% graduate from high school. The percentage of Newark students scoring at or above proficient in state standardized exams falls significantly below state averages. Ninety-six percent of the student population is Black or African-American.

Data across the LEA, as a whole, unmistakably captures the magnitude and severity of need. Nearly one-third (31%) of New Jersey's persistently lowest-achieving schools are in Newark: 34 were slated to begin restructuring in AY 2010-11 and 2011-12. The district has a significant truancy problem that worsens as children age: 21% of all elementary school students are absent 18 days or more each year, as are 25% of students in middle school, 34% in ninth grade, and 46% in 11th grade.

Just 17% of Newark students enroll in a two-year college vs. 31% statewide; 21% enroll in a four-year college vs. 29% statewide. Evidence suggests that at least some students who graduate from Newark high schools are not college ready: 98% of Newark students attending a local community college in 2008 required remediation in math, and 87% needed assistance in

² Newark Public Schools, *Great Expectations. 2009-13 Strategic Plan. 2009*.

English and reading. Just 42% of local employers surveyed believed that Newark's students were well prepared for work.

As staggering as these statistics are for Newark, it appears that Fairmount youth and families contend with additional confounding challenges that may exacerbate their experience. While we are not explicitly able to quantify the above indicators for this subpopulation at this time, the socioeconomic realities are grim. The average child in Newark's Fairmount Neighborhood lives with greater instability in income, housing, safety, and health and is more likely to be affected by violent crime, to not graduate high school, and to be unprepared for entry into the job market.

Family and community support need.

A "schools alone" solution ignores the impact of persistent economic and social problems in Newark. Newark residents experience devastating needs across multiple indicators.

Chronic health problems and immunization rates. According to data provided by the Newark Department of Child and Family Well-being, approximately 82% of Newark residents have some form of health insurance, 44% of Newark children are overweight or obese, and 25% of Newark children have asthma. Immunization rates have risen in the past decade from 25%, but still remain at just 68% vs. 81% nationwide (*Source: US Centers for Disease Control, 2009*). Nearly half of Newark women (47%) reported receiving late or no prenatal care, compared to 22% statewide. The percentage of low birth weight babies was also well above the state average (*Source: Newark Kids Count, 2010*).

Juvenile crime. Juvenile arrests were down by 14% in Newark between 2005 (1,329) and 2009 (1,138), despite a slight upturn in 2006 (1,623). Juvenile detention admissions were down significantly between 2007 and 2009 –from a high of 1,265 in 2007, the number of

admissions decreased by 39% to 773 in 2009. Despite this, on average 61% of the county's juvenile detention admissions between 2007 and 2009 were Newark residents (*Source: Newark Kids Count, 2010*).

Female headed & single heads of households with children. Single- and single female-headed households with children are correlated with higher rates of poverty. Thirty percent of households in the proposed NFPN are single female headed with children under 18 years. By contrast 28% of Newark and 7% of New Jersey households are similarly situated.

Gaps, Weakness and Opportunities.

The NFPN Planning Council is a strategic partnership of three well-established lead agencies: the United Way of Essex and West Hudson (UWEWH), the Urban League of Essex County (ULEC) and Rutgers, the State University of New Jersey (Rutgers-Newark). The group will utilize the Fairmount Strategic Plan to examine the gaps in services for Promise Neighborhood families. Each one of these organizations has deep roots and extensive knowledge of Newark and its residents. Rutgers-Newark has long partnered with UWEWH and ULEC to launch initiatives that address literacy and the learning and developmental needs of youth in the target area. In addition, each of the organizations has a network of community-based service delivery affiliates and partners. Thus, this alliance provides a formidable vehicle for linking and coordinating efforts to address critical needs in the Fairmount district.

There are hundreds of community and government agencies throughout Newark that provide services to children, young adults, and their families and offer an array of resources available to implement Promise Neighborhood solutions. Moreover, philanthropic activity in the city has been increasing, as efforts become more leveraged and focused through the City of Newark Philanthropic Liaison. Yet, the means to evaluate the appropriateness and effectiveness

of the services and a mechanism to coordinate them do not exist, and pockets of extreme need prevail (as is documented in the Fairmount Strategic Plan).

The *Fairmount Strategic Plan* was informed by more than 30 focus group and community meetings that engaged more than 1,000 residents. The focus groups and the asset mapping of services within the Fairmount Neighborhood identified a number of service gaps that will be investigated further as the Fairmount Promise Neighborhood plan is developed. Key service gaps included: infant /toddler care; after school programs; parental engagement; teen pregnancy; teen engagement; career readiness; economic development, mental health; summer educational and recreational programs, and public safety. Throughout the planning year, the Partnership will continue to engage leaders in these areas throughout the community and state. Partners have been identified to address these issues, and many are already at the planning table. They include: **Program for Parents** and the **Newark Preschool Council** with respect to gaps in early learning; the **Newark Department of Child and Family Well-Being** with respect to health issues; **The Abbott Leadership Institute** and the **Newark Public School District's Community Engagement Liaison** for parental engagement and afterschool programs; and the **City of Newark's Offices of the Deputy Mayor, Newark WORKS Youth One Employment** and RU-N's own **RU Ready for Work Youth Employment Experience, Future Scholars** and **Upward Bound** programs with respect to teen engagement, career readiness, and summer educational and recreational programs; leaders from local **Newark Police Department Precincts** and the **Prosecutor's Office** for public safety; **Northern Maternal and Child Health Consortium, Gateway Maternal and Child Health Consortium** with respect to teen pregnancy; and the **Essex County Department of Economic Development, Training, and Employment, City of Newark Office of the Mayor and Department of Labor, the Rutgers**

Small Business Development Center, and Essex County College’s Adult Community and Continuing Education program for economic development. Each of these areas is the subject of or will be targeted as a subtopic by one of our professional Learning Communities (described in Section B2).

Thus, the NFPN Planning Council will prioritize, integrate, assess, and strengthen the services to provide a holistic model that fills the key gaps by incorporating efficient and effective solutions for the children of 13th Avenue Renew School, West Side High School, their families, and ultimately, the broader community. The three NFPN partners will capitalize on their collective, proven capacity to construct and manage effective collaborative partnerships to engage the service providers who will help design and execute the implementation strategy. Tangential gaps certainly may emerge during the planning process; however, given the Partnership’s extensive range of experience and expertise, it is poised to approach these challenges strategically with knowledge-based evidence and resources.

(2) The extent to which the geographically defined area has been described (5 points).

The Newark Fairmount Promise Neighborhood serves a 33 square block area known as the Fairmount neighborhood in Newark, New Jersey’s West Ward. The area is bounded by: West Market Street (North), 12th Avenue (South), Bergen Street (East) and 16th Street (West). West Side High School and 13th Avenue Renew School are within the Neighborhood footprint.



of the 1960’s delivered a massive blow to the area in this regard. The resulting loss of jobs and other factors has left the Fairmount Neighborhood in disrepair.

German, Irish, and Italian immigrants who first populated the City were later displaced by southern Blacks who migrated to the City in the 1930s staking their family futures on the then abundant factory jobs. Today, Fairmount is predominantly African American and Black.

B. Quality of the project design (20 points)

(1) Alignment of continuum of solutions with schools improvement strategy (10 points).

The proposed strategy is designed to address/fulfill the indicators and desired results outlined in Table 1.

Table 1—Education Indicators and Results They Are Intended To Measure	
Indicator	Result
80 percent of our students will be ready to learn by kindergarten, up from 64 percent in 2008–09.	Students are ready for Kindergarten
80 percent will be reading and writing by the end of 3rd grade, up from 40 percent in 2008–09.	Students are reading and writing at grade level by the end of the 3 rd grade
80 percent of 5th graders will be proficient or above in language arts literacy and 85 percent or above in math, up from 40 percent and 59 percent, respectively, in 2008–09.	Students are ready for middle grades
80 percent will be “on track for graduation,” up from 38 percent of freshmen who are on track to begin the 2009–10 school year.	Students are ready for high school

Table 1—Education Indicators and Results They Are Intended To Measure	
Indicator	Result
80 percent will graduate, and 80 percent of graduates will enroll in college, up from 54 percent and 38 percent, respectively, in 2008–09.	Students are ready for college or work
Please note: Education indicators are derived from the New Public School District’s Strategic Plan, “Great Expectations: NPS Strategic Plan 2009-13.” The exact number of students from our target schools necessary to meet these goals are not known at this time and will be identified during the planning year.	

Our Promise Neighborhoods model is a comprehensive, systemic approach to educational reform and improvement that builds upon the existing approach implemented in the Newark Global Village Zone (NGVZ) by the *Broader, Bolder Approach to Education* (BBA) at New York University, which is a consulting partner in our application. The NGVZ consists of the six K-8 schools in the Central Ward that feed into Central High School. Based upon the data compiled during the planning period, we will adapt this model in 13th Avenue Renew School and West Side High School in order to improve educational achievement and school quality as defined by a series of indicators (refined through our planning process), including student achievement, school climate and culture, teacher quality, parental involvement and school leadership.

The BBA consists of four pillars for school improvement: Educational Reform; Social Services; Community Engagement; Economic Development; and Research. This model views educational improvement as a product of coordinated reforms in education, health care, employment opportunities, social services and community involvement, where processes in each

of these areas, albeit in different forms, are implemented *at all stages of the age continuum—birth through adulthood.*

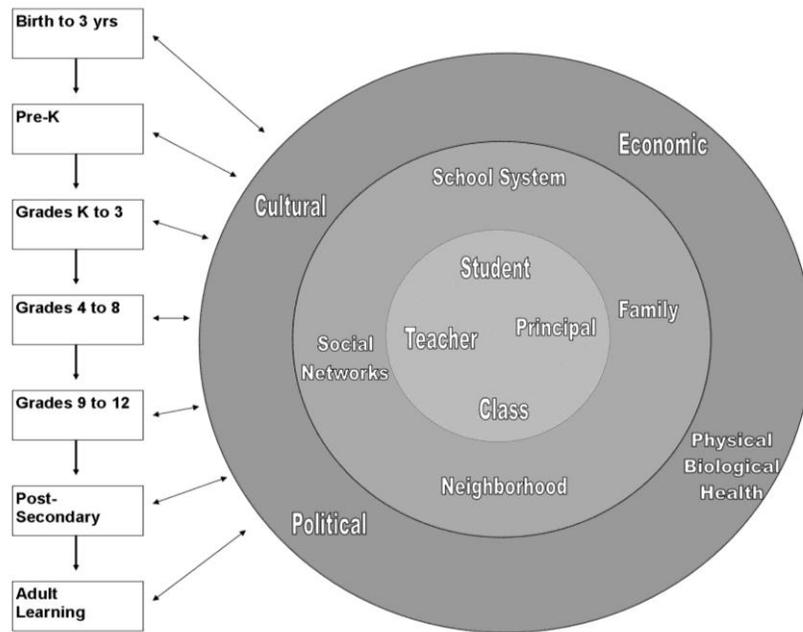


Figure 1.

The Partnership will work together with Rutgers Urban Teachers Education Program (UTEP), NYU BBA, and administrators and faculty at 13th Avenue Renew School and West Side High Schools, to shape strategies to reform instruction, identify student needs, track student progress, and share information and best practices. The NFPN will build upon the framework and strategies employed by its partners, as well as share its lessons learned for school improvement.

Rutgers University’s Department of Urban Education–Urban Teachers Education Program (UTEP) uniquely prepares teachers for practice in urban environments. In 2006, then Department of Education Commissioner, Lucille Davey, cited Rutgers University’s UTEP as part of the plan for increasing the numbers of Highly Qualified Teachers in urban areas. She stated, UTEP was one of only three programs statewide that “help[s] candidates understand the ways in which schools, teaching, and learning are related to social, political, and economic forces

outside of schools, including family, community, neighborhood, and economic and political organizations. Program graduates are practiced in the knowledge, skills, and attitudes of culturally responsive pedagogy that enable them to affirm and build upon the strengths and talents of their urban students.” The New Jersey Department of Education (NJDOE) recently reconfirmed its support for UTEP’s program in its revised plan.

Target Schools. The two target schools are 13th Avenue Renew School (newly formed from the former 13th Avenue School and the former Martin Luther King, Jr. Community Campus) and West Side High School. Both schools are among the state’s lowest-achieving schools, and both have failed to make Adequate Yearly Progress.

Administrators, teachers and staff at 13th Avenue Renew School and West Side will participate fully in strategic planning, community building and capacity building activities. Our process will follow the model for planning and integrating academic, family and community supports in the Newark Public Schools, currently being used in the NGVZ and will adapt it based on our needs assessments. As such, it will serve as a demonstration site to enable school administrators engaged in restructuring to participate in activities tailored to increase their capacity. This training and collaboration will create a base of informed school improvement leaders will be invaluable as we begin scaling up our model reforms.

Other School Reform Alignments. The Newark-Fairmount Promise Neighborhood will be centered on high quality schooling. We will work closely with the Newark Public Schools (NPS) to align Promise Neighborhood reforms with their district-wide school reform strategy, the strategy to address lowest performing schools adopted in March 2012, the plan developed by the newly appointed principal at 13th Avenue Renew School, and the reforms currently underway in the NGVSZ, where applicable.

The NFPN Partnership is committed to supporting the work of the district and the schools in our target area by planning for a continuum of solutions that are strategically aligned with school-wide improvement. Accordingly, using the district's reform strategy as the baseline, the Partnership will concentrate its efforts on improving the environment and culture around positive educational outcomes, as well as providing significant supports to improve the quality of teaching and instructional methods. In addition, Martin Luther King, Jr. Community School, which was closed in June 2012, will be replaced by a charter school. Leaders from that program will also be invited to sit on the Planning Council.

School Level Reform. At the school level, reforms undertaken as part of the Promise Neighborhood will focus on core elements of school change: leadership, school climate and culture, curriculum development, instruction and assessment, and parent/community engagement. They will include a systemic array of professional development programs for teachers and administrators in collaboration with Rutgers-Newark and other universities. Based upon a survey of teacher and administrators, this professional development will be tailored to address some of their most pressing educational problems. Emphasis will be placed on ensuring that teachers and principals provide high quality curriculum, instruction and assessment, especially through the use of data driven instructional methods. Second, based upon the analysis of formative and summative student and school level data and teacher, administrator and student surveys, we will develop a plan to help transform 13th Avenue Renew School and West Side High School into more highly effective schools that serve students, their families, and the surrounding community. An important part of the planning process will be to develop concrete definitions of effective schooling based on multidimensional criteria, including, but not limited, to student test scores. Third, we will develop a plan to ensure that the schools have a climate of

safety, concern, and high expectations and that they work collaboratively with parents, community members and stakeholders to support student achievement. Fourth, the Newark Schools Research Collaborative (NSRC) at Rutgers University will develop a data system that will be used to ensure accountability and school and student improvement over time. This will include developing formative and summative evaluations that will enable teachers and administrators to use data effectively to improve instruction, school climate and culture, school leadership, and community and parental involvement. The Urban League will coordinate social service delivery and adult learning activities for the families in 13th Avenue Renew School. Fifth, we will explore developing a system of Extended Learning Time (ELT), which will enable administrators, teachers, students and parents to more effectively use the school day and school year to enhance student learning and achievement. Such ELT will mean more than simply adding time to the day and year, as extended time will be organized in a manner that enhances student growth and achievement and allows teachers to more fully engage their students in learning.

Decades of school effectiveness research have concluded that principal and teacher leadership are among the two most important factors in effective schools. Based on NSRC research on the recruitment and retention of high quality teachers in Newark, we will work with the district to enhance teacher and principal quality at 13th Avenue Renew School and West Side High School. Although teacher and principal quality are necessary, they are by no means sufficient for successful school transformation. Consistent with the BBA model, we will address the other pillars of educational improvement.

Special Needs Student Services. As previously noted (page 8), a significant portion of students in the target schools receive services through an IEP. A number of students who transferred into the former Martin Luther King Community Campus (and are now a part of 13th

Avenue Renew School) during the 2011-12 academic year also require special services, including those designated as English Language Learners (ELL). The team will work closely with schools personnel to conduct targeted data collection and assessment of student service needs and gaps to ensure that the needs of these students are addressed in all plan development activities. In addition, given the large number of students with special needs at West Side High School, the School of Public Affairs and Administration (SPAA) at Rutgers-Newark is working closely with the principal to assess its special education program and to more effectively meet the needs of students with IEPs.

Social Services. We will implement a targeted school-community social services plan adapted from the BBA model and data analyzed in the planning year of the level and types of needs in the neighborhood. This will include a system for healthy development, a system for early intervention, and a system of care. NSRC will provide an assessment of family needs and available services through surveys and interviews.

The Partnership working in conjunction with its Social Services Learning Community (that will include members of the Fairmount Heights Neighborhood Association, University of Medicine and Dentistry of New Jersey (UMDNJ) and lead partners, the Office of University Community Partnerships at Rutgers University-Newark, Urban League of Essex County, and United Way of Essex and West Hudson) will screen and evaluate all potential service providers in the pipeline.

Family and community engagement. We will work closely with NPS' recently appointed Chief Family & Community Engagement Officer, ULEC, and the Rutgers-Newark Abbott Leadership Institute, to help build parent and community capacity for productive collaboration.

Most importantly, based on community and parent surveys, we will work with parents to help support their needs and to help them better assist their children with learning.

We will implement programs and services that support parents with achieving comprehensive life improvement strategies. Areas of emphasis will include GED attainment, job training, rental and housing assistance, public safety measures, and others identified through the household surveys. The ultimate goal will be the creation of more stable conditions in the neighborhood and the cultivation of opportunities for parents to improve their educational and economic outcomes.

In the area of economic development, we will help coordinate discussions among NPS, postsecondary institutions, and the local business community (through the Newark Alliance and United Way) to develop strategic partnerships and internships that prepare students for college and career. This will include the analysis of relevant labor force and economic indicators and surveys of Newark businesses and employers. We will leverage the work of the Mayor's Office, Fairmount Heights Neighborhood Association and the Urban League in the Fairmount neighborhood to bring more employers and more development to Fairmount and create jobs for parents.

Age continuum. Our needs assessment will identify service delivery gaps in the community and will develop a set of coordinated and integrated services. For residents below the age of three, we will work with the Newark Pre-School Council, New Jersey Advocates for Children and the National Institute for Early Education Research (NIEER) at Rutgers-New Brunswick to develop systemic strategies for meeting the needs of young children. At the K-12 levels, we will work with NPS, BBA, the Center for Effective School Practices at Rutgers-New Brunswick and Montclair State University, to develop strategies for pedagogical and curriculum reforms. We

will work with the Newark Youth Council, an established roundtable of providers, government, schools, mental health, and workforce agencies focused on ensuring that young people in Newark have the proper support for academic, social and emotional well-being. We will utilize the results of their research on young people in Newark and the multi-year effort established linkages and systems for evaluating provider effectiveness to ensure seamless and coordinated services for young people.

At the post-secondary level, we will work with the Council of Higher Education in Newark (CHEN) partners – Essex County College (ECC), New Jersey Institute of Technology (NJIT), Rutgers -Newark (RU-N) and University of Medicine and Dentistry of New Jersey (UMDNJ) – to analyze college readiness and how NPS might better prepare its students for college. At the work and career levels, we will work with the Newark Alliance and the New Jersey Chamber of Commerce to develop strategies for school to work and career options and for the development of internship opportunities for West Side High School students.

The NFPN Partnership will work closely with two innovators in educational reform: the Rutgers UTEP and the New York University Metropolitan Center for Urban Education of the Steinhardt School of Culture, Education and Human Development (NYU), implementers of the Broader, Bolder Approach to Education (BBA).

(2) Plan to create a complete continuum of solutions (5 points).

Although the *Federal Register* (23692) does not require applicants to have completely devised its continuum of solutions prior to the planning process, the Newark Fairmount Partnership has identified and begun working with key partners in the community to support the planning effort (representative in Table 3, page 40).

To begin, we note the important link between prenatal health and the impact on birth outcomes and child well-being. These relationships have been well established in Newark. Thus, the Partnership will begin its continuum of solutions by partnering with local agencies and providers (e.g., the Newark Department of Child and Family Well-Being [the local Public Health Department], Programs for Parents, and the Northern Maternal Child Health Consortium). These agencies provide a broad range of services that include general and pre-conception parenting education, direct care, testing, maternal support services, nutrition counseling, and related services directed at improving birth outcomes. The Partnership will work closely with these agencies to insure that services reach the intended populations within the neighborhood.

Newark is an outstanding setting for providing a complete K-20 and beyond continuum of services to children and adults in the Fairmount community. As the home to four major colleges and universities (Essex County College; New Jersey Institute of Technology; Rutgers University-Newark ; and University Medical and Dental School of New Jersey), collectively called the CHEN (Council of Higher Education in Newark) institutions, we have the opportunity to provide integrated and linked programs and to customize programs that exist on the college campuses into the neighborhood to help elevate the academic aspirations of an entire community from young people to the adults that care for them.

For example, each of these institutions already operates a number of pre-college programs such as Upward Bound, Rutgers Future Scholars, RU Ready to Work, Gear Up, SAT Prep, and the Abbott Leadership Youth Media Program. As part of the planning grant, we will conduct a review of all of these programs and develop a plan for linking them together through cross university collaborations so as to maximize impact and to reduce duplication.

At the early childhood level, we will partner Programs for Parents (PFP), the Child Care Resource and Referral Agency for the city of Newark and Essex County. PFP will partner with Promise Neighborhoods to create and implement a system for quality improvement for local child care centers and family child care providers located in the catchment area. That system will include the following six components: (1) program improvement, (2) learning and development standards, (3) workforce development, (4) health and mental health services, (5) strengthening families and (6) parent engagement.

Program improvement focuses on the preparation needed to participate in Grow NJ, the Quality Rating and Improvement system created by the State of NJ. Included in this system is the implementation of the NJ Birth to Three Early Learning Standards and the NJ Preschool Teaching and Learning Standards. These standards provide a common framework for developmentally appropriate expectations for each age group of infants, toddlers, and preschoolers. Strategies for children with disabilities and English learners are specifically addressed. Grow NJ includes four components of comprehensive assessment in its steps. Screenings are used to flag potential health, behavioral and developmental issues.

Workforce development will be critical to ensuring quality and, therefore, child care center teachers, teacher assistants, directors and family child care providers will have the opportunity to participate in specialized early education training that will support their growth

and development and will focus on student outcomes and school readiness. Onsite training and technical assistance will be available. We anticipate that professional learning communities will be developed in the catchment area for CDA preparation, directors network groups, etc.

PFP will work with other collaborators to assist in health and mental health referrals and services. PFP offers health related workshops to children, teachers and parents focusing on prevention and health and safety issues. PFP also will offer participation in the Strengthening Families Initiative to centers which focuses on protective factors that support child and family well-being. PFP will ensure that providers have access to parenting training workshops, and other parent /family engagement activities and opportunities.

At the K-12 levels, we will build upon the existing partnerships with the NPS in general, and 13th Avenue Renew School and Westside High School in particular. For example, the UTEP at RU-N in affiliation with its partner NJIT already provides mentors, interns and student teachers for the 13th Avenue School and Westside High School. In addition, RU-N's UTEP, SPAA, and School of Business provide capacity building consultation to the principal of West Side High School in the areas of budgeting and special education. Moreover, we will build upon and integrate all of the existing precollege programs at the four institutions in order to target services to 13th Avenue and Westside High School. The Partnership will also explore opportunities for extended learning time and/or afterschool programs and summer engagement to avoid learning loss and increase time on task for students.

The area of health services is vital to creating conditions for successful learning. The Strong Healthy Communities Initiative will bring a school-based health center and family clinic to Fairmount that will improve services and health outcomes for children in the neighborhood. Partners include Jewish Renaissance Health Center, the City of Newark Department of Health

and Well-Being, and federally-qualified and subsidized health services that will be provided in the neighborhood. Other opportunities for collaboration include the schools of nursing at UMDNJ and Rutgers, and the schools of medicine and dentistry at UMDNJ that will provide medical and dental screening and services to the schools and families in Fairmont. The joint Public Health Program at UMDNJ and Rutgers-Newark will provide programmatic and policy analysis to determine the essential needs and supports in the community.

At the postsecondary levels, the four CHEN institutions are already working on plans to more seamlessly integrate programs and to collaborate among institutions. This includes making it easier for ECC students to transfer to RU-N and NJIT, to better prepare ECC students to complete their baccalaureate degrees, and for undergraduate students to enroll in graduate programs at NJIT, RU-N, and UMDNJ. ECC is working closely with NPS to provide pathways to technical and career education through linkages between high school career academies and ECC programs. Moreover, programs to attract and retain students from Newark in their professional and STEM programs in law (RU-N), business (RU-N and NJIT), public administration, nursing (RU-N and UMDNJ), medicine (UMDNJ), dentistry (UMDNJ), mathematics and sciences (NJIT, RU-N, and UMDNJ), architecture (NJIT), and engineering (NJIT) will be strengthened. All of these are dependent on the creation of effective K-20 pipelines, which prepare students from Newark to be college and career ready by the time they graduate from high school. All of the CHEN institutions are partnering with NPS toward this goal and these partnerships will be leveraged for Promise Neighborhoods.

These collaborations will become easier and more frequent as a result of the recent reorganization of higher education in New Jersey, scheduled to begin in 2013. As part of this statewide reorganization, UMDNJ in Newark will be merged into Rutgers University as a part of

the Rutgers, the State University of New Jersey system. As such, we will have the opportunity to strengthen the existing collaborations and build new ones. Although NJIT will remain an independent research university, the higher education law requires increased collaboration among the city's research universities.

Through RU-N's Abbott Leadership Institute, which works to empower parents to take an active and positive role in their children's education, we will work to assist parents with ensuring that their children succeed in school. Together with NPS' recently appointed Chief Family & Community Engagement Officer, our Partnership will cement its relationship with the community through strong, time tested programs and district supported access to students and families.

Overall, as the home to four higher education institutions with existing ties to each other, NPS, and the Newark community, we are in a very strong position to leverage these relationships to serve the Fairmount community.

As previously noted, the Fairmount Strategic Plan identified a number of community-wide concerns (e.g., public safety, health care, and economic development). These community concerns are critical to our continuum of solutions. Lead partner ULEC will continue to keep these issues on the agenda during the planning year. ULEC will house an Outreach Coordinator and graduate student Learning Community Liaison who will help identify and provide new information to ensure that these issues are incorporated in the planning. Also, as previously noted (page 11), we have identified a number of agencies to address these issues that either have been engaged or will be asked to participate in planning for a continuum of solutions that addresses the entire family.

Our understanding of community need will also be informed by assessments conducted by other local organizations that supplement ULEC's recently completed Fairmount Neighborhood Strategic Plan and the Partnership for Education in Newark's (PENewark) Community Survey, Resident Perceptions of Public Education in Newark, spearheaded by NSRC.

At the outset, we are clear that local conditions suggest need in a number of areas: 1) a program of community-based, intensive, coordinated health services that encourage health literacy, medical homes, positive prenatal outcomes, and appropriate neonatal and early child care to ensure the health of children in the community; 2) improved coordination of early childhood education and developmental services; 3) school improvement; 4) targeted public safety initiatives; 5) coordination of social services delivery; 6) augmenting community engagement and advocacy; 7) increased adult education and opportunities; 8) increased access to technology, recreational, and cultural opportunities; and 9) development of data driven systems to track outcomes. We expect to further shape these areas as these needs become more clearly defined in the planning process.

A key underpinning of the proposed NFPN will be the unification of organizations and individuals currently serving local needs. The Partnership will employ a Collaborative Leadership Model (described in more detail in Section D1) to support its efforts. This results-oriented model begins with articulation of a shared vision between community leaders, school and district leadership, and intermediary leaders.

Further, the plan will provide mechanisms to augment the quality of project services and community understanding and knowledge of these services by supporting *Learning Communities* that will provide opportunities for sharing information; training and technical

assistance; identifying best practices or gaps in programs, policies, services, systems and supports; and developing standards of service delivery. During the planning phase, we will begin to identify leaders with targeted expertise in each area from within the Partnership and elsewhere. During the implementation phase, Learning Community leaders will participate in regional and national Communities of Practice, linking them to other grantees to share strategies and solutions.

The Learning Communities will also be instrumental in helping to identify federal, state, or local policies, regulations or other requirements that impede the ability of the Partnership to meet its overall goals. Learning Community leaders will share these issues with NFPN leaders for reporting to the Department of Education and others who may then help craft and implement appropriate solutions.

Determining which solutions to implement and when. The Partnership, supported by the work of the research partner, the Newark Schools Research Collaborative, will establish indicators for each component of the continuum of solutions to monitor progress towards the goals of the planning strategy. To begin the process, the Newark Schools Research Collaborative will conduct a community needs assessment (see Table 2 for a preliminary outline of domains and data sources). The Planning Council will then “map” solutions – not by organization, but by need and indicators. Indicators will be developed for our solutions toward: early learning programs and services targeted to children from birth through third grade; ambitious, rigorous, and comprehensive education reforms linked to student improved educational outcomes for all students through 12th grade; college and career-readiness programs, and family and community supports. For example, the Planning Council will begin by examining the conditions for families with children five years old and below in order to pinpoint where needs appear in the

community. Data from this analysis will be compared to the location, services, and effectiveness of existing programs. The Newark Schools Research Collaborative and Planning Council members will then determine where the gaps are, what causes them, and what can be done to align services with needs and improve their effectiveness. This information along with the reviews of national best practices, will become a part of the Learning Communities’ work to address these gaps.

Table 2. Needs Assessment: Domains of information and indicators of need

Required education indicators, and family and community support indicators are in boldface.

Domain	Content	Source
Kindergarten Readiness	Primary care “home”	Household survey
	Preschooler and kindergartener functioning on developmentally appropriate early learning measures	Preschooler assessment
		Kindergarten assessment
	Preschooler use of early learning settings or programs	Household survey
	Early childhood education resources	Community Inventory
Schools & Student Achievement	13th Avenue Renew School Student Achievement (Including NJ ASK Measures Of Mathematics And Language Arts Proficiency)	13th Avenue Renew School & Newark Public Schools
		State of New Jersey

Domain	Content	Source
	West Side High School student achievement (including NJ HSPA exams scores in mathematics and language arts)	West Side High School & Newark Public Schools
		State of New Jersey
	Attendance rates	13th Avenue Renew School, West Side High School & Newark Public Schools
	West Side High School graduation rates	Newark Public Schools
	Post-secondary enrollment among West Side graduates	NSRC post-secondary study (NPS and National Student Clearinghouse)
	Student mobility rate	13th Avenue Renew School, West Side High School & Newark Public Schools
	13th Avenue Renew School student assessment of school	Student survey (adaption of CCSR elementary student survey)
Family Learning Activities	Parents or family members reading to preschool children	Household survey

Domain	Content	Source
	School children in kindergarten through eighth grade who are encouraged to read books outside of school	Household survey
	Parents and family members talking to high school students about college or careers	Household survey
	Other student & family academic activities	Student survey
Childcare	Use of formal and informal child care	Household survey
Health	Child participation in moderate-to-vigorous physical activity	Household survey
	Child intake of fruits and vegetables	Household survey
	Teenage pregnancy	Birth certificates, State of NJ
	Use of prenatal care	
	Preterm delivery & low birth weight	
	Local health care providers and programs	Community assessment
	Food security	Household & Student Surveys
Neighborhood food resources	Community assessment	

Domain	Content	Source
	Use of food assistance programs	State of NJ (WIC & NJ SNAP)
		Household Survey
	Food acquisition behaviors	“ ”
	Use of emergency room	“ ”
	Primary care home	“ ”
	Health insurance	“ ”
	Dental Care	“ ”
	Asthma	Student & Household Surveys
	Vision	“ ” “ ”
	Hearing	“ ” “ ”
	Immunizations	13th Avenue Renew School & West Side HS Health Audits
	Childhood overweight	“ ”
	Behavioral problems	“ ”
	Mental health problems	“ ”
Crime	Crime rates	Newark Police Department

Domain	Content	Source
	Perceptions of crime, constraints on behavior	Household Survey
	Prisoner re-entry	Household Survey
	Locations of crime “hot spots”	Community Inventory
Households	Computer & broadband access	Household Survey
	Mobility	Household Survey
		Qualitative Interviews
	Foster children	Household Survey
	Family structure	“ ”
	Household Economics	“ ”
	Parenting education	“ ”
	Computer & broadband access	“ ”
	Work Schedules	“ ”
	Vehicle access	“ ”
Family/Community Support/Neighborhood Assets	Service Providers	Agency survey
		Community assessment
	After school programs	Community Inventory

Community Support and Engagement. To ensure that citizens are engaged in the process throughout, the Newark Schools Research Collaborative will hold Town Hall meetings, elicit data from surveys, lead focus groups and conduct in-depth interviews with families and children in the target neighborhood. This element will be described in detail below.

Community-wide, Newark continues to build the foundation for a local culture of collaboration toward change. In 2010, Mayor Cory Booker set the pace, winning a Jefferson Award for setting a national model with Newark's transformation initiatives and later by creating a Philanthropic Liaison in the Office of the Mayor to foster public-private partnerships to further that change. Rutgers University has furthered its mission of community engagement and service by creating the Office of University - Community Partnerships to build stronger collaborative relationships throughout Newark and by launching the Newark Schools Research Collaborative to conduct applied research on both public and charter schools.

The proposed NFPN will build on this momentum and the extensive local support already developed by its partners in key areas. We have the foundation to create a culture of success in the targeted schools and within the Fairmount neighborhood. Decades-old operational, administrative and political 'silos' are breaking down in favor of practical solutions.

Service sharing. During the 2011-12 school year, 13th Avenue School engaged in a partnership to provide a broad range of health services via a school-based health clinic targeted to its students. One of the Partnerships goals was to find ways to expand those services to the students at nearby MLK. With the consolidation of these schools that goal has been realized.

During the planning year, the Partnership will conduct surveys to identify other instructional and service gaps, as well as opportunities for collaborations and partnership. A primary goal of the Partnership is to develop an efficient and effective service delivery system in

the neighborhood. We will explore ways to leverage existing resources and services and to increase resource sharing among partners working in the community.

Access to Continuum of Solutions. A major role of our Partnership will be to identify strategies to improve access to our continuum of solutions community-wide. Employing our Collaborative Leadership Model, the Partnership will begin this exploration in earnest. At this time, several factors are known that we expect will significantly influence access to a wider community.

In 2011-12, 13th Avenue School served about 500 students. Martin Luther King served an expanded student population of approximately 600 students in 2011-12. This came about as a result of district consolidations that placed approximately 175 students in English Language Learners (ELL) and other special programs located at the school. These students were bused in from nearby communities, thus providing a natural means to expand access to the continuum of solutions to a broad cross-section of youth in the community, including ELL's and those with disabilities. Additional services necessary to meet needs of these students will be identified (through collaborations with the school, district, and families) and addressed through out the planning process. As a significant number of these students will enter West Side High School in the 9th grade, as noted above, RU-N is already working with its principal to improve its special educational services. During the planning phase, this needs assessment and program reform will be extended downward to the 13th Avenue Renew School in order to develop a more systematic and integrated plan for serving ELL and special needs students.

As noted previously, Martin Luther King, Jr. Community School, closed in June 2012, will be replaced by a charter school. Leaders from that program also will be invited to sit on the Planning Council. In recent years, the Newark community has seen growth in charter and

magnet schools in general, which target students by gender, career choice, and other discreet characteristics. We note that as of the 2010-11 academic year, the student population at West Side High School was 966 students, a significant decrease from 1,275 students during the previous academic year, and 1,502 students during the 2007-08 academic year. We believe that this steady decrease is attributable, at least in part, to students taking advantage of targeted charter and magnet high school settings. Since the students remain in the community, the students provide yet another means of expanding access. Also, our students are connected to the larger community through families, siblings attending other schools, neighbors, etc. The Partnership will explore expansion of the continuum of solutions as we begin to engage these actors.

(3) Leveraging existing neighborhood assets and coordinating with other efforts. (5 points).

The Partnership builds upon strong relationships with community-based organizations. Each member brings their expertise, familiarity with the community and perspective to the discussion. The NFPN will use these strengths to address complex issues in the neighborhood through a comprehensive, knowledge-based assessment strategy; coordination of services; information and best practices sharing; technical assistance and professional development; and other means as identified in the planning process. Moreover, the Partnership will employ continuous assessment and feedback strategies to improve our ability to execute effective mid-course adaptation and correction.

Beyond the classroom, the Partnership will work with community partners based on the comprehensive needs assessment to ensure that an integrated approach is adopted to provide young people in Fairmount with comprehensive health care, employment, social service, and community engagement resources. The ULEC in conjunction with UWEWH will convene

sessions with families and all service providers to ensure that we develop and common understanding of the problem and a joint approach to solving it through agreed upon actions. Based on the comprehensive needs assessment, activities and participating agencies will be screened and selected to ensure that a coordinated and mutually reinforcing plan of action is developed and implemented.

One of the key partners will be the Fairmount Heights Neighborhood Association, established to implement the Fairmount Heights Strategic plan. The members of the Association represent a broad cross section of the neighborhood and have key relationships with residents and local businesses which can help create a community-wide energy around the initiative.

The Living Cities Smart Healthy Communities Initiative works in Fairmount to improve the health of children in the neighborhood through the development of a school-based clinic at 13th Avenue Renew School and the development of healthier food and housing in the neighborhood. The steering committee for this initiative has the participation decision makers from across sectors, including foundations, city government, health department, school district, and community based organizations. The goal is to overhaul obsolete systems and to reshape fundamentally the community to meet the needs of low-income residents. The Partnership will leverage this initiative to integrate its work in health, food, and housing for children in Fairmount.

For each area, there are local providers who, working within the context of the Learning Communities, will lay out their plan for restructuring, building capacity and/or partnering to more effectively serve those needs. The potential partnerships that may be leveraged to achieve these goals are arrayed in Table 3. We note that many of these organizations are already engaged and will continue to provide support throughout the planning process. In addition, the

partnership has leveraged more than [REDACTED] towards supporting this project. In-kind contributors include [REDACTED] (Part 1), which is providing [REDACTED] in direct investments in the Fairmount Neighborhood over the next three years through grants, project-related investments, and loans, and the [REDACTED] [REDACTED] which has earmarked [REDACTED] of an anticipated [REDACTED] grant to support “[REDACTED] [REDACTED]” – [REDACTED] to be targeted toward homes in the Fairmount Neighborhood. In addition, we have secured [REDACTED] from local foundations—[REDACTED], [REDACTED] [REDACTED] and the [REDACTED] – for [REDACTED] and [REDACTED].

Other community-focused efforts have been identified and approached for partnering as part of our comprehensive outreach strategy. Newark's Fairmount Neighborhood recently has been targeted for the redevelopment of 52 city-owned properties, the rehabilitation of 40 privately abandoned structures and the creation of two new parks in association with the Greater Housing Partnership and local faith-based organizations. The goal of the project is to mitigate for detrimental effects of high foreclosure rates, vacant land, blighted structures and drug and gang activity.

Newark Super Neighborhoods, another local effort sponsored by the Office of the Mayor, Office of Neighborhood Engagement, and Newark Now, works to strategically organize home owners, tenant associations, civic organizations, non-profits, educational institutions, and businesses to work together to identify, plan, and set priorities that address the needs and concerns of the community. The Fairmount Neighborhood is one of the neighborhoods targeted by the effort.

Finally, ULEC has received funding through a Neighborhood Implementation Grant from Wells Fargo to continue the work begun through its strategic planning process. The funding will

be used to address many of the plans recommendations for physical improvements to the neighborhood, including social, economic and human capital investments. ULEC will leverage this important opportunity to support the NFPN planning process and to ensure seamless integration with the continuing neighborhood revitalization effort.

Table 3. Proposed Continuum of Solutions & Leveraged Partnership Opportunities

(representative; to be created during planning process)

Area/Proposed Indicator & Potential solutions/partners	
School Readiness	<p><u>Proposed solutions:</u> Expansion of NJ’s Abbott School District free high-quality preschool and family literacy to families with children from 3-4 to birth to 4; assess the quality of existing childcare providers; design program improvement plans; improve quality & effectiveness of the early learning workforce; improve access to early intervention programs; access to school-based health resources; referrals to health and social services; access to high-quality preschool; access to improved sources of nutrition; parenting workshops;</p> <p><u>Leveraged partnership opportunities:</u> Newark Public Schools (preschool, interventions); Program for Parents (preschool, interventions); Newark Preschool Council (Head Start, preschool, interventions, parenting workshops); La Casa de Don Pedro (preschool); Newark Family Success Centers (one stop referrals); Living Cities (Strong Healthy Communities Initiative)</p>

School Improvement	<p><u>Proposed solutions:</u> Academic improvement in reading, writing, and mathematics; parent involvement; professional development; extended learning opportunities; targeted services to students with disabilities, English language learners, economically disadvantaged; change school culture; provide additional supports for leadership to achieve recommended change; increase highly qualified staff</p> <p><u>Leveraged partnership opportunities:</u> Newark Public Schools; Rutgers University Department of Urban Education, Urban Teacher Education Program [UTEP]; NYU Steinhart School (BBA)</p>
Parent and Community Engagement	<p><u>Proposed solutions:</u> Parent outreach; leadership training; EPIC parenting workshops; Town Hall Meetings; participation in Planning Council activities; community service; improved father-child connection; community meals.</p> <p><u>Leveraged partnership opportunities:</u> Newark (Cities of Service/Brick City Serves); Rutgers’ Office of University and Community Partnerships (community partnerships; educational enrichment opportunities); Urban League (Fairmount Neighborhood Revitalization); Newark Now (parent training; Fathers Now); La Casa de Don Pedro (parent training); One Newark Education Coalition (parent engagement); Abbott Leadership Institute (parent engagement); Statewide Parent Advocacy Network (parent engagement, advocacy)</p>
Social Services	<p><u>Proposed solutions:</u> Identify social service needs, coordinate, and follow up to ensure that families are receiving services</p> <p><u>Leveraged partnership opportunities:</u> New Jersey Department of Human Services; Department of Citizen Services, Essex County; Georgia King Village Family Success Center; Newark NOW</p>

Public Safety	<p><u>Proposed solutions:</u> Increased collaboration and joint pursuit of funding among City police, schools and community; joint planning and funding for Safe Routes for School; positive programming during recess to reduce conflict; Summer Youth Employment; student mediation programs; anonymous “School Fight” tip line; increase community watch programs; families connected to workforce programs, employment opportunities and income supports; fathers connected to families, pregnancy prevention</p> <p><u>Leveraged partnership opportunities:</u> Newark Public Schools (security), Newark Police Department (security, outreach), The Urban League (Fairmount Community Revitalization); Task Force Special Operations (community policing); New Community Corporation (mental health counseling); Newark Community Solutions (court assisted problem solving for non-violent offenses-juvenile & adult); Newark NOW (reentry programs), Rutgers (Safe Routes to School)</p>
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Family Stability	<p><u>Proposed solutions:</u> Summer Youth Employment; student mediation programs; families connected to workforce programs, employment opportunities and income supports; fathers connected to families, pregnancy prevention</p> <p><u>Leveraged partnership opportunities:</u> Newark Works (jobs); RU Ready for Work (youth employment training); New Community Corporation (mental health counseling), Gateway Maternal Child Health Consortium/Northern Maternal Child Health Consortium (pregnancy prevention); Newark NOW (fatherhood programs, reentry programs), Living Cities Strong Healthy Communities Initiative (fresh foods, housing preservation and stabilization), Carrera program (pregnancy prevention); Newark Alliance (job creation /training); Small Business Development Center (entrepreneurship); Newark Schools Resource Collaborative (research to identify and address issues related to high mobility); United Way (Individual Development Accounts [IDA], and financial management, literacy, mentoring)</p>
Technology, Recreational, & Cultural Activities	<p><u>Proposed solutions:</u> Increase access to computers; increase access to Wi-Fi and networks; physical activity opportunities; arts programming.</p> <p><u>Leveraged partnership opportunities:</u> New Jersey Institute of Technology (technology); Boys and Girls Clubs (recreational programs, sports); Playworks (recess programming); New Jersey Performing Arts Center (cultural programs, workshops)</p>

Adult Education & Opportunities	<p><u>Proposed solutions:</u> increase opportunities and connections with: Tests of General Education Development; enrollment in adult education programs, occupational training, continuing education programs</p> <p><u>Leveraged partnership opportunities:</u> Newark Public Schools (adult education) Essex County Community College (adult education); Newark One-Stop (jobs, adult general education)</p>
Data Driven Tracking Systems	<p><u>Proposed solutions:</u> Comprehensive data base</p> <p><u>Leveraged partnership opportunities:</u> Newark Public Schools (data); Newark Schools Research Collaborative (data collection, analysis, and dissemination)</p>

C. Quality of the Project Services (20 points)

(2) Comprehensive Needs Assessment (10 points)

The project will conduct a comprehensive needs assessment of the Fairmount neighborhood. The goal is to identify and understand the needs of all neighborhood children and their families, and to assess the nature, extent, and distribution of neighborhood resources. Based on this information, the Newark Fairmount Promise Neighborhood will develop interventions that will support the academic performance of all children in the Fairmount neighborhood. The Newark Schools Research Collaborative (NSRC) will take the lead in the needs assessment activities.

The needs assessment will draw on the NSRC’s growing comprehensive database of information on Newark. In addition, we will collect new data using survey and qualitative research techniques. Because student academic achievement is the outcome of multiple, interacting processes that occur at the individual, school, family and neighborhood levels, the needs assessment will collect data on a broad range of factors. As specified in the Federal

Register, the needs assessment will collect the required *educational indicators* (i.e., kindergarten readiness, proficiency in academic subjects, transition from middle school to high school, high school graduation rate, and post-secondary performance), and *family and community support indicators* (i.e., student health, student safety, neighborhood stability, family and community member support for learning, and access to computers and broadband). We will collect information on other factors that we expect to influence student academic performance.

Domains of information to be collected in the needs assessment are included in Appendix 1. Information for the needs assessment will come from a range of sources, including existing databases, surveys and interviews as outlined below. The precise content of the needs assessment will be developed through consultations between NSRC and the Planning Council Learning Communities.

The Newark Schools Research Collaborative Database. Since its founding, the NSRC has created, and continues to build, a comprehensive database of information on Newark. The current database is comprised of census data, American Community Survey data, school-level data from the New Jersey Report Card, plus select student level data from the Newark Public Schools. For Promise Neighborhoods, we will add to the NSRC database information on crime (from the Newark Police Department), health (teen pregnancies, use of prenatal care, and preterm deliveries from birth certificates), and foreclosures and evictions.

Community Inventory. A community inventory will be conducted to identify and map assets within the neighborhood (or in close proximity), including social service agencies, churches, markets, barbershops and other small businesses, bus lines and schedules, parks and other recreational assets, and other resources. This information will be collected via a visual

inspection of the neighborhood, and also through interviews with residents and focus groups. We also will ask residents to map the resources and characteristics of their neighborhood.

Early Neighborhood Qualitative Research. Early in the needs assessment, the NSRC will conduct qualitative research to identify the strengths and weaknesses of the neighborhood, and to identify those factors that residents believe are important in influencing the academic achievement of neighborhood children and youths, and the socioeconomic health of the neighborhood. This exploratory component will be broad-ranging and comprised of intensive interviews with residents and service providers, and focus groups with neighborhood residents. Information from this qualitative component will be used to construct questions in the household survey (below).

Household Survey. A household survey will be used to collect detailed and representative data about Fairmount households with children. The NSRC will draw a simple random sample of 1000 housing units from the 2010 census list of housing units in the neighborhood. Assuming a vacancy rate of 25%, a refusal rate of 30%, and 40% households with children, this would yield a survey sample of ~210 households. Of these, we assume ~158 (~75%) will have children <5 yrs.

The survey will contain questions concerning: household composition (including foster care); school (attendance at public, parochial, or charter schools; perceptions of local schools); home learning (reading to children, homework practices); caregiver work schedules; health (use of emergency rooms, primary care home, dental care, health insurance, food security, food acquisition practices, child health issues, child diet and activity); computer resources (computers, broadband); crime (safety concerns); community efficacy and social capital; residential mobility; and knowledge and use of social service programs.

Longitudinal Data on Fairmount Students. The Newark Schools Research Collaborative has a Memorandum of Understanding (MOU) with the Newark Public Schools that permits access to relevant student data upon approval of the research project by NPS. The NSRC recently completed a longitudinal study of all NPS high school graduates between 2003 and 2008, following their progression from graduation to post-secondary study. The project combined data from the Newark Public Schools (graduation and other individual-level information), the State of New Jersey (scores on the High School Proficiency Assessment exam), and the National Student Clearinghouse (matriculation in post-secondary institutions). The analyses showed 41.6% of West Side High School graduates attending college—most going on to a 2-year institution. From the post-secondary study, NSRC has developed a clear sense of the limitations and strengths of NPS data, and the steps required to construct and maintain longitudinal data on individual public school students.

The NSRC will begin construction of a longitudinal database to follow 13th Avenue Renew School students. Approximately 30% of students move in or out of the 13th Avenue Renew School during the year. Anecdotal evidence suggests that many students cycle in and out of the school. One challenge will be to track students in and out of the school, particularly students who may move from or to non-Newark schools in neighboring towns such as Irvington and Orange. The State of New Jersey provides each student with a unique ID that can be used to track them from one school district to another. The database will include NJ ASK (*New Jersey Assessment of Skills and Knowledge*) scores for children in grades 3-8, and also grades and school attendance.

13th Avenue Renew School Student and Teacher Surveys. The NSRC has received funding from the Victoria Foundation to adapt and administer student, teacher, administrator and

parent surveys during the 2012-13 school year. Working with NPS, the NSRC will administer surveys adapted from the New York City Department of Education and *Consortium on Chicago Schools Research's* surveys to students, teachers, administrators and parents in all district schools. This will provide essential planning data from 13th Avenue Renew School students, grades 5 through 8, and from West Side High School students, grades 10-12. The questionnaires address issues such as perceptions of crime and safety, school and classroom climate, teachers, academic activities, family and community. The surveys will be supplemented with questions related to health (e.g., food security, diet, asthma, activity, dental health).

The teacher, administrator and parent Surveys address issues such as school workplace climate, assessment of parent involvement, teaching practices, school leadership, professional development, support and mentoring, classroom climate, and teaching activities/goals.

These surveys will be conducted on an annual basis and their data will be used to provide essential information to principals, teachers, and central office administrators for school and district-wide plans to improve school climate.

Preschooler & Kindergarten Assessments. The NSRC will collaborate with the Rutgers *National Institute for Early Education Research* (NIEER) to develop a protocol for documenting age-appropriate functioning across multiple domains of early learning in three-year olds and kindergartners. The kindergarten assessments will be conducted the 13th Avenue Renew School classrooms in the early fall. The preschooler assessments will be conducted at several cooperating preschool facilities in the Fairmount neighborhood. NSRC also will work with the Learning Community to help assess the quality of existing childcare providers.

Agency Survey. The Urban League of Essex County, with support from NSRC, will conduct a survey of Newark's public service agencies to identify programs that serve the

Fairmount neighborhood. The Urban League has written MOUs with over 90 non-profit organizations in Essex County and will help to screen agencies that can provide needed services in the neighborhood. ULEC will convene, and NSRC will conduct focus groups with neighborhood residents and the household surveys will also elicit information on local service providers.

Student Health Information. The needs assessment team will collaborate with the 13th Avenue Renew School to perform an audit to confirm that all students receive appropriate health screening and treatment plans as required under New Jersey state law, including a biannual visual acuity exam, an annual hearing examination, annual measurements of weight and height, and a medical exam on school entry.

Subsequent Qualitative Research. After segmentation analysis of the survey and qualitative data (below), further qualitative data may be required to further refine our understanding of factors that have been identified as requiring a Promise Neighborhood intervention.

(2) Segmentation Analyses (10 points)

The goal of the segmentation analyses is to identify groups of individuals/families that would benefit from targeted interventions, and to contribute to the development of those programs. The Newark Schools Research Collaborative will take the lead in these segmentation analyses, which will be integrated into the Promised Neighborhood planning process through the *Planning Council Learning Communities*. These Learning Communities will be able to “commission” a series of focused reports from NSRC that will address their planning requirements. Based on the segmentation analyses, and the subsequently developed program goals and activities, the Fairmount Promise Neighborhood project will also refine the Education Indicators and Family and Community Support Indicators.

The segmentation analyses will vary widely, depending on the type of data. The NSRC will map the geographic distribution of neighborhood assets, socio-demographic and other characteristics using GIS (ArcInfo, ESRI, Inc.). In particular, NSRC will be looking to identify parts of the neighborhood with particular programmatic needs (for example, access to high quality food or primary care). Survey data obtained from a probability sample will provide precise and accurate information on the frequency and distribution of individual, household and neighborhood characteristics. Survey data will be analyzed using SAS. The qualitative data will be used to identify children and families in need of services, and to provide greater detail and sophistication concerning the nature of their needs. Interviews and focus groups will audio record NSRC personnel using standard social science procedures. Audio recordings will be transcribed and coded for thematic content using Atlas.ti.

Finally, as part of their analysis, the NSRC will conduct a literature review to identify best practices nationally for strategies that have been successful in similar communities and assess their adaptability and applicability to the Newark community to aid in an evidence-based design for our proposed continuum of solutions. The review of best practices will be used to inform the work of all NFPN councils and the Learning Communities, in formulating a serviceable plan for the Newark Fairmount Promise Neighborhood. A report that summarizes relevant data and evidence-based solutions will be devised for each Learning Community and they will receive professional support and guidance from NSRC staff in determining how best to infuse or adapt these models and practices to the local community.

D. Quality of the management plan (45 points)

(1) Experience of the Management & Project Team (10 points)

The Newark Fairmount Promise Neighborhood Partnership will create a cradle-to-college and career continuum of educational reform and coordinate quality family and community supports. The synergism of the three lead community partners (RU-N, ULEC, and UWEWH)—working closely with the Newark Public School District, bring unique core competencies as well as considerable histories of successful community engagement to bear on significant problems in the Fairmount neighborhood. The directors of these agencies form the Management Team. Collectively they have more than 59 years of experience working with at-risk children and families in Newark.

Working with Fairmount and the Newark Public Schools. RU-N has a long and proud tradition of providing a first-rate education to students of modest means, to first-generation college attendees, and to students of diverse racial, ethnic, and religious backgrounds. Its roots in the community extend back to 1908. RU-N is deeply committed to engagement with Newark and surrounding communities through teaching, research, public service, and experiential learning. The University is an integral part of Newark’s revitalization and through its Office of University-Community Partnerships (OUCP) seeks to strengthen its relationships by bringing the tremendous resources of the University to bear on issues of import throughout the community. OUCP works with faculty, staff, and departments to coordinate and disseminate information on their community engagement activities in the Greater Newark community. Biennially, OUCP publishes *Community Engagement at Rutgers-Newark*, a guide that articulates the depth and scope of these initiatives. The 2010-2012 edition highlights more than 90 university-based projects in 9 areas: business and economic development; children and families; days of service;

humanities and creative arts; law, social justice and government; pre-college initiatives; research, scholarship and training; service learning and volunteerism; and technology and natural sciences. Examples of departments and their outreach programs include: the Institute for Education Law and Policy (IELP) interdisciplinary research and policy projects; the SPAA Newark City Hall Executive Masters in Public Administration Program (EMPA); Rutgers Law School's Child Advocacy, Special Education, and Community Law Clinics; the College of Nursing's Health Risk Reduction Behavior Program; and the Academic Foundations Center's Saturday Academy, that prepares students to excel on the SAT.

OUCP's direct involvement with residents of Fairmount and the LEA includes such programs and initiatives as the RU Ready for Work program, a youth career-readiness program targeted to students at West Side High School; America Reads/Counts, a reading and math tutoring program for youth and adults in Newark; and the Newark Schools Initiative, a joint project between Rutgers-Newark and the Newark Public Schools to increase interest in and knowledge about college for Newark youth. OUCP works closely with state and local public officials—partnering to provide programs, host events, as well as planning and consultation services.

ULEC is a 54-year-old non-profit organization with a proven track record for responsible community building and development. ULEC's mission is to assist disadvantaged urban residents with achieving social and economic self-sufficiency. ULEC is located at 500 Central Avenue, in the heart of the Fairmount Neighborhood. ULEC recently led development of the Fairmount Neighborhood Strategic Plan, a comprehensive data and community input-driven effort that focuses on improving quality of life in the community. ULEC offers a broad range of quality of life improvement programs that include: early childhood education, after school

engagement, tutoring, career readiness, adolescent life skills, workforce development for seniors, adult education, and summer camps for youth. ULEC has a long standing partnership with NPS and provides a number of services in partnership with the district, including early childhood educational program for 3 and 4 year olds, Extended Learning and Cultural enrichment for elementary and middle school youth, mentoring and college prep services for teens. ULEC has begun a productive supportive relationship with the newly formed 13th Avenue Renew School and its administrators and will be coordinating social services in the upcoming school year for families there. This will permit the League to play a key role in ensuring that children in Fairmount have integrated services.

Founded in 1923, the UWEWH is a non-profit organization that seeks to address the root causes of community concerns by aligning resources to best meet the needs of individuals, children and families throughout its service area. UWEWH's program to Advance the Common Good addresses issues around education, income, and health. The agency also serves as the premier community impact organization for local non-profit organizations by providing technical assistance and capacity-building training. Its services include organizational financial management, program planning, assessment, and evaluation.

UWEWH's education goal is to decrease the number of high school dropouts by half and increase the graduation rate to 87%. To achieve this end, the agency is involved with the following initiatives: engaging volunteers through "Take Action for Education," to read, mentor, or work on its policy councils; providing funding for the After School Collaborative, along with corporate partner PSE&G, to support local after-school programs operating in clubs or school-based settings; hosting an annual Celebrity Read program, which gives volunteers the

opportunity to engage with students in local school districts; and recruiting literacy volunteers for existing agencies.

Working with government leaders. Newark's elected and appointed local, state and federal officials are passionately engaged in planning for Newark's future. The lead agencies individually and collectively have a strong track record for working with the city's leaders to advance better outcomes in Newark. These strong, positive relationships are evidenced in the letters of support endorsing the NFPN. Indeed, Mayor Cory Booker, City Council President Donald Payne, Jr. and West Ward Councilman Ronald Rice, Jr., are among NFPN's strong network of supporters.

(2) Use of Data (15 points)

The data collection, data analysis and planning activities will be coordinated by the Promise Neighborhood Planning Council. NSRC will provide technical support to the Planning Council in the areas of research design, data collection, and segmentation analyses. The Planning Council and NSRC staff will jointly identify research content and measures, the staffing of the data teams, report content, etc. The Planning Council will use the data to plan the development implementation strategies, to help seat the advisory board, and to support the work of the Learning Communities (Section B). The Learning Communities will be comprised of service providers, community leaders, and residents who will use the data to shape appropriate responses, identify needs, track progress, and assess the need for corrective actions. Segmentation analyses will examine the achievement and needs of important subgroups of students, including analyses by gender, ethnicity, English proficiency, migrant status, disability status, and different levels of economic disadvantage. NSRC staff also will work with the

Planning Council to identify experts and other sources of information on educational and other “best practices” related to Promise Neighborhood activities.

During the planning year, the NSRC will work with the Planning Council to identify individuals and organizations inform the longitudinal data system and its content. NSRC’s Research Director, a highly qualified research professional will lead this effort but will rely on local support of knowledgeable local leaders to ensure that the needs of the community are addressed adequately in this context.

To be effective, the data system will contain timely and accurate information on a broad range of individuals and entities, including students, families, teachers, support programs, etc. These data will be accessible in rapid-time to a broad range of audiences, including teachers, principals, students, parents, social services agencies, and program evaluators. These data will be presented in a helpful, accessible form. Moreover, the system will be flexible so as to meet future needs (e.g., growth and expansion, generation of newly needed reports, etc.). The NSRC will work with the Planning Council, and with computer science colleagues at NJIT, to identify potential technologies and vendors for a dedicated Promise Neighborhood longitudinal database. Lastly, NSRC and its affiliate, the RU-N Institute on Education Law and Policy, will work with the Planning Council to find appropriate means of protecting the legal and ethical rights of parents, children and other individuals via the development of the appropriate MOUs and other safeguards.

(3) Experience Creating Formal and Informal Partnerships (10 points).

Alignment of vision, theory of change and theory of action. Rutgers-Newark seeks to integrate teaching, research and service to benefit the Newark community. The NPS seeks to develop and support great schools that serve students, their families and the community. The

ULEC's mission is to assist disadvantaged urban residents with achieving social and economic equality and the tools to empower themselves to create change. The UWEWH's mission is to serve as an effective, results-oriented community builder by investing time and resources on initiatives that create strong communities. Collectively, the partners believe in a community-focused and resident-driven approach to foment change in both schools and community.

The theories of change outlined by each organization in the MOU have one salient theme in common: active engagement of community residents as well as institutions to create systemic change and sustainable results. RU-N seeks to leverage its visibility, resources, academic, administrative and student talents to address real world problems. NPS is committed to implementing a transformed educational system that will help Newark's children to truly build the knowledge and 21st century skills to succeed. ULEC envisions that results in the Fairmount community would be further strengthened by engaging all community providers in the strategic planning process. UWEWH aims to generate community impact through three pillars: health, income and education by directing resources towards intentional community impact.

Action comes one step at a time, following a well laid out road map. All partner organizations acknowledge the specific milestones necessary to drive school improvement. Focusing on the school children and their families will break the cycle of poverty and low expectation. We will start with a definable set of goals and work toward them in a comprehensive way. Rutgers-Newark and ULEC will utilize their extensive community partnerships to convene a planning council to do research and set up a system of services. UWEWH has a set of similar goals and provides an array of services aimed at meeting its ten year plan to improve educational achievement in the city.

Together the Management Team will work with other key organizations to support a collaborative leadership model that employ a results-driven methodology to achieve its aims. The process will begin with the Partnership clearly identifying and articulating a shared vision among major constituencies: community leaders will help us to shape vision, policy and the alignment of necessary resources; school and district leaders who will help shape planning and implementation strategies for school improvement and student development, and Intermediary leaders who will assist with planning, coordinating, and managing supports and resources.

Accountability. As previously stated, the Partnership is led by RU-N, ULEC, and UWEWH. As lead grantee, fiscal and fiduciary responsibilities will be retained by Rutgers University in the person of Diane Hill, Assistant Chancellor, OUCP.

The Planning Council is designed to strengthen accountability and transparency. Specific tools will be put in place to keep stakeholders in touch and to allow discussion to flourish. There will be regular written reports prepared of the minutes of meetings emphasizing action steps. The Planning Council has a publicly accessible website where policy documents, meeting notes and data reports will be available. The Planning Council also will use a blog to flesh out ideas and to discuss data results at convenient times.

The Partnership will employ a Collaborative Leadership model that identifies its shared vision, goals, and measurement tools. Together the Management Team and Planning Council will help focus partners, including the community, and keep them aligned and focused.

Governance Structure. The NFPN Partnership **Management Team** (RU-N, ULEC, and UWEWH) has formed to convene, direct and advise more than a dozen community organizations, residents, leaders and service providers who are committed to participating in the

Promise Neighborhood planning activities. The Partnership has set forth a MOU which describes its unity of purpose, theory of change and theory of action.

A larger group of community organizations, residents, leaders and service providers known as the **Promise Neighborhood Planning Council**, has already formed and will expand during the planning year. The Planning Council draws on a diverse group of organizations representing well-established not-for-profit service providers, government agencies, school reform organizations and local community residents. The Planning Council will use its collective expertise to leverage resources and attract additional residents, nonprofits, service professionals, program providers, agencies and funders to the table. The Planning Council is the decision-making entity that will bring the community and local organizations together across race, ethnic, gender, age, socio-economic, educational status, mission, areas of interest and funding streams, to forge a common plan.

Key objectives for the Planning Council are:

- 1) Community engagement and leadership training;
- 2) Implement Collaborative Leadership Model to achieve agreement on common vision, strategies, outcomes and milestones;
- 3) Identify and assess existing community-wide needs based on qualitative and quantitative data collection;
- 4) Incorporate data into planning and decision-making;
- 5) Identify and assess potential solutions to alleviate conditions that impede educational and economic advancement;
- 6) Provide capacity building opportunities for solutions providers;

- 7) Identify potential gaps, transitions, silos, policies and barriers to the provision of effective solutions and planning to address these obstacles;
- 8) Identify evidence-based best practices, policies and strategies that can be implemented, integrated and/or scaled up;
- 9) Create and implement tools, measures, organization, leadership models and infrastructure that will empower the community and enable the Planning Council to continue its work beyond the grant period; and,
- 10) Plan for funding and resources to sustain the project beyond the grant period.

The Planning Council will address specific needs, indicators, solutions, barriers or resources through the formation of **Learning Communities**. Acting as subsets of the Planning Council, they will provide opportunities for sharing information; training and technical assistance; identifying best practices or gaps in programs, policies, services, systems and supports; and developing standards of service delivery. We already have begun to identify leaders with targeted expertise in each area from within our partnership and elsewhere to shape our strategies during the planning grant year. One-third of each Learning Community will be made up of local residents of the 13th Avenue Renew School/WSHS area. Other duties of the Learning Communities are presented in Section 2. The Learning Communities will be organized around nine areas: 1) community-based health services; 2) early childhood; 3) school improvement; 4) public safety; 5) social services; 6) community engagement and advocacy; 7) adult education; access to technology, 8) recreation and culture; 9) data driven decisions and outcomes. These relationships and prospective partners are explored more fully in Table 3, which is representative of potential solutions and partnerships to be investigated throughout the planning year.

The Planning Council will meet monthly during the planning year. Learning Communities will meet more frequently and leaders will be responsible for progress reports. Planning Council meetings will also be an opportunity for discussion across learning communities.

To keep the Learning Community planning on track and to facilitate communication with the Planning Council and the Advisory Board (described below), two full-time Learning Community Liaisons will be hired during the planning year. The Liaison will ensure that Learning Communities are performing to expectation and are providing agreed-upon service and information in a timely manner. The Planning Council will agree on a reporting framework in which each Learning Community will work. The Learning Community will define its areas of research and action and produce a set of goals. The Learning Community Liaison will help each group to identify its strategic strengths and weaknesses, to develop a work plan for the planning year and to provide support to a group of Learning Communities.

Rutgers University will provide significant support for the project through three departments: OUCP, ORSP, and NSRC. OUCP (Office of University-Community Partnerships) has extensive experience in convening large-scale community-based collaborative organizations to address common goals, as well as a successful history of leveraging local relationships and resources to provide college and career readiness programs for Newark's youth. OUCP coordinates the activities of the Management Team and convenes the Planning Council and Advisory Board. OUCP will provide grants management and oversight in collaboration with the ORSP (Office of Research and Sponsored Programs).

All contracts awarded to Rutgers University departments are administered through the ORSP. ORSP manages millions of dollars in federal, state, local, and foundation grant funds annually and ensures accountability, compliance and stewardship for sponsored programs in compliance

with the directives of the grantor and University policies, procedures and regulations. ORSP provides pre- and post-award grant accounting, auditing, legal and technical assistance, oversight, and billing services throughout the course of the contract.

The NSRC (Newark Schools Research Collaborative) is a research center with a history of partnership with the Newark Public Schools. The NSRC will design and conduct the community needs assessment and segmentation analysis; will develop a comprehensive longitudinal data management system; and will help to incorporate the data and findings into planning grant decision-making and conduct an internal assessment.

The Planning Council will develop a website with news, forums and planning tools which will be available to the public. The Council will also produce a newsletter which will be mailed to every household in the area and also distributed via email. The Council will research and gain the necessary permissions for use of email lists managed by the schools and other community institutions.

Communicating with the Community. An informed and enthusiastic community beyond the school is critical for the success of the NFPN. We propose several strategies to both provide information to and receive feedback from the community.

The Planning Council will set up a website which will have information, progress reports, certain publicly available planning documents, meeting notices and schedules. It will also have survey formats to collect information on specific issues. Attached to the website will be a forum to provide an open channel for neighborhood people. As part of the needs assessment and data collection phase of the work, there will be town hall meetings, planning sessions, focus groups and surveys building on the successful model used by the Urban League during their Fairmount neighborhood Strategic Planning effort of 2010 – 2011.

The Promise Neighborhood will have its own brand identity (e.g., logo, typeface and color scheme) so that the effort is recognizable instantly throughout the area. The brand will be reproduced in all written material, posters, website banners and advertising, as well as all fundraising and press materials. As we begin to plan for expansion of our continuum of solutions, this name recognition will help us to connect to the broader community.

The Planning Council also will use Learning Nodes to communicate project information. These nodes will be specially designed display kiosks placed in schools, churches, the post office, the library, gyms and other enclosed public places. Using maps, bold graphics, and sophisticated contemporary presentation, they will reinforce the NFPN's dedication to brighter futures for children and families. The kiosk will feature a description of the program and what the aims are, as well as computers with surveys and questionnaires to collect data, personal stories, opinions, questions, and problems. As it develops, NFPN also will include information on the planning process and implementation. It will provide information to people who want to get involved as volunteers or who want to serve on a Learning Community.

Advisory Board: The Community Connection. A larger Advisory Board will provide input and community intelligence to members of the Planning Council via their participation in Learning Communities and also directly to the Planning Council. Between one-third and one-half of the members of the advisory board will be residents and/or stakeholders in the neighborhood – parents of students at 13th Avenue and West Side, resident association leaders, small business owners, clergy and representatives of volunteer organizations working in the neighborhood. Representatives of the neighborhood also will include elected officials and low-income residents of greater Newark who have a particular and special set of intelligences regarding the subject area.

Promise Neighborhood Partnership Staff. The day-to-day planning grant activities will be provided by a three member, full-time professional staff, with the support of several graduate assistants (Figure 2). These activities will be carried out under the direction of OUCP’s Assistant Chancellor, Associate Director, and Assistant Director for Business Operations. In addition, OUCP’s Associate Director will serve as Interim Director until a Project Director is hired.

Figure 2. Newark Fairmount Promise Neighborhoods Key Project Personnel

Title	Description of Duties
Project Director	Manage planning grant activities and project staff; ensure the timely progress of activities toward milestones; develop implementation grant application; manage the Planning Council Learning Communities; market the program to stakeholders; and participate in National Communities of Practice.
Operations Manager	Plan and execute program operations, scheduling, and outreach.
Data Resources Manager	Execute data collection and management; create and maintain longitudinal database; manage data requests.
Director of Research, NSRC	Supervise the Data Resource Manager in data collection, management, analysis, and provision of a longitudinal data management system. Implement segmentation analysis, needs analysis, integration of information for policy planning, and the; liaison to national evaluator.

Director NSRC	Direct activities related to analytical framework, developing strategies for and aligning school reforms.
Learning Community Liaisons	(2 positions) Support staff to Planning Council; research and data analysis in support of Learning Communities.

Graduate and undergraduate students will provide research and administrative support for these positions. The Project Director and OUCP Associate Director will lead development of the implementation grant proposal.

(4) Securing and Integrating Funding Streams (10 points).

The NFPN Partnership is working in tandem with the Newark Philanthropic Liaison, a City Hall-based official, charged with strengthening and leveraging public-private partnerships. As an official envoy of both the Mayor’s office and the Council of New Jersey Grantmakers, the Newark Philanthropic Liaison is assisting NFPN to identify and integrate current and potential new funding streams. These will include initiatives which impact, directly or indirectly, the Fairmount neighborhood children and families. For example, national privately-funded efforts may include Living Cities’ Strong Healthy Communities Initiative, or a proposed Healthy Homes initiative, funded by Kresge Foundation. On the regional level, the Newark Philanthropic Liaison will link NFPN to the Newark Funders Group, comprising over two dozen grantmakers who convene quarterly to raise awareness and address issues of importance to New Jersey’s largest city. The Newark Funders Group is a subgroup of the 100-member Council of New Jersey Grantmakers. The Newark Funders Group, through the Newark Philanthropic Liaison, will serve as an external partner to the proposed Newark Promise Neighborhood. The Liaison is fully funded by members of the Council of New Jersey Grantmakers, including the Victoria Foundation, the Prudential Foundation, the Community Foundation of New Jersey, the

Turrell Fund, the Geraldine R. Dodge Foundation, the Nicholson Foundation, the Schumann Fund for New Jersey, PSEG Foundation and the MCJ Amelior Foundation. As part of the planning grant activities, the Newark Funders Group members and the Newark Philanthropic Liaison Office will work with the Planning Council to leverage resources, convene additional supporters and inform the creation of a sustainability plan.

Members of the NFPN Partnership and the Planning Council, individually and in collaboration, have had success securing funding from the Ford Foundation, the Victoria Foundation, the Prudential Foundation, the Wells Fargo Regional Foundation, the State of New Jersey and other sources to implement their educational reform and community revitalization programs.

(5) Commitment to work with National Evaluator

The NFPN Partnership is committed fully to working with a National Evaluator. The NSRC will develop an internal assessment plan that can be coordinated with the external evaluation by a national evaluator. In addition, the Director of Research, NSRC, will act as the liaison to coordinate with the National Evaluator.

INVITATIONAL PRIORITIES

Absolute Priority 4. Comprehensive Local Early Learning Network (2 points)

The NFPN Partnership will integrate existing early childhood programs into the continuum of services to be offered to students and families at 13th Avenue Renew School and within the Promise Neighborhood area. Our partners in this effort are: (1) Programs for Parents (PFP), (2) Head Start and Early Head Start, (3) the Abbott Preschool Program. These agencies

will act as part of our Collaborative Leadership Model to coordinate and shape programs within the Fairmount Neighborhood.

Programs for Parents (PFP) is a not-for-profit organization that links families seeking child care with those organizations that provide those services. It also provides consultations, technical assistance, training and professional development for skills enhancement, certification and program development and it conducts program assessments. PFP also seeks to upgrade the quality of home-based licensed family care providers by offering the training required for registration, conducting mandatory home inspections and follow-up visits, and offering providers ongoing training opportunities.

PFP will partner with NFPN to create and implement a system for quality improvement for local child care centers and family child care providers located in the catchment area. That system will include the following six components: (1) program improvement, (2) learning and development standards, (3) workforce development, (4) health and mental health services, (5) strengthening families and (6) parent engagement. Program improvement focuses on the preparation needed to participate in Grow NJ, the Quality Rating and Improvement system created by the State of NJ. Included in this system is the implementation of the NJ Birth to Three Early Learning Standards and the NJ Preschool Teaching and learning Standards. These standards provide a common framework for developmentally appropriate expectations for each age group of infants, toddlers, and preschoolers. Strategies for children with disabilities and English learners are specifically addressed. Grow NJ includes four components of comprehensive assessment in its steps. Screenings are used to flag potential health, behavioral and developmental issues.

As previously discussed, PFP will provide onsite training and technical assistance to child care center teachers, teacher assistants, directors and family child care providers to augment their ability to influence student outcomes and school readiness; assist in developing professional learning communities governed by state-approved standards; and assist in health and mental health referrals and services. PFP will ensure that providers have access to parenting training workshops, and other parent /family engagement activities and opportunities.

These efforts will be coordinated with the three other local agencies. The federally-funded programs for low-income children and parents, *Head Start* and *Early Head Start*, have been operating in Newark since the program's inception in 1965. There are several Head Start/Pre School locations in the Fairmount neighborhood. The Executive Directors for PFP and Newark Preschool Council are members of our planning team and are committed to participating in the planning process.

The nationally established, *Even Start Family Literacy Program* is a school-community partnership that builds on high-quality existing community resources, and seeks to help break the cycle of poverty and illiteracy by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program. They utilize scientifically-based reading research to develop cooperative projects to achieve objectives that are consonant with NFPN's early learning and adult engagement priorities.

The *Abbott Preschool Program*, which resulted from New Jersey Supreme Court's 1998 decision in *Abbott v. Burke*, is administered through New Jersey's Department of Education and the Department of Human Services. It consists of a six-hour, 180-day preschool program as well as before- and afterschool care and summer programs for young children in 31 of New Jersey's poorest urban school districts.

Local leaders from each of these organizations will be invited to assist and review efforts of the planning team to develop a strong, coordinated program for parents within the community and assist with marketing and parent education to help increase the number of children enrolled in early childhood education.

Planning Grant Priority 5. Quality Internet Connectivity (1 Point)

Improving Internet access for students and their families is a priority for the Newark Public School District, especially as it prepares to implement Renew Schools.

Newark Public Schools has already taken several major steps to allow these Renew Schools to reshape the local education landscape. These include:

- A rigorous principal selection process to establish strong school leadership.
- A complete restaffing of each school to bring highly-qualified educators into the classroom. These educators will be extensively trained to prepare the students to develop the necessary skills to succeed in the 21st Century.
- Leveraging funding to install wireless access in all eight Renew Schools.

The District concludes, “This technology upgrade will amplify and expand the Renew School effort, enhancing the capacity of the school to drive student achievement. While the path we have embarked upon will make a marked difference in the classroom, our current lack of appropriate technological tools lessens our potential impact. Providing our students with the technological tools to compete in this 21st Century environment is an integral part of our plan for student success.”

The Partnership will provide additional support to the schools to move forward this mission. Improving access to technology is the focus of one of the nine identified Learning Communities.

In addition, Rutgers University, along with other partners, also has begun to implement model programs that can be used to service the needs of families in improving access and use of 21st Century Technology. One such program is the Newark Tech Saturdays program. This project, a computer literacy program for parents and K-12 students was implemented through a collaboration of five different campus units (Newark IT, EOF, Dana Library, Abbott Leadership Institute, and OUCP) in partnership with Prudential and the Black Data Processing Associates. In the pilot program, 13 parents and students participated in the 6 week curriculum and received free computer laptops at graduation. The commencement was also covered by NJN News.

Plans are already in the works to expand this program by bringing 20-30 Newark students and their parents who are “technologically isolated” families to engage in an expanded program on campus. The plan in this new phase is to make their homes wireless, if possible. The goals of the project are to have these families own the computers, to be more knowledgeable about technology, and to be exposed to campus life. The project also would aim to introduce the students and their parents to potential career paths in information technology (e.g., web design). Partners for this project include RU-N’s Abbott Leadership Institute—that has a long-standing relationship with capacity-building for parents and students in the community, as well as foundations and Internet-based companies such as Verizon and Comcast. The Partnership will be monitor closely and will build upon these actions with the aim of replicating best practices in the Fairmount Community.

Appendix C: Memorandum of Understanding

Appendix F: Other

Letters of Support

1. Kimberly Mackey, Principal, Thirteenth Avenue/MLK Renew School
2. H. Ato-Bakari Chase, Vice-Principal, West Side High School
3. Dorian Johnson, Fairmount Neighborhood Planning Committee
4. Pamela Muhammed, Georgia King Village Tenant Association
5. Pastor Thomas Reddick, Renaissance Community Development Corporation Center
6. Honorable Cory Booker, Mayor, City of Newark, New Jersey
7. Honorable Donald M. Payne, Jr., President-Municipal Council, City of Newark, New Jersey
8. Honorable Ronald C. Rice, Council Member, West Ward, City of Newark, New Jersey
9. Anibal Ramos, Director, Essex County Department of Economic Development, Training & Employment
10. Alan Sadovnik, Ph.D., Director, Newark Schools Research Collaborative
11. Arthur Powell, Ph.D., Associate Professor and Chair, Department of Urban Education, Rutgers University-Newark
12. Beverly Lynn, CEO, Programs for Parents
13. Captain Steven Yablonsky, Newark Police Department, 4th Precinct
14. Monique Baptiste, Project Director, Living Cities Integration Initiative, Strong Healthy Communities Initiative
15. Gwendolyn J. Williams, Director Assistant Prosecutor, Office of the Essex County Prosecutor

Memorandum of Understanding
Newark Fairmount Promise Neighborhood

WHEREAS, Rutgers University-Newark ("Rutgers") has convened the Newark Fairmount Promise Neighborhood Partnership ("NFPNP") to apply for a grant under the United States Department of Education ("USDOE") Promise Neighborhoods Program; and

WHEREAS, The Newark Public Schools ("NPS"), the Thirteenth Avenue Renew School and West Side High School ("WSHS"), have agreed to join Rutgers in the NFPNP; and

WHEREAS, the Urban League of Essex County ("ULEC") and the United Way of Essex and West Hudson ("UWEWH") have agreed to partner with Rutgers in the planning of the education, family, and community supports for the NFPNP; and

WHEREAS, the City of Newark and key members of the local and statewide philanthropic community have agreed to provide technical assistance, matching funds and other support; and

WHEREAS, more than a dozen local, regional and statewide community and civic organizations have agreed to participate in planning grant activities; and

WHEREAS, together the NFPNP and its school, municipal, philanthropic and community partners have a shared vision to significantly improve educational and developmental outcomes of children in the Fairmount neighborhood, of Newark, New Jersey, a distressed community across multiple indicators of need; and

WHEREAS, NFPNP envisions a comprehensive neighborhood revitalization strategy that brings together a broad cross-section of the community to articulate a shared vision and common goals, tools, measures and resources for the community's empowerment around strong schools and access to family and community supports, and to integrate systems, build capacity and maximize local resources to ensure and sustain improved outcomes for youth and families; and

WHEREAS, the partners desire to enter into a Memorandum of Understanding ("MOU") setting forth the roles and responsibilities to be undertaken by the partners;

NOW, THEREFORE, the parties to this MOU agree as follows:

I. Purpose and Scope

NFPNP's purpose is to plan for and ultimately implement a multi-faceted Promise Neighborhood program that, among other things, will create a cradle-to-college-and-career continuum of educational reform and family and community support solutions; identify services, infrastructure and opportunities in the targeted neighborhood; develop the capacity of these programs, services, practices and strategies; integrate systems that currently operate independently; and build on the assets and momentum of existing programs and initiatives to sustain neighborhood revitalization over the long term.

At the conclusion of the planning grant, NFPNP will have created a Promise Neighborhood Plan that has

aligned solutions to needs identified in an assessment of community needs/needs segmentation; created a data management system and built the community's capacity to make data-driven decisions; established organizational leadership and infrastructure for the implementation of the proposed Newark Fairmount Promise Neighborhood; identified and supported organizations with the capacity and ability to provide solutions; developed a sustainability plan; and secured commitments from program partners.

II. Financial and Programmatic Commitments of the Partners (not all partners are listed)

The financial and programmatic commitments of the four partners are as follows:

i. **Rutgers** is the applicant and lead grantee for the Promise Neighborhoods application. Toward this end, it has committed [REDACTED] in in-kind resources to the successful implementation of this project, including contributions toward the salaries of key personnel, as detailed in the proposal budget and budget justification, which are incorporated herein. Additionally, Rutgers has reduced its usual Indirect Cost Rate of 54% to 20% for this proposal, thereby in effect making an additional in-kind contribution of [REDACTED]. In addition, Rutgers will provide more than 1,000 square feet of office and meeting space and attendant furnishings and equipment.

Rutgers will have primary responsibility for managing project funds through its **Office of University - Community Partnerships ("OUCP")**, under the leadership of Diane Hill, Assistant Chancellor for OUCP. OUCP also will coordinate, facilitate, and foster collaboration among Rutgers academic and administrative units and various community-based entities. In particular, OUCP will bring to bear internal resources from the Rutgers Newark academic community that will advance the planning for the proposed Newark Fairmount Promise Neighborhood. These resources include but are not limited to the following:

- Newark Schools Research Collaborative ("NSRC"): Co-directed by Professors Alan Sadovnik and Paul Tractenberg, NSRC will conduct a Community Needs Assessment and a Segmentation Analysis; build a comprehensive, longitudinal data management system; and provide program implementation management.
- Department of Education – Urban Teacher Education Program ("UTEP") will provide professional development programs, tools, and training for teachers.
- Offices of Research and Sponsored Programs ("ORSP") and Grants Accounting: ORSP and Grants Accounting will work collaboratively with OUCP to ensure successful fiscal management and contract compliance for the planning grant.
- School of Public Affairs and Administration ("SPAA"): SPAA will provide experts in educational finance, economic development and municipal performance management to help interpret data, plan for systems integration and inform public policy recommendations.
- National Institute for Early Education Research ("NIEER") will provide expertise in assessing age-appropriate functioning across multiple domains of early learning.

ii. **NPS**, on behalf of the Thirteenth Avenue Renew School and West Side High School, two under-performing school located in the Fairmount neighborhood, will participate fully in the project activities and will provide administrative and teacher time and support, facilities, access to classrooms, participation in parent and community engagement, participation on the Planning Council and support in collecting and

analyzing student and school-level data. Additionally, NPS will serve as a coordinating liaison among proposed Promise Neighborhood planning grant activities and other reform initiatives that are being conducted at the participating school and throughout the NPS district.

iii. *The Urban League of Essex County's* mission is to assist African Americans and other disadvantaged urban residents with achieving social and economic equality. The mission is implemented through program services, bridge building, and advocacy. ULEC's programs are designed to help poor residents achieve economic self-sufficiency. More specifically, ULEC aims to help Fairmount residents to envision an extraordinary future for their neighborhood. Getting people who feel overlooked, disengaged and unimportant to feel empowered to create a new future requires an enormous trust, faith and hope which requires that ULEC be positioned to advance the community's aspirations through the innovative programming and the alignment of its values and actions with the neighborhood plan.

ULECs' role will be to serve as coordinator of social service providers for children and families in Fairmount and within the school. The agency will also serve as principal liaison with community members, stakeholders and families and the school administration as it relates to out of school activities, social service supports, and parental engagement.

iv. **UWEWH** is committed to helping the partnership build capacity in program design and evaluation. In addition, UWEWH will engage parents and community partners in community conversations, and align our volunteer base to mobilize where opportunities are available. In addition, UWEWH will leverage financial assistance to support existing partners.

Specifically, UWEWH's Community Impact team will:

- 1) identify strategies and provide program design assistance to ensure students have access to programs and services in the Fairmont neighborhood that ensure students:
 - a. Enter School Ready to Succeed
 - b. Read proficiently by 3rd grade
 - c. Experience extended learning time and summer learning opportunities
 - d. High school to college opportunities
 - e. Career continuum opportunities
- 2) Build capacity and provide onsite technical assistance in program evaluation in order for partners to measure program outcomes
- 3) Engage partners, parents, and students in community conversations around education, health and income (financial stability) to mobilize community capacity
- 4) Align volunteers around opportunities in education, health and income. Specifically leveraging volunteers, (and, in the case of health, staff time) to conduct workshops for parents around financial, health and educational literacy.
- 5) Leverage financial assistance to the partnership and partners as available

III. Commitment and History of Educational Reform and Community Empowerment

Each of the NFPNP partners has a clear and strong commitment to educational reform and community empowerment and a history of fulfilling that commitment. Because individual partners act in accordance with specific organizational missions, the means by which each one fulfills this commitment may differ. Nevertheless, their educational reform and community empowerment efforts coalesce around a unifying goal: to revitalize and transform the Newark community by empowering its residents through education, family, and

community support services. All partners have agreed to work collaboratively to develop the planning grant activities for the Promise Neighborhood program by combining their strengths as reflected in each organization's vision of change, theory of change, theory of action and current activities.

i. Rutgers

a. Vision: Rutgers seeks to integrate teaching, research and service to benefit the Newark community.

b. Theory of Change: Rutgers seeks to leverage its visibility, resources and academic, administrative and student talent and expertise to address real world problems.

c. Theory of Action: Rutgers will utilize its extensive community partnerships to convene a planning council to develop a Newark Fairmount Promise Neighborhood Plan under a planning grant.

d. Existing Activities: Rutgers is an effective provider of college preparation and access programs, youth leadership programs and scholarship programs that help Newark youth to pursue higher education and successful careers. In particular, Rutgers provides college preparation and access programs to high-need high school youth, including tutoring, assistance in the college application process and access to scholarships and financial aid (Rutgers Future Scholars Program); and job-readiness training, work experiences, enrichment classes, course advisement and college preparation and support (RU Ready for Work). Rutgers also regularly facilitates community collaborations and is currently engaged in 75 community, educational and economic development initiatives intended to revitalize Newark and improve outcomes for its residents. Additionally, NSRC is committed to designing, collecting, analyzing and utilizing data to assess and improve the academic attainment and achievement of all children in Newark and to improve all local schools.

ii. NPS

a. Vision: NPS seeks to develop and support great schools that serve students, their families and the community; that have highly effective teachers and principals delivering strong curricula, instruction, and assessment; and that are monitored and sustaining by an accountability system featuring data- informed, effective and efficient management and operations.

b. Theory of Change: NPS is committed to implementing a transformed educational system that will help Newark's children to truly build the knowledge and 21st century skills to succeed at work, at home, in their neighborhoods and as citizens. People will transform the system when they demand more of themselves and more of each other. Great expectations start in the classroom with students who believe that excellence does not depend on a ZIP code. It means recognizing that each child is full of unrealized potential, passion and creativity – and is not just an unwrapped bundle of needs.

c. Theory of Action. As part of NPS' strategic planning process, the district and its stakeholders set five goals for 2013:

- Ready to learn by kindergarten: 80% of our students will be ready to learn by kindergarten, up from 64% in 2008-2009.
- Reading and writing at grade level by the end of 3rd grade: 80% will be reading and writing by the end of 3rd grade, up from 40% in 2008-2009.
- Ready for the middle grades: 80% of 5th graders will be proficient or above in language arts literacy and

85% proficient or above in math, up from 40% and 59%, respectively.

- Ready for high school: 80% will be “on track for graduation,” up from 38% of freshman who are on track to begin the 2009-2010 school year.
- Ready for college or work; 80% will graduate and 80% of graduates will enroll in college, up from 54% and 38%, respectively, in 2008-2009.

d. **Existing Activities.** NPS serves nearly 40,000 school children in grades Pre-K through 12. NPS has partnered in or initiated a broad range of educational reform innovations, including Broader, Bolder Approach (BBA), as more fully described under NYU below. The district was recently awarded a \$5 million state School Improvement Grant (“SIG”) for Central High School (“CHS”), the BBA Zone high school, to use the transformation model to restructure CHS over three years using the BBA framework; in 2011 the District also provided SIG funding to West Side High School.

iii. ULEC:

a. **Vision:** The Urban League of Essex County’s mission is to assist African Americans and other disadvantaged urban residents with achieving social and economic equality. We implement our mission through program services, bridge building, and advocacy. Our programs are designed to help poor residents achieve economic self-sufficiency. More specifically, ULEC aims to help Fairmount residents to envision an extraordinary future for their neighborhood. Getting people who feel overlooked, disengaged and unimportant to feel empowered to create a new future requires an enormous trust, faith and hope which requires that ULEC be positioned to advance the community’s aspirations through the innovative programming and the alignment of its values and actions with the neighborhood plan.

b. **Theory of Change:** ULEC envisions that results in the Fairmount community would be further strengthened by engaging all community providers in the strategic planning process. ULEC plans to implement an overall engagement, communications and evaluation strategy as part of a comprehensive neighborhood strategy that would entail all service organizations in the Fairmount neighborhood adopting a standard methodology for measuring success and measurement of outcomes.

c. **Theory of Action:** ULEC’s participation in the strategic planning and implementation process will align the values and actions of our institution with the values and aspirations of the community and help ULEC clearly identify necessary internal resources towards developing a plan to expand the capacity of the organization to achieve positive results for the neighborhood. ULEC believes that the development of the strategic plan and knowledge gained by the Harlem Children’s Zone will help accelerate the organization’s learning curve, thereby increasing its ability to achieve desired results and outcomes for families in the Fairmount neighborhood. ULEC also aims to develop a framework to build community capacity that will identify, capture, and deploy residents’ skills, gifts, and talents to their most effective and efficient uses.

It takes an entire community to improve educational outcomes for children and that providing additional supports help families be in a better position to help their children if supports are intentional. Strong partnerships among families, providers, community organizations, and ready schools ensure that children succeed in learning.

ULEC envisions that results in the Fairmount community would be further strengthened by engaging all community providers in the strategic planning process. ULEC plans to coordinate services, and implement an overall engagement, communications and evaluation strategy as part of a comprehensive neighborhood strategy that would entail all service organizations in the Fairmount neighborhood adopting a standard methodology for measuring success and measurement of outcomes.

ULEC will build upon its position in the community to convene partners throughout Fairmount and to align the values and actions of the institution with the values and aspirations of the community. The planning process will help ULEC clearly identify internal resources necessary to expand the capacity of the organization to achieve positive results for the neighborhood. ULEC believes that the development of the strategic plan and knowledge gained by the Harlem Children's Zone will help accelerate the organization's learning curve, thereby increasing its ability to achieve desired results and outcomes for families in the Fairmount neighborhood. ULEC also aims to develop a framework to build community capacity that will identify, capture, and deploy residents' skills, gifts, and talents to their most effective and efficient uses.

d. Existing Activities: With a staff of 100 employees (25 full-time and 75 part-time) and an operating budget of [REDACTED] ULEC has been serving children and families in the city of Newark for over 90 years, making it one of the oldest and most well established social service providers in Newark.. ULEC is the primary social service agency in the Fairmount neighborhood. ULEC ensures that youth are well educated and equipped for economic self-reliance by offering the best foundations for education and job skills possible through pre-school and after school programs, on-site tutoring, entrepreneurship and leadership training for middle and high school students, and a host of academic enrichment activities at all levels to augment skills that students acquire in the classroom. It helps residents attain economic self-sufficiency by offering job readiness and specialized employment training, as well as remedial skills, and technology training to equip adults and seniors with the requisite skills to gain and retain good jobs, home ownership, and the means to support their families. It teaches financial literacy to encourage residents to make better decisions about their finances and to better understand the pitfalls of consumerism, and we offer job networking and entrepreneurship training to foster independence. Through its programs, ULEC serves multiple families and reaches individuals from age 2 – 90. It has provided early childhood programs, after school programs, summer enrichment, life skills, and supplemental educational services to young people in Essex County, primarily in Newark. It also provides services to adults including job training, family counseling, home ownership and foreclosure counseling, and job training.

iv. UWEWH:

a. Vision: UWEWH's mission is to serve as an effective; results oriented Community Builder by investing time and resources on initiatives that create strong communities to ensure our donors' trust. Through our Community Impact Agenda, UWEWH's 10-year goal as it relates to Education is to cut in half the number of dropouts and increase the graduation rate to 87%.

b. Theory of Change: UWEWH is a non-profit organization with roots in Newark dating back to 1923. Recently, UWEWH transformed from an agency that ran a competitive RFP process to an organization that aimed to generate community impact through three pillars: Health, Income and Education. With a goal in each pillar, UWEWH has moved from an organization that simply funded agencies to an organization with intentional impact, providing both financial and capacity support to local Community Based

Organizations. By directing our resources towards intentional community impact, UWEWH addresses community issues with strategies aimed at achieving our goals in each of the pillars. In addition, UWEWH maintains its role as a neutral convener of agencies, volunteers and opportunities of service within its 13 municipality reach.

c. Theory of Action: In Newark specifically, the current graduation rate hovers around 55%. UWEWH is tackling our goal of reducing the drop out rate and increasing the graduation rate through strategies to convene and build partnerships, engage volunteers and advocate for policies that promote success in education. We achieve this through a focus on 5 core areas for students:

1. Enter school ready to succeed
2. Read proficiently by 4th grade
3. Make a successful transition into and out of middle school
4. Graduate from high school on time
5. Be ready for success in college, work and life

Specifically, UWEWH is currently focusing on early grade reading strategies to ensure students are reading on track by 4th grade. Through this focus, UWEWH is hosting community conversations, recruiting literacy coaches and exploring how family's can become engaged in family literacy.

d. Existing Activities: Currently, UWEWH is involved in a number of initiatives that strive to help us achieve our 10 year goal in education. First, UWEWH maintains a list of opportunities available in our service area for interested volunteers to "Take Action for Education." Second, UWEWH in collaboration with one of our corporate partners, PSE&G, convenes an after-school collaborative. Annually, this partnership funds 8-10 local after-school programs who deliver programming in a public school or club-based setting. UWEWH leverages the financial components and provides capacity support to the agencies in the form of program design and evaluation in addition to conducting site visit assessments. Third, UWEWH hosts an annual Celebrity Read program which gives volunteers the opportunity to engage with students in local school districts. This year, over 200 volunteer Celebrity Readers visited local school classrooms where they read to over 4,000 elementary students. In addition, this year, UWEWH began recruiting literacy volunteers to help struggling readers for 30 minutes a week. These volunteers were referred to existing literacy programs in the greater Newark area. Finally, UWEWH convenes an Education Policy Advisory Council. The Education Policy Advisory Council (EPAC) is comprised of various stakeholders who are committed to improving educational opportunities for individuals in UWEWH's 13 municipality service area. The primary function of the EPAC is to help to draft and advance federal, state and local policies aimed at increasing student achievement from early childhood education and school readiness, to high school completion, college readiness and workforce development.

IV. How Governance Structure is Representative of the Geographic Area Proposed to be Served:

1. To achieve its purpose and goals, **NFPNP** will establish a Planning Council that will serve as an advisory board for the Promise Neighborhood planning grant activities.
2. **Rutgers** will convene the Planning Council and facilitate its work.
3. At its first meeting, the Planning Council will adopt bylaws that will guide its operations through the

planning grant period and account for its activities beyond the grant period. The bylaws will specify next steps that will include but are not limited to the following:

- (i) The role and purpose of the Planning Council;
- (ii) The duties and responsibilities of the Planning Council and the process for carrying out those duties and responsibilities;
- (iii) The leadership structure of the Planning Council, as well as the means of nominating, electing and installing leadership;
- (iv) The membership rules and requirements of the Planning Council, as well as the means of identifying, nominating, vetting and enrolling members;
- (v) The responsibilities of any panels, committees or working groups within the Planning Council, including the requirement that minutes reflect all business conducted, including findings, conclusions and recommendations, and that those minutes be made public;
- (iv) The mechanisms for ensuring the Planning Council's timely and effective progress in achieving goals and requirements of the grant and duties and responsibilities as outlined in the bylaws.
- (vii) The relationships, responsibilities and accountability of the Planning Council to stakeholders, including the school and community partners of **NFPNP**, with regard, among other things, to adopting and implementing a code of ethics, conflict of interest statements, and procedures for requesting and obtaining information and ensuring confidentiality of student records;
- (viii) The mechanisms for adopting, reviewing and revising Planning Council bylaws; and
- (ix) The mechanisms for formal approval of the organization, bylaws, rules and regulations.

4. The Planning Council will be comprised of: one-third local agencies and institutions including schools, universities and municipal agencies; one-third non-profit and for-profit community-based organizations and businesses whose solutions could address community needs; and one-third community members and parents who live in or around, or are representative of, the Fairmount Neighborhood.

5. Members of the Planning Council will be selected initially by NFPNP to serve one-year terms; thereafter, members will be selected and will serve as determined in the bylaws.

6. The roles and responsibilities described above are contingent upon Rutgers receiving funds requested for the project described in the DOE grant application. Responsibilities under this MOU would coincide with the grant period, anticipated to be January 1, 2012 through December 30, 2012.

This MOU is agreed to among and between the following authorized representatives of NFPN Partnership:

I. RUTGERS UNIVERSITY-NEWARK

By


Name: Marcia W. Brown
Title: Vice-Chancellor

II. NEWARK PUBLIC SCHOOLS

By

 7/19/12
Name: Cami Anderson *CA*
Title: Superintendent

III. URBAN LEAGUE OF ESSEX COUNTY

By


Name: Vivian Cox Frazer *VCF*
Title: President and CEO

IV. UNITED WAY OF ESSEX AND WEST HUDSON

By

 7/24/12
Name: Keith H. Green
Title: President and CEO