FIVE PROMISES FOR TWO GENERATIONS

DC Promise Neighborhood Initiative
July 26, 2012

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

Assisting us in this unique enterprise are strong national partners including America’s Promise Alliance, The Annie E. Casey Foundation, The Aspen Institute, The Urban Institute, and Save the Children. Each plays a crucial role in supporting our Five Promise/Two-
Generation approach and other core elements of our implementation plan. DCPNI also includes outstanding local partners in education, health, and community services such as the Cesar Chávez Public Charter Schools, the Children’s National Medical Center, Unity Healthcare, Fight for Children, Georgetown University, the District of Columbia Public Schools, the Community College of the District of Columbia, the DC Housing Authority, Educare DC, and many more.

**Early Accomplishments**

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

- **Solidified DC Promise Neighborhood Initiative** by formalizing commitments with a range of partners and providers, and launching ten Research and Development Working Groups.

- **Established our Principals Council.** Breaking down traditional silos, DCPNI brought together the principals of two public charter schools and two traditional DC public schools (DCPS) for regular joint strategic planning. This achievement cannot be overstated, as strife between DCPS and public charter schools has run deep and there is little evidence of such close planning and coordination happening elsewhere across the city.

- **Established a Permanent DCPNI Board** and worked with the Mosaica Center for Nonprofit Development and Pluralism to develop bylaws, a governance structure, and an operating budget, and raised over $1.5 million to support DCPNI’s programming and sustainability.

- **Engaged residents and community groups in a multi-faceted planning process** that included 10 Results Driven Work Groups, focus groups, planning retreats, monthly community engagement dinners, weekly footprint tours and extensive community outreach at the neighborhood level.

- **Engaged the Urban Institute to conduct the community needs assessment and segmentation analysis,** and identified key findings to drive and shape DCPNI’s continuum.

- **Collaborated with the DC Housing Authority on a successful Choice Housing grant application** in which DCPNI is the Education Implementation Entity. The DC Housing Authority (DCHA) and DCPNI
have been closely coordinating planning efforts, sharing data and resources, conducting work groups and joint community meetings, and implementing joint programming since the spring of 2010.

- **Hired Ayris T. Scales as Executive Director**, a community development and program management veteran with over a decade of experience in community based programming. Ms. Scales has developed and managed programs at the Federal, State, local and community level.

- **Developed our Five Promises for Two Generations strategy**, working with national partners and researching two-generation programs around the country.

- **Broke ground on two key facilities instrumental to our continuum**, a new Educare DC early learning center that provides a state-of-the-art, full-day, full-year program serving at-risk children from birth to age five which opened in the summer of 2012, and a Unity Healthcare Clinic opening in 14-16 months.

- **Designed a full Implementation Grant proposal in 2011** only to encounter an unfortunate electronic filing technicality that precluded the 2011 application from being considered. DCPNI took the additional time as an opportunity to redesign our continuum using the two generation model, and to launch a series of services that directly responded to resident concerns including literacy, health, nutrition, early education, tutoring, mentoring, college support, after school and field trip programs, provided by partners including AARP Experience Corps, Children’s National Medical Center, DC Reads, Dolly Parton’s Imagination Library, Fit Family Jr., Jumpstart, Live it Learn It!, Mentors USA, Save the Children, Simon Scholars and The Fishing School.

**References for this Project Narrative are located at the beginning of Appendix F.**
1.1. Magnitude of the Need

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

<table>
<thead>
<tr>
<th>TABLE 1.1 Indicators of Need (date and source)</th>
<th>Kenilworth, KPRMC, Eastland Gardens (Census tract 96.01)</th>
<th>Mayfair, Paradise, Lotus Square, Parkside (Census tract 96.02)</th>
<th>Citywide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty rates (2005-2009 American Community Survey from NIDC)</td>
<td>47%</td>
<td>52%</td>
<td>18%</td>
</tr>
<tr>
<td>Median household income (2005-2009 American Community Survey from AmFactFinder)</td>
<td>$22,300</td>
<td>$23,696</td>
<td>$56,519</td>
</tr>
<tr>
<td>Supplemental Nutrition Assistance Program (SNAP) participation rate (2010 DC Income Maintenance Authority data)</td>
<td>58%</td>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td>Temporary Assistance to Needy Families participation rate (2010 DC Income Maintenance Authority data)</td>
<td>31%</td>
<td>18%</td>
<td>8%</td>
</tr>
<tr>
<td>Unemployment rate (2005-2009 American Community Survey from NIDC)</td>
<td>16%</td>
<td>30%</td>
<td>9%</td>
</tr>
<tr>
<td>Share lacking high school diploma (2005-2009 American Community Survey from NIDC)</td>
<td>21%</td>
<td>17%</td>
<td>15%</td>
</tr>
<tr>
<td>Share of single female headed families with children (2005-2009 American Community Survey from NIDC)</td>
<td>88%</td>
<td>85%</td>
<td>53%</td>
</tr>
<tr>
<td>Share of teenage births (2008 DC Department of Health)</td>
<td>30%</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td>Share of pregnancies with adequate prenatal care (Kessner Index) (2008 DC Department of Health)</td>
<td>51%</td>
<td>40%</td>
<td>62%</td>
</tr>
<tr>
<td>Share of low birth-weight babies (less than 5 lbs) (2008 DC Department of Health)</td>
<td>16%</td>
<td>19%</td>
<td>10%</td>
</tr>
</tbody>
</table>
**Schools in Distress:** DCPNI has four target schools located in our footprint: two public charter secondary schools and two traditional DC Public Schools (DCPS) elementary schools. All four schools located in the DC Promise neighborhood are low performing or persistently lowest achieving, and serve high-need populations. The test scores at the two elementary schools have been particularly low and have declined in the most recent school years. Roughly two-thirds of students at Neval Thomas ES and Kenilworth ES were not proficient in math or reading in SY2010–11. Kenilworth had been listed among the 10 DC schools that meet the definition of Tier I “persistently lowest achieving” and it is still in its second “restructuring “ year, although Kenilworth met adequate yearly progress (AYP) in 2010. Neval Thomas, which qualifies as a low-performing school, did not make AYP in 2010, and is in its second restructuring year. Neval Thomas is also designated a 40/40 school – one of the City’s 40 lowest performing schools targeted for an increase of 40% in DC-CAS scores over the next five years. 40 lowest performing schools in the District and they must move up their DC-CAS scores by 40 percentage points over the next 5 years. At Chávez Parkside Middle School and High School, only 61% of students were proficient in reading in SY2010-11, and 44% in math. Chávez High School graduation rates have been low: only 59% of Chávez High School students graduated in the 2009-10 school year as compared to an average of 72.3% of DCPS high school students citywide. The student body is predominantly African American and low income.

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

Unemployment continues to be significantly higher in these neighborhoods than in the rest of the District, particularly in the southern part of the DCPNI footprint in tract of 96.02.¹ According to the 2005–

¹ The DCPNI footprint falls into two D.C. Census tracts, and is comprised of seven contiguous neighborhoods: the northern census tract (96.01) consists of Kenilworth Courts, Kenilworth-Parkside Resident Management Corporation (KPRMC), and Eastland Gardens and the southern census tract (96.02) includes Mayfair Mansions, Paradise, Parkside, and Lotus Square.
2009 American Community Survey, almost 30% of residents in tract 96.02 were unemployed, and 16% in tract 96.01. In contrast, the average for the whole District is 9%. Many residents lack the skills to become employed; nearly one in five residents 25 years old and older in the footprint lacks a high school diploma.

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

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

### 1.2. Description of the Geographically-Defined Area

The DCPNI footprint is a clearly defined geographic area in Northeast DC, slightly less than 2 miles long and less than one mile wide, comprised of seven contiguous neighborhoods. The area is isolated, cut off from the rest of the city on the east by the Anacostia Freeway (Highway 295), on the west by federal and District parklands and the Anacostia River, and on the south by a nearly-closed Pepco electrical plant...
(see Map). Living in this isolated place are hundreds of extremely poor families coping with an array of challenges: extreme poverty rates, a preponderance of single female-headed households, high unemployment rates, low educational attainment, teen pregnancy, high violent crime, and few services.

**History and Physical Description of Kenilworth-Parkside:** When Kenilworth Courts opened in 1959 in the neighborhood, it was one of the first integrated public housing complexes in the city. It was envisioned as temporary housing in an up-and-coming neighborhood, a low-cost transition for households on their way to home ownership elsewhere. Most of the first residents were stable, two-parent families looking for a safe, affordable place in which to raise children, and they saw KP as a neighborhood on the rise. As these families succeeded and moved on, a more transient population replaced them. The construction of Highway 295 in the early 1960’s and the loss of local industry, including a 7-Up bottling plant, contributed to the flight of middle class residents to nearby Maryland suburbs. Gradually, the neighborhood deteriorated from the well-ordered community it had once been. A spate of rapes and other crimes hit the community. In 1968, the assassination of Martin Luther King Jr. sparked riots in D.C., and looters from KP ransacked
the neighborhood Safeway, which never reopened. By then, Kenilworth-Parkside was an almost exclusively black neighborhood. Those living in the neighborhood at the time recall that trash pickup became infrequent, and that rats and wild dogs, drawn to the nearby Kenilworth Dump, plagued residents. Amenities such as heat and hot water in the public housing units became unpredictable. Drug addiction and the drug trade became part of the neighborhood landscape. Kenilworth Courts declined to the point that, in 1971, a mayoral aide called the once-proud complex “hell on earth.” (Lapp, J. 2006). Efforts to revive KP have been ongoing since then. In 1999, a nonprofit developer joined forces with the city and a number of community groups and investors to renovate nearly 2,000 units of rental housing, plus build 100 townhomes on five acres of a vacant 26-acre parcel in Parkside, now one of the most improved areas within the footprint. Despite these efforts, the area has never regained its security or promise, and remains among the most troubled in the city.

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

<table>
<thead>
<tr>
<th>Ages 0-2</th>
<th>Ages 3-4</th>
<th>Ages 5-9</th>
<th>Ages 10-14</th>
<th>Ages 15-17</th>
<th>Adults &gt; 17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>324</td>
<td>199</td>
<td>478</td>
<td>485</td>
<td>354</td>
<td>3,885</td>
<td>5,725</td>
</tr>
</tbody>
</table>

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

Most of the housing in the southern neighborhoods (tract 96.02) is multi-family mixed-income housing. Mayfair Mansions, a 569-unit apartment rental complex, has 409 Section 8 rental units and
Paradise has 652 rental units. A new workforce housing development called Lotus Square is located along Highway 295 and there are newly constructed subsidized homeownership townhomes in Parkside. Although the footprint contains significant public and private neighborhood assets, most are currently underutilized, in planning, or just emerging.

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

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

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

**The Schools of Kenilworth-Parkside:** The four schools in the DCPNI footprint have experienced significant declines in enrollment over the past decade. During the past five years alone, Kenilworth Elementary enrollment decreased by 31% and Neval Thomas Elementary enrollment decreased by 40% to 198 and 239 students respectively. The two schools’ enrollment boundaries align with the DCPNI footprint, which means that all elementary-aged children in the footprint can attend either Neval Thomas or Kenilworth by right, depending on their location. The vast majority of students enrolled in Kenilworth Elementary and Neval Thomas Elementary live in the DCPNI boundary. However, approximately half of the
elementary students from the DCPNI footprint attend another school—85 schools altogether. While this number is extremely high, this is common in DC, where public charter schools compete for students and DCPS’s open enrollment policy allows students to attend traditional schools outside of their neighborhood boundary. From our needs assessment, we learned that some residents purposefully enroll their children outside the neighborhood to avoid negative neighborhood peer influences.

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

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

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

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

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

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

A list of successful variations of a two-generation approach, include the Annie E. Casey Foundation Civic Sites in Atlanta, Baltimore & New Haven, the Jeremiah Program in Minnesota and Tulsa’s CareerAdvance Initiative, can be found in the Section 3.2 and Appendix F. These models were developed in communities of color, making them appropriate for our footprint, where almost all of the residents are African American. DCPNI has worked closely with the Annie E. Casey Foundation, the American’s Promise Alliance, the Ascend program at the Aspen Institute, and the Urban Institute to develop a two-generation strategy that is fully aligned with Promise Neighborhood principles and guidelines. The result, which we have named Five Promises for Two Generations, is at the heart of our continuum design, systematically connecting adult and child investments for larger, longer-term impacts on student success in school and career, and on family economic stability.
DCPNI’s Theory of Change and Theory of Action: Supported by the two-generation research and evidence base, our Theory of Change, is that providing the fulfillment of the Five Promises for parents, particularly mothers, as well as for their children will lead to improved educational and life outcomes for students. To implement Five Promises for Two Generations, DCPNI’s Theory of Action will deliver key programming components to both children and their parents, with a focus on quality early learning interventions, within a complete Promise Neighborhood continuum of solutions. Because research shows that maternal education’s impact on child learning is greatest when children are below the age of eight, we will place special emphasis on women with young children (Magnuson, 2007.) The diagram below indicates how program supports for child and parent will lead to desirable short, mid and long-term outcomes that are fully consistent with Promise Neighborhoods’ indicators and outcomes.
**Building the DCPNI Continuum on Five Promises for Two Generations:** As shown in the diagram on the following page, the two-generation model has informed our prenatal-through-college-to-career continuum, which in turn drives the Promise Neighborhood required indicators which we have mapped to the Five Promises as shown. Reflecting our full needs assessment and planning effort, of which the two-generation approach is one part, the DCPNI continuum is clustered into four solution areas. Each solution area, in keeping with the two-generation approach, has been developed with elements to achieve targeted outcomes for parents as well as for children and youth. **Early Learning** covers young child and family programs prenatal to 3rd grade (to ensure literacy coordination with the schools) with a focus on kindergarten readiness and home visits and parenting supports for parents. It also features our parent pathways to increased education, focused specifically on mothers of young children. **K-12 Reform** encompasses the “ambitious, rigorous, and comprehensive strategy for the improvement of schools.” It also covers GED attainment for parents who dropped out of high school. **College/Career** begins with college and career awareness in 4th grade and includes college readiness programs, community service and linked learning through the senior year. In addition, it includes workforce readiness, and financial literacy for parents. In **Family/Community** we are focusing on health, social and mental health supports, teen pregnancy prevention, mentoring, community development, safety and security, and legal aid.
K-12 SCHOOL REFORM

The Two-Generation Elements in Our School Reform Strategy: Each of our four continuum areas contains solutions for both parents and children. The table below summarizes the broad solutions for children/youth and parents that we have incorporated in our School Reform plan.
Reforming the Schools Using the Transformation Model: DC Promise is targeting four schools located within its footprint for reform through the Transformation model: Kenilworth and Neval Thomas Elementary schools, and Chávez Middle School and High School. Kenilworth ES had been listed among the 10 DC schools that meet the definition of Tier I “persistently lowest achieving” and it is still in its third “restructuring” year, although Kenilworth ES met adequate yearly progress (AYP) in 2010. Neval Thomas Elementary School, which qualifies as a low-performing school, did not make AYP in 2010, and is in its second restructuring year. Chávez Middle School and Chávez High School also qualify as low-performing schools: more than half of the students were not proficient or advanced in reading and approximately half of the students were not proficient in math in SY2009–10. While Chávez Schools test scores have improved since SY2006–07, Cesar Chávez Schools is in its second restructuring year. Also Chávez High School graduation rates have been particularly low: only 59 percent of Chávez High School students graduated in SY2009–10.

Under the Transformation Model, school reform must address four key areas: 1) Developing and increasing teacher and school leader effectiveness, 2) Comprehensive instructional reform strategies, 3) Increasing learning time and creating community-oriented schools, and 4) Providing operational flexibility and sustained support. In each of the schools, implementation of the Transformation model has already begun. In fact, Chávez has already fired and replaced the middle and high school principals and other key academic support staff, and hired of a new Chief Academic Officer. In the 2009-10 school year, the new team implemented intensive professional development and support initiatives, and comprehensive instructional reform strategies, which include the use of a common-core standards-based instructional
program and intensive data monitoring systems employed to track and monitor the progress of every student. This work has pushed positive improvements in recent test score data. On account of its excellence in training teachers, in June 2011, Chávez was awarded an Office of the State Superintendent of Education 2011 Race to the Top Charter School Teacher Pipelines grant to train 35 highly effective teachers to be placed at Chávez and four other schools around the city. In the elementary schools, DCPNI has developed a purposeful professional learning community called Teachers and Principals of Pupils of Promise (ToPPP) to assist with the implementation of reforms aligned with the Transformation Model.

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

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

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

2. Purposeful Professional Learning Community (PPLC) to implement Common Core Standards. More can be done to improve the quality of students’ education and level of achievement by improving the effectiveness of teachers than by any other single factor (Sanders and Horn 1994; Wright, Horn, and Sanders 1997). Thus, improving teacher effectiveness is crucial to the success of this Initiative. Therefore, DCPNI has created a purposeful professional learning community called Teachers and Principals of Pupils of Promise (ToPPP). Its four objectives are: 1) to implement a well-defined, vertically articulated curriculum and monthly teacher training program based upon the Common Core Standards; 2) to train teachers in the best pedagogical practices for fostering critical thinking, impacting student achievement, and improving outcomes for students at each grade level from preschool – 12th grade based
on Marzano’s Classroom Instruction That Works (2005) and monitored by Teachscape’s Classroom Walkthrough Tool; 3) to develop school leaders (e.g., principals, coaches, lead teachers) who exhibit the key behaviors and competencies necessary to promote and sustain school transformation through monthly development sessions based on Marzano’s Leadership That Works; and 4) to ensure that the unique needs of students with disabilities and other special requirements are addressed effectively. Also, across all four objectives, there will be heavy emphasis on the collection and use of data to improve teacher practice and student achievement. School staff and the Principals Council have already begun to work on these materials and ToPPP is now well underway for all our partners.

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

4. **Improve Core Proficiency:** To improve proficiency in literacy and mathematics, we are implementing a variety of programs to address the diverse needs of the students within the footprint. *AARP Experience Corp* volunteers provide one-on-one and small group literacy support throughout the school year under the direction of the classroom teachers, providing valuable attention to underperforming readers on a regular basis. In partnership with Georgetown University, DCPNI is implementing the *DC Reads Initiative*, which provides students from the footprint with year-round literacy mentors with a strong focus on
building and maintaining basic literacy skills. Volunteers from DLA Piper will engage students from Neval Thomas Elementary in weekly reading groups to build motivation and basic skills in literacy. A variety of intervention reading programs have been incorporated in literacy instruction in order to assist students in reaching grade level benchmarks. Our partners at Save the Children and the Fishing School have both utilized software including the Accelerated Reader program (a quiz based, self-monitoring software that addresses reading comprehension) and iReady software (a student-driven diagnostic software that provides personalized instruction on core standards) to build basic literacy skills and track data over time. Students will improve math and associated science skills through the STEM model (science, technology, engineering, and mathematics) in workshops run by the Tiger Woods Learning Center, in order to build upon core standards from a unique, engaging platform. Experiential learning will be supported through Live It Learn It, a six-part classroom to real-world program that offers students the chance to visit Washington DC’s rich cultural resources such as museums, monuments, and historic sites, in order to experience learning from the world around them.

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

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

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

7. **Transitional Support Systems:** Research shows that when students are supported in their transition from elementary to middle to high school, they are more likely to graduate. Therefore, DCPNI is working with the elementary schools in the footprint to institute Middle School Adventure Day, on which students will visit the middle school they plan to attend. DCPNI and the elementary schools will work with the middle schools to assign mentors to the student who can answer their questions and help them feel comfortable in the new environment. In addition, Chávez will pair rising middle school students with high
school mentors, to help younger students understand the academic and social challenges and opportunities ahead. In addition, guidance counselors at Chávez will target at-risk middle school students and help connect them with DCPNI service providers that can tailor interventions to help with the transition to high school. DCPNI will also pair students with mentors from Georgetown University through the Kids2College program, providing the opportunity for students to engage in a six-week initiative that engages and informs about college expectations and experiences.

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

9. **Ensuring high quality curriculum and instructional support for students with special learning needs.** Students with a “Specific Learning Disability” (SLD) often face challenges in perception, attention, memory, and meta-cognition. Differentiating instruction to ensure students diagnosed with these and other exceptional learning needs requires teachers with exceptional pedagogy and knowledge of how these students learn. DCPNI will engage experts in the field of Special Education to work with site-based
teachers of Special Education and English Language Learners in Year 1 and with the school’s complete teaching population in Year 2 to develop Common Core State Standards curriculum materials that are differentiated to meet the unique needs of SLD students, and to support the increased capacity of teachers to instruct students with special. In addition, DCPNI will ensure counselors are assigned to each SLD student to ensure necessary social and emotional supports.

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

11. Serving Students who Attend School Outside of the Footprint: DCPNI’s strategy for impacting students who attend school outside of the footprint is four-fold. First, DCPNI will reach out to principals and teachers in other schools that serve large numbers of footprint children, to engage teachers and leaders in quarterly professional development trainings specifically focused on implementing the Common Core State Standards. These trainings will be held at a central location within the footprint that is convenient for all perimeter schools, and the trainings will also be broadcasted as live webinars to allow for maximum engagement. Webinars will be recorded and posted on the DCPNI resource portal so any school or individual teacher may access them. Beginning in 2013/2014, all vetted curricular resources and quarterly workshops/seminars, model teaching exemplar videos, etc. will be offered on the DCPNI resource portal and will be accessible to teachers in select non-footprint schools. Workshop recordings will include
Second, DCPNI will work with footprint schools and DCPNI providers to ensure that children attending schools elsewhere have access to and information about after-school, summer, and other out-of-school time programs, and that a set number of slots are reserved for them. Third, DCPNI will create a Parents’ School Improvement Advisory Committee comprised of DCPNI school parents, and parents whose children attend schools outside of the footprint. They will meet with faculty of the DCPNI schools in order to provide insight about their children’s needs, and services and programs that would make the local schools more appealing to DCPNI parents. At these meetings, the schools will be able to inform parents about service available to all children in the footprint. Fourth, DCPNI has developed a network of referral points around the community, located in the four community centers that will provide information and referrals to children who are not touched by footprint schools to DCPNI service providers for tutoring, mentoring, health and social supports.

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

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

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

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

<table>
<thead>
<tr>
<th>Indicators Served by DCPNI Continuum</th>
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<tbody>
<tr>
<td>Broad DCPNI Solution Areas That Integrate Programs</td>
</tr>
<tr>
<td>Early Learning:</td>
</tr>
<tr>
<td>Key Programs: Save the Children home visit, Educare, Healthy Babies Project, ELN/Fight for Children, Dolly Parton, Children’s National Medical Center well-child visits, DCPS pre-K programs</td>
</tr>
<tr>
<td>SCHOOL REFORM:</td>
</tr>
<tr>
<td>Key Programs: Core curriculum, teacher professional development, jumpstart, Save the Children OST, DC Reads, AARP Experience Corps, Live It, Learn It, Tiger Woods Learning Center, Turn Around, APA Early Warning System, Fishing School, DLA Piper and community center tutoring</td>
</tr>
<tr>
<td>COLLEGE/CAREER:</td>
</tr>
<tr>
<td>Key Programs: Georgetown Kids2College, Georgetown Meyer Institute, College Success Foundation, Mentors Foundation USA, Junior Achievement, Simon Scholars</td>
</tr>
<tr>
<td>FAMILY/COMMUNITY:</td>
</tr>
<tr>
<td>Key Programs: East of the River, Fit Family Jr., Bank On, DC Community College, Unity Healthcare Clinic, Children's Hospital, DLA Piper Legal Aid Clinic, DCPNI Community Center classes, Police Department, DCHA Choice Neighborhood</td>
</tr>
</tbody>
</table>

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

The footprint has an insufficient supply of programs for infants and toddlers, and all of the existing early care home-based and center-based programs in the footprint have the lowest QSR rating (bronze), indicating a need for higher-quality programs. Three and four year old students in pre-kindergarten exhibit twice the national rate expected for developmental delays, and students at Kenilworth and Neval Thomas Elementary Schools have higher developmental delays than their peers citywide. Less than a third of students at either school can perform reading or math at grade level, and Neval Thomas has a higher than average number of special needs students. Given that approximately half of the households in the footprint live in poverty, that the median income is close to $23,000, and that about 20% of those of age don’t have even a high school diploma, we also know that most children are born to mothers with low levels of education, and high levels of economic instability. As Hart and Risley (1995) have shown, these low levels of income and education level correlate in dramatic fashion with much smaller vocabularies of poor children compared to the children of college educated parents, negatively influencing kindergarten readiness and academic success. (See graphic.)
**Theory of Action:** It is our Early Learning solution area where our Two-Generation approach begins. As the first step in ensuring children are on a path from the earliest age to engage in lifelong learning, DCPNI will couple quality early learning interventions with programs to assist parents, particularly mothers of young children, help their children learn and succeed while pursuing skills and completing education to improve economic security and stability. Through these programs, DCPNI will increase the number of children having a medical home, exhibiting age appropriate functioning, participating in early learning programs, with an increased level of parental engagement in their children’s healthy development.

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

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Mothers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>65</td>
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<td>4</td>
<td>75</td>
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<tr>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>310</td>
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</table>
DCPNI Solutions: Our Early Learning area contains four key strategies for support: increasing access, improving quality, providing support, and educating parents.

Increasing Access:

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

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

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

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

**Improving Quality:**

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

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

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

**Providing Literacy Support:**

**Creating a Comprehensive Early Literacy Program from Birth to 3rd Grade:** DCPNI is partnering with several organizations to provide supplemental literacy support for providers and families to engage children at home, as well as to coordinate and support the alignment of pre-K literacy efforts with K-3 efforts at our two elementary schools. Save the Children will support the social/emotional development, language development and pre-literacy education development of children age birth to three and their families through its Early Steps to School Success (ESSS) program. ESSS will also facilitate parent groups, hold book exchanges, and will support the kindergarten transition for students in the footprint. CCDH will provide home visits through two separate programs designed to share educational books and toys and to address challenges with parenting children age three to five. In addition, the DC Public Library will provide literacy support for early learners through its national library program, Sing Talk and Read (S.T.A.R.). The program is offered to parents of children from birth to age five and focuses the six early learning literacy
skills (phonological awareness, vocabulary, narrative skills, print awareness, letter knowledge, and print motivation.) In the DC Public Library classes, focused on teen mothers, parents will learn ways to support their learning in the pre-literacy phase (singing, talking, reading aloud) and will be given books and literacy materials to use at home with their children. The ELN will coordinate with elementary schools to identify kids with developmental and reading delays as they enter school, and connect them with reading and other supports during their K-3 years, to create a linked and seamlessly integrated early literacy system.

**Educate Parents:**

*Knitting the Parent Side of our Two-Generation Strategy into our Early Learning Solution*

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

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

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

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

K-12 SCHOOL REFORM – see Section 2.1.

COLLEGE/CAREER

The Need and the Challenge: According to The DC Fiscal Policy Institute, unemployment for D.C. residents with a high school diploma stood at 24.0% in 2011, while only 4.3% with a college degree or higher were unemployed. Unemployment among those without a high school degree was as high as 25.9%
in 2010. Aspirations among footprint students are high, with 95% of Chávez High School students reporting that they are confident that they will graduate from high school. However, the Chávez graduation rates SY2009-10 was 59.2%, lagging behind the 72.3% rate for DC high schools. And with only 15% of residents over 25 in census tract 96.01 and 4% in tract 96.02 having a B.A., there are few role models to show students that hard work in school can lead to college success. Affordability of postsecondary education is an additional challenge: 50% of residents in the DCPNI footprint live in poverty. DCHA records indicate that 85% of the Kenilworth Courts families owe money to DCHA for back rent or unreported income adjustments; 15% of families owe more than $1,000. Of households surveyed, 10% have filed for bankruptcy, 16% are in default on a student loan, and 12% have had a vehicle repossessed. Without clear coaching and support, few parents see college as a financially feasible option for their children.

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

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

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

Developing a Plan for Getting There: To be successful in preparation for college, students need to understand what is required to gain acceptance to college, and have an admission strategy informed by school preferences and career goal. The footprint schools are leading the charge to help students chart a path to college. In daily College Prep Advisory sessions in the high school, freshmen learn about GPA
importance, while upperclassmen spend time discussing specific colleges to attend. Chávez has brought in Kaplan to lead a year-long SAT prep course for all juniors, and the school provides a parent orientation prior to each school year, as well as the Naviance College Research software to increase communication among students, parents and school staff around important decisions such as pre-college course planning, college admissions, and financial planning.

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

**Connect Students to Mentors Who Will Engage Them and Inspire Them to go to College:**

DCPNI’s program will provide students with mentors who can support them as they learn about college and decide what they would like to study. Chávez is developing a young alumni network to prepare and receive new students from the school. The Authentic Career Experiences program run by Mentor Foundation USA will connect footprint students with adult mentors and brings them to a business for a daylong career experience. The goal is to build a desire for a career and some understanding of the requirements of the work world, including a college or vocational degree. The United Way, in collaboration with the College Success Foundation, will provide college and career mentoring for students by business leaders, exposure
to work-based learning such as apprenticeships and internships, and a support network that guides students until age 24 as they complete college and face hurdles associated with workforce entry.

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

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

**FAMILY/COMMUNITY SUPPORTS – INTEGRATING COMMUNITY PARTNERS**

**The Need and the Challenge:** A variety of challenges facing families, including physical and mental health, stability and safety of housing, connection to others, and access to basic rights, have an
important relationship with educational outcomes for children and youth. The Family/Community Supports – Integrating Community Partners initiative will address the needs of the students and their families outside of school that are integral to academic achievement, school success, and improved future outcomes.

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

**Our Theory of Action in Family/Community Supports:** DCPNI can improve each child’s academic outcomes and future opportunities through three key family/community initiatives: 1) addressing external factors such as their health, wellness, and safety; 2) reinforcing the positive role that each child’s parents,
neighbors, and school plays in a student’s attitudes and chances of college, career, and life success; 3) providing wrap around supports for both the children and their families, in particular teen mothers, and families in severe distress.

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

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

In addition DCPNI is working to increase the number of children who have access to healthy foods and get enough exercise. To address the immediate need for fresh, healthy, and affordable foods, DCPNI, has secured a weekly Farmers Market to be held in the heart of the Parkside community, featuring educational outreach from CCDC’s Diet, Nutrition, and Health Program. Additional physical activity opportunities for students, in conjunction with academic support, out of school activities, and self-esteem building programming, are being provided through DCPNI’s work with local organizations like DC Scores,
the Fishing School, the Boys and Girls Club of Greater Washington and the four neighborhood Community Centers. The Mentor Foundation USA will provide health mentors to middle and high students to promote wellbeing, and prevent drug abuse. In addition, the Peer Health Exchange, a non-profit that works to address risky behavior among teens, will offer a comprehensive health curriculum to Chávez high school students covering prevention of teen pregnancy and STDs, binge drinking, smoking, and violence in relationships and address healthier eating habits and weight control.

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

**Providing Support, Access and Information:** For families facing extreme challenges, DCPNI has partnered with East River Family Strengthening Collaborative, which offers crisis intervention, substance abuse counseling, mental health services, parent education, employment and training services, and housing assistance. To increase resident’s access to legal supports and remedies, and to help residents navigate housing, government benefits, and family law concerns, DCPNI is partnering with the law firm DLA Piper to establish an Equal Justice Works legal aid clinic within the footprint. Residents will be able to access legal services, at no cost and attend free workshops on a variety of legal topics, to help residents better understand their right and remedies.
Serving Students Who Don’t Attend Footprint Schools: DCPNI will work through both school and community-based providers to reach all of the families in the footprint, not just those that attend one of the neighborhood schools. DCPNI community engagement and outreach staff will go to resident housing association meetings, community centers and other gatherings of residents outside of the schools, to make information available to all residents. DCPNI intake staff will hold office hours in different neighborhoods, and provide presentations specifically for parent of children who attend school elsewhere about available service and supports.

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

Scaling up the DCPNI Continuum:

Due to new services brought into the footprint by DCPNI such as Educare, Healthy Babies, Fit Family Jr., the Children’s National Medical Center mobile medical unit, as well as an increase in the capacity of the existing services like Tiger Woods, Fishing School, Live It Learn It, etc. the number of individuals served in Year 1 will increase dramatically over the baseline. The DCPNI community will experience a
dramatic 67% increase in Year 2 due to the new DLA Piper legal clinic which will begin full service at the end of Year 1, expansion of services like AARP Experience Corps, DC Scores, etc., and the growth of the Mothers’ Cohort. DCPNI will expand services beyond initial capacity and bring more providers into the footprint to fill gaps as we build the continuum. In Year 3, there will also be an increase due to the opening of the Unity Health Parkside Health Center, and expansion of other interventions including the Mothers’ Cohort. In Year 4, programs will reach full capacity, and the clinic will be able to expand its reach. In Year 5, there will be a more modest expansion, as programs will have scaled up, and many gaps in the continuum will have been filled. DCPNI is designed to be scalable and replicable. Given the large numbers of schools in neighboring areas attended by DCPNI children, the model offers opportunities for replication within Ward 7, where synergies within Promise Neighborhoods would be enormous. DCPNI also provides a template for a highly effective Two-Generation approach that could be adopted anywhere in the country.

2.3. Use of Existing Neighborhood Assets

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

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

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

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

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

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

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

**Programs Supported by Federal, State, local and Private Funds that will be Used to Implement the Continuum of Solutions:** DCPNI has forged partnerships with over 30 partners, almost all of which bring their own funding sources to bear on DCPNI’s continuum of solutions. Some draw on
Federal and local government funds, while others raise money from private donors. The table below offers an overview of key partners by continuum area and their funding sources.

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<tr>
<th>PARTNER</th>
<th>FUNDING SOURCE</th>
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<tr>
<td><strong>EARLY LEARNING</strong></td>
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<td>Fight for Children</td>
<td>DC Public Schools, Office of State Superintendent for Education, WEFA, Maryland Public Television</td>
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<td>Georgetown University</td>
<td>U.S. Department of Health and Human Services designated Center for Excellence in Developmental Disabilities</td>
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<td>Children’s National Medical Center</td>
<td>Medicaid, Kohl’s Foundation, Children’s Health Fund, Cafritz Foundation, Elsberg Foundation, Kaiser Foundation</td>
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<td>Educare</td>
<td>U.S. Department of Health and Human Services Head Start funds, Buffet Early Childhood Fund, W. K. Kellogg Foundation</td>
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<td>Healthy Babies</td>
<td>Local Public Funding, McDonald’s Corporation, Points of Light Institute, Other Corporate and Individual Donors</td>
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<tr>
<td>Jumpstart</td>
<td>AmeriCorps, the Morrie and Gwendolyne Cafritz Foundation, PNC Bank, Venable LLP, Starbucks, Individual Donors</td>
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<td><strong>SCHOOL REFORM</strong></td>
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<td>Serve DC, JP Morgan Chase</td>
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<td>Cesar Chavez Public Charter Schools</td>
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<td>DC Children and Youth Investment Trust Corporation, DC Public Schools 21st Century Community Learning Center Grant, Soros Charitable Fund</td>
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<td>Local Public Funds, Federal Grants, Private Grants</td>
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<td>TAACF grants, Wal-Mart</td>
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<td>Bill and Melinda Gates Foundation</td>
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<td>Dress for Success</td>
<td>Wal-Mart, Bobbi Brown Cosmetics, Bank of America, Macy’s, Other Corporate and Foundation Support</td>
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<td>Mentor Foundation International Gala Proceeds, Corporate Funders, Trustees, Individual Donors, Grants from Private Foundations</td>
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<td>Cafritz Foundation, Wholesome Wave</td>
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<tr>
<td>DC Housing Authority</td>
<td>U.S. Department of Housing and Urban Development Choice Neighborhoods Planning Grant</td>
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2.4. Improving Systems, Leveraging Resources

DCPNI has developed Seven Management Systems to organize, coordinate and improve our wide array of partners and programs, to provide effective service delivery, to ensure continuous data-driven improvement, to work collaboratively with other Communities of Practice, and to ensure sustainability. Here is a brief description of each system:
1. The Principals’ Council – The Principals’ Council, an ongoing partnership between our public charter and traditional public schools, is a key mechanism for improvement. It operates to break down silos, and create a forum for knowledge sharing, collaboration and coordination at the highest level, with the goal of a seamless and effective K-12 academic experience. The Council coordinates and leads teacher training and professional development, oversees data monitoring, and focuses on issues such as transitions and at risk youth that span across schools from elementary to high school, to support the substantially overlapping student populations.

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

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

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

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

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

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

### Annual Goals for Installing and Improving DCPNI Systems

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

*For complete policy desk agenda see Appendix 6.
3.1 Use of Needs Assessment & Segmentation

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

- National datasets available at the census tract level, such as Census 2000 and 2010 population data and the 2005-09 American Community Survey data.

- Local administrative data from DCPS; OSSE; Metropolitan Police Department; DC Department of Health, and Children’s National Medical Center.

- National citywide surveys, such as the National Children’s Health Survey, Youth Risk Behavior Surveillance System, and the National Student Clearinghouse.

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

- A school climate survey at Chávez Parkside Middle School and Chávez Parkside High School conducted in May 2011 (response rate 70 percent).

- Five separate focus groups of teenage girls, teenage boys, parents of children aged 0-4, parents of primary school students, and parents of secondary school students. The purpose of the focus groups was to learn more about hard-to-measure indicators and about residents’ perceptions of the communities’ greatest needs.

- Interviews with seven teachers and all the principals from the four DCPNI schools conducted by UI staff in May 2011.
• Two resident retreats held in early 2011 for residents of the footprint. Approximately 160 adults and youth discussed the goals of DCPNI, focused around 10 areas.

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

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

<table>
<thead>
<tr>
<th>Pocket</th>
<th>Data</th>
<th>Segmentation Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low Income Single Mothers</strong></td>
<td>The vast majority (80%) of households in the DCPNI neighborhoods are single female-headed households. More than half live in poverty. The targeted neighborhoods, especially in the northern census tract of 96.01, also have some of the highest rates of teenage births. Fewer than half the women in the footprint receive adequate prenatal care while pregnant, and the percentage of babies born with low birth weights in the footprint is almost twice that for the city as a whole.</td>
<td>DCPNI will focus on pregnant women, young mothers and, using programming selected in accordance with our two generation model, target mothers of young children with at home visits, perinatal care, parenting support for new mothers, and support for continuing education, job readiness and financial education and stabilization. In addition, education programming will be provided to girls at Chavez to prevent teen pregnancy and encourage girls to pursue a college education.</td>
</tr>
<tr>
<td><strong>Quality and Availability of Early Education Programs</strong></td>
<td>There is an insufficient supply of programs for infants and toddlers. The existing early care home-based and center-based programs in the footprint have the lowest QRER rating (bronze), indicating a need for higher-quality programs. A citywide study suggests that PK3 and PK4 classrooms are also lacking in quality.</td>
<td>DCPNI has partnered with Educare to increase programming for infants and toddlers. In addition, DCPNI is coordinating with a variety of early learning partners to provide training for early learning providers, and to certify additional providers in education, job readiness and financial education and stabilization.</td>
</tr>
<tr>
<td><strong>Access to Medical Care</strong></td>
<td>At least half of DCPNI children do not have a medical home. Families with children and youth are more likely to use emergency rooms than their counterparts in other areas. Quality of care is a concern at the nearest fixed facility. Transportation and cost are barriers to accessing care at higher-quality facilities. Parents and students are unclear about school nurses’ role.</td>
<td>DCPNI has brought The Children’s National Medical Center mobile van to the footprint, and is conducting outreach to increase resident awareness of services. DCPNI has also partnered with the Unity Health Clinic which is currently under construction. By Year 3, it will begin to serve residents with high quality care, and by Year 5 it will provide a medical home for the majority of KP residents.</td>
</tr>
<tr>
<td><strong>Students with Learning Disabilities and Other Special Conditions</strong></td>
<td>Children enrolled at Kenilworth Elementary and Nave Thomas Elementary have higher developmental delays than their peers citywide. Both sets of students have more problems with literacy and PK3 and PK4 students from the two schools were screened at twice the national rate expected for developmental delays.</td>
<td>DCPNI is providing evidence based training through Morzino Research Laboratory to improve teacher training and is providing specific instruction to teachers on addressing the needs of students with learning disabilities and developmental delays. DCPNI is also supporting testing of young children in order to identify them for early interventions.</td>
</tr>
<tr>
<td><strong>Service Fragmentation</strong></td>
<td>Qualitative data collected from resident retreats and interviews show that lack of coordinated information on what resources are available and to whom among nonprofit providers, schools, and parents is the source of enormous service fragmentation, poor program quality, poor service coverage, and even rampant misinformation.</td>
<td>In order to ensure integrated delivery of the continuum, DCPNI has developed the Provider FAQ and direct community services that include a Director of Resident Engagement and three caseworkers to provide support to our Mother’s Cohort and the community at large. Our Director of Two Generation Programs will ensure coordination across the continuum to integrate service delivery, and a Director of Communications will ensure that information and messaging within the community reach the intended audience and that providers are coordinating their messages.</td>
</tr>
</tbody>
</table>
3.2 Based on the Best Available Evidence

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

TWO-GENERATION STRATEGY EVIDENCE

DCPN’s theory of change is built upon a two-generation strategy focused on education, financial stability, and parenting support interventions for mothers of young children. The Early Head Start program started in 1995 is a community-based program that focused on both child and family outcomes. In a sense, the home-based service delivery approach is one of the bigger national two-generation strategies. Since then, other promising two generation practices have been implemented in specific communities such as the Jeremiah Program, a place-based post-secondary education effort operating in three cities for single mothers and their children; Tulsa’s CareerAdvance Initiative that offers job training, career coaching, peer supports, conditional cash transfers and other supports for the parents of Head Start/Early Head Start kids; and the Annie E. Casey Family Economic Success Initiative focused on increasing educational achievement, family economic success, and neighborhood transformation in three cities. Evidence: A national, random assignment, experimental design evaluation of the Early Head Start program showed that the home-based services resulted in treatment parents enrolling in training or work programs more frequently than the control parents, children in the treatment families were more engaged with their parents, and treatment parents were more engaged with their children (US Department of Health and Human Services 2004). Using panel data of 93 African American mothers of preschoolers, Jackson et al. (2000) found that increased maternal education resulted in better academic outcomes for their children (moderate evidence). Using panel data from the National Longitudinal Survey of Youth, Magnuson (2007) found a similar positive relationship between maternal education and children’s academic achievement (moderate evidence).
Other organizations such as the Aspen Institute (2012) and the Ray Marshall Center (King et al., 2011) are embracing the dual generation concept. Both have constructed theories of change based on the model of increasing parental self-sufficiency to benefit youth.

**EARLY CHILD/PARENT PATHWAYS EVIDENCE**

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

**Increased Access to Quality Early Learning Programs.** **DCPNI Implementation:** DCPNI is implementing four strategies in this solution area: 1) reserving early learning slots for DCPNI footprint children through Educare, 2) Providing training for early learning professionals in the footprint through the Community College of the District of Columbia (CCDC), 3) providing training on early interventions for disabled youth through Georgetown University’s Center for Child and Human Development, and 4) providing technical support to footprint providers through the ELN. **Evidence:** The Abecedarian Project implemented in North Carolina that randomly assigned four cohorts of young children who were tracked for 30 years provided evidence that the benefits of the early learning education program reached into young adulthood (Campbell et al.2002) (moderate evidence). The Perry Preschool is another seminal example of the positive impacts of high quality early childhood programs (Schweinhart et al., 1993). An evaluation of five Educare programs that compared the participants’ assessments against national benchmarks found that Educare participants had increased school readiness, vocabulary, social, and emotional skills higher than expected, especially for high-risk populations (Yazejian and Bryant, 2010) (moderate evidence).
Support Education for Mothers of Young Children. **DCPNI Implementation:** DCPNI will work with CCDC to assist parents in obtaining their GEDs, vocational training, and college degree. **Evidence:** Using panel data from the National Longitudinal Survey of Youth, Magnuson (2007) found statistically significant and substantively modest payoffs to skill and employment interventions for adult women (*moderate evidence*).

**SCHOOL REFORM EVIDENCE**

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

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

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

**Linked Learning and Civic Engagement in All Four Schools.** **DCPNI Implementation:** DCPNI will work with schools and partners to provide students with a combination of a rigorous core curriculum, demanding policy-based technical coursework emphasizing the practical use of academic learning, meaningful real-
world experiences leveraging resources available in D.C., and support services including counseling, and reading and tutoring support. **Evidence:** A 2008 MDRC study using random assignment tracked Career Academy participants and found long-term positive impacts such as labor market prospects and postsecondary educational attainment (Kemple 2008) *(moderate evidence).* An evaluation of the California’s Linked Learning program, conducted by researchers at SRI International (2012) using qualitative and quantitative data, suggest positive student outcomes for participants as well *(moderate evidence).*

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

**COLLEGE/CAREER EVIDENCE**

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

**Support College Readiness.** **DCPNI Implementation:** DCPNI will provide comprehensive college preparation support through the Meyers Institute for College Preparation. **Evidence:** Bedsworth, Colby and Doctor's (2005) analysis of National Educational Longitudinal data suggests that academic preparation is the most effective means of increasing the odds that students will graduate from high school ready for college and eventually receive their degrees *(moderate evidence).*
Provide College Mentors for High School Student. **DCPNI Implementation:** DCPNI will implement the Authentic Career Experiences Program through Mentor USA and will provide mentors from the business world to support achievement and understanding of the importance of college through the College Success Foundation. **Evidence:** DCPNI’s strategies will mirror the successful Washington State Achievers (WSA) program and the Sponsor-a-Scholar program in Philadelphia which were evaluated by the Institute for Higher Education Policy (2010) and Myers, Brow, and Pavel (2010) *(moderate evidence).* Others mentoring programs like Talent Search and Sponsor-a-Scholar have found positive outcomes for youth as well (Constantine, Seftor, Martin, Silva and Myers (2006) and Johnson 1998) *(moderate evidence).*

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

**FAMILY/COMMUNITY WRAPAROUND SUPPORTS EVIDENCE**

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

Prevent Teen Pregnancy and Drug Abuse. **DCPNI Implementation:** DCPNI will work with Peer Health Exchange and OSSE to develop and implement a comprehensive health curriculum including topics on
prevention of teen pregnancy, sexually transmitted diseases, among others for high school students.  

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

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

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### 3.3. Annual Goals for Improvement on Indicators

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

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

**Projecting Improvement:** To project the arc of improvement on an indicator-by-indicator basis over the five years, DCPNI worked with the Urban Institute to examine individual factors that will affect indicators. We noted increasing proportion of students served due to cohorts entering the continuum at different points (early learning, middle schools, high school), implementation phasing, scale up and the cohort model, increasing effectiveness of programs and service delivery, projected tipping points, where reaching critical mass may yield more rapid uptake of services and result in improvement in a single or group of related indicators; and the degree to which DCPNI has the direct capacity to impact the indicator. Our strategies for improving the life trajectories of the children and youth in DCPNI footprint are addressed at the end of Section 2.2. Our projections for this improvement, taking the above factors into account, are presented on the next page.
<table>
<thead>
<tr>
<th>INDICATORS FOR DCPNI</th>
<th>Planning Year (Baseline)</th>
<th>Annual Goals: Year 1</th>
<th>Annual Goals: Year 2</th>
<th>Annual Goals: Year 3</th>
<th>Annual Goals: Year 4</th>
<th>Annual Goals: Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Home**</td>
<td>49%</td>
<td>55%</td>
<td>65%</td>
<td>75%</td>
<td>85%</td>
<td>90%</td>
</tr>
<tr>
<td>Age Appropriate Functioning Ages 3-5***</td>
<td>Kenilworth 37%</td>
<td>45%</td>
<td>50%</td>
<td>55%</td>
<td>60%</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>Neval Thomas 64%</td>
<td>67%</td>
<td>72%</td>
<td>77%</td>
<td>80%</td>
<td>83%</td>
</tr>
<tr>
<td>Enrollment in Early Learning Programs</td>
<td>60%</td>
<td>75%</td>
<td>81%</td>
<td>85%</td>
<td>90%</td>
<td>92%</td>
</tr>
<tr>
<td>Academic Proficiency Grades Grades 3-8 and 10th Grade</td>
<td>Neval Reading: 36%</td>
<td>43%</td>
<td>50%</td>
<td>55%</td>
<td>60%</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>Neval Math: 33%</td>
<td>40%</td>
<td>45%</td>
<td>50%</td>
<td>55%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>Kenilworth Reading: 28%</td>
<td>34%</td>
<td>40%</td>
<td>45%</td>
<td>50%</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td>Kenilworth Math: 42%</td>
<td>48%</td>
<td>55%</td>
<td>59%</td>
<td>63%</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>Chavez Reading: 43%</td>
<td>50%</td>
<td>55%</td>
<td>60%</td>
<td>65%</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>Chavez Math: 52%</td>
<td>62%</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
</tr>
<tr>
<td>Attendance 6-9</td>
<td>Chavez Middle School 88%</td>
<td>90%</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>Graduation rates</td>
<td>Chavez High School 59%</td>
<td>65%</td>
<td>71%</td>
<td>77%</td>
<td>83%</td>
<td>90%</td>
</tr>
<tr>
<td>Students Obtain Secondary degree</td>
<td>N/A (Chavez HS graduates not old enough to have graduated from college as of planning year)</td>
<td>(10% increase over baseline)</td>
<td>(15% increase over baseline)</td>
<td>(20% increase over baseline)</td>
<td>(25% increase over baseline)</td>
<td>(30% increase over baseline)</td>
</tr>
<tr>
<td>Participate in daily exercise*</td>
<td>55% of children in DC receive 20 min, 4 days/week</td>
<td>60%</td>
<td>65%</td>
<td>70%</td>
<td>75%</td>
<td>78%</td>
</tr>
<tr>
<td>Consume adequate fruits and vegetables</td>
<td>19% of all children in DC</td>
<td>25%</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
<td>45%</td>
</tr>
<tr>
<td>Students feel safe</td>
<td>Chavez Middle 54%</td>
<td>60%</td>
<td>65%</td>
<td>70%</td>
<td>76%</td>
<td>81%</td>
</tr>
<tr>
<td></td>
<td>Chavez High 62%</td>
<td>68%</td>
<td>74%</td>
<td>81%</td>
<td>87%</td>
<td>93%</td>
</tr>
<tr>
<td>Parents read to young children***</td>
<td>not collected for planning year</td>
<td>(10% increase over baseline)</td>
<td>(15% increase over baseline)</td>
<td>(20% increase over baseline)</td>
<td>(25% increase over baseline)</td>
<td>(30% increase over baseline)</td>
</tr>
<tr>
<td>Parents encourage children to read***</td>
<td>not collected for planning year</td>
<td>(15% over increase from baseline)</td>
<td>(20% increase over baseline)</td>
<td>(30% increase over baseline)</td>
<td>(40% increase over baseline)</td>
<td>(50% increase over baseline)</td>
</tr>
<tr>
<td>Parents talk to children about college***</td>
<td>not collected for planning year</td>
<td>(10% increase over baseline)</td>
<td>(20% increase over baseline)</td>
<td>(30% increase over baseline)</td>
<td>(40% increase over baseline)</td>
<td>(50% increase over baseline)</td>
</tr>
<tr>
<td>Students have access to internet and computer****</td>
<td>92% of Chavez Middle and High</td>
<td>97%</td>
<td>98%</td>
<td>98%</td>
<td>99%</td>
<td>99%</td>
</tr>
</tbody>
</table>

* DCPNI will switch to neighborhood surveys and other data sources for a more accurate measure of this indicator.
** Schools will switch to the GOLD System evaluation for this indicator. Baseline derived from DIBELS assessment.
*** This indicator was added after the DCPNI planning year. Baseline and subsequent year data will be collected through neighborhood surveys and partner reports.
**** Because of the high baseline number, there is limited room for annual increase.
4.1. Working with residents, schools, LEAs, gov’t leaders & service providers

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>DC Promise Neighborhood Initiative</th>
</tr>
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<tbody>
<tr>
<td>Working with residents and the neighborhood</td>
<td>DCPNI’s Director of Resident Engagement, Sharita Slayton spends 100% of her time identifying resident needs and connecting the community with DCPNI. She is an Advisory Neighborhood Commissioner who represents approximately 1,000 resident constituents. DCPNI has worked closely with residents on Promise Neighborhood planning for two years; the Chavez connection with residents goes back to its 2004 move to the neighborhood.</td>
</tr>
<tr>
<td>Working with schools &amp; LEA</td>
<td>DCPNI was incubated by the Chavez Public Charter Schools which remains a key partner in K-12 Reform. The Chavez CEO, Irasema Salcido, is a highly respected leader in urban education and the Chavez Director of Academic Services helps coordinate the Principal’s Council, a key DCPNI vehicle among the four schools for improving teaching and learning.</td>
</tr>
<tr>
<td>Working with service providers</td>
<td>DCPNI has over 30 service providers and has regular meetings with each one to discuss programming, funding and impact. DCPNI staff has over 50 years of collective experience working with service providers.</td>
</tr>
<tr>
<td>Working with Federal, State &amp; local gov’t leaders</td>
<td>DCPNI’s leadership currently serves on the RAISE DC Executive Council and on Early Learning Change Network to collaborate on the City’s cradle-to-career education initiative. Recently, DCPNI collaborated with the Department of Education to host a Promise Neighborhood Town Hall at the Chavez school. Secretary Duncan and Melody Barnes sat on the panel.</td>
</tr>
</tbody>
</table>
services and programs. DCPNI is also collaborating with DCPS, OSSE, and DCHA and the Choice Neighborhood, to link and align DCPNI with broader District initiatives and funding streams. Thanks to a strong endorsement by the Mayor, DCPNI has gained champions in both the Deputy Mayor for Education and the Deputy Mayor for Health and Human Services.

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

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

APA is a fully vested partner with a ten-year commitment to offer every asset and tactic at its disposal to assist and support DCPNI. It all began with Alma Powell, Chair of America’s Promise Alliance, and honorary chair of DCPNI, who supported DCPNI in its earliest stages to help identify the challenges, assets, and needs of the community. APA and DCPNI then began to work together to develop a shared vision, set goals, develop clear and meaningful theories of change, create, implement, and monitor a programmatic strategy, and develop a communication process for disseminating information and gaining buy-in. To support DCPNI in the development of its continuum, APA has offered considerable resources and thought leadership, and its Five Promises that are at the core of the DCPNI strategy. APA is deeply supportive of DCPNI’s two-generation approach and is dedicated to sharing and promoting lessons learned from our initiative with its partners, allowing DCPNI the opportunity to become a national model.
APA’s approach, which is based on 15 years of practice and informed by evaluations of APA’s work by the Heller School of Social Policy at Brandeis University and the Center on Child and Family Policy at Duke University, has been instructive as DCPNI has developed its own programs. DCPNI has also leveraged APA’s data and policy expertise through research published annually in their Building a Grad Nation report, with the Johns Hopkins University Everyone Graduates Center, Civic Enterprises, and Alliance for Excellent Education, and has worked closely with the new research center at Tufts University launched by APA to bring more evidence to the field of community collaborations. And, DCPNI is now one of fifty Grad Nation Communities representing more than 700 engaged local partners in 25 states.

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

**Capacity to Run DCPNI:** DCPNI’s management team and organizational structure are uniquely well suited to implement its mission. Our Executive Director, Ms. Ayris T. Scales brings more than a decade of experience in community development and program management, and experience in D.C. government, having successfully managed policy and day-to-day operations for a D.C agency. DCPNI’s founder, Mrs. Irasema Salcido, remains actively involved as a board member and her ability to galvanize funding, political, and other external stakeholders will be instrumental in ensuring DCPNI’s sustainability over time. Our engaged board and leadership team are comprised of people who are experienced in developing, supporting and running organizations that produce results.
The DCPNI Management Structure: Under the leadership of the Executive Director, DCPNI’s Directors will work closely together to ensure that programming is integrated across the continuum, that data is being collected and used to impact results, and that the organization, is well managed administratively and financially and that coordinates its messaging and communicates lessons learned effectively to benefit
partners and engage stakeholders to ensure sustainability. This chart summarizes our organizational structure for working with residents, schools, LEAs, government leaders, and service providers.

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

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

### 4.2. Collecting, Analyzing & Using Data

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

**Our Data and Case Management Systems:** Upon the recommendation of The Urban Institute, and with the support of the Promise Neighborhood Institute, DCPNI will use Social Solutions Effort to Outcomes (ETO) case data and case management system. Social Solutions is the leading provider of performance management software for human services, and currently serves other DCPNI partners, including the Annie E. Casey Foundation. The ETO system is a Web-based, hosted solution providing daily activity coordination, participant analysis, data sharing, progress alerts, performance management, and HIPAA compliant de-identified reporting, with Application Programming Interfaces for data communication between
systems. Data can be submitted into ETO through form submission (assessments, demographic intake, etc.), swipe cards, batch upload, data import, and via Web services. In addition, users can upload demographic information, as well as assessments, referrals, attendance, case notes, and client history. DCPNI has been working with ETO on a customization and training support package that will allow DCPNI to provide training to partners as well as our own staff to facilitate real-time data collection and timely analysis that can inform programming on an ongoing basis. Urban Institute will advise on the customization of the ETO system, which will allow custom access for different partners and groups, and enable sharing of data while protecting privacy and sensitive partner data through access limitations and restrictions. DCPNI’s completed system will include a case management data system, longitudinal case management files, and aggregated school-and-neighborhood-level data systems. The system will integrate student-level data from multiple sources in order to measure progress, and allow for analysis of synergistic intervention. DCPNI will integrate ETO with the Results Scorecard dashboard DCPNI is currently using to track and display key indicators. (See table 4.1.)

**DCPNI’s Data Collection and Utilization Strategy and Support:** Because DCPNI has a large number of partners, we have paid special attention to bringing them together to coordinate data collection and integration, and to simplify the process for partner organizations that already have data collection strategies and systems in place. The Urban Institute will help to identify the data elements to be included in the various data systems from partner agencies and the data to be collected directly from DCPNI.
caseworkers, and will develop processes for implementing partner data, storing data, and processes to ensure confidentiality and quality control of the data. DLA Piper will also provide legal analysis to ensure that all policies and processes are in accordance with privacy regulations. DCPNI has arranged for data from Chávez and the DC public elementary schools to be shared in a format compatible with ETO for seamless integration by the DCPNI data team. In year 2, DCPNI will work with DCPS to obtain school data for children residing in the footprint who attend public schools elsewhere.

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

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

Urban will also conduct annual School Climate Surveys, and three Neighborhood Surveys for DCPNI, one in the first eight months of the program, one in Year Three and one in Year Five, to track required indicators. In addition, Tufts University, with support from America’s Promise Alliance, will conduct
a Youth Survey for 4th – 12th grade students, and also a survey of providers’ front line staff that engage directly with children and their families, to gauge the level of service, and knowledge, attitudes and practices of those providing services to the community.

The DCPNI Data Management System graphic below shows how the different components of DCPNI’s data collection, management, and analysis fit together. The ETO system sits at the center. Data integration and capture will upload data from DCPNI partners to servers using methods that fit the needs of each organization. The DCPNI system will not require partners to abandon their existing systems. Once data is collected, ETO will support case management and a wide range of reporting and dissemination needs. ETO uses Crystal Reports software for most of its reporting functionality. Crystal Reports enables queries by desired data elements and downloading of reports into a variety of formats, such as Excel, Word, and Adobe Acrobat/PDF for convenient integration with DCPNI’s Scorecard dashboard. In addition,
DCPNI will build a Web portal layer over ETO, enabling customized Web pages and data access to key stakeholders via secure access. A very wide range of stakeholders can be served cost-effectively, including partner/provider agencies, teachers and principals, and students and parents.

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

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

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

These initiatives will be incorporated into DCPNI’s data system architecture, and used to refine, improve and enhance programming at regular intervals.
**Working with the National Evaluator:** DCPNI has identified five clear strategies for working effectively with the National Evaluator:

### 5 Strategies for Working With the National Evaluator

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

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

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

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

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

### 4.3. Creating Formal & Informal Partnerships

**DCPNI’s Partners and Collective Management:** DCPNI has brought together a diverse and complementary set of partners. Our aim is to create synergies among them and to develop new models for integrated service delivery. Many of our partners have been mentioned in the Project Design section. A complete list, including groups that participated during the planning year, can be found in Appendix G. In order to better manage our partners, we’ve divided them into four categories: Providers, Technical Assistance, Friends of the Footprint and City Agencies. The Providers are those who are providing direct services to the residents of Kenilworth-Parkside. They will be responsible for gathering data and
participating in DCPNI management groups, and will be held accountable for progress on DCPNI indicators. Technical Assistance partners are those organizations that are providing support to DCPNI itself on programmatic, administrative, data analysis, and financial issues, including America’s Promise Alliance and others. Friends of the Footprint are organizations that are already running programs in KP that have agreed to collaborate with DCPNI. They will coordinate service delivery, accept referrals from DCPNI and work with us to meet resident needs identified through DCPNI’s data collection and analysis. City agencies, such as DCPS, DCHA and OSSE will collaborate with DCPNI as we align our programming with their initiatives and funding streams. All relevant partners will participate in the four Results Area Innovation Groups that will assist in the development, management and implementation of the complete continuum of solutions. All partners collecting data will also participate in the Data Working Group to enhance tracking and accountability measures and track progress.

<table>
<thead>
<tr>
<th>Key Partners</th>
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<tbody>
<tr>
<td><strong>Continuum Service Providers:</strong> AARP Experience Corps • Bank On DC • CCDC • Cesar Chavez Public Charter Schools for Public Policy • Children’s National Medical Center • College Success Foundation • East River Family Strengthening Collaborative • Educare • The Fishing School • Georgetown University • Healthy Babies Project • Jumpstart • Junior Achievement • Live It Learn It • Mentors Foundation USA • Save the Children • TurnAround • Tiger Woods Learning Center • United Way • Unity Healthcare Clinic • <strong>Technical Assistance Partners:</strong> America’s Promise Alliance • Aspen Institute • DC Appleseed • DC LISC • DLA Piper • Fight for Children • Tufts University • Urban Institute • <strong>Friends of the Footprint:</strong> Community Centers • Dolly Parton’s Imagination Library • Dress for Success • Through the Kitchen Door • City Agencies: DCHA • DCPS • DMHHS • OSSE • RAISE DC</td>
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**Partner Alignment with DCPNI and Holding Partners Accountable:** Through extensive collaboration DCPNI has set out its vision and theories of change and action for all of its partners, and sought out groups that align with these. Our partners are all dedicated to supporting DCPNI in providing a cradle-to-career continuum of services to improve education outcomes for the children of DCPNI. All partners signing MOUs with DCPNI have affirmed the following:

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

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

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

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

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

Moving forward, DCPNI will build on the lessons learned during the planning year. We have discovered, through trial and error, that clear messaging and direct outreach to the community are essential. Having developed a board that represents the various neighborhoods within the footprint, DCPNI
will continue to engage residents in identifying the needs of the community, and through our expanded staff, develop robust channels for conveying information to KP residents about the importance of DCPNI’s programs and the ways to them. In addition, DCPNI has learned that it will important to focus on identifying gaps as we progress, and carefully select partners with the commitment and ability to work to meet clearly defined need.

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

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

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<thead>
<tr>
<th>DCPNI BOARD OF DIRECTORS</th>
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<tr>
<td><strong>WENDY GOLDBERG</strong></td>
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<tr>
<td><strong>ALMA POWELL</strong></td>
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<tr>
<td><strong>JON BUTLER</strong></td>
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<tr>
<td><strong>MELINDA HUDSON</strong></td>
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<td><strong>IRASEMA SALCIDO</strong></td>
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<td><strong>PETER FARRELL</strong></td>
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<td><strong>BARBARA ADDERLEY</strong></td>
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<td><strong>DONNITA BENNETT</strong></td>
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<td><strong>MARCUS CLARK</strong></td>
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<td><strong>JANE GENSTER</strong></td>
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<tr>
<td><strong>ERIKA HUBBARD</strong></td>
</tr>
<tr>
<td><strong>MELVIN MOORE</strong></td>
</tr>
<tr>
<td><strong>DANIELLE OZITS</strong></td>
</tr>
<tr>
<td><strong>MALCOLM “MIKE” PEABODY</strong></td>
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<td><strong>DENISE STANLEY</strong></td>
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<tr>
<td><strong>MAURICE SYKES</strong></td>
</tr>
<tr>
<td><strong>ADRIANNE TODMAN</strong></td>
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<td><strong>WILLIE WOODS</strong></td>
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produce results. Going forward, the Sustainability Steering Group will serve as an integral part of our awareness and fundraising efforts, and will work closely with our Board, the Executive Director and our Director of Resource Development. A Grants Manager will also assist DCPNI in identifying new funding opportunities and providing donors with reports and additional information about DCPNI's activities. In addition, the partners' Development Directors Council will collaborate to streamline DCPNI's fundraising and sustainability efforts. Up to this point, Chávez has served as the fiscal agent for DCPNI, but we are now in the process of hiring our own finance team to handle our expanding budget and financial management needs.

4.4. Integrating Funding Streams

**Summary of Grant Request and Matching Funds:** Below is a summary of DCPNI's grant funding request and annual match. Detailed match letters can be found in appendix D.
DCPNI is fortunate to have a strong base of supporters. During our first two years, our donor base has provided in cash, and we project continuing support in the amount of per year. In kind support highlights include Educare, which is bringing/year in resources, the Unity Health Care clinic, expected to open in 2013, will provide year of medical services for one of the most underserved populations in the city, and support from DLA Piper to DCPNI and the Legal Aid clinic, valued at annually.

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

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

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

3) **Engage advocates** - Finally, DCPNI has learned the importance of having top tier advocates to help us in our fundraising goals. Therefore, we convened our Sustainability Steering Group to work with us to conduct a gap analysis of our funding, and to identify future funding needs. This Group will lead a concerted outreach over time to mobilize the funding community in support of DCPNI. In addition, several influential local funders, including the CEO of the local community foundation, the president of DC LISC,
and several key family foundation program officers have 'adopted' DCPNI, meeting regularly with us, hosting cultivation events, and make calls to funders on our behalf, helping to raise almost $200,000 over two years. While continuing to work with the local funding community, their next step is to use their wide range of contacts to assist with securing funds from national foundations. These groups of backers will be supported internally by a Resource Development Director, well-versed in local funding, and able to identify, cultivate, solicit, and steward substantial local funding from corporations, foundations, individuals, and public funding agencies.

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

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

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

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

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

### COMPETITIVE PREFERENCE PRIORITY 4

**Comprehensive Local Early Learning Network**

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

**Governance:** The ELN will be managed by the ELN Coordinator Sadie Ellner, (see resume in Appendix B) who holds a District of Columbia Elementary Teaching License, has over five years of teaching experience and has served as the lead teacher in a preschool classroom. She managed and coordinated early learning services for preschoolers and worked with the Education Specialist for the
American Association for Marriage and Family Therapy, where she co-coordinated the accreditation process for specialized graduate degree programs in marriage and family therapy, and facilitated accreditation standards trainings. Ms. Ellner holds a Master of Art in Education Leadership and Policy Studies from the University of Maryland, and a Master of Arts in Teaching, Elementary Education from the American University. She will report to the DCPNI Director of Academic Service. Fight for Children, a highly regarded DC non-profit that recognizes, promotes, and cultivates quality education for low-income children in Washington, DC will provide support.

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

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

**1. Provide technical assistance to home-based providers:** The ELN will partner with OSSE, DC Child Care Connections, and the District of Columbia Public Schools, to assist early learning home-based providers with professional development, training on the DC Early Learning Standards and early learning best practices, guidance on operating a successful small business, and to provide a supportive professional learning community. ELN members will share resources and best practices from various curricula including the Head Start for All School-Wide Model, the Creative Curriculum, Tools of the Mind, and the Sing Talk and Read (S.T.A.R.). DCPNI will also partner with WETA, Washington, DC area’s source for public
television. WETA will provide Ready to Learn (RTL) workshops for preschool and daycare providers and the parents of attending students, and are rooted in using public television programs to support children learning to read and to support parents and teachers providing early literacy skills.

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

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

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

The second ELN projected outcome for DCPNI’s first year of funding is that ELN members will pilot an evidence based evaluation program to determine whether the children in their programs are prepared and ready for kindergarten or first grade. The District of Columbia government is committed to a Cradle-to-Career Partnership Success Roadmap, which outlines DC’s vision and mission toward ensuring that DC children are supported and career-ready by age 24. DC’s goal for early childhood is that every child is prepared for school, and the metric identified to measure DC’s success toward achieving this goal is the percentage of kindergarten students meeting “expected benchmarks.” In line with this goal is the need for DC to implement some form of kindergarten entry assessment (KEA) to determine school readiness at the
pre-kindergarten level. DC is committed to administering a pilot of its KEA by the fall of 2013 and has suggested that it could collect the KEA data using a statistical sampling method. The ELN will work collaboratively with the District government to administer and train providers as needed to conduct the KEA that the District selects for use.

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

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

   Based on the preliminary assessments of the needs of the Kenilworth-Parkside community, partnerships have already been established and will be implemented in the fall of 2012. The ELN will partner with Healthy Babies and the Children’s National Medical Center to provide home visits for families
of young children, child wellness programming, and opportunities for exercise for children. The ELN will serve as the clearinghouse for early learning services in the footprint. As the ELN identifies the needs of its providers, it will tailor partnerships and resources needed for continued improvement.

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

**Standards and Data Collection and Evaluation:** The objective of the ELN is that before enrolling in Kindergarten, DCPNI children will be able to demonstrate age appropriate approaches to learning, language, literacy, mathematical thinking, science, social science, and creative arts skills, as well as appropriate social, emotional, and physical development, as measured by the DC Kindergarten Readiness Standards and guided by the DC Early Learning Standards for Infants and Toddlers. Data on child performance will be gathered through educator surveys and individual child evaluations, and will be analyzed with assistance from the Urban Institute. In addition, The Office of the State Superintendent of Education (OSSE) is planning the launch of a citywide Kindergarten Entry Assessment in 2013 in which DCPNI children will participate.
DCPNI has partnered with the District of Columbia Housing Authority in its winning application for a Choice Neighborhood Planning Grant. DCPNI and DCHA are committed to coordinating implementation and aligning resources to the greatest extent possible. An MOU setting out this partnership is attached in Appendix F. The Choice Neighborhood boundaries are identical to the Promise neighborhood, and are established along a well-defined geographic boundary.

The DCHA Housing Plan targets the transformation of the 290-unit Kenilworth Courts public housing development. DCPNI will serve as the Choice Neighborhood partner on school reform, social and medical services, parenting support, vocational training, jobs, adult education, and financial literacy. In total, the Housing Plan includes 512 mixed-income rental units, including 290 ACC/LIHTC units targeted to 0 to 50% AMI and 222 LIHTC-only units targeted to 50 to 60% AMI. The plan accommodates the families who wish to return to the original site, using New Urbanist principals, addresses the failed design, by replacing the underutilized property with one of appropriate higher density, connects the site to the surrounding neighborhood, and supports and sustains the significant redevelopment underway in the target neighborhood. With the redevelopment of Kenilworth Courts, independent rehabilitation of Kenilworth Parkside Resident Management Corporation, and completion of the development activity underway and projected, all blighted, distressed housing and vacant properties in the KP neighborhood will be eliminated.

The Transformation Plan completes the significant residential redevelopment underway or soon to be started in the neighborhood, including Mayfair Mansions III, Pollin Memorial Community Development, Victory Housing and CityInterest residential development. These will generate more than 1,000 new market rate and affordable rental and homeownership opportunities in the community and significantly increase the median income by attracting a large proportion of higher income residents. The total capital investment of this new residential development, in close alignment with the Transformation Plan goals and objectives, will exceed $180 million in the next 5-10 years. DCHA has also leveraged the new Educare facility and the soon-to-be-constructed community college, as part of its redevelopment plan. The DCHA’s Police Department’s strategy, in collaboration with city and regional partners, balances enforcement efforts with prevention, intervention and community building strategies. DCPNI serves as the Education Implementation Entity for the Choice Neighborhood, providing early learning support, comprehensive education reform in all
four neighborhood schools, college and career supports for students and adults, and comprehensive wrap-around social services and legal aid.
APPENDIX C

MEMORANDUM OF UNDERSTANDING
Memorandum of Understanding

Partner Signatures:

America’s Promise Alliance .................................................................C-6
Bank on DC .........................................................................................C-6
Cesar Chavez Public Charter Schools for Public Policy ..................C-8
College Success Foundation ...............................................................C-9
DC Appleseed ...................................................................................C-10
DC Deputy Mayor for Health and Human Services .......................C-11
DC Housing Authority .................................................................C-12
DC Primary Care Association .........................................................C-13
DC Scores .........................................................................................C-13
East River Family Strengthening Collaborative ...............................C-14
Educare .........................................................................................C-14
Fight for Children ............................................................................C-15
The Fishing School ...........................................................................C-16
Flamboyan Foundation .................................................................C-16
Georgetown University .................................................................C-17
Healthy Babies Project .................................................................C-18
Jumpstart .........................................................................................C-19
Live It, Learn It ...............................................................................C-19
Mentor Foundation USA ...............................................................C-20
Raise DC .........................................................................................C-20
Save the Children ............................................................................C-21
Tiger Woods Learning Center .........................................................C-22
Tufts University Center for Promise ..............................................C-23
United Way of the National Capital Area ........................................C-23
Unity Health Care ...........................................................................C-25
Urban Institute ................................................................................................................. C-25

Unique MOUs:

  AARP Experience Corps .................................................................................. C-27
  Children’s National Medical Center ................................................................. C-33
  DC Public Schools .............................................................................................. C-38
  DLA Piper, LLC ................................................................................................. C-48
  Office of the State Superintendent for Education ............................................ C-54
  Turnaround for Children .................................................................................... C-57
  University of the District of Columbia Community College ....................... C-63
Memorandum of Understanding (“MOU”)  
Between DC Promise Neighborhoods Initiative, Inc.  
(“Applicant”) and Project Partners for the Implementation of  
the  
DC Promise Neighborhood Initiative  

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

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

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

The Vision of the DC Promise Neighborhood Initiative, Inc. (DCPNI):  
DCPNI envisions that each child and parent in the Ward 7 community of Kenilworth-Parkside will receive the “Five Promises” of: 1) Caring adults; 2) Physical and emotional safety wherever they are; 3) A healthy start; 4) An effective education 5) Opportunities to
help others. **The Mission of the DCPNI:** DCPNI will increase the number of children who complete their education – from cradle to college – and enter adulthood as productive participants in the 21st century economy and in the civic life of their communities, and to support fulfillment of the Five Promises for Two Generations. Over time DCPNI will achieve these ten overarching goals: 1) Children enter kindergarten ready to learn; 2) Students are proficient in core academic subjects; 3) Students successfully transition from middle grades to high school; 4) Youth graduate from high school; 5) High school graduates obtain a postsecondary degree, certification, or credential; 6) Students are healthy; 7) Families, schools, and community members work together to support learning in Promise Neighborhood schools; 8) Students live in stable homes and communities; 9) Students feel safe at school and in their community; 10) Students have access to 21st century learning tools. **DCPNI’s Five Promises for Two Generations Theory of Change:** DCPNI’s Theory of Change, supported by a compelling evidence base, is that providing the fulfillment of the Five Promises for parents, particularly mothers, as well as for their children will lead to improved educational and life outcomes for students. **DCPNI's Theory of Action:** In order to implement our Five Promises for Two Generations approach, DCPNI will deliver key programming components to both children and their parents, with a focus on quality early learning interventions. These inputs will lead to desirable short, mid and long-term outcomes that will contribute to increased academic achievement for children. Individual solutions may be driven by more specific Theories of Action, developed from the evidence base, giving rise to the solution. **DCPNI Neighborhood Definition:** The footprint of the DC Promise Neighborhood Initiative, Inc. is the Kenilworth-Parkside community in Ward 7, Washington, DC. It is home to approximately 5,725 residents and is bounded by Interstate 295 to the east, the Anacostia River and federal and District parklands to the west, and a Pepco electrical plant to the south. The Parkside-Kenilworth community is
comprised of seven contiguous neighborhoods: the northern census tract (96.01) consists of Kenilworth Courts, Kenilworth-Parkside Resident Management Corporation (KPRMC), and Eastland Gardens and the southern census tract (96.02) includes Mayfair Mansions, Paradise, Parkside, and Lotus Square. The entire area is slightly less than 2 miles long and less than one mile wide.

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

**Roles and Responsibilities:** DC Promise Neighborhood Initiative, Inc. meets the definition of a nonprofit under 34 CFR 77.1(c) and the requirements of an eligible applicant as defined in the Promise Neighborhoods Grant Application. DC Promise Neighborhood Initiative, Inc. will serve as the lead agency and Project Director for Promise Neighborhoods. In this capacity, DCPNI will be responsible for: convening meetings of partners, overseeing the work of committees (action teams), reviewing data and ensuring the planning goals of this grant are carried out, evaluating progress of the effort, developing and approving the implementation plan, ensuring youth and community voice drives the plan, developing protocols for shared decision making among the partners, facilitating hard conversations among partners around results, systems integration, collaboration, ensuring transparency of the process and decisions. Each signatory of this MOU will be invited to serve on at least one of the “Results Area Innovation Group” including Early Learning, K-12, College and Career, Family and Community Support, Data, and Sustainability. Each “Results Area Innovation Group” will meet on at least a quarterly basis to discuss and coordinate services and activities within the DCPNI footprint. DC Promise Neighborhood Initiative, Inc. and Partners hereby commit matching funds or in-kind donations equal to at least 100% of its grant award as required by the PN Implementation Grant program.
Commitments: We, the undersigned, as leaders of organizations implementing academic programs and family and community supports in the Kenilworth-Parkside community, affirm our commitment to significantly improve the educational and developmental outcomes of all children living in the distressed areas to be served by planning and implementing a Promise Neighborhood. We acknowledge that our commitment includes: (1) Contributing to the process of gathering data about children and families as required by DCPNI or the U.S. Department of Education, to inform needs assessments segmentation analyses, and a longitudinal data management system; (2) Supporting efforts to improve child outcomes and helping to ensure that results data is analyzed on an ongoing basis by members of the local community; (3) Developing organizational capacity to achieve results and to foster a college-going culture in the target neighborhoods; (4) Helping to build a complete continuum of cradle-through-college-to-career solutions, linked and integrated seamlessly, based on the best available evidence, and with strong schools at the center; (5) Breaking down agency silos so that programmatic solutions are implemented efficiently across agencies; (6) Supporting the efforts of other community organizations and working with local government to build the infrastructure needed to scale up effective solutions across the broader region; (7) Committing to work long-term to implement and ensure continued success of the Promise Neighborhood plan and creating a system for holding all partners accountable for meeting performance goals; (8) Working with public and private organizations and individuals to build community involvement and to leverage resources needed to support the financial sustainability of the Promise Neighborhood plan; and (9) Participating in a rigorous evaluation of the continuum of solutions deployed in the target neighborhoods by working with a National Evaluator in order to inform the national community about the relationship between particular strategies in Promise Neighborhoods and student outcomes.

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

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

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

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

_________________________       __July 26, 2012__
| **AMERICA’S PROMISE ALLIANCE** | **Vision:** The nation’s largest multi-sector partnership organization dedicated to improving the lives of young people by providing the key supports – or Five Promises – for all children, especially our most vulnerable: Caring Adults such as parents, teachers, mentors, coaches, and neighbors; Safe Places that offer constructive activities when young people are not in school; A Healthy Start and healthy development; Effective Education that prepares youth for college and work; and Opportunities to Help Others through service.  
**Theory of Change:** The first and best proxy for success in America is to ensure, at a minimum, that every young person completes high school and is prepared for life. The prospects for reaching that milestone are dramatically increased if young people have the five promises fulfilled in their lives. Through this alliance, we raise awareness, create connections and share knowledge so that communities collaborate for greater impact, policies are enacted that drive effective practices and resources, the private sector invests its capital, and the nation embraces a cultural norm that demands children as a priority.  
**Theory of Action:** If we mobilize communities to bring the needed supports to students who attend the lowest performing high schools, while supporting education reform, then we can help end the dropout crisis and transform the lives of the most vulnerable children and youth.  
**Financial Commitment:** Annually (in-kind)  
**Program Commitment:**  
- America’s Promise Alliance Leadership to serve as Honorary Chair of DCPNI Board  
- Support and advising from EVP, SVP for Partnership Engagement and SVP for Community Engagement  
- Training DCPNI staff and board in strategic communications to promote the initiative locally as well as nationwide  
- Consultation by Chief Education Advisor to the Grad Nation on the DCPNI Early Warning System  
- Technical Assistance and Support from the Grad Nation Knowledge Center team  
- Program Coordinators for Simon Scholars |
| **NAME:** John Gomperts  
**TITLE:** President & CEO  
**DATE:** July 23, 2012  
**SIGNATURE:** |
| **BANK ON DC** | **Vision:** Effective financial education programs should help individuals achieve their personal financial goals and work towards financial security. In addition, these programs also need to drive value and generate a real ROI for the partners who provide them. Bank on DC |
understands these requirements. We deliver results by leveraging a wealth of performance data and User metrics that makes our approach unique. In turn, we drive action and positive behaviors by:

- Creating targeted educational campaigns based User needs, interests, and goals.
- Providing just-in-time learning to reach individuals at teachable moments.
- Connecting Users with the right partners, products, and services at the right time.
- Identifying and connecting data points that can demonstrate improvements in an individual’s behaviors—not just relying on the educational benefits of the approach.

**Theory of Change:** Bank on DC’s approach to financial education is highly unique and effective because we are able to provide metrics and relevant analytics that demonstrate that our financial education delivers results and the outcomes important to drive results and change behaviors of residents when thinking about their financial picture.

**Theory of Action:**

1. **Knowledge Acquisition.** Many financial education programs lack the most fundamental pre- and post-assessments. Not only do we capture and analyze these critical data points, but we also integrate Interest Surveys, Self Evaluations, Wellness Checkups, among others to ensure the efficacy of our education.

2. **Activities and Interests.** As part of the goal-based learning, we provide a road map that includes identifying specific tasks, activities, and goals that each participant needs to complete.

3. **Behaviors and Connections.** Traditionally, it has been difficult to scale financial education programs, let alone identify and track positive changes in participants’ behaviors. Bank on DC’s approach can provide the metrics that can show real results and outcomes from participation on the program.

**Financial Commitment:** annually (in kind)

**Program Commitment:** Quarterly workshops in the DCPNI footprint to provide financial literacy training to residents with a focus on: 1) children, 2) single mothers, and 3) DCPNI residents with financial management challenges as identified by DCHA. These workshops will culminate in the creation of a savings account by each participant.
**Vision:** All Chavez alumni will enter and graduate from competitive colleges and universities; Chavez’s reputation as a great school leads to a long waiting list at all of our campuses; all Chavez alumni, regardless of their profession, will become productive citizens making positive contributions in their families, their jobs, their communities and in the world. Chavez will be known nationally as the prominent school for public policy. Elected officials, community organizers and the media will seek out Chavez scholars when they are looking for an informed student voice on public policy issues.

**Theory of Change:** At Chavez, the study of public policy is a way of investigating how the government, organized groups and individuals can establish justice and secure liberty for our community. Students use public policy as a lens to view the world. Through a cycle of constant understanding, taking action, and reflecting on attitudes and growth, our students build the character traits most conducive to our democracy and in line with our namesake, Cesar Chavez.

**Theory of Action:** The Chavez schools prepare DC students to succeed in competitive colleges so that they can use their lives to make a positive difference in the world.

**Financial Commitment:** [Redacted] annually (in kind)

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**Program Commitment:**
- Urban Teacher Center Teaching Fellows
- Chavez Parkside Principal participation in the Principals Council and other DCPNI activities.
- Chavez Parkside Additional College Counselor
- Chavez Parkside Emergency College Fund for up to 10 graduates who need help with expenses in order to get to college or during their freshman or sophomore year.
- Chavez Parkside Scholarship Funds for up to 10 graduates of Chavez Parkside each year to help pay for college tuition or books.
- Chavez Parkside College Tours to take students on college tours including an overnight college trip to expose students to schools out of the DC area.
- Chavez Parkside Achievement Network Expenses
- Chavez Parkside Scantron Expenses for assessments of approximately 250 9th and 10th graders at Chavez Parkside.
- Chavez Parkside Kaplan Expenses for the assessments for approximately 80 11th grade students at Chavez
| **College Success Foundation** | **Vision:** To provide a unique and integrated system of supports and scholarships to underserved, low-income students to enable them to finish high school, attend & graduate from college, and succeed in life. |
| **Name:** Herbert R. Tillery | **Theory of Change:** Our work will increase educational, professional and financial supports to families, increase financial literacy and self sufficiency among residents through increased financial literacy education programming provided by partner organizations, decrease societal conditions that adversely affect youth including: middle and high school dropouts; lack of access to secondary education, increase communication and collaboration between families, partners and schools to expand the engagement of families and the greater community in the creation of opportunities for the children of DCPNI as well as the families. |
| **Title:** Executive Director | **Theory of Action:** We will do this by collaborating with DCPNI partners and residents to provide a continuum of support that strengthens student engagement and performance in middle, high school and college ultimately resulting in college completion, provide access to financial literacy and financial aid information and resources to students and parents to increase awareness of the costs and financial commitments required for college and to increase student and family participation in the process of financial preparing for and completing a higher education credential; partner with other college access and completion providers, the higher education community, the business community, and other community support providers to provide a broad range of services to students and families to expand access to higher education opportunities. |
| **Date:** July 23, 2012 | **Financial Commitment:** [redacted] annually (in kind) |
| **Signature:** | **Program Commitment:** Creation of a college to career preparation system |

- Parkside.
- Chavez facilities for meeting space.
- Chavez Bus Driver for resident transportation and DCPNI community tours.
- ToPPP professional learning community funded by a competitive grant under Race to the Top.
including:
- Pre-college preparation program for middle school students within the footprint
- College to career mentoring services
- Development of a scholarship resources network
- Workshops and training for parents and families
- Personnel donation for college prep workshops and support for HS and college students and will help recruit mentors for HS and college students (2013)
- Data coordination with Urban Institute and DCPNI

**DC Appleseed**

**Name:** Judy Berman  
**Title:** Deputy Director  
**Date:** July 19, 2012  
**Signature:**

**Vision, Theory of Change, & Theory of Action:**
DC Appleseed is a nonprofit organization dedicated to solving important public policy problems facing the Washington, DC metropolitan area. To advance this mission, DC Appleseed organizes volunteers, including attorneys and other experts who work in teams to analyze and develop solutions to problems facing the region. Depending on the problem being addressed, DC Appleseed’s projects involve working with broad coalitions, issuing reports, participating in regulatory proceedings, bringing lawsuits, managing public education campaigns, and meeting with and/or testifying before governmental decision-makers. DC Appleseed is part of a nationwide network of Appleseed centers.

Four things, taken together, make DC Appleseed unlike any other organization in the District of Columbia:

1. We are a local organization working exclusively on a broad array of the biggest public policy problems facing the National Capital area—from health care to voting representation to education reform to environmental concerns to jobs and housing.

2. We are independent, non-partisan, and objective. This means we do not come to any issue with an agenda or predetermined viewpoint; and we do not take a position on an issue until we have thoroughly researched it from all sides and determined the best policy for the District.

3. We leverage our small budget nearly three-times-over with pro bono support from law firms, accountants, and other professionals—allowing our small staff and hands-on Board to do significantly more work to improve the National Capital area.

4. Finally, we are efficient, effective advocates. We work closely with government and interested organizations during our investigations to build support and consensus concerning solutions we
suppose. Once we propose our solutions we continue to work with these same organizations to implement our proposed solutions. So in the end, we don’t simply call for change; we help make change happen.

**Financial Commitment:** [Redacted] annually (in-kind)

**Program Commitment:**
- 0.20 of a FTE staff person to serve as a healthy students implementation guide and to staff an ongoing policy desk to help support DCPNI’s advocate agenda
- 600 hours of policy research support from DC Appleseed’s partners at law, accounting and professional services firms.

<table>
<thead>
<tr>
<th>DISTRICT OF COLUMBIA OFFICE OF THE DEPUTY MAYOR FOR HEALTH AND HUMAN SERVICES</th>
</tr>
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<tbody>
<tr>
<td><strong>NAME:</strong> Beatriz Otero</td>
</tr>
<tr>
<td><strong>TITLE:</strong> DC Deputy Mayor for Health and Human Services</td>
</tr>
<tr>
<td><strong>DATE:</strong> July 24, 2012</td>
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</tbody>
</table>

**Mission:** The Office of the Deputy Mayor for Health and Human Services (DMHHS) supports the Mayor in coordinating a comprehensive system of benefits, services and supports across multiple agencies to ensure that children, youth, and adults, with and without disabilities can lead healthy, meaningful and productive lives.

**Financial Commitment:** [Redacted] annually (in kind)

**Program Commitment:**
- Coordination of DC Health and Human Services Investments and Service:
  - DMHHS will serve as the main point of contact between DCPNI and the health and human services cluster of agencies
  - DMHHS will assist in determining the fiscal, programmatic, and human capital investments being made in the DCPNI footprint
  - DMHHS will assist in the identification and facilitate the implementation, of new opportunities for programs and services in the DCPNI footprint
- Data and Mapping: DMHHS will work with the Urban Institute and the DCPNI Coordinator to ensure that all DCPNI families, children, and teens that are jointly served are “mapped” and that families and service providers together are meeting targeted benchmarks for child/youth development and education.
<table>
<thead>
<tr>
<th>DC Housing Authority</th>
<th>Vision: The vision of DCHA is that all low income District of Columbia (District) residents will have decent homes in diverse neighborhoods of choice, supported by effective social services and excellent educational opportunities to spur our residents and our children to become self-sufficient, well educated and to break out of the cycle of poverty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Adrianne Todman</td>
<td>Theory of Change: DCHA will enhance the quality of life in the District for low and moderate income households by providing affordable housing, effectively managing DCHA affordable housing inventory, and assisting in the provision of access to effective social services and educational opportunities.</td>
</tr>
<tr>
<td>Title: Executive Director</td>
<td>Theory of Action: Through the provision of decent affordable housing and supportive services, in partnership with DCPNI and other public and private entities, collectively we can achieve total neighborhood transformation as envisioned by the Promise and Choice Programs.</td>
</tr>
<tr>
<td>Date: July 19, 2012</td>
<td>Financial Commitment: annually (in kind)</td>
</tr>
<tr>
<td>Signature:</td>
<td>Program Commitment:</td>
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<tr>
<td></td>
<td>• DCHA’s redevelopment footprint for its 2011 Choice Neighborhoods planning grant and 2012 implementation grant application is consistent with the DCPNI footprint</td>
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<td>• DCHA representative for DCPNI’s community engagement action team</td>
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<td></td>
<td>• DCHA staff will work with Urban Institute and DCPNI Data Coordinator to identify, define, and provide the necessary data to track and measure progress.</td>
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<td>• DCHA Staff participation in the work of the other teams/taskforces as determined by DCPNI and DCHA; ED’s participation in DCPNI planning process</td>
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<td>• DCHA space and staff support for programs Kenilworth Youth Activities</td>
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<td></td>
<td>• Continued Supportive Services for DCHA resident youth such as post-secondary education scholarship, summer employment, and workforce development programs, etc.</td>
</tr>
</tbody>
</table>
**DC Primary Care Association**  
**Name:** Sharon A. Baskerville  
**Title:** Chief Executive Officer  
**Date:** July 20, 2012  
**Signature:**

| Vision: An integrated high quality and sustainable health system for all District residents regardless of economic status.  
| Theory of Change: N/A  
| Theory of Action: N/A  
| Financial Commitment: [in kind]  
| Program Commitment:  
| - Development of the Parkside Health Center at the intersection of Hayes Street NW and Kenilworth Terrace to serve Kenilworth-Parkside residents as part of the Medical Homes DC initiative. [direct (indirect)]  
| - Outreach and educational activities within the Kenilworth-Parkside community to prepare residents to utilize the services of the health center. [direct (indirect)]  
| - Partner with DCPNI to identify and hire a community health worker for the Kenilworth-Parkside neighborhood. [direct (indirect)]  
| - Grassroots surveys and baseline data gathering within DCPNI footprint. [direct (indirect)]  
| - Data Sharing, Coordination and Strategic Advising with DPCNI Data Coordinator and Urban Institute. [direct (indirect)] |

**DC Scores**  
**Name:** Amy Nakamoto  
**Title:** Executive Director  
**Date:** July 20, 2012  
**Signature:**

| Vision: N/A  
| Theory of Change: N/A  
| Theory of Action: N/A  
| Financial Commitment: [in year 1 (in kind); [in year 2 (in kind)]  
| Program Commitment:  
| - Provide 270 minutes per week of physical activity about 3 times per week, to approximately 25 kids at Chavez Parkside (6-8th).  
| - Future Expansion of program into Neval Thomas and/or Kenilworth Elementary Schools contingent upon DCPNI funding for school expansion at [per school].  
| Data Sharing and Coordination with Urban Institute and DCPNI Data Coordinator.
<table>
<thead>
<tr>
<th><strong>EAST RIVER FAMILY</strong></th>
<th><strong>EDUCARE OF WASHINGTON, DC</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STRENGTHENING COLLABORATIVE</strong></td>
<td><strong>NAME:</strong> Carol L. Howard</td>
</tr>
<tr>
<td><strong>NAME:</strong> Mae Best</td>
<td><strong>TITLE:</strong> Executive Director</td>
</tr>
<tr>
<td><strong>TITLE:</strong> Executive Director</td>
<td><strong>DATE:</strong> July 17, 2012</td>
</tr>
<tr>
<td><strong>DATE:</strong> July 17, 2012</td>
<td><strong>SIGNATURE:</strong></td>
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<tr>
<td><strong>SIGNATURE:</strong></td>
<td><strong>Vision:</strong> To empower families, youth, seniors and communities to become more self-sufficient through integrated and collaborative community based services.</td>
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<td><strong>Theory of Change:</strong> By providing a continuum of care that strengthens family functioning through various initiatives that promote family stabilization, family preservation, family support and community capacity building services, we improve the quality of life for an ever increasing number of residents in Ward 7 and increase our partners’ capacity to serve residents.</td>
</tr>
<tr>
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<td><strong>Theory of Action:</strong> We will collaborate with DCPNI partners and residents to increase supports to families, increase financial self-sufficiency, decrease youth violence, increase communication between families, partners and schools.</td>
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<tr>
<td></td>
<td><strong>Financial Commitment:</strong> annually (in-kind)</td>
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<td></td>
<td><strong>Program Commitment:</strong></td>
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<tr>
<td></td>
<td>- Provide the “Powerful Families United” parenting curriculum through the DCPNI “Parent Academy.”</td>
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<td></td>
<td>- Provide special fatherhood and financial literacy workshops as part of the “Parent Academy.”</td>
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<td>- Participate in the monthly meetings of the Results Area Innovation Groups.</td>
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<td>- Work with the Urban Institute and the DCPNI Data Coordinator to ensure that they receive the data necessary to ensure that the Initiative and its partners are meeting targeted benchmarks for family and child outcomes and school performance overall.</td>
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<td><strong>Vision:</strong> To narrow the achievement gap beginning at birth by providing and promoting the highest quality outcome-based learning for children birth to five.</td>
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<td><strong>Theory of Change:</strong> School readiness for at-risk children can be ensured through evidence-based programming aimed at preventing the achievement gap. Family involvement that strengthens parents’ abilities to serve as advocates for their child’s learning from infancy through their primary and secondary school educations is central to our theory of change.</td>
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<td><strong>Theory of Action:</strong> We can draw support to build awareness for the importance of high quality ECE by demonstrating “on the ground” in Parkside-Kenilworth and elsewhere on how research and evidence-based practices work to prepare low-income children for school. Our work will serve as a local, regional and national showcase for the importance of comprehensive, high-quality programs that benefit vulnerable children and their</td>
</tr>
</tbody>
</table>
families.  
**Commitment:** [Redacted] in Year 1 (in kind) 
**Program Commitment:**
- Staff Support for DCPNI Early Learning Network. 
- **Early Learning Services:** for 157 children and families during 2012 – 2013 and up to 175 children and families in subsequent years. Services for infants and toddlers and preschool children implementing a full day, full year, comprehensive early childhood education model. 
- **Data Coordination:** work with Urban Institute and DCPNI Data Coordinator. 

| FIGHT FOR CHILDREN | Vision: Fight For Children believes all children should have access to high quality early childhood, elementary, and secondary education—regardless of where they are born or their families’ income. Parents and caregivers should also have access to reliable information to help them choose the best schools for their children, whether those schools be public, charter, or independent schools. **Theory of Change:** Fight For Children believes: 
- All children, regardless of income or family background, can achieve at high levels;
- A great education gives children the tools they need to be successful adults;
- Children need to be nurtured physically, emotionally and mentally to maximize their potential in school and life; and
- Children get a great education when engaged families, effective educators and strong communities work together and remain focused on their success. **Theory of Action:** Ready to Learn DC is Fight For Children’s early childhood education initiative set up to help meet the goal that by 2014 all DC children will be ready to learn when they enter kindergarten. In order to accomplish this, Ready to Learn DC will:
- Increase the number of high-quality, early childhood education programs in Washington, DC; and
- Help parents better understand the attributes of a high-quality preschool and outline how to choose the school best suited for their children. **Financial Commitment:** [Redacted] annually (in kind) 
**Program Commitment:**
- Staff support for DCPNI and to form and manage an early learning network (ELN) composed of all the local childcare providers in the footprint: 
- 10% FTE Director-level support to serve as an advisor |
| **NAME:** MICHELA ENGLISH | **DATE:** JULY 17, 2012 | **SIGNATURE:** |
to DCPNI leadership;
- 25% FTE Manager-level support to manage the Early Childhood Network Coordinator and actively participate in a task force related to early childhood efforts in the DCPNI footprint;
- 15% FTE Assistant-level support to aid the Director and Manager in administrative tasks associated with their work in support of DCPNI; and
- 42% of the Early Learning Network Coordinator’s time, as outlined in the Memorandum of Understanding between DCPNI, Inc. and Fight For Children dated May 15, 2012.

<table>
<thead>
<tr>
<th>THE FISHING SCHOOL</th>
<th>Vision: N/A</th>
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</thead>
<tbody>
<tr>
<td>NAME: LEO GIVS</td>
<td>Theory of Change: N/A</td>
</tr>
<tr>
<td>TITLE: EXECUTIVE DIRECTOR</td>
<td>Theory of Action: N/A</td>
</tr>
<tr>
<td>DATE: JULY 20, 2012</td>
<td>Financial Commitment:</td>
</tr>
<tr>
<td>SIGNATURE:</td>
<td>Program Commitment:</td>
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</tbody>
</table>

- Provide on-site after school academic support and fine arts and science programming to elementary school youth at Kenilworth Elementary School.
- Provides day-long summertime programming including academic support, self-esteem, leadership/character building for elementary and middle school youth in the DCPNI footprint.
- Year round parent training and activities centered around parenting best practices and positive youth development.

<table>
<thead>
<tr>
<th>FLAMBOYAN FOUNDATION</th>
<th>Vision: Flamboyan Foundation envisions a day when children in Washington, D.C. and Puerto Rico receive a world-class education. In Washington, D.C., we are working to improve student outcomes by transforming the way families and educators work together. We also invest in education advocacy efforts that enable families to attain the possible public education for their children.</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME: SUSAN STEVENSON</td>
<td>Theory of Change: Flamboyan brings strategic leadership and investment of time and money to solve some of the most deeply rooted educational challenges. We study the issues and work with our partners to develop creative solutions and put ideas into practice. We constantly learn from our experiences and adapt our work accordingly. The cornerstone of Flamboyan’s approach is hands-on, purposeful collaboration with nonprofits, school districts, educators, government and community leaders who share our commitment and focus on achieving ambitious results to improve children’s learning.</td>
</tr>
<tr>
<td>TITLE: EXECUTIVE DIRECTOR</td>
<td></td>
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<tr>
<td>DATE: JULY 23, 2012</td>
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<td>SIGNATURE:</td>
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</table>
**Theory of Action:** Research consistently shows that family engagement accelerates student learning, yet districts, schools and teachers often do not know how to partner with families and provide the information and support needed to help children succeed. In Washington, D.C. Flamboyan Foundation works with educators and other partners to learn about the most effective approaches to family engagement and then build the capacity of teachers, school leaders and districts by providing the training, resources, and on-the-ground support they need.

**Financial Commitment:** [Redacted] (in kind)

**Program Commitment:** In-kind donation of services to support the following at Neval Thomas Elementary School: 1) parent-teacher home visits, 2) teacher training on family engagement and home visits, 3) training and coaching of school leaders to manage implementation of these family engagement initiatives.

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**GEORGETOWN UNIVERSITY**

**NAME:** ERIK SMULSON

**TITLE:** VICE PRESIDENT OF PUBLIC AFFAIRS AND SENIOR ADVISOR TO THE PRESIDENT

**DATE:** JULY 23, 2012

**SIGNATURE:**

**Vision:** At Georgetown, community service and volunteerism have long been defining characteristics of student’s education and the University’s mission to embrace and live out the Catholic, Jesuit ideal of educating “women and men for others.”

**Theory of Change:** Through the Ward 7 Initiative, the University has worked to develop and strengthen partnerships with schools, community organizations, and other partners to build a broad network of support for students and families in Ward 7, which included the DCPNI footprint.

**Theory of Action:** Strengthen the community from within with resources through a collaboration of faculty, staff, and student-run literacy programs, academic support services and college preparation programs, as well as faculty and course initiatives, research and on-going, systematic institutional support for community outreach across Georgetown’s three campuses.

**Financial Commitment:** [Redacted] annually (in kind)

**Program Commitment:**
- DC READS mentor-based early literacy program at Kenilworth Elementary School and Parkside Paradise Apartments.
- Kids2College college-access support program for 6th grade students of Kenilworth-Parkside.
- Meyers Institute for College Preparation pre-college academic enrichment program for 7th and 8th grade students of Kenilworth-Parkside.
- Georgetown Center for Child and Human
<table>
<thead>
<tr>
<th><strong>HEALTHY BABIES PROJECT</strong></th>
<th>Development: 5 slots for professionals from DCPNI or partner organizations/providers to attend an annual one-day professional development conference on early intervention for disabled youth. Parent training program for parents of 0-5 year-olds within the DCPNI footprint.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAME:</strong> Regine Elie</td>
<td><strong>Vision:</strong> We envision a Parkside-Kenilworth neighborhood in which all babies are born healthy and families help lead them to build productive lives. <strong>Theory of Change:</strong> In order to make our vision for the community a reality, we work to reduce infant mortality and low birth weight rates in teens, improve DC infant health, reduce incidence of child abuse and neglect among teens, prevent teen repeat unplanned pregnancies, &amp; equip teen moms to set and work for vocational goals to become employed and productive. <strong>Theory of Action:</strong> We inclusively develop a plan with families and together that looks at obstacles that may potentially block their success. We work closely with young mothers to form a trusting relationship that shall empower them to set and achieve goals, develop self-esteem and self-reliance, improve personal circumstances, connect to their culture and history, learn life skills, finish their education, and begin a career. <strong>Financial Commitment:</strong> XXX annually (in kind)</td>
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<tr>
<td><strong>TITLE:</strong> Executive Director</td>
<td><strong>Program Commitment:</strong></td>
</tr>
<tr>
<td><strong>DATE:</strong> July 12, 2012</td>
<td>• Case management and support services for 25 teen moms and 25 babies</td>
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<tr>
<td><strong>SIGNATURE:</strong></td>
<td>• One Family Support Worker to identify eligible moms</td>
</tr>
<tr>
<td></td>
<td>• 20 week Teen Parent Empowerment Program (TPEP)</td>
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<td></td>
<td>• Director of Health Education and Parenting</td>
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<tr>
<td></td>
<td>• TPEP Coordinator</td>
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<tr>
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<td>On-site pregnancy tests, HIV tests (for youth 12-24), food pantry, diaper bank, donation closet, access to new pack and plays, etc.</td>
</tr>
</tbody>
</table>
| **JUMPSTART** | **Vision:** Every child enters school prepared to be successful.  
**Theory of Change:** Helping children develop language and literacy skills will help them be successful in school, setting them on a path to close achievement gaps.  
**Theory of Action:** Recruit and train college students to deliver high quality early education curriculum to preschool children in low-income neighborhoods.  
**Financial Commitment:** \[\text{financial amount}\] in Year 1 (in kind)  
**Program Commitment:**  
- In-classroom sessions focused on language/literacy development in 2 preschool classes, 10 hrs/week  
- Jumpstart Administrative Support |
| **NAME:** Katey Comerford  
**TITLE:** Executive Director  
**DATE:** July 18, 2012  
**SIGNATURE:** |

| **LIVE IT LEARN IT** | **Vision:** To assist in building a Kenilworth-Parkside where all students are engaged and successful academically, see the connections between their classroom studies and the broader world around them, are excited to learn and convinced that learning will open critical doors, are well prepared to pursue opportunities for post-secondary education, and are motivated for productive fulfilling careers that strengthen their own lives, the lives of their families, and contribute to the fabric of the broader community.  
**Theory of Change:** In order to make our vision for the community a reality, we believe that students must have the opportunity to learn in a way that: 1) captivates them & inspires them to learn more, 2) reaches them regardless of their learning style or literacy level, 3) emphasizes hands-on learning to make concepts more tangible and real – and their mastery of them more nuanced & enduring, and 4) offers meaningful exposure outside of their neighborhoods, so that students see the vital connection between classroom learning and the broader world, & develop a meaningful sense of the tremendous opportunities made possible through education.  
**Theory of Action:** We provide comprehensive 6-part experiential learning programs, which feature carefully structured academic trips to DC’s world-class museums and monuments scaffolded by rigorous pre- and post-trip classroom instruction – all led directly by Live It Learn It’s highly effective educators – and further supplemental instruction conducted by classroom teachers using curricula created by Live It Learn It.  
**Commitment:** \[\text{commitment amount}\] annually (in-kind)  
**Program Commitment:** |
| **NAME:** Matthew WheeLOCK  
**TITLE:** Executive Director  
**DATE:** July 19, 2012  
**SIGNATURE:** |
### Mentor Foundation USA

**Name:** Yvonne Thunell  
**Title:** Chair  
**Date:** July 18, 2012  
**Signature:**

**Vision:** Mentor Foundation is the leading international NGO voice of drug abuse prevention with a mission to prevent drug abuse and promote health and well-being among children and youth in the U.S.

**Theory of Change:** Mentor Foundation relies on mentoring in schools and a focus on building hope, strong values, and self-esteem among young students as the key to drug abuse prevention.

**Theory of Action:** Mentor Foundation delivers effective drug abuse prevention programs and serves as a central resource providing information on work in the field, effective prevention practice, prevention research, resources, news and events.

**Commitment:**  
Financial Commitment:  
Program Commitment:
- Academic Programming for 6-part experiential learning program for 50 Neval Thomas ES students and 50 Kenilworth ES students (4th and 5th grades)  
- Academic program development/curriculum of experiential learning program for students at Chavez Parkside middle school

### Raise DC

**Name:** De'Shawn Wright  
**Title:** Co-Chair, Raise DC  
**Date:** July 24, 2012  
**Signature:**

**Vision:** N/A  
**Theory of Change:** N/A  
**Theory of Action:** N/A  
**Financial Commitment:** N/A  
**Program Commitment:**
- Coordination of DC Education Investments, Initiatives and Service:
  - Raise DC will serve as the main POC between DCPNI and Raise DC Members including the District’s key education agencies (Deputy Mayor for Education, DC Public Schools, Public School Board, Office of the State Superintendent of Education) corporate sector leaders, and non-profit organizations. Raise DC will also act as the main point of contact for the District’s additional education-related initiatives.
  - Raise DC will assist in determining the fiscal, programmatic, and human capital investments being...
**NAME:** Lucretia Murphy  
**TITLE:** Co-Chair, RAISE DC  
**DATE:** July 24, 2012  
**SIGNATURE:**  

- RAISE DC will assist in the identification of new opportunities for programs and services in the DCPNI footprint to increase academic services and educational attainment levels for all youth. 
- RAISE DC will include DCPNI as a member of the Early Childhood Change Network team when established. This team is the group of stakeholders, practitioners, and issue experts who are responsible for 1) identifying initial contributing indicators and committing to integrate these indicators into their own performance tracking; 2) identifying successful strategies and committing to integrating these strategies into practice/program; and 3) communicating progress to the RAISE DC Leadership Council. 
- RAISE DC will work closely with DCPNI to identify partnership opportunities that allow DCPNI’s place-based strategy and RAISE DC’s citywide strategy to build on one another, leverage resources, and bring evidence-based programs to scale. 

Data and Mapping: RAISE DC will work with Urban Institute and the DCPNI Data Coordinator to ensure that all DCPNI families, children, and teens that are jointly served are “mapped” and that families and service providers together are meeting targeted benchmarks for child/youth development and education.

**SAVE THE CHILDREN**  
**Kathy Spangler**  
**Vice President, US Programs**  
**DATE:** July 17, 2012  
**SIGNATURE:**  

**Vision:** To create real and lasting change for children in Kenilworth-Parkside, the US and around the world.  
**Theory of Change:** Save the Children seeks to create positive impact for children at scale by developing innovative programs, working with partners and advocating for policy change at the local, state and national levels.  
**Theory of Action:** Save the Children seeks to affect this change using the following strategies:  
- **We will be the voice** – advocate and campaign for better practices and policies to fulfill children’s rights and to ensure that children’s voices are heard – particularly those children most marginalised or living in poverty.  
- **We will be the innovator** – develop and prove evidence-based, replicable breakthrough solutions to problems facing children.  
- **We will achieve results at scale** – support effective
implementation of best practices, programmes and policies for children, leveraging our knowledge to ensure sustainable impact at scale.

- **We will build partnership** – collaborate with children, civil society organisations, communities, governments and the private sector to share knowledge to ensure children’s rights are met.

**Financial Commitment:** [xxx] annually (in-kind)

**Program Commitment:**

- OST Programming: 40 week math, reading and health after-school program for 160 K-5th students at Neval Thomas with 6-week summer program for up to 160 students living in the footprint.
- In-school programming with Renaissance Learning software in footprint elementary schools
- Early Steps to School Success program including home visiting
- Training and technical assistance for ELN providers

<table>
<thead>
<tr>
<th><strong>Tiger Woods Learning Center</strong></th>
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<tbody>
<tr>
<td><strong>Name:</strong> Katherine Bihr Ed.D.</td>
</tr>
<tr>
<td><strong>Title:</strong> Vice President</td>
</tr>
<tr>
<td><strong>Date:</strong> July 10, 2012</td>
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<td><strong>Signature:</strong></td>
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</table>

**Vision:** We believe in A NEW GENERATION of bold, courageous youth. We inspire NEW PERSPECTIVES and LIMITLESS POSSIBILITIES. We provide opportunities to BE SOMEONE.

**Theory of Change:** Individuals can change their circumstances when opportunities provide appropriate support and exposure to inspire new ways of thinking and the realization of dreams.

**Theory of Action:** The TWLC provides programming for underserved youth through in school and out-of-school programs focused on STEM (Science, Technology, Engineering and Math.) In addition, the TWLC provides professional development to teachers and youth workers to support the dissemination of best practices in teaching/learning.

**Financial Commitment:** [xxx] annually (in-kind)

**Program Commitment:**

- An after-school STEM experiential classes for students plus STEM curriculum professional development for teachers.
- In-school forensic science class for 5th graders at Neval Thomas and Kenilworth Elementary Schools.
- In-school forensic/marine science class for 6th grade students at Parkside Middle School.
- Elective robotics class for high school students at Parkside High School
- A STEM summer program open to all middle and high school students in the DCPNI footprint.
- Consult with DCPNI on the development of a 21st Century Learning tools plan for footprint residents and teachers.
- Consult with DCPNI schools on the use of classroom technologies.
- Provide DCPNI schools and students access to STEM curriculum including staff, tech support, software and curriculum integration.

**CENTER FOR PROMISE AT TUFTS UNIVERSITY**

**Name:** Jonathan Zaff  
**Title:** Director  
**Date:** July 13, 2012  
**Signature:**

- **Vision:** N/A  
- **Theory of Change:** N/A  
- **Theory of Action:** N/A  
- **Financial Commitment:** annually (in-kind)  
- **Program Commitment:**
  - *Assess the strength and productivity of collaborations:* Annual survey of the members of the collaborative to understand the connectedness, the strategic focus, and perceived efficacy of the collaborative’s work; document review to understand the governance, decision-making, and funding structures & processes of the collaborative, the theory of change guiding the collaborative, and capacity of the collaborative to effectively implement their strategies; and site visit to more deeply understand what is happening in the community and to reflect with the collaborative leadership on their work.
  - *Examining the role of front-line providers:* Annual survey of front-line staff in the community to understand how they are working with young people and how they interact (or do not interact) with families and other organizations and agencies to address the needs and strengths of young people.
  - *Assessing the positive youth development of target youth:* Longitudinal survey with middle and high school youth to understand the ways that youth navigate their communities, are influenced by their environment, and develop within their community context.

**UNITED WAY OF THE NATIONAL CAPITAL AREA**

**Name:** William A. Hanbury

- **Vision:** to mobilize individuals and organizations in the DC metro region to improve education, financial stability and health – the building blocks of a good quality of life.  
- **Theory of Change:** We provide information and opportunities for community members, businesses, and organizations to build stronger communities through
advocacy, volunteerism and financial support.

**Theory of Action:** 1) Build awareness among individuals and organizations of community needs and effective solutions in education, financial stability, and health; 2) bring support of committed volunteers, advocates and resources to effective programs addressing the areas of education, financial stability, and health; and 3) report on the collective impact of coordinated efforts in making positive change on these issues.

**Financial Commitment:** [Redacted] (cash, in kind)

**Program Commitment:** Support to build a college to career preparation network consisting of:

- Comprehensive pre-college preparation beginning in middle school including promotion of college awareness, support for college tours and visits, rigorous academic preparation that integrates 21st century college and career skills, and SAT prep.

- Support for community events and activities that promote a college-going culture.

- College and career mentoring for students by business leaders, exposure to work-based learning such as apprenticeships and internships, and a support network that guides students until the age of 24 to serve students as they complete college and face hurdles associated with workforce entry.

- Student access to, and training to use, scholarship resource networks.

- Trainings and workshops for parents and the entire family focused on the student’s successful engagement with college and career.

- Data: work with the Urban Institute and the DCPNI Data Coordinator.

- Use existing resources and networks to find relevant partners in the business community, college providers, adult education and workforce development providers, and scholarship providers to support this effort.

- Dedicate 10-20% of 4 employees’ time over 12 months to these efforts. This time includes 20% of the Manager of Education Programs & Initiatives and 10% of the Director of Public Policy, both of whom will be involved in day-to-day programmatic activities, as well as 10% of the VP of Community Impact and 10% of the President and CEO who will focus on macro-level recruitment and advocacy activities.
| **UNITY HEALTH CARE** | **Mission:** Promoting healthier communities through compassion and comprehensive health and human services, regardless of ability to pay.  
**Vision:** Unity Health Care will be recognized as the health care provider and employer of choice by establishing a culture that champions patient-centered care, promotes staff engagement, embraces the latest technology, and pursues community partnerships and strategic alliances.  
**Theory of Change:** N/A  
**Theory of Action:** N/A  
**Financial Commitment:** $ annually (in kind medical visits)  
**Program Commitment:**  
- Development and operation of the Unity Parkside Health Center at the intersection of Hayes Street NW and Kenilworth Terrace to serve Kenilworth-Parkside residents as part of the Medical Homes DC initiative.  
- Outreach and educational activities within the Kenilworth-Parkside community to prepare residents to utilize the services of the health center.  
- Collaborate with DCPNI to help them identify and hire a community health worker for the Kenilworth-Parkside neighborhood.  
- Designate a Unity staff member to serve as the point of contact and participate in activities related to finding data sources, in collaboration with DCPNI Data Coordinator and Urban Institute. |
| **NAME:** VINCENT A. KEANE  
**TITLE:** PRESIDENT & CEO  
**DATE:** JULY 19, 2012  
**SIGNATURE:** |
| **URBAN INSTITUTE** | **Vision:** Founded in 1968 as a private, nonprofit corporation in Washington, D.C., the Urban Institute is nationally known for its objective and nonpartisan research and educational outreach on the nation’s social, economic, and governance challenges.  
**Theory of Change:** Through broad conceptual studies, program evaluations, and administrative and technical assistance, the Urban Institute helps public and private decision makers address these problems and strives to raise citizens’ understanding of policy issues and trade-offs.  
**Theory of Action:** In order to meet DCPNI’s data and evaluation needs, we intend to conduct an outcome evaluation and performance management, update the needs assessment and segmentation analysis, and conduct a process study. This includes conducting a neighborhood survey in years 1, 3, and 5, a school climate survey in two targeted schools, a series of focus groups, developing |
| **NAME:** SUSAN POPKIN, PHD  
**TITLE:** SENIOR FELLOW  
**DATE:** JULY 17, 2012  
**SIGNATURE:** |
DCPNI’s longitudinal data system, and collecting school- and neighborhood-level data.  

**Financial Commitment:** [Blank] annually (in kind)  

**Program Commitment:**  
- Program support to create a data and evaluation system.
Memorandum of Understanding (“MOU”)  
Between DC Promise Neighborhoods Initiative, Inc. (“Applicant”)  
and Project Partners for the Implementation of the  
DC Promise Neighborhood Initiative

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

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

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

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

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

**DCPNI Neighborhood Definition:** The footprint of the DC Promise Neighborhood Initiative, Inc. is the Kenilworth-Parkside community in Ward 7, Washington, DC. It is home to approximately 5,725 residents and is bounded by Interstate 295 to the east, the Anacostia River and federal and District parklands to the west, and a Pepco electrical plant to the south. The Parkside-Kenilworth community is comprised of seven contiguous neighborhoods: the northern census tract (96.01) consists of Kenilworth Courts, Kenilworth-Parkside Resident Management Corporation (KPRMC), and Eastland Gardens and the southern census tract (96.02) includes Mayfair Mansions, Paradise, Parkside, and Lotus Square. The entire area is slightly less than 2 miles long and less than one mile wide.
**Governance & Decision Making:** The DC Promise Neighborhoods Initiative, Inc. board of directors as the governing body of DC Promise Neighborhoods Initiative, Inc. shall have legal, fiscal, and fiduciary responsibilities for managing federal funds in accordance with federal regulations, policies and guidelines.

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

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

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

**Accountability and Termination:** The DC Promise Neighborhood Initiative, Inc. management team will develop performance metrics that will be reviewed quarterly. If benchmarks are not met, DCPNI, in collaboration with partner agencies, will specify remedial actions that must be taken within a thirty (30) day period. If said actions are not taken, and/or if performance does not improve, DCPNI reserves the right to modify or terminate the partnership.
relationship with any partner agency.
a. This Agreement will be effective from January 1, 2013–December 31, 2017.
b. This Agreement will renew for one subsequent one-year term, through December 31, 2013, unless either party provides written notice of intent not to renew no later than June 30, 2013. Additional renewal terms shall require a new agreement or an extension approved in writing by both parties.
c. If either party should breach any material provision of this Agreement, the other party may terminate this Agreement if the breaching party fails to cure such breach within thirty (30) days after written notice of such breach.
d. Failure to meet any deadline set out in this Agreement shall be considered a material breach thirty days after the deadline has passed, or sooner if an earlier window for compliance is explicitly stated in this Agreement. No additional written notice of such breach shall be required and no extended period to cure the breach shall apply unless the non-breaching party agrees to extend the cure period.

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

AARP Experience Corps-Washington DC is pleased to be a partner to the DC Promise Neighborhood Initiative (DCPNI). We strongly support DCPNI’s mission to increase the number of children who complete their education from cradle to college, and enter adulthood as productive participants in the 21st Century economy and in the civic life of their communities.
**Vision:** AARP Experience Corps creates powerful opportunities for older adults to boost educational achievement for K-3rd grade students.

**Theory of Change:** AARP Experience Corps envisions a Parkside-Kenilworth neighborhood in which older adults provide services to children and become an integral part of the school leadership’s education strategy. Through this generational exchange, children succeed, older adults thrive, and the community is made stronger.

**Theory of Action:** AARP Experience Corps matches the experience and talents of older Americans with elementary schools to help young children build the literacy skills they must have. AARP Experience Corps is the only national program that provides an intensive level of reading intervention using older, well-trained, adult volunteer members within a standardized practice. These volunteers – many of whom live in the communities they serve – are essential to the program’s success.

**Financial Commitment:** [Redacted] annually (in-kind)

**Program Commitment:** School-based individual and group literacy tutoring by senior citizen volunteers for over 300 students, primarily in grades Kindergarten – 3rd at Neval Thomas and Kenilworth Elementary Schools.
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**Roles and Responsibilities:** DC Promise Neighborhood Initiative, Inc. meets the definition of a nonprofit under 34 CFR 77.1(c) and the requirements of an eligible applicant as defined in the Promise Neighborhoods Grant Application. DC Promise Neighborhood Initiative, Inc. will serve as the lead agency and Project Director for Promise Neighborhoods. In this capacity, DCPNI will be responsible for: convening meetings of partners, overseeing the work of committees (action teams), reviewing data and ensuring the planning goals of this grant are carried out, evaluating progress of the effort, developing and approving the implementation plan, ensuring youth and community voice drives the plan, developing protocols for shared decision making among the partners, facilitating hard conversations among partners around results, systems integration, collaboration, ensuring transparency of the process and decisions. Each signatory of this MOU will be invited to serve on at least one of the “Results Area Innovation Group” including Early Learning, K-12, College and Career, Family and Community Support, Data, and Sustainability. Each “Results Area Innovation Group” will meet on at least a quarterly basis to discuss and coordinate services and activities within the DCPNI footprint. DC Promise Neighborhood Initiative, Inc. and Partners hereby commit matching funds or in-kind donations equal to at least 100% of its grant award as required by the PN Implementation Grant program.

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

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

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

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| CHILDREN'S NATIONAL MEDICAL CENTER | Vision: |
| NAME: DENICE CORA-BRAMBLE, MD, MBA | Theory of Change: |
| TITLE: ACTING EXECUTIVE VP, AMBULATORY SERVICES, SR. VP GOLDBERG CENTER FOR COMMUNITY PEDIATRIC HEALTH | Theory of Action: |
| DATE: JULY 20, 2012 | Commitment: annually (in-kind) |
| SIGNATURE: | Program Commitment: |

- Mobile Medicine Project will provide preventive and well-child visits and donated personnel time
- FitFamily Jr. nutrition, fitness, and wellness workshops will target obesity and promote healthy diets, nutrition and an active lifestyle among Kenilworth-Parkside children and parents as well as early childhood educators in the footprint.
Memorandum of Agreement ("MOA")
Between DC Promise Neighborhoods Initiative, Inc. ("Applicant")
and Project Partners for the Implementation of the
DC Promise Neighborhood Initiative

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

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

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

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

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

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

IV. **Roles and Responsibilities:** DC Promise Neighborhood Initiative, Inc. represents and warrants that it meets the definition of a nonprofit under 34 CFR 77.1(c) and the requirements of an eligible applicant as defined in the Promise Neighborhoods Grant Application. DC Promise Neighborhood Initiative, Inc. will serve as the lead agency and Project Director for Promise Neighborhoods. In this capacity, DCPNI will be responsible for: convening meetings of partners, overseeing the work of committees (action teams), reviewing data and ensuring the planning goals of this grant are carried out, evaluating progress of the effort, developing and approving the implementation plan, ensuring youth and community voice drives the plan, developing protocols for shared decision making among the partners, facilitating hard conversations among partners around results, systems integration, collaboration, ensuring transparency of the process and decisions. Each signatory of this MOA will be invited to serve on at least one of the “Results Area Innovation Group” including Early Learning, K-12, College and Career, Family and Community Support, Data, and Sustainability. Each “Results Area Innovation Group” will meet on at least a quarterly basis to discuss and coordinate services and activities within the DCPNI footprint. DC Promise Neighborhood Initiative, Inc. and Partners hereby commit matching funds or in-
kind donations equal to at least 100% of its grant award as required by the PN Implementation Grant program. For sake of clarity, the matching funds or in-kind donations commitment undertaken by DCPS hereunder is explained in the attached letter dated July 17, 2012 from DCPS to DC Promise Neighborhood Initiative, Inc. ("Attachment D").

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

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

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

VIII. **Summary and Timeline**: Each of the signatories of this MOA has agreed to work collectively and collaboratively with the DC Promise Neighborhood Initiative, Inc. and other DCPNI partners and collaborators over a 60-month implementation period. Upon receipt of funding, the DC Promise Neighborhood will continue to work with each partner to refine the implementation plan and timeline as well as partner responsibilities. This commitment and the MOA areis
Vision: The vision of DCPS is that every DCPS school provides a world-class education that prepares ALL of our students, regardless of background or circumstance, for access in college, career and life.

Theory of Change: We realize our vision within the next five years by 1) Improving achievement rates such that at least 70% of our students will be proficient in reading and math, and we will double the number of advanced students in the district, 2) Investing in struggling schools such that our 40 lowest-performing schools will increase proficiency rates by 40 percentage points, 3) Increasing graduation rates whereby at least 75% of entering 9th graders will graduate from high school in four years, 4) Improving satisfaction whereby at least 90% of students will say they will like their school, 5) Increasing enrollment.

Theory of Action: To realize our vision within the next five years, we will take the following steps:

1) With regard to our achievement goals, we will: continue to invest in high-quality instruction by rewarding our highly effective teachers and principals; provide professional development driven by student performance data and teacher needs; increase investments to improve In-Seat Attendance (ISA), decrease tardiness and truancy, reduce bullying and improve student wellness; invest in new gifted and talented programs and continued expansion of International Baccalaureate and Advanced Placement Programs.

2) With regard to our 40 lowest performing schools, we will: offer the Proving What’s Possible Grant to low-performing schools that are improving instruction, extending learning time, and making targeted technology investments; and invest in teachers, principals, and staff who interact with students every day, continuing to recruit and retain highly effective educators with a focus on placing these educators in our 40 lowest-performing schools.

3) With regard to increasing the graduation rate, we will: provide targeted resources to schools with low promotion rates for first-time 9th graders, including an intensive summer bridge program; invest in an Early Warning Intervention system so we can identify students who need support to
graduate on time; and, explore new ways to make the high school experience vibrant and relevant.

4) With regard to improving satisfaction, we will: employ dedicated staff who make meaningful connections with students; provide a rich and varied educational experience that includes art, music, and physical education; offer safe and modern facilities, quality meals, and current technology; welcome families and encourage them to participate in their children’s education.

5) With regard to increasing enrollment, we will: prepare to serve all students, including special education students who are returning to DCPS from non-public placements; continue to use targeted recruitment to raise the profile of high-performing schools, and make school performance data easily accessible for families; and continually improve the quality of education at every school to attract new families to DCPS.

Financial Commitment: [redacted] as detailed in DCPS Match Letter in Attachment D.

Program Commitment:
Work with the DCPNI Early Learning Network:
- Office of Early Childhood (including those that are assigned to pre-K and preschool classrooms at Neval Thomas and Kenilworth ES) will work with the DCPNI ELN to implement the Head Start School-wide Model and help ensure effective transition into Kindergarten
- Provision of Pre-K and preschool classes at Kenilworth ES and Neval Thomas ES

Early Stages staff will support the increase in capacity and effectiveness of footprint early child care providers:
- Provide educational materials to every child care center and home-based daycare in the footprint.
- Ensure that each child will have the opportunity to receive a developmental screening.

- Ensure that each DCPS staffer at Neval Thomas and Kenilworth ES will have the opportunity to participate in professional development sessions focusing on early intervention and special education.

- Developmental screenings and follow up for all children enrolled in PS/PK/K classes at Kenilworth ES
and Neval Thomas ES
- Attend periodic outreach events in the footprint.
- Provided Applicant first obtain any required approvals from the Department of General Services ("DGS"), DCPS will provide space for the DCPNI/ERFSC Parent Centers and collaborate on programming.

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

- Data: DCPS will work with the Urban Institute and the DCPNI Data Coordinator to complete DCPS’ research request process for DCPNI staff to receive the data necessary to meet targeted benchmarks for student outcomes and school performance overall. DCPS does not guarantee any such data requests will ultimately be granted.
Memorandum of Understanding ("MOU")
Between DC Promise Neighborhoods Initiative, Inc. ("Applicant")
and Project Partners for the Implementation of the
DC Promise Neighborhood Initiative

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

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

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

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

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

**DCPNI Neighborhood Definition:** The footprint of the DC Promise Neighborhood Initiative, Inc. is the Kenilworth-Parkside community in Ward 7, Washington, DC. It is home to approximately 5,725 residents and is bounded by Interstate 295 to the east, the Anacostia River and federal and District parklands to the west, and a Pepco electrical plant to the south. The Parkside-Kenilworth community is comprised of seven contiguous neighborhoods: the northern census tract (96.01) consists of Kenilworth Courts, Kenilworth-Parkside Resident Management Corporation (KPRMC), and Eastland Gardens and the southern census tract (96.02) includes Mayfair Mansions, Paradise, Parkside, and Lotus Square. The entire area is slightly less than 2 miles long and less than one mile wide.
**Governance & Decision Making:** The DC Promise Neighborhoods Initiative, Inc. board of directors as the governing body of DC Promise Neighborhoods Initiative, Inc. shall have legal, fiscal, and fiduciary responsibilities for managing federal funds in accordance with federal regulations, policies and guidelines.

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

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

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

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

**Summary and Timeline:** Each of the signatories of this MOU has agreed to work collectively and collaboratively with the DC Promise Neighborhood Initiative, Inc. and other DCPNI partners and collaborators over a 60-month implementation period. Upon receipt of funding, the DC Promise Neighborhood will continue to work with each partner to refine the implementation plan and timeline as well as partner responsibilities. This commitment is effective for the project period, January 1, 2013 – December 31, 2016.
| Vision: N/A |
| Theory of Change: N/A |
| Theory of Action: N/A |
| Financial Commitment: $200,000 annually (Cash and $30,000 in kind) |
| Program Commitment:  |
| • Pro Bono Legal Counsel to DCPNI |
| • Pro Bono Legal Clinic for Kenilworth-Parkside Residents |
| • Volunteer programs at Neval Thomas Elementary School and Cesar Chavez Public Charter Schools for Public Policy |
| • Other ad hoc volunteer activities within the Kenilworth-Parkside Community |

DLA Piper is a global law firm with 4,200 lawyers in 31 countries and 77 offices throughout the Americas, Asia Pacific, Europe and the Middle East. Our work with DCPNI is part of Advancing Education’s Promise, our firm-wide signature project. In the United States, DLA Piper’s signature pro bono projects are designed to commit significant resources to tackle systematic issues. These projects aim to develop innovative solutions to vexing social problems including education, hunger relief, juvenile justice, access to justice, domestic violence and serving veterans.
MEMORANDUM OF UNDERSTANDING

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

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

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

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

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

*Ensure Access to Available High Quality Early Care Professionals*

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

- Ensure relevant OSSE grantees prioritize early childhood providers who participate in the DCPNI ELN through:
  --National accreditation facilitation support for two (2) providers and
  --TEACH Early Childhood DC scholarships for two (2) early childhood professionals to obtain up to 12 credit hours per contract year.
- Ensure DCA training for 10 eligible early childhood professionals

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

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

Enhance Current QRIS Assessment, Data Collection, and Mapping

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

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

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

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

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

Hosanna Mahaley, State Superintendent of Education

Date

Aris T. Scales, Executive Director

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

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

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

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

The Vision of the DC Promise Neighborhood Initiative, Inc. (DCPNI): DCPNI
envision that each child and parent in the Ward 7 community of Kenilworth-Parkside will
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**DCPNI Neighborhood Definition:** The footprint of the DC Promise Neighborhood Initiative, Inc. is the Kenilworth-Parkside community in Ward 7, Washington, DC. It is home to approximately 5,725 residents and is bounded by Interstate 295 to the east, the Anacostia River and federal and District parklands to the west, and a Pepco electrical plant to the south. The Parkside-Kenilworth community is comprised of seven contiguous neighborhoods: the northern census tract (96.01) consists of Kenilworth Courts, Kenilworth-Parkside Resident Management Corporation (KPRMC), and Eastland Gardens and the southern census tract (96.02) includes Mayfair Mansions, Paradise, Parkside, and Lotus Square. The entire area is slightly less than 2 miles long and less than one mile wide.
**Governance & Decision Making:** The DC Promise Neighborhoods Initiative, Inc. board of directors as the governing body of DC Promise Neighborhoods Initiative, Inc. shall have legal, fiscal, and fiduciary responsibilities for managing federal funds in accordance with federal regulations, policies and guidelines.

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

**Commitments:** We, the undersigned, as leaders of organizations implementing academic programs and family and community supports in the Kenilworth-Parkside community, affirm our commitment to significantly improve the educational and developmental outcomes of all children living in the distressed areas to be served by planning and implementing a Promise Neighborhood. We acknowledge that our commitment includes: (1) Contributing to the process of gathering data about children and families as required by DCPNI or the U.S. Department of
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**Partners:** With their approving signatures below, each partner affirms their commitment to the terms and conditions above; affirms that their mission, vision, theory of change, theory of action are aligned with the DC Promise Neighborhood Initiative, Inc.; and states the individual
financial and programmatic commitments, vision, theory of change, and theory of action.

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

**Summary and Timeline:** Turnaround for Children has agreed to work collectively and collaboratively with the DC Promise Neighborhood Initiative, Inc. and other DCPNI partners and collaborators from January 1, 2013 through June 30, 2013, the period of this Initiative that falls within the 2012-13 school year. TFC, as part of its standard partnership processes, will evaluate our partnership with Parkside Middle School and with DCPNI before June 30, 2013 and determine the possibility of continuing the partnership at that time. For as long as it continues, the partnership will be evaluated on an annual basis for potential continuation. Upon receipt of funding, the DC Promise Neighborhood will continue to work with each partner to refine the implementation plan and timeline as well as partner responsibilities.
<table>
<thead>
<tr>
<th>TURNAROUND FOR CHILDREN</th>
<th>Turnaround will support DCPNI in the following Vision: All Parkside Middle School alumni will enter and graduate from competitive colleges and universities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAWSON SHADBURN</td>
<td><strong>Theory of Change:</strong> Turnaround for Children believes children in high-poverty communities face enormous adversity – and child services are poorly aligned to help. Further, schools in high-poverty communities are not designed to educate the high concentration of kids facing adversity and thus schools become persistently low-performing – compounding an achievement gap that is already much lower compared to students in more affluent communities. We believe these schools must be fundamentally redesigned and realigned with child services to support the success of these students. This requires an objective, expert transformation partner. The outcomes we aim for are 1) successfully transformed schools will be positioned to continuously and effectively respond to the needs of students from high-poverty communities, and 2) students’ academic and life outcomes improve, helping them break out of the cycle of poverty.</td>
</tr>
<tr>
<td>SENIOR VICE PRESIDENT,</td>
<td><strong>Theory of Action:</strong> Re-engineer schools serving low-income communities so they can effectively address the barriers to teaching and learning that arise from poverty. Partner with schools in a methodical, three-year program that puts in place the classroom practices, student supports and school-wide culture that are essential for student success.</td>
</tr>
<tr>
<td>FINANCIAL STRATEGY AND</td>
<td><strong>Financial Commitment:</strong> [Blank] (in kind) for the period January 1, 2013 to June 30, 2013.</td>
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<tr>
<td>EXTERNAL RELATIONS</td>
<td><strong>Program Commitment:</strong></td>
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<tr>
<td>DATE: 7/25/12</td>
<td>- Continued implementation of Turnaround for Children’s School Transformation Model at Chavez Parkside Middle School.</td>
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<tr>
<td>SIGNATURE:</td>
<td>- Continued employment of a capacity-building model designed to transform the school into a thriving center for teaching and learning through the establishment of new school-wide structures and processes, highly targeted professional development for teachers and leaders, and the implementation of intervention strategies for highest-need students, including the cultivation of partnerships with community-based mental health agencies and other child-serving providers.</td>
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<td></td>
<td>- Data Coordination with Urban Institute and DCPNI Data Coordinator.</td>
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University of the District of Columbia and the Community College

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

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

- *Early Childhood Leadership Institute (ECLI) participation in the DCPNI Early Learning Network (ELN):* The ECLI of the National Center for Urban Education at UDC, will assign a representative to serve as the key point of contact to the DCPNI Early Learning Network. The DCPNI ELN began informally in 2010 under the auspices of the DCPNI "Ready for Kindergarten" Results-Driven Work Group. The network currently includes a range of providers serving Parkside-Kenilworth such as school-based early learning programs, Early Head Start and Head Start programs, family child development homes, and community-based child care centers. In 2012, it will expand to include DCPNI home visiting partners, providers who have not yet joined, and providers of more informal care like neighbor and kinship care, as well as ancillary efforts like emergent reader groups at the local community centers. We understand that network representatives will 1) convene for every-other-month meetings to discuss the collective quality and comprehensiveness of early learning supports
for children from birth through third grade; 2) facilitate the introduction and use, as appropriate, of DCPNI-secured early learning resources in each provider’s respective setting; 3) connect network partners to one another, as appropriate, in order to enhance the quality of care and learning across Parkside-Kenilworth (e.g. school-based providers might assist community-based providers to ensure a smooth transition to Kindergarten for their enrolled children). The advantage to participation in the network will be the opportunity to easily access State-level and Systems-level (e.g. the District of Columbia Resource & Referral Agency, the Office of Early Childhood for DCPS, Department of Health, Part C and Part B resources, etc.) and other resources (e.g. TEACH scholarships, the Early Childhood Leadership Institute of UDC, the DC Early Childhood Higher Education Collaborative, Scholarship Program, local public television initiatives, private-sector stakeholders, etc.) that address the major components of high-quality early learning such as the use of State early learning and development standards, program quality standards, professional development systems, health promotion, family and community engagement, and data and evaluation resources. To this end, a variety of technical assistance and training providers will support the Network’s provider members, and the Network will be coordinated by Fight for Children, a highly regarded independent non-profit that recognizes, promotes, and cultivates quality education for low-income children in Washington, DC. Network members will also be able to utilize DCPNI line and management staff in furthering their outreach, enrollment, teacher recruitment, and community partnership objectives. The value of the ECLI staff time assigned to this commitment is

- **Professional Development and Quality Improvement Services**: In addition to assigning a key contact to the DCPNI ELN, the Early Childhood Leadership Institute will train 50 of
educators 25 of ELN members in the Parkside-Kenilworth footprint to receive training and professional development and opportunities for certification in early childhood education. Effectiveness of the professional development training will be assessed by the progress of the centers’ children on standard early education assessments, including ECKERS, ELLCO, and CLASS. DCLI will also provide coaches to the staff at the ELN member sites. The in-kind value of these services to be

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

- In support of DCPNI’s work with DC-CAN to serve as the “last mile” provider of Broadband Access and other technology infrastructure support to the Parkside-Kenilworth neighborhood, the Workforce Development and Lifelong Learning Division of the Community College (the WD program) will provide at least 20 enrollment slots for Parkside-Kenilworth residents, particularly the parents of students involved in DCPNI solutions, in classes such as our A+ Certification/Computer Repair, Cabling/Telecommunications Training Program, and Cisco Certified Network Associate. The in-kind value of these slots is
- **DC Neighborhood College** will provide customized leadership classes and skill-building activities for Parkside-Kenilworth civic leaders and relevant DCPNI staff (e.g. DCPNI’s outreach line workers who are also residents). There is an expectation that funding would be sought to cover 80% of the cost of this effort. An in-kind contribution of 20% would be provided by the Community College.

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

The vision for the Community College is to provide opportunity for District residents to access high-quality, affordable, learner-focused and market-driven programs that advance their individual and the community’s economic, social and educational goals. The mission of the CCDC provides opportunities for students to obtain the requisite skills of today’s workforce and prepares them for the demands of tomorrow. We offer accessible, affordable, and high-quality programs to the residents of the District of Columbia and the region. Our associate degrees, certificates, workforce development and lifelong learning programs are market-driven and learner focused. Using diverse, technology-enhanced learning environments the Community College serves as a vital link to the intellectual, economic, civic and cultural vitality of the region.
The signatory to this MOU affirms that the vision, theory of change, theory of action, core beliefs, and activities of the Community College are in substantial alignment with those of DCPNI. Thus, UDC-CC is pleased to support DCPNI implementation in the ways described above from January 1, 2011 – December 31, 2011.

Jonathan Guerra,
Chief Executive Officer, CCDC

06/31/2011
APPENDIX F

EVIDENCE, TIMING OF IMPLEMENTATION, PARTNER PARTICIPATION, COSTS AND SOURCE OF FUNDS, NUMBER AND PERCENT OF CHILDREN SERVED PER SOLUTION, PENETRATION RATE AND GROWTH PLAN
References.................................................................................................................................F-1

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

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


Columbia.


Solution 1: Expand the quantity of high-quality infant/toddler slots

Baseline Analysis: Finding: Overall, we found that there is a sufficient supply of early care programs for 0-4 year-olds in the footprint, but it is lack of providers for infants and toddlers. However, all of the existing early care home-based and center-based programs have the lowest assessment rating by DCSE, and indicating that “high-quality” programs across the board is an ongoing challenge. Of Educare there is currently no other based and committed center-based provider(s) in the footprint and is so date.

Late Year 1/ Year 2

Year 2—800 children enrolled (home-based, center-based & public schools age 3-4)

Children enrolled in high-quality facilities (home-based, center-based & public schools age 3-4) 100% Intend to continue to maintain 100% penetration rate

Solutions:

- Expand Early Learning Network including DC Collaborative, Early Learning Institute of the University of the District of Columbia, Head Start State Collaboration Office, and Part C Early Intervention coordinators; DC LISC coordinators; DC LISC coordinators; DC LISC Public

- Implement the Educare, United Planning DC Collaborative, Early Learning Institute of the University of the District

- Continue to work with Educare, United Planning

- Multistate Collaborative, Early Learning Institute of the University of the District

- Multistate Collaborative, Early Learning Institute of the University of the District

- Early Learning Network (ELN). Participants include: DC Child Care Connections, Early Learning Institute of the University of the District of Columbia, Head Start State Collaboration Office, and Part C Early Intervention coordinators; DC LISC coordinators; DC LISC Public

- Work closely with our Early Learning Network partners to identify under served neighborhoods and convert them to high-quality slots for infants and toddlers

- Communicate the elements of quality Early Learning Network to Early Learning Network members and to ensure that the resources available are leveraged for improving quality;

Solutions 2: Increase the quality of existing infant-toddler and PK3 and PK4 slots

Baseline Analysis:

- All of the existing early care home-based and center-based programs in the footprint have the lowest QSR rating (bronze), indicating a need for higher-quality programs. A Cloak study indicated that home-based classrooms are also lacking in quality.

- Segmentation analysis: No specific group affected—affects centers across the footprint and only 4% and 9% of the existing early care home-based and center-based programs in the footprint have the lowest QSR rating (bronze), indicating a need for higher-quality programs. A Cloak study indicated that home-based classrooms are also lacking in quality.

- Segmentation analysis: No specific group affected—affects centers across the footprint and only 4% and 9% of the existing early care home-based and center-based programs in the footprint have the lowest QSR rating (bronze), indicating a need for higher-quality programs. A Cloak study indicated that home-based classrooms are also lacking in quality.

Year 1—600 children enrolled (home-based, center-based & public schools age 3-4)

Children enrolled in high-quality facilities (home-based, center-based & public schools age 3-4) 100% Intend to continue to maintain 100% penetration rate

Solutions:

- Expand Early Learning Network including DC Collaborative, Early Learning Institute of the University of the District of Columbia, Head Start State Collaboration Office, and Part C Early Intervention coordinators; DC LISC coordinators; DC LISC Public

- Implement the Educare, United Planning

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- Early Learning Network (ELN). Participants include: DC Child Care Connections, Early Learning Institute of the University of the District of Columbia, Head Start State Collaboration Office, and Part C Early Intervention coordinators; DC LISC coordinators; DC LISC Public

- Work closely with our Early Learning Network partners to identify under served neighborhoods and convert them to high-quality slots for infants and toddlers

- Communicate the elements of quality Early Learning Network to Early Learning Network members and to ensure that the resources available are leveraged for improving quality;

Solutions 3: Increase the quality of existing infant-toddler and PK3 and PK4 slots

Baseline Analysis:

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- Work closely with our Early Learning Network partners to identify under served neighborhoods and convert them to high-quality slots for infants and toddlers

- Communicate the elements of quality Early Learning Network to Early Learning Network members and to ensure that the resources available are leveraged for improving quality;
Create a comprehensive, high-quality early childhood system that promotes maternal, infant, and early childhood health, safety, and development, as well as strong parent-child relationships.

Baseline: Children enrolled at Kenilworth Elementary and Haven House Elementary have higher developmental delays than their peers. Both kinds of students have more problems with literacy and PEELS and PEELS students from these two schools had higher developmental delays. Students at Nellis Elementary are particularly challenged to be in the high number of special education students. Analysis: Special education students at both elementary schools in Haven House Elementary appears to have a higher share of special education students in 3-5 year olds with higher levels of academic achievement, more total education, higher rates of college enrollment and graduation, and lower rates of teenage pregnancy. Moderate


Broton, K., & Mueller, D. (2009). A randomized control trial of the Early Literacy Skills Builder curriculum on the early literacy and language skills of students with significant developmental disabilities. Results indicate statistically significant increases in the language and literacy skills of students following the intervention. Moderate

Wagner, M., Iida, E., & Spiker, D. (2001). The researchers determine that the rate of return to the Abecedarian project is no less than 3% and is likely higher than 7%, which represents a healthy return for the investment of public intervention. The researchers also found that the Abecedarian project resulted in improving measures of intelligence and achievement over the long term, but also that participants experienced lower levels of grade retention and placements in special education classes, and benefits for the children's ability to continue their education for young, less-educated mothers. Moderate

EVIDENCE: Horner (Eds.), Handbook of Positive Behavior Support (pp. 177-202). New York: Springer. This report cites substantial research and program experience indicating that behavioral problems in young children present a significant barrier to the effectiveness of early learning programs. It presents a teaching model called the “Teaching Pyramid” that includes promotion, prevention, and intervention frameworks to target children at risk. The model includes detailed description of the research, including the implementation of the Teaching Pyramid model by the столука.

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Solution 4 for PARENTS: Parenting supports for mothers of young children

Provide parenting supports for mothers

Solution 5 for PARENTS: Create a cohort for mothers

Provide ongoing individualized support and attend for a 12 month period to help cohort mothers and their children utilize services for maximum benefit

Baseline Analysis: The baseline rate (66%) of households with children in the DCPNI neighborhoods is single female-headed households. The neighborhood, especially in the northern DCPNI neighborhoods, has the highest scores of leverage births, although female-headed and single-parenthood have experienced above average shares of leverage births in the past and present.

Segmentation Analysis: Kenilworth Courts and Kenilworth-Parkside Resident Management Corporation

Solution 3 for PARENTS: Financial stability support for parents, especially mothers, of young children

Baseline Analysis: The baseline rate (66%) of households with children in the DCPNI neighborhoods is single female-headed households. The neighborhood, especially in the northern DCPNI neighborhoods, has the highest scores of leverage births, although female-headed and single-parenthood have experienced above average shares of leverage births in the past and present.

Segmentation Analysis: Kenilworth Courts and Kenilworth-Parkside Resident Management Corporation

EVIDENCE: Solomon, J. R., Nhindikaya, N. J. E., & Wilkins, H. B. (2008). “Early Childhood” Strategies for Female Students (Diploma, Baccalaureate, Master’s Degree, 12-18 years). Monthly Labor Review, 131(2), 41-52. The study tested the efficacy of the Chicago Parent Program (CPP), a 12-week parenting training program that was offered to parents of young children. The study examined the impact of the CPP on maternal behavior, children’s academic achievement, and behavioral outcomes. The study concluded that the CPP is effective in improving parenting behavior, reducing child behavior problems, and improving children’s academic achievement.

Knowledge Gap: There is a lack of evidence on the effectiveness of parenting interventions for mothers of young children. The study suggests that parenting interventions should be developed and implemented for mothers of young children to improve children’s academic achievement and behavioral outcomes.

Target Population: Mothers with children in DCPNI neighborhoods

Solution 1 for CHILDREN: Provide a Purposeful Professional Learning Community (PPLC) to implement common core standards

Teacher behavior and student achievement. In M. C. Wittrock (Ed.), Handbook of research on teaching (3rd ed.). New York: McMillian. This paper reviews research that indicates that students achieve more when their teachers emphasize academic objectives in establishing expectations and allocating time, use effective management strategies to ensure that academic learning time is maximized, pace students through the curriculum, and are able to foster positive and productive classroom environments.

Knowledge Gap: There is a lack of evidence on the effectiveness of professional development programs for teachers. The study suggests that professional development programs should be developed and implemented to improve teacher behavior and student achievement.

Result Area 2: Comprehensive School Reform Solutions

Baseline Analysis: More than half of students from two of the DCPNI elementary schools are not proficient in reading or math on the DCAS test. More than half of middle and high school students at Chavez HS are not proficient in math. These scores are lower than the city's public school reading and math standards.

Segmentation Analysis: This affects all students although special education students and students at lower levels.


Knowledge Gap: There is a lack of evidence on the effectiveness of classroom instruction on student achievement. The study suggests that classroom instruction should be developed and implemented to improve student achievement in reading and mathematics.

Target Population: Students in DCPNI neighborhoods

Baseline Analysis: The result by year for the Cohort shows significant gains in the areas of recognition, leadership, and professional development.

Segmentation Analysis: This affects all students although special education students and students at lower levels.


Knowledge Gap: There is a lack of evidence on the effectiveness of early childhood education on student achievement. The study suggests that early childhood education should be developed and implemented to improve student achievement in grades K-12.

Target Population: Students in DCPNI neighborhoods

Baseline Analysis: The result by year for the Cohort shows significant gains in the areas of recognition, leadership, and professional development.

Segmentation Analysis: This affects all students although special education students and students at lower levels.


Knowledge Gap: There is a lack of evidence on the effectiveness of early childhood education on student achievement. The study suggests that early childhood education should be developed and implemented to improve student achievement in grades K-12.

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Target Population: Students in DCPNI neighborhoods
Train teachers in the best pedagogical practices for improving student achievement, and improving outcomes for students.

Baseline Analysis:
Teachers need training in best pedagogical practices for improving student achievement, and improving outcomes for students at each grade level from preschool to 12th grade. A new school transformation model is needed for schools to transform.

Segmentation analysis:
How teachers need to be targeted in particular districts. Cesar Chavez has a number of Teach for America placements who need more targeted training.

Baseline analysis:
Develop school leaders (e.g., principals, teachers, lead teachers) across the four schools to work with students and teachers to establish new behaviors and competencies necessary to promote and sustain school transformation.

Segmentation analysis:
His specific group effects—the effects of school leaders on students at lower levels.

Solution 2 for CHILDREN: Improve core proficiency

Support PK-8/9 classrooms and K-12 classrooms with volunteers who are trained to work closely with teachers and in support of the reading intervention.

Baseline analysis:
More than half of students from the two K-12 elementary schools are not proficient in reading (see the Doccasion test). These students are at risk of not filling the gap in their skills by the end of 3rd grade.

Segmentation analysis:
This affects all students although special education for students at lower levels.

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Segmentation analysis:
This affects all students although special education for students at lower levels.

Solution 2 for CHILDREN: Improve core proficiency

Support PK-8/9 classrooms and K-12 classrooms with volunteers who are trained to work closely with teachers and in support of the reading intervention.
Solution 3 for CHILDREN: Address chronic absence and other behavioral challenges

Baseline Analysis:

The four schools located in the targeted communities are almost all high-poverty schools, and the schools qualify for free and reduced-price lunches and are minority majority. Students test at lower levels, and approximately half of students on the two DCPS elementary schools are proficient in math. More than half of students from the two DCPS elementary schools are proficient in reading. These students are even lower than the city’s top students on the DCPS elementary schools.

Segmentation analysis:
The effects of school district policies on student test scores and attendance.

Planning Year:

Of Chavez MS Year 2 for SOSA and Year 3 for Chavez HS

Commendation for Children: student intervention team. DC Department of Mental Health Student Support Social Worker

High-risk students:

45 middle school students: 175 high-risk students (15% of all students, proportion of students flagged)

26% Year 2 increase to 65% to include both SOPA elementary schools. Year 3 increased to 56% to cover SOPA high school

Local Public Funds, Private Partner resources, basis On Promise Neighborhood Implementation funds


Krimsky, L., & Osher, D. (2006). Starting to turn schools around: The academic outcomes of the Safe Schools, Successful Students initiative. Washington, DC: America Institutes for Research. This paper discusses the academic outcomes and associated practices associated with the Safe Schools, Successful Students initiative, a set of successful school discipline policies. The turnaround challenge: Why America’s best opportunity to dramatically improve student achievement lies in our worst-performing schools. Boston, Massachusetts: Boston High School Education & Research Institute. Retrieved on March 24, 2008. This paper outlines strategies used for improving learning and teaching conditions, internal and external capacity, and building support systems for transforming high-poverty schools into high-performance organizations. Turnaround strategies focus on the development of a readiness triangle: readiness to act, readiness to teach, and readiness to learn. The paper supplies several approaches to implementation and detailed relevant case studies.

Balfanz R., Herzog L., Mac Iver, D.J. (2007). Academic outcomes and best practices associated with the Safe Schools, Successful Students initiative, a set of successful school discipline policies. Educational Psychologist, 42, 223-235. This report describes the implementation and outcomes of The Early Warning Indicator system, pioneered by Robert Balfanz and Joanna Fox of Johns Hopkins University. The system operates based on the following principles: attendance, behavior, and course performance. It reliably predicts who will succeed and who will fail. This report describes the implementation and outcomes of The Early Warning Indicator system, pioneered by Robert Balfanz and Joanna Fox of Johns Hopkins University. The system operates based on the following principles: attendance, behavior, and course performance. It reliably predicts who will succeed and who will fail.


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Baseline Analysis:

The four schools located in the targeted communities are almost all high-poverty schools, and the schools qualify for free and reduced-price lunches and are minority majority. Students test at lower levels, and approximately half of students on the two DCPS elementary schools are proficient in math. More than half of students from the two DCPS elementary schools are proficient in reading. These students are even lower than the city’s top students on the DCPS elementary schools.

Segmentation analysis:
The effects of school district policies on student test scores and attendance.

Planning Year:

Of Chavez MS Year 2 for SOSA and Year 3 for Chavez HS

Commendation for Children: student intervention team. DC Department of Mental Health Student Support Social Worker

High-risk students:

45 middle school students: 175 high-risk students (15% of all students, proportion of students flagged)

26% Year 2 increase to 65% to include both SOPA elementary schools. Year 3 increased to 56% to cover SOPA high school

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Solution 1 for CHILDREN: Support transition of at-risk students from elementary school to middle school and from middle school to high school:

**Baseline Analyses**

**Elementary School:**
- Students have very little prior instruction in computer technology and generally depend on teachers to integrate technology instruction into their curricula.
- There is only minimal awareness of new technologies in a group of low- and high-socioeconomic status (SES) California high schools. The authors find that students' computer skills are mixed, and that the teachers' computer skills are very mixed, with low SES and high SES students in both learning environments. Teachers in low SES environments tend to provide less structured instruction, and teachers in high SES environments may provide more structured instruction. However, even in the better learning environments, students are not provided with effective drop-in computer training.

**Middle School:**
- Students have very little prior instruction in computer technology and generally depend on teachers to integrate technology instruction into their curricula.
- There is only minimal awareness of new technologies in a group of low- and high-socioeconomic status (SES) California high schools. The authors find that students' computer skills are mixed, and that the teachers' computer skills are very mixed, with low SES and high SES students in both learning environments. Teachers in low SES environments tend to provide less structured instruction, and teachers in high SES environments may provide more structured instruction. However, even in the better learning environments, students are not provided with effective drop-in computer training.

**High School:**
- Students have very little prior instruction in computer technology and generally depend on teachers to integrate technology instruction into their curricula.
- There is only minimal awareness of new technologies in a group of low- and high-socioeconomic status (SES) California high schools. The authors find that students' computer skills are mixed, and that the teachers' computer skills are very mixed, with low SES and high SES students in both learning environments. Teachers in low SES environments tend to provide less structured instruction, and teachers in high SES environments may provide more structured instruction. However, even in the better learning environments, students are not provided with effective drop-in computer training.

**Solution:**
- **Impact of Instructional Technology on Student Academic Achievement in Reading and Mathematics:** This study examines the effectiveness of instructional technology on student academic achievement in reading and mathematics. The authors find that students who receive more instruction in technology have higher academic achievement than students who receive less instruction in technology.
- **SBM can provide youth with measurable benefits, including improved learning outcomes, increased motivation, and improved social and emotional well-being.** This brief synthesizes several research studies of mentoring programs for at-risk youth and concludes that mentoring programs can be an effective tool for enhancing the positive development of youth, and that they can be more effective when combined with other education programs, such as academic support.

**Solution 2 for CHILDREN: Support Students with Special Education Needs:**

**Baseline Analyses**

**Elementary School:**
- Students have very little prior instruction in computer technology and generally depend on teachers to integrate technology instruction into their curricula.
- There is only minimal awareness of new technologies in a group of low- and high-socioeconomic status (SES) California high schools. The authors find that students' computer skills are mixed, and that the teachers' computer skills are very mixed, with low SES and high SES students in both learning environments. Teachers in low SES environments tend to provide less structured instruction, and teachers in high SES environments may provide more structured instruction. However, even in the better learning environments, students are not provided with effective drop-in computer training.

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**Solution:**
- **EVIDENCE:**
  - **McLaughlin, M., & Nance, V. (2015).** "Instructional strategies leading to technology-based instruction." This book describes the role of technology-based instruction in improving student achievement in reading and mathematics. The authors find that technology-based instruction is an effective tool for improving student achievement in reading and mathematics.
  - **Herrera, C., Baldwin Grossman, J., Kauh, T.J., Feldman, A.F., McMaken, J., & Jucovy, L.Z. (2007).** "Does Mentoring Work? An Impact Study of the Big Brothers Big Sisters Program." This study evaluates the impact of the Big Brothers Big Sisters program on youth outcomes. The authors find that participating youths were significantly less likely to have started using illegal drugs or alcohol, or have been involved in delinquency.

**Solution 3 for CHILDREN: Support Internet access and 21st Century Learning Tools:**

**Baseline Analyses**

**Elementary School:**
- Students have very little prior instruction in computer technology and generally depend on teachers to integrate technology instruction into their curricula.
- There is only minimal awareness of new technologies in a group of low- and high-socioeconomic status (SES) California high schools. The authors find that students' computer skills are mixed, and that the teachers' computer skills are very mixed, with low SES and high SES students in both learning environments. Teachers in low SES environments tend to provide less structured instruction, and teachers in high SES environments may provide more structured instruction. However, even in the better learning environments, students are not provided with effective drop-in computer training.

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### Target Population

#### Year 1

<table>
<thead>
<tr>
<th>School</th>
<th>Students</th>
<th>Parents</th>
<th>Mix of Public Partner Resources, Including DC Child and Family Services Administration Funding and DC Public School-Related Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Grade</td>
<td>250</td>
<td>180</td>
<td>Mix of private partner resources, including DC Child and Family Services Administration funding and federal Promise Neighborhood implementation funds</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>250</td>
<td>180</td>
<td>Mix of private partner resources, including DC Child and Family Services Administration funding and federal Promise Neighborhood implementation funds</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>250</td>
<td>180</td>
<td>Mix of private partner resources, including DC Child and Family Services Administration funding and federal Promise Neighborhood implementation funds</td>
</tr>
<tr>
<td>4th Grade</td>
<td>250</td>
<td>180</td>
<td>Mix of private partner resources, including DC Child and Family Services Administration funding and federal Promise Neighborhood implementation funds</td>
</tr>
</tbody>
</table>

### Segmentation Analysis

- **American Promise Alliance (Early Learning Systems Project)**
  - 1,000 (250 ES, 250 HS, 250 CHS)
  - Mix of private partner resources, including DC Child and Family Services Administration funding and federal Promise Neighborhood implementation funds

### Evidence

- **Jeynes, W. (2007)**: "Influence of Parental Involvement on the Educational Outcomes of Urban Secondary School Children as Well as the Possible Differences of Parental Involvement by Race and Socioeconomic Status." This study examines the influences of parental involvement on educational outcomes of urban secondary school children, including the possible differences caused by race and socioeconomic status.

### Solution 1 for Parents: Drop Out Prevention for Teen Moms

1. **Identify at-risk teens and provide pipelines to high school completion.**
   - Train teachers to make effective use of computers and ensure that students have access to technology.
   - Implement a mentoring program to support at-risk students.

2. **Develop and implement ongoing strategies for engaging families and build connections between home and school.**
   - Include parents in school events and decision-making processes.
   - Provide resources and support to parents to enhance their involvement.

### Evidence

- **Bouffard, S., & Little, P.M.D. (2004):** "Home influence on school learning: Direct and Indirect Effects on Parental Involvement on High School Grades." This paper examines the influence of home environment on parental involvement in high school grades.

### Solution 2 for Parents: Invite and Motivate Parents into the Schools

1. **Develop and implement ongoing strategies for engaging families and build connections between home and school.**
   - Include parents in school events and decision-making processes.
   - Provide resources and support to parents to enhance their involvement.

2. **Evidence:**
   - **Bringle, J.M., Ohris, J.J., Bierman, R., & Messer, J.R. (2005):** "One down, two to go: Perspectives on American high school students." This book provides insights into the perspectives of high school students on various aspects of their lives, including their experiences and challenges.
   - **Ohris, J.J., & Messer, J.R. (2005):** "Parents' involvement in their children's education: A longitudinal study." This study examines the role of parents in their children's education over time.
   - **Messer, J.R., & Ohris, J.J. (2005):** "Barriers to parental involvement in their children's education: A longitudinal study." This paper discusses the barriers that parents face in being involved in their children's education.

### Conclusion

The implementation of these strategies and solutions aims to enhance parental involvement in students' academic and social lives as a means to improve students' academic progress. Parents play a crucial role in supporting students' education, and by involving them more effectively, we can create a more supportive and successful learning environment.
### Key Partners

- **Florham Park–East River Family Strengthening Collaboration, Cornerstones Public Charter Schools**
- **DCPNI Parent Academy-East River Family Strengthening Collaborative, Gallatin University, ELN**
- **Healthy Babies Project; CCDC, ERFSC due to Flamboyan Foundation; East River Neighborhood Community Foundation**
- **Moderate**

#### GROWTH PLANS

- Mix of private partner resources and federal Promise Neighborhood Implementation funds.

#### Baseline Analysis

Provision of services from the new DCOPNI elementary schools are not profitable in 3rd grade or 4th grade SCARL test.

#### Segmentation Analysis

- Parents both the staff and knowledge necessary on efficacy to support their student's learning.

#### EVIDENCE:


### Solution 4 for PARENTS: Support GED attainment for parents

**Baseline Analysis**

- Over half of the residents entering the DCPNI program have a high school diploma or equivalency. Over half of the youth have prerequisite skills for the GED exam and are capable of earning their GED. The youth are from families who have exceptionally low incomes.

#### Segmentation Analysis

- Parents both the staff and knowledge necessary on efficacy to support their student's learning.

#### EVIDENCE:


### Solution 4 for PARENTS: Support GED attainment for parents

- Mix of private partner resources and federal Promise Neighborhood Implementation funds.

#### Baseline Analysis

- Over half of the residents entering the DCPNI program have a high school diploma or equivalency. Over half of the youth have prerequisite skills for the GED exam and are capable of earning their GED. The youth are from families who have exceptionally low incomes.

#### Segmentation Analysis

- Parents both the staff and knowledge necessary on efficacy to support their student's learning.
Solution 1: For CHILDREN: Inspire a college-going culture at target schools and throughout Parkside-Northwest

Baseline Analysis: Cesar Chavez High School-Parkside is a strong college-going culture. However, more needs to be done to ensure that graduates of Cesar Chavez High School are on track to plan, save, and graduate from college.


Promote parental involvement and engagement, as well as parent and student-education.


Support college tours and visits


Solution 2: For CHILDREN: Beginning in middle school, provide comprehensive precollege programming

Baseline Analysis: Cesar Chavez High School-Parkside is in the process of implementing a comprehensive precollege intervention and developmental program among low-income high school students. However, more needs to be done to ensure that graduates of Cesar Chavez High School are on track to plan, save, and graduate from college.


Provide college awareness and the start of college attendance for each student


Support college tours and visits


Provide rigorous academic preparation


SAT preparation

Solution 3 for CHILDREN: Address students financial needs that impede college enrollment and successful college completion

Baseline Analysis: Chinese School-Park has a strong college culture. However, more needs to be done to ensure that graduates of Chinese School-Park High School students who are not certain they will go into a four-year college get the financial literacy and support, and financial aid application assistance they need. This year, 50% of the seniors who go to the college committed to college enroll, and 40% of the students who are not planning on going to college, get the college counseling. However, Chinese School-Park High School students who are not certain they will go into college receive financial literacy and support, and financial aid application assistance they need.

Solution 1 for PARENTS: Support workforce mobility for parents

Baseline Analysis: Approximately half of the residents living in the DCPNI neighborhoods are poor. However, four of the neighborhoods include Kenilworth Comforts, Kendalwood-Park Residences, Manor and Parkway Residences. The four neighborhoods include Kenilworth Comforts, Kendalwood-Park Residences, Manor and Parkway Residences. In the four neighborhoods, 70-80% of the residents are poor. However, four of the neighborhoods include Kenilworth Comforts, Kendalwood-Park Residences, Manor and Parkway Residences. However, four of the neighborhoods include Kenilworth Comforts, Kendalwood-Park Residences, Manor and Parkway Residences. Approximately half of the residents living in the DCPNI neighborhoods are poor. However, four of the neighborhoods include Kenilworth Comforts, Kendalwood-Park Residences, Manor and Parkway Residences. However, four of the neighborhoods include KenilworthComforts, Kendalwood-Park Residences, Manor and Parkway Residences.

Solution 4 for CHILDREN: Develop a network of business and college-career mentors

Baseline Analysis: Chinese School-Park has a strong college culture. However, more needs to be done to ensure that graduates of Chinese School-Park High School students who are not certain they will go into a four-year college get the financial literacy and support, and financial aid application assistance they need. This year, 50% of the seniors who go to the college committed to college enroll, and 40% of the students who are not planning on going to college, get the college counseling. However, Chinese School-Park High School students who are not certain they will go into college receive financial literacy and support, and financial aid application assistance they need.

Solution 5 for CHILDREN: Support financial literacy and stability

Baseline Analysis: Approximately half of the residents living in the DCPNI neighborhoods are poor. However, four of the neighborhoods include Kenilworth Comforts, Kendalwood-Park Residences, Manor and Parkway Residences. In the four neighborhoods, 70-80% of the residents are poor. However, four of the neighborhoods include Kenilworth Comforts, Kendalwood-Park Residences, Manor and Parkway Residences. However, four of the neighborhoods include Kenilworth Comforts, Kendalwood-Park Residences, Manor and Parkway Residences. Approximately half of the residents living in the DCPNI neighborhoods are poor. However, four of the neighborhoods include Kenilworth Comforts, Kendalwood-Park Residences, Manor and Parkway Residences. However, four of the neighborhoods include Kenilworth Comforts, Kendalwood-Park Residences, Manor and Parkway Residences.

Solution 6 for CHILDREN: Address students financial needs that impede college enrollment and successful college completion

Baseline Analysis: Chinese School-Park has a strong college culture. However, more needs to be done to ensure that graduates of Chinese School-Park High School students who are not certain they will go into a four-year college get the financial literacy and support, and financial aid application assistance they need. This year, 50% of the seniors who go to the college committed to college enroll, and 40% of the students who are not planning on going to college, get the college counseling. However, Chinese School-Park High School students who are not certain they will go into college receive financial literacy and support, and financial aid application assistance they need.
Solution 2 for CHILDREN: Promote child nutrition and exercise

**Key Partners**
- 92%

**Funding Source**
- 31%

**Segmentation Analysis**
- Most DCPNI children are not on track to meet their daily exercise needs.
- Among Teen Moms, 25% of girls have an additional birth to a teen mother.
- More than half of DCPNI pediatric emergency visits are for respiratory illness. DCPNI older children and youth are seen primarily for injuries. Visits for nonemergency purposes are most frequent among DCPNI children and youth.

**Effectiveness**
- Cox, L. (2001)
- Fitzgibbon et al. (2005) found that preschool minority children who participated in the Hip-Hop to Health program in the preschool years were found to demonstrate significantly lower body fat percentage and BMI than control children.
- Jekielek et al. (2002) estimated that the average cost of being overweight for a child was $2,000 per year. In addition, the cost of being overweight can be offset by community-based programs that promote physical activity and healthy eating.

**Growth Plans**
- Moderate

**Solution 3 for CHILDREN: Provide mentors and role models**

**Problem Statement**
- Building mentoring relationships in the DCPNI community leads to meaningful financial benefits for youth nearing or in the workforce.

**Segmentation Analysis**
- 11% of Chavez High School students identify as at-risk youth.

**Solution**
- Mentoring relationships and youth outcomes have been found to be effective.

**Effectiveness**
- Microwave, M., and Tarhan, H. (2002) found that mentoring programs and evaluations have a significant impact on the health and development of children. The authors observed a significant reduction in BMI compared with control participants.

**Growth Plans**
- Moderate

**Solution 4 for PARENTS: Establish healthy homes as a school improvement issue and as a community-wellness issue**

**Problem Statement**
- Most residents have access to health insurance but are not likely to use emergency rooms in their area.

**Segmentation Analysis**
- 25% of Chavez middle school students targeting at-risk students with the Mobile Health Program.

**Solution**
- Interventions to Prevent or Treat Obesity in Preschool Children: A Review of Evaluated Programs. The results of several studies document that home visits have significantly improved social and behavioral outcomes, and improving the effectiveness of mentoring programs.

**Effectiveness**
- Microwave, M., and Tarhan, H. (2002) found that mentoring programs and evaluations have a significant impact on the health and development of children. The authors observed a significant reduction in BMI compared with control participants.

**Growth Plans**
- Moderate

**Solution 5 for COMMUNITY: Promote physical fitness and good nutrition for each child**

**Problem Statement**
- Most DCPNI children have access to health insurance, but are less likely to have a medical home.

**Segmentation Analysis**
- 14% of Chavez High School students identified as at-risk youth.

**Solution**
- Mentoring programs can be effective in improving health outcomes and increasing social and economic benefits. The authors also observed that mentoring programs can lead to positive changes in physical activity and healthy eating behavior.

**Effectiveness**
- Microwave, M., and Tarhan, H. (2002) found that mentoring programs and evaluations have a significant impact on the health and development of children. The authors observed a significant reduction in BMI compared with control participants.

**Growth Plans**
- Moderate
Solution 3 for PARENTS: Promote resident leadership and resident-led projects that address health, stability, and safety

Annual Action

Year 1: Covid-19 Response

| Community Engagement Action | All residents in DCPNI neighborhoods | NA | NA | NA | Mix of private and public partners and federal Promise Neighborhood Implementation funds – See March budget and letter narrative

Solution 4 for PARENTS: Provide Legal Aid

| Year | DI Lab, LLC | All Residents in DCPNI \(\geq 18\) year olds | 2000 residents living below poverty line | 20% | Serve 15 in year 1 and then triple the number of clients served in Year 2 and beyond since this is a fully inclusive and inclusive needs assessment

Public partner resources, including DC Child and Family Services Administration funding
IDENTIFYING POLICIES, REGULATIONS, AND OTHER REQUIREMENTS

THAT WOULD IMPEDE SUCCESSFUL IMPLEMENTATION

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